



Yew Tree Primary School

CURRICULUM INTERVENTION MAPPING 25/26

Issues/Need	Intervention	Intention	Impact
<ul style="list-style-type: none"> - number recognition - basic number concepts 	5 minute maths	<ul style="list-style-type: none"> - Develop an understanding in number concepts. - allow children to access the daily maths lesson in class with continued support of practical resources - The Progression of skills detailed on The Record of Achievement booklets allows children to work in very small steps through a complete programme. - It also includes small steps for teaching and consolidating concepts of time, measurement, money and shape. Targets for IEPs are on every recording booklet. 	<ul style="list-style-type: none"> - The main benefits of the Number Box are: Good self esteem is maintained as children are supported from very early stages . - Children have an opportunity each session to share knowledge and progress. - Children manage the resources, encouraging them to become independent.
<ul style="list-style-type: none"> - pupils struggling with common exception words. - Pupils with spelling difficulties. 	Precision Teach: Phonics and common exception words Toe by Toe	<ul style="list-style-type: none"> - Repetition of words/numbers. - Developing fluency of spelling due to revisits of familiar words. 	<ul style="list-style-type: none"> - Increase in phonic/letter recognition. - Spelling and reading improvement of spelling words or common exception words.
<ul style="list-style-type: none"> - pupils with difficulties in questioning. 	Guided reading Literacy Box	<ul style="list-style-type: none"> - enables teachers to observe students' reading behaviour and provide support while they practice reading strategies. - During small-group reading, students' reading abilities are matched to appropriate reading materials. 	<ul style="list-style-type: none"> - Development of questioning skills.
<ul style="list-style-type: none"> - pupils with poor retention. - Pupils who find it difficult to follow a range of instructions. 	Memory Games	<ul style="list-style-type: none"> - Memory games very often form as part of speech and language targets. Introduce pupils to new words/can be directed towards topic words. - To improve short term working memory. 	<ul style="list-style-type: none"> - improve concentration. - train visual memory. - increase short term memory. - increase attention to detail. - improve the ability to find similarities and differences in objects. - help to classify objects that are grouped by similar traits. - improve vocabulary.
<ul style="list-style-type: none"> - pupils who cannot orally compose and hold a sentence. - Pupils with difficulties in common exception and spelling words. 	Sandwell Writing Intervention	<ul style="list-style-type: none"> - Develops basic writing skills - Fosters a positive attitude towards writing - Closes identified gaps in writing - Improves confidence and self-esteem 	<ul style="list-style-type: none"> - Confidence in simple writing sentence development. - Increase in spelling accuracy of common exception words and national curriculum spelling words.

- identified children with speech and language needs.	Speech and language / ALD support	<ul style="list-style-type: none"> - Targets set by Speech and Language department - Review is usually on a termly basis - Resources provided by Speech & Language department 	<ul style="list-style-type: none"> - Development of language skills. - Development of specific speech skills.
- pupils who do not recognise letters and sounds.	Alphabet Arc	<ul style="list-style-type: none"> - a multi sensory intervention which uses wooden letters of the alphabet to secure or help children to remember letter sounds and names - it helps with spelling and syllabification, sequencing and lends itself to practice letter formation. 	<ul style="list-style-type: none"> - Recognition of letters of the alphabet. - Improved letter formation.
<ul style="list-style-type: none"> - pupils who did not pass phonic assessments. - Identified pupils with gaps in phonic knowledge. 	Top-up Phonics	<ul style="list-style-type: none"> - KS2 pupils offered phonic programme as a 'catch-up' - Pupils join appropriate KS1 phonic group - Assessment used to identify needs and progress 	<ul style="list-style-type: none"> - Pupils progress through phonic planning letters and sounds. - Identification of missing gaps in knowledge.
- pupils showing and expressing social, emotional and behaviour needs.	SULP/Pastoral	<ul style="list-style-type: none"> - Focus is on pupils who have behaviour issues or self esteem issues - Termly evaluation-pupil behaviour, confidence & well-being - A programme used to develop social language skills. - Delivered in small groups. - Usually once a week. 	<ul style="list-style-type: none"> - Decrease in behaviour and emotional outbursts. - Pupils develop an understanding of self-identify and ways to manage their own behaviour and development.
-pupils struggling with social communication skills.	Lego Therapy	<ul style="list-style-type: none"> - develop social and communication skills such as turn-taking, sharing, and problem-solving - Delivered in a small group with each pupil taking on an individual role (group leader, engineer, supplier and builder. 	<ul style="list-style-type: none"> -Improvement in following instructions - Pupils develop an understanding of collaborative work and turn taking.
- pupils struggling with segmentation and blending.	Daily Reading	<ul style="list-style-type: none"> - Staff read with children with a focus on fluency and accuracy when reading in a small group. - Comprehension is a focus. 	<ul style="list-style-type: none"> - Improvement in reading scores. - Development of a range of questioning.
- identified pupils with speech and language difficulties.	Welcomm	<ul style="list-style-type: none"> - A speech and language toolkit which uses a traffic light approach. - Helps to identify and target early speech and language difficulties. 	- Support in EYS and for high needs pupils to develop speech and understanding.
- pupils who get easily distracted and are unable to follow grouped instructions and transition from one task to another.	TEACCH	<ul style="list-style-type: none"> - Use of a workstation, visual timetable etc. to develop independence, organisation, order, concept of finished and skills - Focuses on strengths and supports weaknesses to enable maximum access and reduce stress 	<ul style="list-style-type: none"> - Improved task completion - Increased understanding of activities through visual schedules and work systems - Reduced challenging behaviours,