

## Frogmore Junior School - Provision Map: 2021-2022

<b>Cognition and Learning</b>						
<b>Area</b>	<b>Intervention</b>	<b>Overview</b>	<b>Length of Intervention</b>	<b>Assessment</b>	<b>Ratio</b>	<b>Adult delivering intervention</b>
<b>Maths</b>	<b><i>Pre teaching new concepts</i></b>	This is to introduce new vocabulary to children before it is encountered in the lesson.	Flexible	On-going assessment	Small group	All staff
	<b><i>Precision Teaching</i></b>	This is a simple but intense teaching method aimed at helping a child to embed facts such as times tables etc. The method aims to enable a child to recall the targeted facts in order to be able to apply it independently in class. As it allows high repetition of the facts to be learnt, it is effective at accelerating progress.	5 minutes Daily	On-going assessment	1:1	Associate Staff
<b>English</b>	<b><i>Precision Teaching</i></b>	This is a simple but intense teaching method aimed at helping a child to embed facts such as letter sounds and single word reading. The method aims to enable a child to recall the targeted facts in order to be able to apply it independently in class. As it allows high repetition of the facts to be learnt, it is effective at accelerating progress.	15 minutes Daily	On-going assessment	1:1	Associate Staff
	<b><i>Paired Reading</i></b>	This is a method that encourages children to read more independently and become more positive about reading in general. It involves an adult and a child reading together at the same pace. When the child makes a mistake, they have time to self-correct. If they don't manage to correct the word, it will be provided for them.	Flexible	Teacher assessment	1:1	All staff
	<b><i>Pre teaching new vocabulary</i></b>	This is to introduce new vocabulary to children before it is encountered in the lesson.	Flexible	On-going assessment	Small group	All staff
	<b><i>1:1 Reading</i></b>	To improve accuracy and comprehension. A child will read aloud to an adult who will then ask them a range of comprehension questions about what they have read.	Flexible	Teacher assessment (Salford's sentence)	1:1	All staff

## Frogmore Junior School - Provision Map: 2021-2022

				reading and comprehension test)		
<b>English</b>	<b><i>On the Write Track</i></b>	To develop sentence construction work for beginner writers with stimulating and help support independent writing.	20-30 minutes 2 x week	Teacher assessment	Small group 1:1	Associate Staff
	<b><i>On the Write Track 2</i></b>					
	<b><i>Order! Order</i></b>	To develop and practice sequencing events and stories. To recognise basic, repeating patterns through pictorial sequencing and ordering simple sentence.	20-30 minutes 2 x week	Teacher assessment	Small group 1:1	Associate Staff
	<b><i>Colourful Semantics</i></b>	The aim is to support individuals to develop their grammar. It aims to develop children's spoken sentences, ability to answer WH- questions, use of noun, verbs, prepositions and adjectives, storytelling and writing sentences.	20-30 minutes	Teacher assessment	Small group 1:1	Associate Staff
<b>Communication and Interaction</b>						
<b>Intervention</b>	<b>Overview</b>		<b>Length of Intervention</b>	<b>Assessment</b>	<b>Ratio</b>	<b>Adult delivering intervention</b>
<b><i>Speech and Language Therapy blocks</i></b>	Referral to the Speech and Language therapy service. Children who have been assessed by a SALT and meet the criteria will receive individual blocks of therapy to work on their personalised targets. Teaching/Learning assistants also attend these sessions to enable them to continue working with the child on these targets between therapy sessions.		Variable	SALT annual assessments	1:1	SALT SALTA
<b><i>Speech and Language Group</i></b>	The aim of this group is to develop skills around understanding and using language. Areas worked on include: Attention and listening: giving children opportunities to practise these skills to enable them to control impulsivity and extend their ability to listen. Understanding and auditory memory: building on skills around understanding the meaning around what has been spoken. Expressive language: developing the ability to put		20-30 minutes Weekly	Class Teacher	Small group	Associate Staff

## Frogmore Junior School - Provision Map: 2021-2022

	thoughts into words and sentences, in a way that makes sense and is grammatically accurate.				
<b><i>Colourful Semantics</i></b>	The aim is to support individuals to develop their grammar. It aims to develop children's spoken sentences, ability to answer WH- questions, use of noun, verbs, prepositions and adjectives, storytelling and writing sentences.	20-30 minutes	Class Teacher	Small group	Associate Staff
<b>Social, Emotional and Mental Health</b>					
<b>Intervention</b>	<b>Overview</b>	<b>Length of Intervention</b>	<b>Assessment</b>	<b>Ratio</b>	<b>Adult delivering intervention</b>
<b><i>Lego Therapy</i></b>	Lego Therapy is a social development programme devised to help support children with related social communication difficulties. Young people work together to build Lego® models and through this have the opportunity to develop social skills such as turn taking, collaboration and social communication.	15 minutes 2 x week	Class Teacher to identify pupils.	1: 3	Associate Staff
<b><i>Zones of regulation</i></b>	To be able to identify feelings and emotions. To develop personal and emotional Skills. To gain and develop appropriate identification of emotions.	Flexible	Class Teacher to identify pupils	N/A	Associate Staff
<b><i>Emotional Literacy Support Assistant (ELSA)</i></b>	Referral process One to one support from a trained teaching assistant which enables children to develop their emotional literacy by being able to recognise, understand, hand and appropriately express their own emotions and those expressed by others. The work of the ELSA covers the following areas: self-awareness, self-regulations, motivation, empathy and social skills.	30 minutes Weekly	Class Teacher to identify baseline	1:1	Trained ELSA
<b><i>Social Communication/ Emotional skills group</i></b>	The aim of this group is to develop social communication skills that are essential for understanding social situations and communication with others in order to make friends. Examples are: Non-verbal communication e.g. eye contact, body language, facial expressions. Basic Conversation skills e.g. listening, turn taking. Self- awareness e.g. emotions, friendship strategies, self-esteem. Higher level language skills e.g. making	20 minutes Weekly	Class Teacher to identify pupils	Small group	Associate Staff

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	inferences, predictions, problem solving. Practical skills e.g. following instructions, role playing practical situations.				
<b>Physical and/or Sensory</b>					
<b>Intervention</b>	<b>Overview</b>	<b>Length of Intervention</b>	<b>Assessment</b>	<b>Ratio</b>	<b>Adult delivering intervention</b>
<b><i>Fine and gross motor skills support Occupational Therapy schools Resource Pack</i></b>	<p>A set of activities that aim to develop fine and gross motor skills in children who are experiencing difficulty in these areas. Children are identified for this intervention through the OT flow charts.</p> <p>Skills developed include: perception, hand skills, letter formation, balance, body awareness and coordination and ball skills.</p>	Flexible	Occupational Therapy Flow chart	1:1 Small group	Associate Staff  Class Teacher
<b><i>Sensory Tools</i></b>	<p>Sensory Integration involves processing and organizing sensory information from many senses: sight, sound, touch, taste, smell, movement (vestibular), and body awareness (proprioceptive sense). Sometimes children find it difficult to interpret sensory information accurately, tolerate sensory stimuli (such as smells, touch, food or clothing textures), perform routine sensory-motor skill tasks, and participate in common daily activities. Therapeutic sensory integration products and occupational therapy tools help to support with this.</p>	On going	Class Teacher	N/A	N/A