

Interventions for Literacy

As a parent/carer you will want to know how well your child is doing at school. Schools are required to track the progress of your child in the school on a regular basis and tell you of that progress.

Currently in the Early Years, progress is recorded in The Early Years Foundation Stage Profile (EYFSP). As children move out of the Foundation Stage their progress is usually described as a National Curriculum level though sub-levels can give you better information. For example, 1a is higher than 1c. At the end of Key Stage 1 the average child should have reached level 2, and at the end of Key Stage 2 the average child should have achieved level 4.

However this form of reporting progress (ie in levels) will be reported for the last time at the end of the academic year 2015. From September 2015 test outcomes will be reported in a different way and an individual's progress will be measured against all those who had the same baseline as that individual.

More information about the timetable for introducing the new National Curriculum and the testing and reporting arrangements can be found here:

<https://www.gov.uk/government/publications/key-stage-2-assessment-and-reporting-arrangements-ara>

If, for whatever reason, your child is not making satisfactory/good progress, then the school should share this information with you and explain what they are doing to support your child's learning. This is also the time to find out what you can do to help. Likewise, if there are events happening at home such as a new baby, a bereavement or divorce, this may have an impact on how your child is coping at school and their progress. Events such as these may have a short-term effect. However, any information on events that might make a difference to your child's progress should be shared with the class teacher.

There will be some children in the Foundation Stage who are described as having 'difficulties' and whose progress is slow.



The EYFSP is used to track development, monitor progress and support the early identification of difficulties. Early difficulties that can affect literacy (the ability to read and write) include problems with speaking and listening, learning sounds in the English language and understanding what books and words are. The school will be tracking how well your child is doing and finding out where there are gaps in their learning. They will know what they need to do to help your child's progress. Early difficulties can often be sorted with the right type of help.

Children who continue to have literacy difficulties generally need more than the normal classroom teaching to progress. Therefore, if your child has been identified as having literacy difficulties by the school and is falling behind they will need some additional support (intervention) to help them.

Currently there is an expectation that the average child will make two levels of progress during the key stage. However, this will change from September 2015 to a measure that is relative rather than absolute. For example, if a pupil has an average point score (APS) of 19 at KS1, the average point score of all pupils

with an APS of 19 at KS1 will be calculated. If the pupil in question achieved a higher or lower scaled score than the average then that will tell us whether or not that pupil is making good progress.

It is likely that if your child has literacy difficulties, their progress will be slower. We also know that there is an optimum time to intervene to help close the gap between your child and their peers. OFSTED will be looking to see that schools provide accurate information showing the progress pupils are making. The information should be meaningful for pupils, parents and governors.

Interventions work best when delivered before a child reaches Year 3 in school. Early intervention is recommended by the Department for Education. Therefore schools should have intervention programmes available at Key Stage 1 for those children who need them.

It is important that a child with identified literacy difficulties of a significant nature should receive intervention in Key Stage 1 rather than wait until KS2. Intervening early will prevent literacy failure becoming embedded.



SEN Provision

There are some very good intervention programmes that can boost progress, and most children can be helped to get back on track (see the model of SEN provision).

A Model of SEN provision



Universal high quality teaching

All children are entitled to high quality teaching. This is also described as universal provision. Some children may, at times, be taught in small groups or in a one-to-one situation to support their learning. Teachers are often skilled at adjusting their teaching to suit differences in learning. Additional SEND teaching informs and supports universal high quality teaching. All teachers are able to make creative adaptations to classroom practice enabling children with special needs to learn inclusively and meaningfully, alongside their peers.

Targeted SEN provision

Some pupils receive additional SEND provision from well- trained staff who are highly effective: this is a specific, time limited, evidence-based intervention for pupils who are not making good progress due to a special educational need. Schools will have developed professionals within school (or through a cluster of schools) who can support these students. The pupil's response to the intervention will provide teachers with an indication of how significant the SEND is likely to be (see **Interventions for Literacy**).

There are a very small number of children who will continue to need support on a long-term basis and have persistent needs. These children may face challenges to reach expected standards in literacy though they can excel in other areas.

The decision is based on how well your child is doing and how far behind they are compared to their age group. Wave 2 interventions last a specified number of weeks, and by the end of the intervention children in the group should have caught up. The pace of this type of intervention will suit some children who need a quick boost. The child who has greater difficulties in literacy and who is unlikely to catch up with their age group through a targeted intervention should be provided with a more personalised intervention. However a targeted intervention should not be seen as a stepping stone to more specialist intervention.

Specialist SEN provision

Needs are so individual that they require the skills of a specialist teacher or group of professionals to be involved. The majority of these pupils' time is spent in the mainstream classroom but their 'additional and different' provision is highly personalised and closely monitored. The class/subject teachers are clear how to encourage independence and boost these pupils' self-esteem. This provision may come from within the school or from outside the school (i.e. a collaboration with other schools or the LA Local Offer).

Some of the features of specialist SEN provision are:

- Taught by a teacher/teaching assistant in a 1:1 situation.
- Based on the needs of the child.
- Highly structured so that the steps in learning are small and achievable.
- Time-limited.
- Designed to boost progress and help the child close the gap between themselves and their year group.

There are a number of sound interventions that schools have been provided with guidance on which ones are most likely to lead to good progress.

These interventions can work well for children with literacy difficulties and those children who may be described by the school as having 'dyslexic difficulties'.

Expectations

The school should tell you as a parent/carer if your child has literacy difficulties and the nature of these difficulties, and provide you with information on their progress. The school should also ask for your views on the literacy difficulties of your child.

The school should tell you how they are supporting your child with literacy difficulties. This information may be in the form of a provision map. The schools' processes for informing parents and for taking their and their child's views into account should be outlined in the SEND information which must be published on their website (SEND regulations 2014).

If your child is significantly behind their age group, you can reasonably expect the school to provide an intervention.

The school should provide you with information on the intervention – how long it will last and how it will fit into the weekly school timetable.

The school will continue to monitor your child's progress both during the intervention and beyond to ensure their progress is maintained. This information should be made available to you.

The school should let you know how you can support your child's learning during the intervention programme and beyond.

An effective intervention programme can boost progress and for some children this means catching up with their age group.

An intervention that works will often lead to your child becoming more confident and eager to learn.

Some children require more than one period of intervention, though it is usual that there is a period between interventions when the child's progress will be monitored.

Schools should have their range of support written down and available to you. Generally schools will have Provision Maps that list the SEN provision to show how they support children with literacy difficulties.

High quality universal teaching is still important, as a child receiving a separate intervention will, for the majority of the time, be within the normal classroom. Whatever happens for the child receiving an intervention should be consolidated when they are back in the classroom.

All children make better progress when parents/carers and schools work together.

"Every parent and carer knows how their child is doing, what they need to do to improve, and how they can support the child and their teachers."

The Assessment for Learning Strategy (2009)

There is a section on frequently asked questions you may find useful.