



Nine Mile Ride
Primary School

Intervention Descriptions 2024-25

Catch Up® Literacy

Catch Up® Literacy is a structured one-to-one intervention for learners who find reading difficult. It uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes. It is suitable for all struggling readers whose Reading Age is significantly below their Chronological Age and is designed for use with struggling readers aged 6-14, rather than beginner readers.

[Catch Up Literacy - Catch Up](#)

Catch Up® Numeracy

Catch Up® Numeracy is a structured one-to-one intervention for learners who find numeracy difficult. It enables learners who struggle with numeracy to achieve more than double the progress of typically developing learners. Catch Up® Numeracy involves 15-minute individual sessions delivered twice a week. It is grounded in academic research and addresses 10 key components of numeracy:

- Counting verbally
- Counting objects
- Reading and writing
- Hundreds, tens and units
- Estimation
- Word problems
- Translation
- Remembered facts
- Derived facts
- Ordinal numbers

It is suitable for all struggling learners whose Number Age is significantly below their Chronological Age and is designed for use with struggling learners aged 6-14, rather than beginner learners.

<http://www.catchup.org/interventions/numeracy.php>

Sound Foundation Literacy (SFL)

Sound Foundations delivers high quality synthetic phonics in a self-contained, fully-programmed format

(SFL) **Bear Necessities**-reading

This is the starting point for non-readers and suitable for children in Foundation Stage and Year 1 as well as older children with moderate to severe learning difficulties. The sessions are to be 1:1 on a daily basis.

(SFL)**Dancing Bears**-reading

This is for children who have started to read simple CVC words but who have poor decoding skills and are struggling to keep up with whole-class instruction. Suitable for KS1 pupils but also with older children who have a reading age of 7 or less.

(SFL)**Fast Track**-reading

This is suitable for older pupils with a reading age of between 7½ and 9 years.

(SFL)**Apples & Pears**-spelling

The Apples & Pears spelling programme can be used with any child who has a spelling age of less than 9 ½ years. The sessions can be 1:1 or in a small group.

[Sound Foundations Books - Teaching dyslexic children to ...](#)

Plus 1-maths

This is the first coaching book which teaches all the building blocks of numbers, and begins to develop skills with mental calculations. Sessions are to be carried out with pupils on a 1:1 basis.

Power of 2-maths

This is the second maths coaching resource book that is carried out with pupils on a 1:1 basis. It covers:-

- Mental Maths needed for the new Mathematics Curriculum
- Access to full maths curriculum
- Building Blocks of number
- Development of mental calculation skills

Lego Therapy

LEGO System Therapy uses a number of important elements in order to engage children with communication skills and group activities. Children participating first learn a set of clear rules and develop LEGO brick building skills, including collaborative building. The LEGO sessions are highly structured, predictable and systematic, allowing children to develop not only their communication skills but their organisational and fine motor skills.

Thrive[®]

Thrive helps adults prepare children and young people for life's emotional ups and downs. The Approach teaches you how to be, and what to do, with children's differing and sometimes challenging behaviour. As a result, children become more self-assured and ready to engage with life and learning. Based on neuroscience and attachment research, Thrive training provides a targeted intervention. All practice is underpinned by Thrive-Online, an assessment tool and extensive action planning resource that charts progress and measures outcomes. Thrive sessions are delivered by both Nurture Assistants. Parental discussion needs to take place and consent forms need to be signed before a child is assessed and embarks on the programme. [Thrive Approach](#)

Nurture/Thrive[®]

Referrals can be made via staff using the Nurture forms and placed in the Nurture Assistant pigeon hole (Gail Stevens). This will enable the Nurture Assistant to decide the best route for that child. This could either be the new Thrive approach or 1.1 Nurture sessions if it is of a more confidential nature.

Lunchtime Nurture drop in 12.30-1pm

Children can self-refer to a lunchtime drop-in (Tues) at The Den between 12.30-1pm. This will be managed by Gail Stevens. Children will be able to self-refer by putting a note in a special post box.

Sensory Circuits

What are Sensory Circuits?

A Sensory Circuit is a series of exercises that a child works through in a specific structured order, similar to circuit training that you might do in a gym. There are three types of exercise:

Alerting – which wakes the body and senses up.

Organising – which require the child to organise their body and mind.

Calming – which provide sensory input to the body to calm and ground the child.

The order in which the children complete the circuit is crucial to the effectiveness of the session. The aim is to help the child be in an optimum state ready to learn, so neither over-stimulated nor under-stimulated. This is why we intend to run it at the beginning of the day. Regularly taking part in the sensory circuit, can improve skills such as attention, concentration, fine/gross motor skills, confidence and social skills.