

## Teaching and Learning Intervention Offer- Graduated Response

	Phonics	Reading	Writing (inc Spelling)
<b>Universal Offer Tier 1</b>	RWI– daily offer/targeted teaching  Sound charts in every class  All children have RWI book at their level to take home  ‘Pinny’ time  Termly assessments	Daily shared reading  Daily whole class story– teacher modelled reading  Book area offering high quality texts  AR– book matched to ZPD  Home reading monitoring  Access to library	Daily carefully planned English lessons  Modelled examples-WAGOLL  Modelling shared writing  Working walls  Widgets-key vocabulary  Support sheet for every piece of writing
<b>Adaptive teaching Offer Tier 2</b>	Speed sounds sessions  Focused group teaching	Focused TA support for daily shared reading  Focused reading with adult  Adapted planning based on gap analysis  Provide copies of white board slides  Use paper to block out text when reading (line at a time)  Reduce visual distractions (cover parts not needed)  Use highlighters to highlight information needed  Coloured overlay/paper  Give oral and written instructions	Adapted planning based on gap analysis  Widgets  Scaffolding- Word banks/sentence stems  Provide zippy pack with common exception word list, white board, have a go book for spelling, dictionary  Sound buttons  Provide wide ruled lined paper to help form letters in the correct space  Writing slope  Speech to text
<b>Targeted Intervention Offer Tier 3</b>	1:1 RWI tutoring  Adapted RWI– Bucket time	Priority reader 3 x minimum a week  Reading comprehension targeted support  Literacy gold– reading  Precision teach– reading (HFW)  Reading buddies	Precision teach– spelling  Clicker 8  Literacy gold-spelling  BBC dance mat-touch typing

## Teaching and Learning core offer

	Maths	Speech and Language	Social and Emotional
<b>Universal Offer</b>  <b>Tier 1</b>	Daily six part lesson Manipulatives available to all Daily maths meetings Working walls Partner work	Visual timetable Communication friendly environment– modelled language MTTYT/hold your partner to account/choral response Partner practice Language link assessment—All Reception, Year 1 and Year 3	Thrive– right time activities Widgets Access to calm area in the classroom Weekly P.S.H.E session Emotional regulation strategies displayed in classroom Thrive– right time activities
<b>Adaptive teaching Offer</b>  <b>Tier 2</b>	Widgets to support star words Focused manipulative work with TA Focused morning work Scaffolding Increased modelling	Objects of reference Widgets Communication boards Makaton– All EY staff trained Intensive interaction Bucket time	Access to pastoral support mentors Widgets/social stories Check ins Sensory toys Feelings book/Worry monster Zones of regulation/calming techniques
<b>Targeted Intervention Offer</b>  <b>Tier 3</b>	Targeted maths group based on gap analysis Maths breakfast club (TBC) Year 5 and 6 Tutoring Adapted Maths– Bucket time	Language link Speech link Intensive interaction Communication boards Bucket time	Access to Nurture provision (Thrive room) Thrive– reparative work (1:1 and small group) Social skills interventions Alternative lunchtime provision Emotional regulation intervention Drawing and Talking
<b>Specialist Offer</b>  <b>Tier 4</b>		Communication book (SALT) 1:1 support from Language Therapy Assistant 1:1 support from Speech and Language Therapist (EHCP) 1:1 CSW (Communication Support Worker)	Emotional Well being team School health-counselling/behaviour Early Help/NELFT/CAMHS

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	Autism	ADHD	Sensory	Physical
<b>Universal Offer</b>  <b>Tier 1</b>	<p>Visual timetable</p> <p>Establish clear routines and expectations</p> <p>Reduce language</p> <p>Avoid instructions that uses figurative language or non-specific language</p> <p>Allow 'thinking time' and repeat instructions if necessary</p> <p>Provide safe space in classroom</p>	<p>Establish clear classroom routine and set clear expectations, boundaries and consequences</p> <p>Provide safe space in classroom</p> <p>Visual timetables</p> <p>Use positive reinforcement to model required behaviours and give specific praise</p>	<p>Provide safe space in classroom</p> <p>Reduce visual distractions in classroom</p> <p>Tidy, organised classroom</p> <p>Reduce overstimulation from displays/sounds/smells</p>	<p>Handwriting display</p> <p>Visuals– good sitting, good listening and good looking</p> <p>Encouraging correct sitting at table</p> <p>Full access to the curriculum and environment</p>
<b>Adaptive teaching Offer</b>  <b>Tier 2</b>	<p>Now and next boards</p> <p>Task boards</p> <p>Communication boards</p> <p>Social stories</p> <p>Brain breaks/time out</p> <p>Timer</p> <p>Inclusive resources: ear defenders, weighted jacket, fidget toys, chew toys</p>	<p>Verbally rehearsing the day</p> <p>Brain break/Movement breaks</p> <p>Heavy play activities</p> <p>Inclusive resources: fidget toys, wobble cushion, chair elastic band</p> <p>Timer</p> <p>Seat child at the front of the room, facing forward</p> <p>Break work into smaller chunks and allow extra time to complete work</p> <p>Shorten written work, use a visual map or a computer</p>	<p>Sensory box</p> <p>Movement breaks</p> <p>Heavy play activities</p> <p>Inclusive resources: ear defenders, weighted jacket, fidget toys, chew toys</p>	<p>Dough disco</p> <p>Writing slope</p> <p>Adapted resources: pencil grips, pens/pencils</p> <p>Foot rest</p> <p>Access to care suite</p> <p>FIZZY zippy pack</p> <p>Adaptive P.E sessions</p>
<b>Targeted Intervention Offer</b>  <b>Tier 3</b>	<p>Sensory circuits</p> <p>Social skills/interaction groups</p> <p>Emotional regulation</p> <p>Zones of regulation</p>	<p>Sensory circuits</p> <p>Social skills/interaction groups</p>	<p>Sensory circuits</p>	<p>FIZZY</p> <p>Clever hands</p> <p>Bocca</p> <p>Write dance</p>