



MBSPS INTERVENTION PROCESS FOR LITERACY AND MATHEMATICS

What is intervention and how do all our children make progress?

Our Learning Intervention approach is about **ALL** children receiving appropriate support and quality teaching and learning in order to achieve their goals in English and Mathematics.

There are some very good intervention programs that can boost progress and we believe that at our school our approach is making the difference for all children in ***succeeding in English, Literacy and Mathematics.***

The 3 Wave Learning Model at our school

Wave 1

All children are entitled to ***High Quality, Accelerated teaching*** at **Wave 1**. Within **Wave 1** teaching some children may, at times, be taught in small groups or in a one-to-one situation to support their learning.

Our teachers are skilled at adjusting their teaching to suit the differences in learning and to extend each child's skills and knowledge. Where a child has difficulties that cannot be sorted within the wave 1 provision they can be given additional help and support at **Wave 2 or 3**.

Wave 2

Children in **Wave 2** will receive small group work delivered by a teacher. Children chosen for **Wave 2** support are those who are having slight difficulties in either sound recognition or knowledge, blending of sounds or other phonological awareness skills and can 'catch up' with the rest of their age group.

Our school makes a decision as to whether your child could benefit from **Wave 2** support from an array of data that we collect on their progress. There is a very small number of children who will continue to need support on a long-term basis and have persistent needs. These children may face challenges to reach expected standards in literacy though they can excel in other areas. The decision is based on how well your child is doing and how many skills they need to improve in compared to their age group.

Wave 2 interventions last a specified number of weeks, and by the end of the intervention children in the group should have met their goals and be ready to enter into **Wave 1**.

The pace of this type of intervention will suit some children who need a quick boost. The child who has greater difficulties in literacy and who has large gaps in their Reading will be provided support in **Wave 3**. **Wave 2** is not to be seen as a stepping stone to **Wave 3** intervention.

Wave 3

Wave 3 is a very intensive support program that focusses in on the specific child's Literacy and or Mathematics difficulties. The children are taught in a 1:7 situation each day for 50 minutes.

Wave 3 is based on the needs of the child and their Literacy and Mathematics data that is collected regularly to monitor their progress. It is highly structured so that the steps in learning are small and achievable. It is designed to boost progress and help the child reach their individual goals.

There are a number of interventions at Wave 2 and 3 called the Big 6 and students are placed onto an *Individual Learning Plan (One Plan)* to ensure close monitoring of their learning outcomes.

Jolly Phonics and Foundation Learning

Jolly Phonics is a fun and child centered approach to teaching literacy, with actions for the 42 letter sounds. It is a systematic phonics program aimed at teaching children to read and write.

At our school children enter the Jolly Phonics program between the ages of 4.5-8 to acquire their basic phonics skills. Once achieved they move onto Wave 2 and Jolly Grammar. Many Reception aged children begin their literacy learning experience in Jolly Phonics and Foundation Learning before moving onto take home readers.

How do we monitor how your child is progressing?

Each week teams of teachers and school services officers in the Early Years and Primary Years meet with the Principal to discuss how each child is progressing in each Wave group. Evidence of how well your child is going is collected through formal tests, literacy screenings, work samples, interviews with children, sight word recognition and listening to reading. This evidence is collected regularly to assess and review the wave group your child is in and to set learning goals for the child.

Due to the regular review meetings children can move from one wave group to the next dependent upon how well they are reaching the literacy and mathematics standards set by our school. In order to keep families informed about the Wave group your child is engaged in, we send out a letter at the beginning of each term or if your child changes wave groups indicating the literacy skill being worked upon.