

Glossary of provisions:

Provision	Area of need	What the provision is
Daily Reader	Literacy skills	Children will be assessed on their reading ability in September, December, April and July. From the reading assessment a reading age will be given and the child will be placed on an appropriate level on our reading scheme. The child will then read with a TA or midday supervisor daily, moving up the reading scheme when they are ready.
Lexia	Literacy skills	This is a computer based programme which supports children with their phonic knowledge. The programme assesses the children and then creates an individual programme for them to work on at their own level. If a child is finding one particular area difficult, then the programme puts more intervention in place. There are also worksheets that can be used to support particular areas or difficulty. The programme can be accessed at school and home.
Comprehension Group	Literacy skills	Children work in a small group working on a text of appropriate ability. The group will then spend time reading and discussing the text. There may be a particular focus that the group may focus on, depending on the area of need identified – e.g. retrieval or inference questions.

Toe by Toe	Literacy skills	This is an individual programme which addresses any phonic gaps the child may have. They work through their own Toe by Toe book looking at a range sounds and words. The child needs to be able to recognise the sound/ word on three separate occasions before moving on.
Maths intervention group	Numeracy skills	This is an intervention implemented by the class teacher. The teacher will identify any gaps there may be in the groups knowledge. Strategies and activities will be given to help reinforce any difficulties.
Pre teach maths group	Numeracy skills	During these sessions, the group is given the chance to look at the next topic to be covered in maths. The group will look at what they did previously on the topic, to review previous learning. They will then look at unknown vocabulary. Strategies will also be introduced, so that they have the chance to begin to build on their knowledge in the main maths lessons. ("Sticky learning") Through pre-teach maths, the child can develop more confidence in the lesson and their enjoyment for the subject.
Meet and Greet	Social and Emotional	Some children can find coming to school tricky. Through a meet and greet they can feel more settled and ready for the school day. A meet and greet can vary from, simply being able to come into the classroom a little early- to help set up and have a quick

		chat with the teacher to some additional time spent with a TA where any issues can be talked through.
Social Nurture Group	Social and Emotional need	<p>We offer nurture support in a number of ways at Hasland Junior School. Some children may follow a particular scheme, where they have a weekly session within a small group led by TA. The session will follow a particular structure with a main theme being identified.</p> <p>Other forms of nurture may involve small group work, where turn taking skills, self-esteem, friendship skills may be developed. This may be through games, baking, drawing, craft, gardening etc.</p>