

Catch-up Interventions (10.3.22 – 12.5.22)

Intervention	Number of lessons delivered out of six (total teaching received to date)	Focus of intervention	Impact
Year 3 Phase 5 phonics & Y2 spelling rules 3 children	6 (3 hours)	- Revisiting taught Phase 5 sounds and practising using them when writing words. - Revising some spelling rules taught in year two and applying them in writing activities.	Good engagement. Children assessed at the beginning of the block of interventions on spellings taken from Phase 5 Letters and Sounds/spelling conventions. When reassessed at the end of the interventions on spellings rules highlighted during the initial assessment and then revised during the sessions, the children scored 7/14, 12/14 and 13/14.
Year 3 Phonics 1 child	6 (3 hours)	- Revisiting taught Phase 3 sounds and tricky words. - Reading activities for practice.	Noticeable improvement in confidence and engagement. Now using decoding as first strategy when reading unknown words more often than previously. At end of block, recognised 5 more Phase 3 sounds than at the beginning of the intervention.
Year 4 Phonics and writing (Working towards ARE) 3 children	5 (2.5 hours)*	- Teaching Phase 3 sounds and practising reading and writing words containing these taught sounds. - Revising tricky words - Practising writing a simple sentence applying phonic knowledge	On initial assessment, children found not to have immediate recall of Phase 3 sounds and did not use segmenting and blending when writing which was a barrier to their writing. The children now recognise most sounds but need support to use their phonic knowledge in their writing.

Year 4 Writing (To secure ARE) 3 children	5 (2.5 hours)*	• Practising writing a simple sentence and in particular, checking for sense. • Editing own and each other's writing. • Revising and practising using paragraphs.	Children know what a sentence should look like and able to edit a short piece of writing. Running through a 'sentence checklist' practised each lesson. Progress seen in the independent writing of two children, the third child benefits from prompts while writing to keep on task.
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*one more lesson in the teaching block