

# Monkton Intervention Menu and TA led activities

## Literacy

### Comprehension and Inference

When a child's 60-word check indicates they can read accurately but has low comprehension this is the intervention for you!!  
TA led with a group of up to 6

### Speech Link and Language Link

All children in EYFS are screened using both programmes. If needed children in any year group will can be assessed using the Speech and Language Link programmes. This may result in follow up sessions with the class TA. It may also lead to a referral for external support if no progress is noted after two terms intervention.

### Language Through Colour

The use of visual coding to teach grammar to children with specific learning difficulties. It helps children to categorise vocabulary to make constructing a sentence easier. It can also be used as a mind map to help find meaning of words / pre-teach vocabulary.  
Any child that finds basic writing and sentence construction difficult will benefit from this method. This is a whole school approach so is used in whole class teaching as well as an intervention if needed. For children who have very poor concept knowledge this should be delivered 1:1. It can be done as a group for similar ability children (the ones who can cope with the colour coding systems).

<b>Touch Typing</b>	<p>To support in learning how to accurately touch type, children can complete regular practice using BBC Dance Mat.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr">https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr</a></p>	<b>Letters and Sounds</b>	<p>Letters and Sounds is a phonics resource used in EYFS/KS 1. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.</p> <p>Catch up groups with children can be planned from where the child/children are at. These groups can be delivered by a TA as additional provision. L&amp;S can also be used in KS2 where children's reading ability is really low/where they lack basic phonic knowledge.</p>	<b>Pre- teaching</b>	<p>Pre-teaching is a strategy that involves teaching students concepts, skills or vocabulary prior to a lesson so that they can hit the ground running.</p>
<b>Active Listening</b>	<p>Active listening is giving a speaker your full attention and trying to understand the complete message.</p>	<b>Language 4 Learning</b>	<p>This is a tool to assess &amp; identify needs in Speech, Language &amp; Communication. After assessment suitable interventions will be recommended / put in place depending on level of need.</p>	<b>Precision Teaching</b>	<p>For a child that is 'Stuck in a rut' to help a child master a basic skill so well that it is an automatic response. VERY BASIC e.g. HFW reading or writing, times tables, number bonds to 10 or 20. 10 min</p>

	<p>Signs of active listening can be verbal or non-verbal. They include:</p> <p>positive reinforcement;</p> <p>remembering; asking questions;</p> <p>smiling and nodding;</p> <p>staying focused.</p>		<p>Records are required to be kept as to the outcomes of the interventions as evidence for LIFT.</p>		<p>sessions every morning to teach/practise a skill and 5 minutes every afternoon to test it. Any subject that involves a quick response. Suitable for all ages.</p>
--	--	--	--	--	--

### Maths

<b>Maths booster</b>	<p>Additional support group that targets children who are finding a particular topic/area of maths difficult. This is not a planned regularly timetabled intervention it is used as and when needed for specific children. Should be planned by teacher and led/delivered by a TA.</p>
----------------------	--

### Fine / Gross Motor Skills

<b>Handwriting</b>	<p>Extra sessions delivered by a TA using the school handwriting policy. Should be adapted to an appropriate level for the child to progress.</p>	<b>Fizzy</b>	<p>Referral via CT or OT - this intervention is for children who need additional practice with gross motor skills. It includes activities involving balance, coordination and ball skills in groups of 4 from 8.45-9.05 daily in the hall for 1 term at a time. Clever hands can also be included in the session. Records are kept to show progress though the three levels of Fizzy. This is an invite only group. Children with EHCP's which include Fizzy will access the group for two terms per year. Group delivered by TA.</p>
<b>Clever Hands</b>	<p>Clever hands activities are used regularly in EYFS and Year 1. Additional sessions may be needed for children in all year groups. Referral via CT or OT - this intervention is for</p>	<b>Sensory Circuits</b>	<p>Sensory Circuits is a sensory motor skills programme that helps children and young people become more organised and achieve the 'just right' level of alertness they need to help them prepare for the day's learning. Children complete gross motor activities. Children complete planned alerting, organising and calming activities. This is normally before school and straight after lunch before re-entering the classroom.</p>

	<p>children who need practice with fine motor skills. Activities involving eye-hand coordination, spatial awareness etc. Assessment after 2 terms.</p> <p>TA as often as possible, or as part of Fizzy group.</p>			
Behaviour, Social and Emotional				
<p><b>Social Skills: Talkabout - social communication skills package (KS2)</b></p>	<p>For children with specific social &amp; communication issues. Groups are formed with children with similar needs &amp; good role models. May also result from L 4 L observations.</p>	<p><b>Memory Skills and Visual Discrimination</b></p>	<p>For children with memory issues. Groups are formed with children with similar needs. May also result from L 4 L observations. May be groups or 1:1 depending on need.</p>	<p><b>Social Stories and Comic Strip Conversations</b></p> <p>Social Stories are a short description of a particular situation, event or activity, which include specific information about what to expect in that situation and why. They can be used to support children with Autism or anxiety in their understanding of certain situations.</p> <p>Comic Strip Conversations use stick figures and symbols to represent social interactions and abstract aspects of conversations so that children can see what they and others might say as well as think.</p>
<p><b>Box of emotions (EYFS lower KS1)</b></p>	<p>The Box of Emotions contains 80 cards containing a mini-essay on a different emotion on one side and a mesmerizing colour pattern on the other. Learn more about yourself and what makes your fellow beings tick, from anger and worry to empathy and courage.</p>			