

PROVISION MAP



Intervention	Description	Assessment tool	Duration & Frequency	Delivered By
Reading Recovery	For Year 1 children within age band 5:9 to 6:3 who are reading and writing at lowest levels.	Reading Recovery Observational Survey.	20 weeks, every day for 30 minutes.	Reading Recovery Teachers.
ECaR Monitoring	Children who are highlighted as making insufficient progress in reading.	Reading Recovery Observational Survey / Benchmark.	According to need.	Jennifer Barlex.
Better Reading Partners	For children just below average to give extra reading support to catch up to an age appropriate level.	Hertfordshire Reading Test administered by the ECaR Team.	10 weeks, 3 times a week for 20 mins each session.	Trained Teaching Assistant.
Early Concepts about Print	Children share a book with an adult with a lot of modelling and discussion how to handle a book and tackle text.	ECP Assessment.	3 times per week for 10 minutes.	Teaching Assistant.
Speedy Readers/ Precision Testing	Children to practise reading High Frequency Words individually. Others to practise reading phase 2 sounds and then move onto phase 2 tricky words.	100 High Frequency Words. Next 200 High Frequency Words.	Daily, 2-3 minutes.	Teaching Assistant.
Letters and Sounds	Children link sounds to letters, hear and say sounds in words and blend sounds that they read in words. They also orally rehearse and dictate a simple sentence and begin to write independently.	Letters and Sounds Assessment and/or Year 1 Phonic Assessment.	Small group at least twice a week for 20 minutes.	Naheed Taslim. Teaching Assistant.
Additional Readers	To read book band books and discuss story (comprehension elements and blending for reading) ECP / PIVAT targets.	Benchmark level. Reading attainment.	According to need Approximately 10 minutes.	MSA. Teaching Assistant.
Fine Motor Skills	Children practise developing fine motor skills through a range of progressive activities.	Occupational therapy assessment. Writing attainment analysis.	Approximately 10-15 mins. Frequency as required.	Teaching Assistant.
Comprehension	Children needing support to plug gaps in comprehension skills.	Analysis of reading data. ECaR assessment. Benchmark assessment.	20-30 minutes. 3 times a week.	Teaching Assistant. Naheed Taslim (Spring Term).
Toe by Toe	Structured multi-sensory phonetic reading programme.	Educational Psychologist recommendation. Diagnosis of SpLD. Detailed analysis of ECaR assessment.	10-15 minutes. 3 times a week.	Teaching Assistant.

PROVISION MAP



Intervention	Description	Assessment tool	Duration & Frequency	Delivered By
Dockside Programme	A tightly structured reading scheme that includes a structured phonics programme.	Reading data, ECar assessment.	2/3 times a week 30/40 minutes a week.	Teaching Assistant.
Speech & Language Programmes	For children with receptive, expressive or speech production delay or disorder.	Undertaken by Speech Therapist	To be delivered in school twice a week.	Teaching Assistant. Children with highly complex needs with Kath Nicholls.
Speechlink Groups	Receptive language screening tool. Will be reassessed as required. Consolidate language needs based on test results.	Language Link. Junior Language Link.	15-20 minutes. 2/3 times a week.	Teaching Assistants with skills reinforced through whole class teaching.
Talkboost	Programme for 4 – 7 year olds with language delay. Structured programme to boost communication to that of peers.	Analysis of gaps in Language Link data.	3 times a week. 30/40 minutes for 10 weeks.	Teaching Assistants with skills reinforced through whole class teaching.
First Class @ Number 1	Part of the every child counts initiative. To support individual children and raise overall standards in KS1.	The Sandwell Early Numeracy Test.	2 times a week for 1 hour.	Sam Ashton.
First Class @ Number 2	Part of the every child counts initiative. To support individual children and raise overall standards in KS2.	The Sandwell Early Numeracy Test.	2 times a week for 1 hour.	Sam Ashton.
Other Maths	Mini Maths KS1 Mini Maths KS2 Structured plans to boost maths to that of peers.	Rigorous assessment / SATs data results.	3 times a week for 15-20 minutes.	Teaching Assistants. Support by Sam Ashton.
EAL	For children who have English as an Additional Language. Induction Groups (new to English). Grammar groups. Writing groups.	Initial assessment.	Please refer to EAL timetable.	Lukasz Szelag
Learning Zone	For children significantly below age related expectations → with complex learning needs.	PIVATS. Progress data. LSCo / Teacher discussion.	According to need (as agreed with LSCo).	Lesley Bennett. Bev Patten.
Learning Zone +	Personalised curriculum based on identified developmental needs.	PIVATS. Educational Psychology Reports. Child Development Team Reports.	Daily as required / currently all morning.	Kath Nicholls.