

Lenham Primary School
Provision Map

Playing and exploring	Creating and thinking critically	
Finding out and exploring	Having their own ideas	
Playing with what they know	Making links	
Being willing to have a go	Choosing ways to do things	
Cognition and Learning	Behavioural, Social and Emotional	Physical and Sensory
Writing frames	Circle time discussion	Adaptive resources - writing slopes,
Visual timetable	Positive play	overlays, reading rulers, fidget pencils
Scaffolding / sentence builders	Cumulative reward system?	Tinted paper / exercise books
Word banks, key words, word mats	Worry bag	Headphones
Grouping for support	Catch me cards	Time out / sensory tent
Pre teaching		
Math Manipulative such as Numicon, counters		
IPad		

Intervention & Staff	Frequency	Target	Outcome
Support Proof Reading	X2 TA (Small group 6)	To be able to develop proof reading and editing skills	I can read through my work and identify areas to improve
Spelling Focus	X1	To be able to identify incorrectly spelt words	I can correct errors in my work
SNIP	Teacher / TA X2	To be able to accurately spell 90% on weekly tests	I can use my spelling knowledge in my lessons
Spelling Shed	Teacher Daily (Independent)	To be able to accurately spell 90% on weekly tests	I can use my spelling knowledge in my lessons
Focused Spelling	Teacher (Independent)	To be able to correctly spell frequently mis-spelt words	I can remember the spelling formula for words I struggle

			with.
Spelling gaps	Teacher 1x weekly	To be able to understand specific yr3/4 spelling rules	I can use spelling rules to correctly spell unfamiliar words
Reading	CT 1x CT/TA 2x (split into two groups)	To be able to develop reading skills specifically linked to question types: Skim and Scan Find and copy Multiple choice Summaries key concept	I can demonstrate that my reading comprehension has improved through assessments
Reading fluency	1x TA	To be able to improve reading stamina	
Reading volunteer	1x Specific text	To be able to access the class text and familiarise myself To be able to answer comprehension and inference questions	I can confidently discuss the text
Emotional Check in	Every 15min	I can tell the teacher that I am ok and can get on with my work	I have had a good day and completed the tasks for the day
Focus group with adult support working on the planned daily lesson outcome	Daily 45mins	I can use the adult support to develop my mathematical skills	I can show the skills that I have learnt and can discuss them with the teacher.

			<p>I can show my working and discuss my strategies.</p> <p>I am able to show added confidence about the lesson objective - green traffic light</p>
Pre teaching	Daily Maths	I can utilise the opportunity to work with an adult before the main lesson and gain an initial understanding for the objective	I can demonstrate that the pre teaching has enabled me to stay focused during the lesson and achieve the objective.
Individual Work Station	Every day Every lesson	I can use the space and quiet to focus	I can show the work I have produced and I can discuss the objective I have learned
Specific Pupil Premium Small Group working	Thursday Mornings HLTA	I can use the small group focus to discuss ideas and develop my skills across the curriculum.	I can show, through my improved confidence, that my work is improving and my understanding developing.
Assigning Competency	Pre-view of lesson and objectives Teacher led 10min x3	I am cued in with specific focus to elements of the lessons to build confidence and understanding	I am able to answer specific teacher directed questions during the course of the lesson
Arithmetic Skills 1	20min x1 teacher led	I can secure arithmetic skills in order to complete tasks	I am able to answer simple arithmetic questions relating to $+ - x /$
Arithmetic Skills 2	20min x1 teacher led	I can secure more advanced arithmetic skills in order to complete tasks	I am able to answer more advanced arithmetic questions for example %
General gap filling	1x 15min teacher	To lessen the gap between myself	I am able to accurately answer

	led	and my peers	a higher % of questions from across the math curriculum
Sensory Circuits Zumba	Daily	To utilise calming strategies to enable me to settle	I can calmly settle to the task given to me
Language Link	1:1 3xweekly 10mins	To follow the assessed programme from Language link	I can show progress for the concept I am working on.

Resources

Overlays

Coloured exercise books

Word lists

Dyslexic dictionary

Individual work station