

# SSIC information – targeted language/learning intervention

## Rationale

The school has seen a changing profile of need within Key Stage 2, with increasing numbers of children working significantly below the age-related expectations as a result of significant dyslexia or dyslexic tendencies, severe expressive and receptive language needs and/or phonological disorders. These children were making limited progress within whole-class

teaching, even with the use of scaffolds and adaptations. We therefore decided to introduce a targeted language and group drawing on evidence-based practices, tailored to meet their needs.



We have drawn on the EEF implementation cycle as we have considered approaches, the evidence and their efficacy.

We have established a programme incorporating Fresh Start and Colourful Semantics, both of which have a large research base.

## Implementation

8 children have been taking part in the group, taught by the SENCo. This is designed to be a flexible group, with one child meeting their targets and returning to their mainstream class for mainstream English lessons. Sessions have typically started with Fresh Start, before moving on to targeted writing input including Colourful Semantics.

The sessions have been affected by staff absence and whole-school events, but have otherwise remained quite consistent.

# Impact

## Key headlines:

- All pupils made progress in both spelling and reading ages from their starting points
- **An average of 5 months of progress made in spelling ages**
- **An average of 10 months of progress made in reading ages** (with some children making very significant progress)
- **The school's own small steps of tracking format shows that children are making small steps of progress** as they establish the foundations of reading and writing.

## Spelling ages

	January 2022	March 2022	Months of progress
SM	6:10	7:11	13
FS	6:02	6:04	2
JE	8:04	8:11	7
CB	(Not taking part)	7:01	N/A
BD	6:04	6:06	2
JW	7:00	7:02	2
HH	6:06	6:11	5
RC	6:11	7:01	2
<b>Average months of progress</b>			<b>5</b>

## Reading ages

	January 2022	March 2022	Months of progress
SM	6:06	7:10	16
FS	6:02	6:03	1
JE	6:08	7:06	10
CB	7:02	8:07	17
BD	6:01	6:05	4
JW	6:02	6:05	3
HH	6:02	8:03	25
RC	6:02	6:04	2
<b>Average months of progress</b>			<b>10</b>

## Next steps

- Split the group into two smaller groups, with a particular focus on targeted Fresh Start intervention

## Individual case study – R

- Joined the school in January 2020
- Diagnosed with:
  - Autism
  - ADHD
  - Dyslexia
  - Visual stress
  - Escalating mental health needs
- HNF previously
- EHCP issued August 2021
- Making only very small steps of progress in Reading and Writing.

### Reading

- Reading age: Scaled scores all below 90, and mostly below 80 until now.
- Jan 2022 reading age: 6:02, scaled score 86.
- March 2022 reading age: 6:04, scaled score 93.

### Writing

- Progress seen in composition and independence as a writer.

Writing progress	Jan 2022	March 2022
Number of descriptors met	8	29
Number of descriptors partially met	20	16

- Spelling age:
  - Jan 2022: 6:11
  - March 2022: 7:01

### Pupil Voice

“The group has helped me. It’s easier to focus on than in class. My reading’s definitely getting better and so is my writing. I feel that the writing group is easier and is helps”.