

## 4.4 Waves of intervention chart

Wave	Type of intervention, resource or programme
1	<ul style="list-style-type: none"> <li>● Multi-sensory teaching</li> <li>● Well-labelled displays and resources</li> <li>● 'Dyslexia friendly' resources available to all</li> <li>● Suitable reading/ books/texts (high interest/low readability)</li> <li>● Collaborative learning/peer support</li> <li>● Handwriting is taught (cursive style)</li> <li>● Spelling aids are available</li> <li>● Spelling strategies are taught (and not just a 'phonics-based approach as this doesn't suit all pupils)</li> <li>● A focus on subject-specific vocabulary as well as high-frequency vocabulary</li> <li>● Opportunities for class discussions and promoting approaches to develop oracy</li> <li>● Role-play is encouraged</li> <li>● Opportunities for shared activities such as 'story-telling' are encouraged</li> <li>● Writing frames are available (and used)</li> <li>● Visual prompts and cues are used</li> <li>● Copying (from board/books etc.) is reduced/limited</li> <li>● Instructions are broken down into manageable 'chunks' and repeated if required</li> <li>● ICT is available and used when/where appropriate (laptops, desktops, interactive whiteboards, use of video technology, digital cameras/camcorders, etc.)</li> <li>● Activities are 'differentiated' (by questioning, time, level of support and by outcome –the use of alternatives to written recording (ref. The National Literacy Strategy, 2002))</li> <li>● Clear and structured directions given</li> <li>● Clear and structured objectives (with a clear understanding of individual pupil strengths and areas for development)</li> <li>● Cross-curricular links are exploited and made specific</li> </ul>
2	<p><b>Wave 1 Provision plus:</b></p> <ul style="list-style-type: none"> <li>● Opportunities for over-learning (phonics)</li> <li>● Use of reading partners</li> <li>● Small group interventions (literacy) – either commercially available schemes and/or home-created interventions</li> <li>● Mind-mapping taught</li> <li>● Individual spellings targeted</li> <li>● ICT used to develop reading and spelling</li> <li>● Programmes to develop reading comprehension</li> <li>● Some use of TA support (usually in small groups)</li> <li>● Some use of support from external agencies</li> </ul>
3	<p><b>Wave 1 and 2 Provision plus:</b></p> <ul style="list-style-type: none"> <li>● Highly structured reading and spelling programmes which are multi-sensory and designed for individual pupil needs</li> <li>● Shared reading (on a regular basis – e.g. once a day)</li> <li>● Precision teaching</li> <li>● One-to-one programmes using ICT resources (to include specific software, etc.)</li> <li>● Individual work on IEP targets</li> <li>● IEP targets addressed through quality-first teaching at wave 1</li> <li>● Close co-operation with external agencies</li> </ul>