

Dear Parent



.....



will be taking part in an intervention called Catch up Literacy to support their reading and writing. They will do a 15 minute individual session, twice a week. Each session involves reading a text and then linking this to a writing or spelling activity.



*How can you help?*

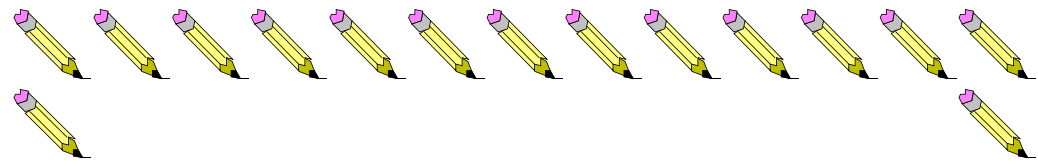


Please support the impact of this intervention on your child's progress by:

- Reading regularly at home
- Talking about what you are reading
- Practicing any words sent home



\*If you have any questions or would like more information please speak to your child's class teacher



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Dear Parent


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will be taking part in an intervention called Toe by Toe to support their reading. This will help them to find groups of letters that make a sound (phoneme) and then blend them together to make words. Then they practice reading the words in sentences.

They will work with a teaching assistant regularly this half term.

***How can you help?***

Please support the impact of this intervention on your child's progress by:

- Reading regularly at home
  - Finding groups of letters in words (e.g sh, ea, igh)
- 



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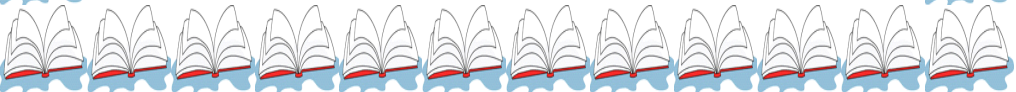
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Dear Parent



.....  
will be taking part in an intervention called  
Accelerad, Accelewrite, to support their reading  
and spelling. This will help them to link the right  
letters to the right sounds (phonemes) by typing  
sentences on a computer. The computer reads  
aloud these sentences allowing time to listen and  
check for errors.



They will work with a teaching assistant regularly  
this half term.



*How can you help?*



Please support the impact of this intervention on  
your child's progress by:



- Finding words with the given sound
- Practice writing words with this sound (using  
look, say, cover, write and check)



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Dear Parent

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will be taking part in an intervention called Fischer Family Trust (FFT) to support their reading and writing. This will help them to develop their confidence in linking the right letter to the right sound (phoneme), reading and spelling words and writing them in sentences.

They will work with a teaching assistant for 15-20 minutes several times a week.

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- Finding groups of letters in words (sh, ea, igh)

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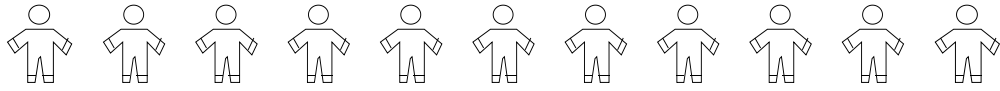
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Dear Parent



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will be taking part in an intervention called *Gym Trail* to support the development of their fine and/or gross motor skills.



Fine motor skills include for example: tracing, threading, drawing, cutting and pencil control.



Gross motor skills include for example: co-ordination activities, balancing, throwing and catching and obstacle courses.



They will work with a teaching assistant in a small group regularly this half term.



***How can you help?***



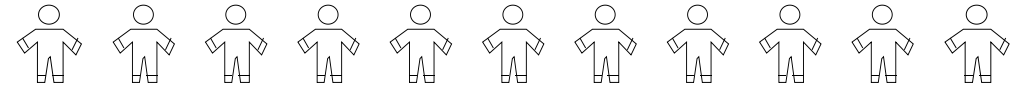
Please support the impact of this intervention on your child's progress by:



- Practicing drawing, cutting and puzzles
- Getting dressed and undressed (buttons, zips)
- Balancing activities e.g. hopscotch, jumping, skipping
- Ride a bike, scooter or tricycle



\*If you have any questions or would like more information please speak to your child's class teacher



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Dear Parent



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will be taking part in a weekly lunchtime nurture group to support their social and emotional development. The group will be run by a teacher or teaching assistant.



The children will have an opportunity to talk about their interests and participate in various activities to promote social and emotional development. These include, storytelling, games, puzzles and craft activities.



There will still be an opportunity for them to be outside and enjoy the fresh air.



*How can you help?*



Please support the impact of this intervention on your child's progress by:



- Sharing, turn taking and playing games together
- Encouraging speaking and listening during mealtimes, journeys etc



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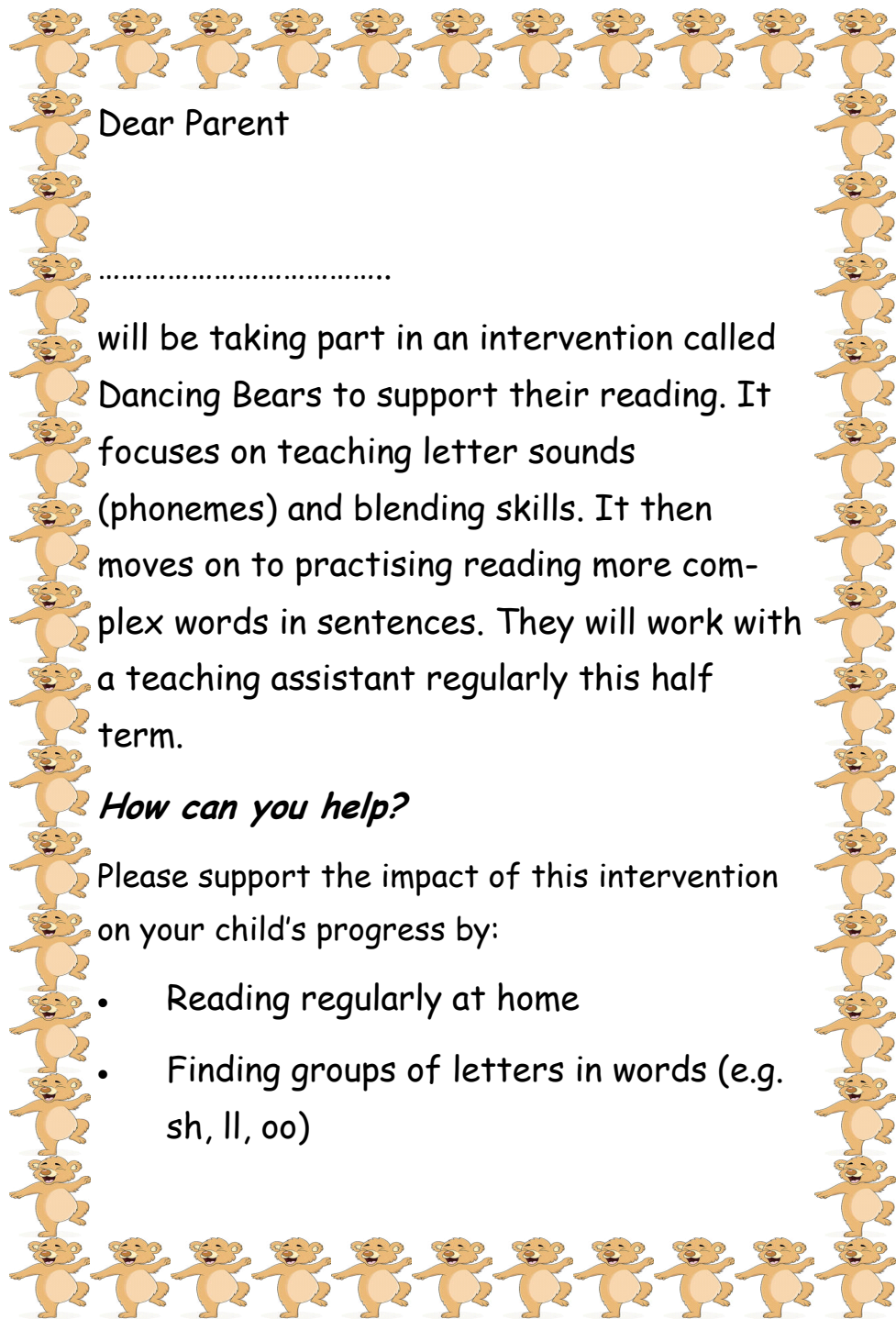
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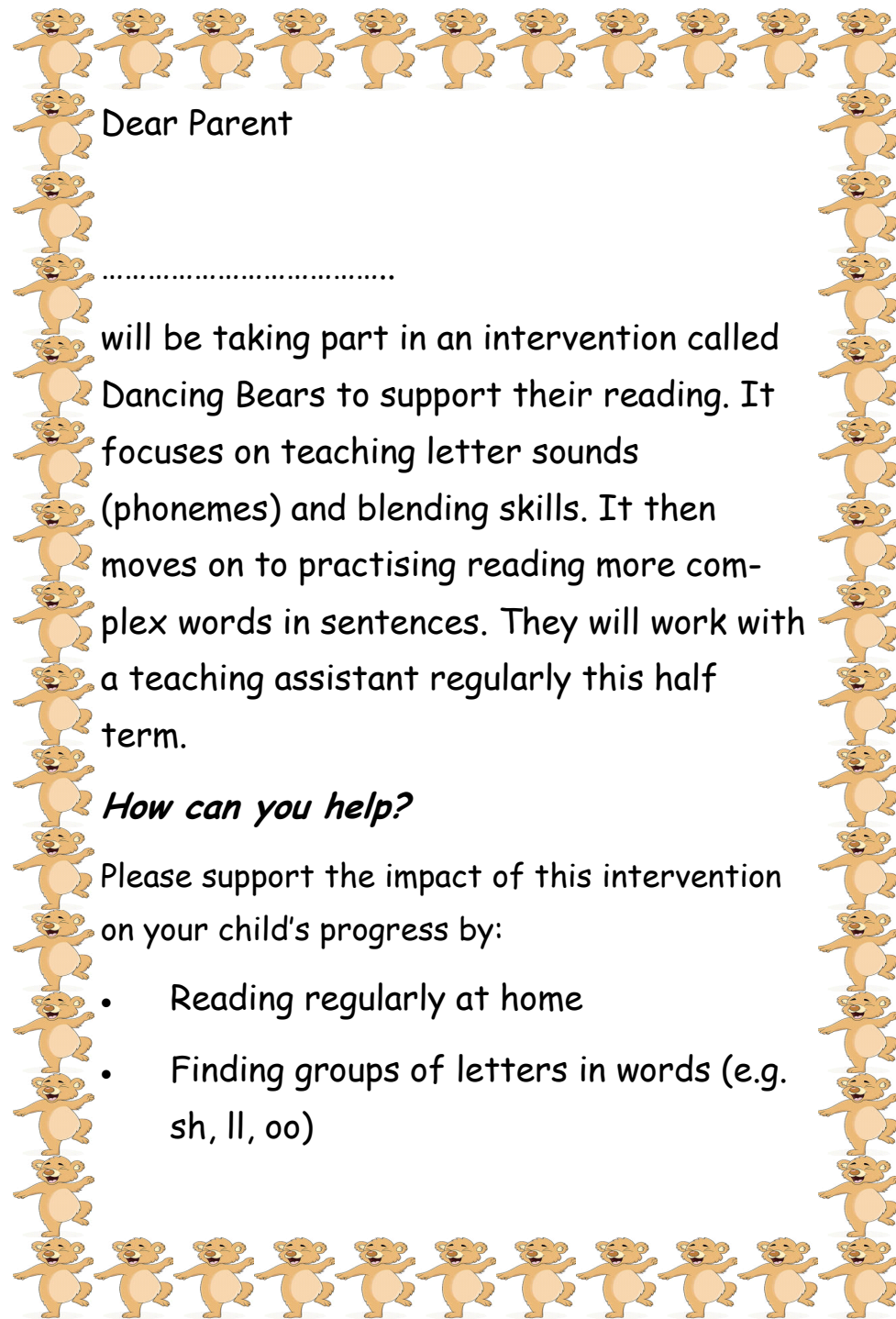
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will be taking part in an intervention called Dancing Bears to support their reading. It focuses on teaching letter sounds (phonemes) and blending skills. It then moves on to practising reading more complex words in sentences. They will work with a teaching assistant regularly this half term.

***How can you help?***

Please support the impact of this intervention on your child's progress by:

- Reading regularly at home
- Finding groups of letters in words (e.g. sh, ll, oo)



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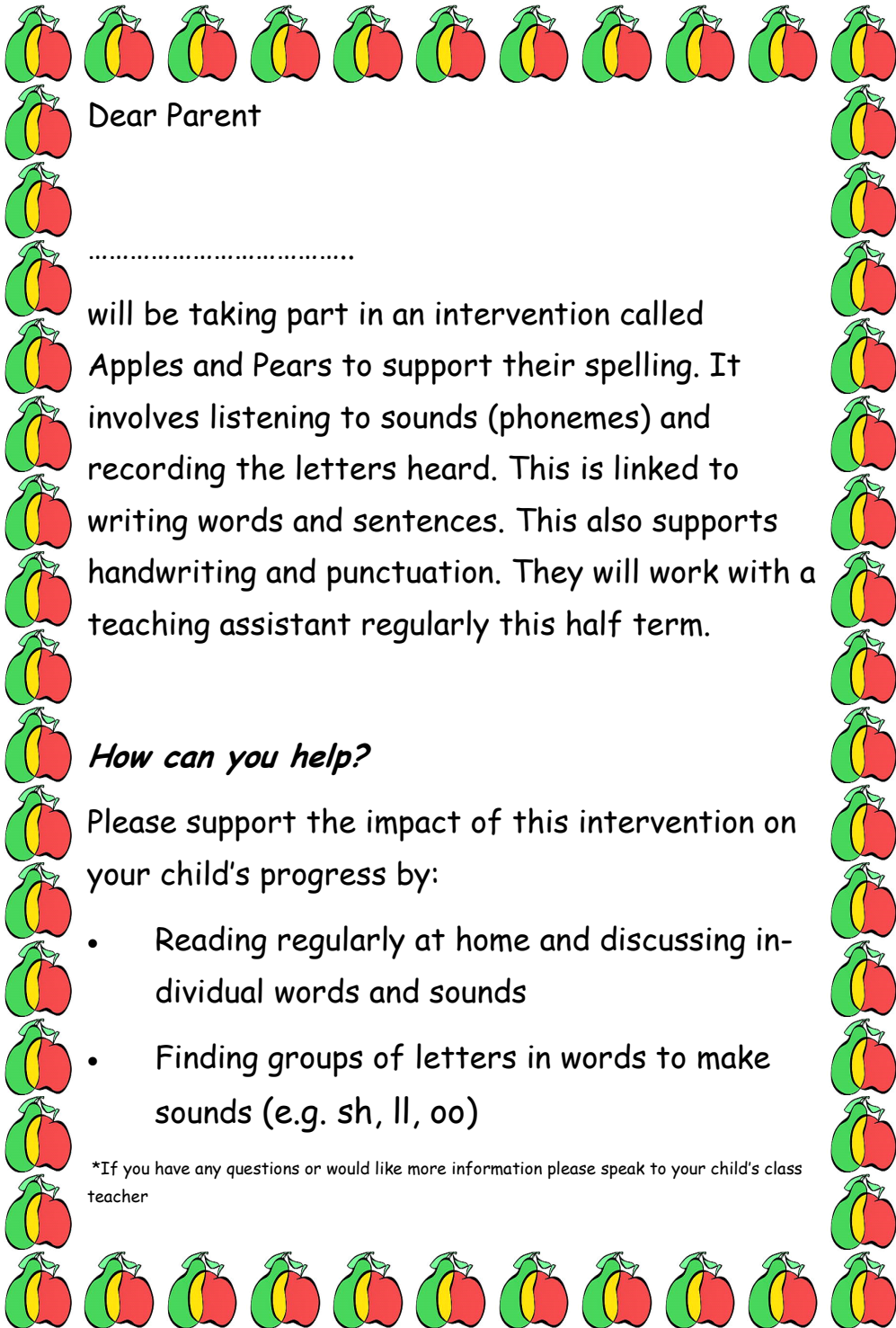
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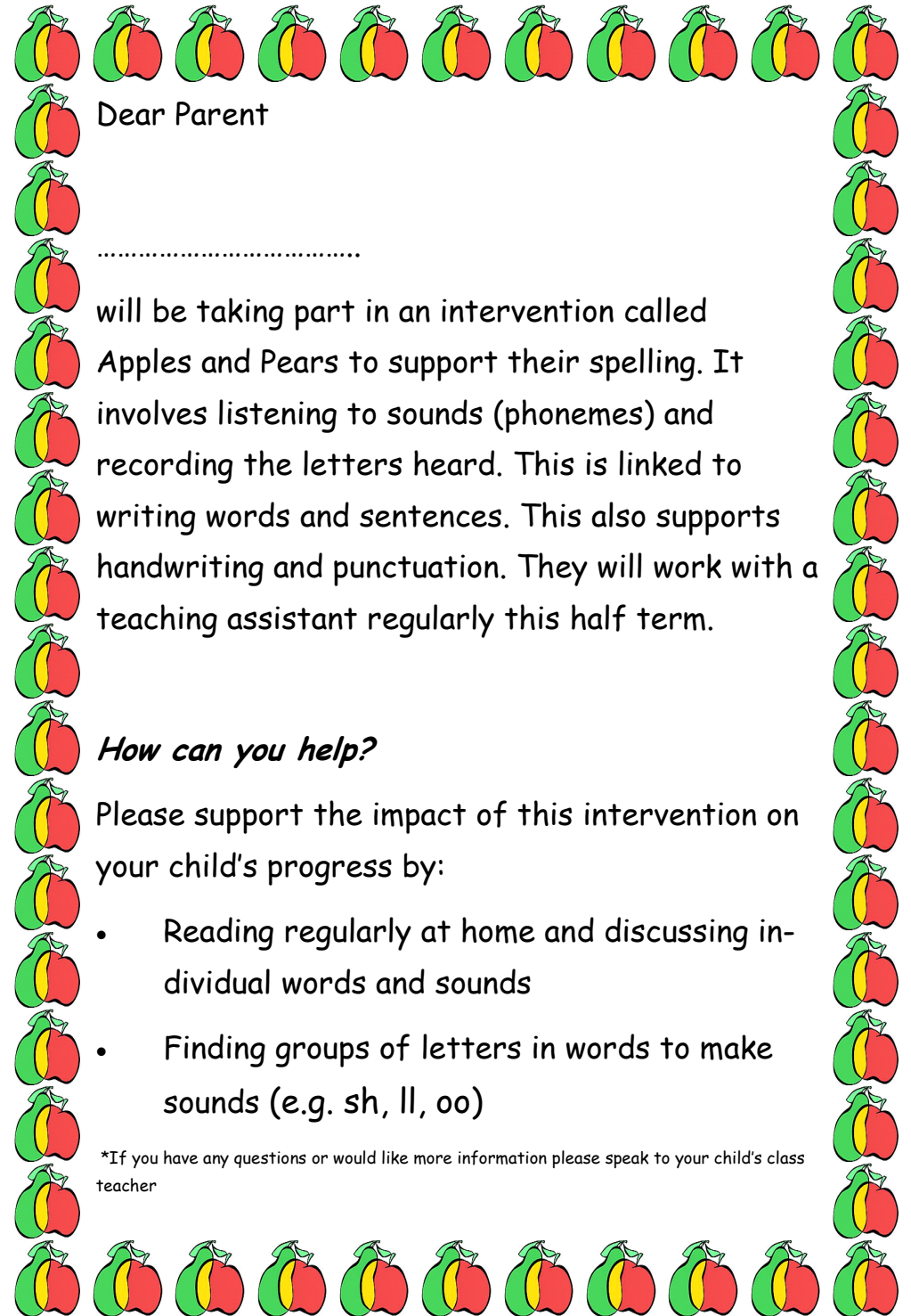
will be taking part in an intervention called Apples and Pears to support their spelling. It involves listening to sounds (phonemes) and recording the letters heard. This is linked to writing words and sentences. This also supports handwriting and punctuation. They will work with a teaching assistant regularly this half term.

***How can you help?***

Please support the impact of this intervention on your child's progress by:

- Reading regularly at home and discussing individual words and sounds
- Finding groups of letters in words to make sounds (e.g. sh, ll, oo)

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Dear Parent

will be taking part in an intervention called First Class at Number to support their maths. It involves developing confidence in number and calculation skills; counting, place value (hundreds, tens and units) and calculation.

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*How can you help?*

Please support the impact of this intervention on your child's progress by:

- Counting with them in steps of 1,2,5 and 10 from a two-digit number, e.g. 25
- Using coins encourage you child to count the value of the coins, saying how much you would have if you added or took away 1p, 10p

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***How can you help?***

Please support the impact of this intervention on your child's progress by:

- Playing games together, sharing and turn taking
- Encouraging talk during mealtimes, journeys etc

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Dear Parent,

### **Speech and Language Therapy in school**

..... will be seen for speech and language input, this will be a combination of assessment and therapy.

The therapy targets will be set by the school speech and language therapist (and where appropriate in conjunction with the NHS speech and language therapist). Once the targets have been set they will be worked towards by the therapist where appropriate but also by trained teaching assistants in school. They will be reviewed by the therapist.

To help your child make the best progress we work together with classroom staff and parents/guardians by keeping them informed of the targets, and discussing what activities they can do to help.

#### ***What you can do to support your child at home***

Complete the activities sent home with your child as this will help them to generalise any skills they have learned into their everyday talking, instead of just using them in speech and language therapy sessions.

You are welcome to come and participate in the sessions if you would like to and sometimes we ask parents/guardians to come in for sessions so they can see how they can help their child at home with their talking.

\*If you have any questions please speak to your child's class teacher or contact the school SENco or speech and language therapist via the school office.

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