

Introduction to



Shine GPS is a grammar, punctuation and spelling intervention which is designed to give targeted support to pupils who need an extra boost in order to improve their skills in answering grammar, punctuation and spelling questions.

The key skills have been organised into three intervention focusses, called **Strands**, as follows:

Grammar, Punctuation and Spelling and Vocabulary

Each Strand is made up of relevant content areas from the English grammar, punctuation and spelling test framework (2014), that are assessed in the English grammar, punctuation and spelling KS2 national curriculum test. In Shine GPS, we call them **Areas of Learning**:

- **Grammar:**

- G1:** Grammatical terms / word classes
- G2:** Functions of sentences
- G3:** Combining words, phrases and clauses
- G4:** Verb tense and consistency

- **Punctuation:**

- G5:** Punctuation

- **Spelling and Vocabulary:**

- S1:** the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck
- S2:** the ŋ sound spelt n before k
- S3:** -tch
- S4:** he /v/ sound at the end of words
- S5:** adding -s and -es to words (plural of nouns and the third-person singular of verbs)
- S6:** adding the endings -ing, -ed and -er to verbs where no change is needed in the root word
- S7:** adding -er and -est to adjectives where no change is needed in the root word
- S8:** vowel digraphs and trigraphs: ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea (/i:/), ea (/ɛ/), er (/ɜ:/), er (/ə/), ir, ur, oo (/u:/), oo(/ʊ/), oa, oe, ou, ow (/aʊ/), ow (/əʊ/), ue, ew, ie (/aɪ/), ie (/i:/), igh, or, ore, aw, au, air, ear, ear (/ɛə/), are (/ɛə/)
- S9:** words ending in -y (/i:/ or /ɪ/)
- S10:** new consonant spellings ph and wh

- S11: using k for the /k/ sound
- S12: compound words
- S13: the days of the week
- S14: the /dʒ/ sound spelt as –ge and –dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y
- S15: the /s/ sound spelt c before e, i and y
- S16: the /n/ sound spelt kn– and (less often) gn– at the beginning of words
- S17: the /r/ sound spelt wr at the beginning of words
- S18: the /l/ or /əl/ sound spelt –le at the end of words
- S19: the /l/ or /əl/ sound spelt –el at the end of words
- S20: the /l/ or /əl/ sound spelt –al at the end of words
- S21: words ending in –il
- S22: the /aɪ/ sound spelt –y at the end of words
- S23: adding –es to nouns and verbs ending in –y
- S24: adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it
- S25: adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it
- S26: adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter
- S27: the /ɔ:/ sound spelt a before l and ll
- S28: the /ʌ/ sound spelt o
- S29: the /i:/ sound spelt –ey
- S30: the /ɒ/ sound spelt a after w and qu
- S31: the /ɜ:/ sound spelt or after w
- S32: the /ɔ:/ sound spelt ar after w
- S33: the /ɜ/ sound spelt s
- S34: the suffixes –ment, –ness, –ful, –less and –ly
- S35: words ending in –tion
- S36: homophones and near-homophones
- S37: common exception words
- G6: Vocabulary

The image shows three overlapping educational worksheets from the Shine GPS program. The top-left sheet is titled "Year 2 (Autumn) Non-Fiction: Farmers" and contains a table with "Learning Objectives" and "Learning Outcomes". The middle sheet is titled "Farmers" and features a tractor image, a text passage about farmers, and a writing task: "Write a sentence on the line using only the words engines drive firefighters some fire". The bottom-right sheet is titled "Shine GPS: Record of Intervention" and contains a table for tracking student progress across various spelling and grammar topics.

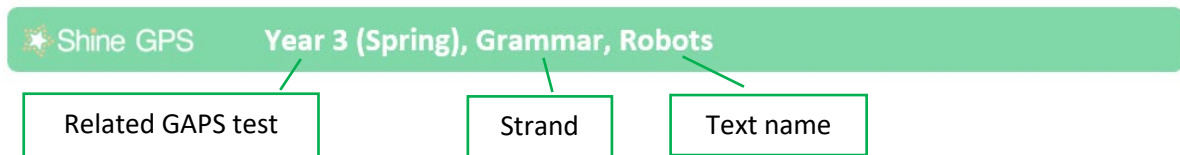
For the purposes of teaching, the interventions are divided into units of content, called **Learning Sequences**.

Shine GPS is made up of 12 Learning Sequences per term: 4 x Grammar; 4 x Punctuation and 4 x Spelling and Vocabulary.

Each year has a set of Learning Sequences related to the school terms. For each term from Y1 Autumn to Y6 Summer, there is a GAPS test and the Learning Sequences rehearse and develop the areas tested in each term's test. For an overview of the curriculum areas which are expected to be taught prior to each term's GAPS test, please refer to the GAPS curriculum map, here:

<https://www.risingstars-uk.com/media/Rising-Stars/Series%20Images/Assessment/GAPS-curriculum-map.pdf>

The Learning Sequences are labelled with the year group, term, strand and text name, for example:

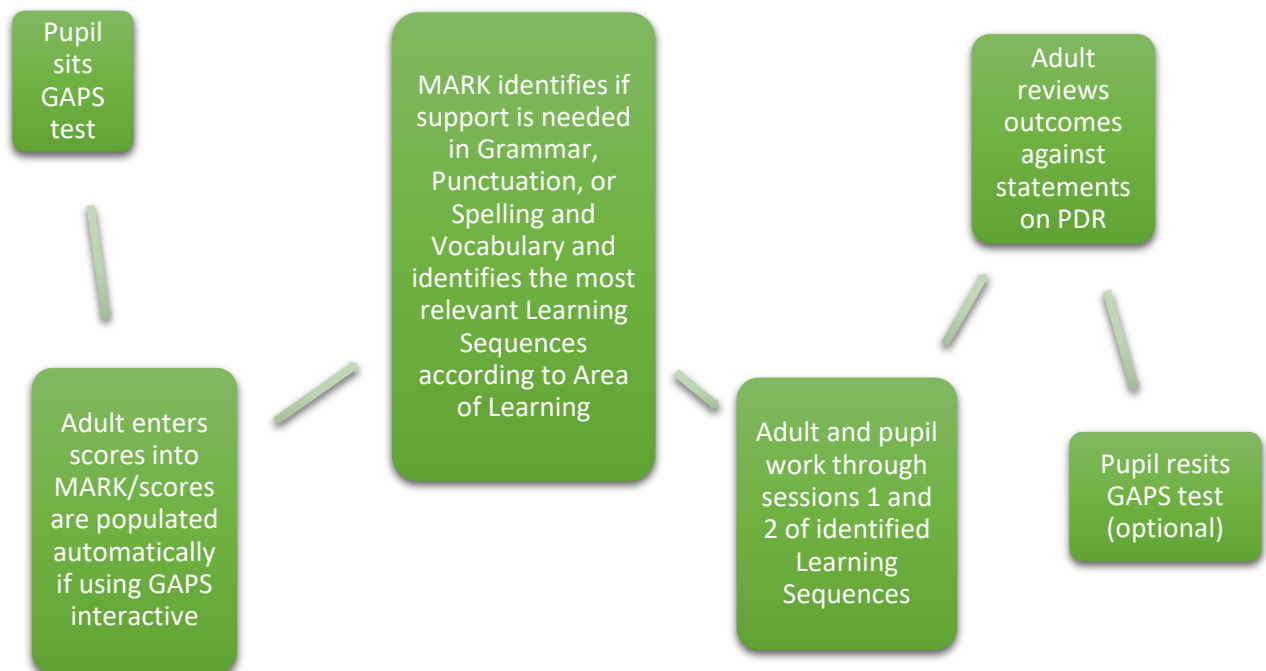


In recognition of the fact that some pupils may be working on Learning Sequences that are intended for a different school year, the pupils' pages simply have the Strand (e.g. grammar) and text name.

How does it work?

The focus of the *Shine GPS* intervention is to help pupils who struggled in the previous GAPS test to catch up with their peers: it does not pre-teach areas tested in the following GAPS paper. As far as possible, question formats used in the GAPS tests are echoed in the *Shine GPS* Learning Sequences so pupils can become familiar with the types of questions asked in GAPS and in the National Tests.

Each Learning Sequence should be used to teach, practise and apply the GPS skills related to the Areas of Learning.



There is no expectation that any pupil will complete all the Learning Sequences relating to any text. If MARK recommends that a pupil should complete more than one Learning Sequence, it is recommended that you complete the grammar Learning Sequences first, followed by punctuation and then spelling and vocabulary.

Why have text prompts for Grammar and Punctuation Learning Sequences?

The text prompts in the Grammar and Punctuation Learning Sequences help children to understand the grammar and punctuation in context whilst rehearsing the Areas of Learning tested in the linked GAPS test. For each Grammar and Punctuation learning sequence, there are two fiction extracts and two non-fiction extracts per term. From year 1, Autumn term until year 4 Autumn term, one fiction Learning Sequence and one non-fiction Learning Sequence cover the same objectives in order to give maximum opportunities for consolidation. From year 4 Spring term, each of the four Learning Sequences/text extracts focuses on a different set of grammatical or punctuation skills.

The texts are adaptations and extracts from texts used in *Shine Reading Skills*. Pupils who are using both interventions will therefore have a greater understanding of the context, although each of the text extracts used can stand alone.

This chart shows the texts used:

Year 3	Autumn	Harry's Dog	Biyu's Garden	Bouncy Balls	Making Slime
	Spring	Whale Rescue part 1	Whale Rescue part 2	Robots	Drones
	Summer	Canadian Fire Myth	Amazonian Indian Fire Myth	Mary Anning	Charles Darwin
Year 4	Autumn	Daedalus and Icarus	Tantalus	Super-sized Creepy Crawlies	Poisonous Snakes
	Spring	The Bike	The Maths Competition	School in Ancient Rome	School in Victorian Times
	Summer	How to Weigh an Elephant	The Empty Pot	Freefall Trampoline Park	Treetops Adventure
Year 5	Autumn	1,001 Arabian Nights: Barmecide's Feast	1,001 Arabian Nights: The Three Wise Men and the Camel	Saltwater Crocodiles	Great white sharks
	Spring	A Trip to the Vet	A Dog in the Garden	The Gold Rush in California	The Gold Rush in Australia
	Summer	A Day in the Life of Zofia, aged 10	A Day in the Life of Arjun, aged 10	The Execution of King Charles I	The Execution of Anne Boleyn
Year 6	Autumn	Traditional Tale: The Faithful Falcon	Traditional Tale: The Wolf's Cunning Plan	Tsunamis: violent waves	Tornado: violent winds
	Spring	Lassie: Not for Sale	Lassie: Don't Come Home Anymore	Britain's Deadliest Train Crash	Rescue from the Caves
	Summer	The Ungrateful Cat	The Evacuees	Biography: J.K. Rowling	Biography: Michael Morpurgo

Spelling and Vocabulary Learning sequences

The spelling and vocabulary Learning Sequences rehearse the Areas of Learning tested in the linked GAPS test. Since these words are not linked by topic, and since *Shine GPS* revisits the words tested in the GAPS test, there is no linked text for these Learning Sequences.

When discussing spelling, phonemes (sounds) are indicated in slash brackets eg /oa/, whereas graphemes (letters and letter patterns) are written in italics e.g. *oa*, *oe*, *o_e*. In order to facilitate reading by non-specialists, the phonemes in slash brackets are a modified version of the technical symbols e.g. /u/ is used instead of /ʌ/ and /sh/ instead of /ʃ/.

What's in a Learning Sequence?

Each Learning Sequence is self-contained and can be completed either online or on paper. It includes:



- A Prepare, Do, Review (PDR) document which introduces the Learning Sequence



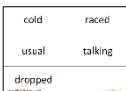
- Printable copies of the texts and questions



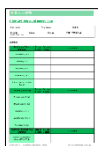
- Option to complete Session 1 with the online modelling responses software



- Teaching guidance, including key strategies to practise, as well as answers to questions



- Spelling cards



- Printable record and impact of intervention forms

Prepare, Do, Review

A Prepare, Do, Review Document (PDR) accompanies each of the Learning Sequences and includes the following information:

- Prepare: Planning and preparing for the intervention
- Do: Introducing and teaching each Learning Sequence with suggested timings
- Review: Rehearsing key skills; reinforcing new vocabulary and reviewing next steps.

Shine GPS Year 2 (Autumn) Non-Fiction: Farmers

Intervention Overview

The three Learning Sequences in this intervention practice pupils' grammar, punctuation and spelling and vocabulary skills. These are clearly linked to the Content areas for KS2 Grammar, Punctuation and Spelling.

Session	Preparation	Spelling and Vocabulary
Session 1 Session 2 Session 3 Session 4 Session 5 Session 6 Session 7 Session 8 Session 9 Session 10 Session 11 Session 12 Session 13 Session 14 Session 15 Session 16 Session 17 Session 18 Session 19 Session 20 Session 21 Session 22 Session 23 Session 24 Session 25 Session 26 Session 27 Session 28 Session 29 Session 30 Session 31 Session 32 Session 33 Session 34 Session 35 Session 36 Session 37 Session 38 Session 39 Session 40 Session 41 Session 42 Session 43 Session 44 Session 45 Session 46 Session 47 Session 48 Session 49 Session 50 Session 51 Session 52 Session 53 Session 54 Session 55 Session 56 Session 57 Session 58 Session 59 Session 60 Session 61 Session 62 Session 63 Session 64 Session 65 Session 66 Session 67 Session 68 Session 69 Session 70 Session 71 Session 72 Session 73 Session 74 Session 75 Session 76 Session 77 Session 78 Session 79 Session 80 Session 81 Session 82 Session 83 Session 84 Session 85 Session 86 Session 87 Session 88 Session 89 Session 90 Session 91 Session 92 Session 93 Session 94 Session 95 Session 96 Session 97 Session 98 Session 99 Session 100	Session 1 Session 2 Session 3 Session 4 Session 5 Session 6 Session 7 Session 8 Session 9 Session 10 Session 11 Session 12 Session 13 Session 14 Session 15 Session 16 Session 17 Session 18 Session 19 Session 20 Session 21 Session 22 Session 23 Session 24 Session 25 Session 26 Session 27 Session 28 Session 29 Session 30 Session 31 Session 32 Session 33 Session 34 Session 35 Session 36 Session 37 Session 38 Session 39 Session 40 Session 41 Session 42 Session 43 Session 44 Session 45 Session 46 Session 47 Session 48 Session 49 Session 50 Session 51 Session 52 Session 53 Session 54 Session 55 Session 56 Session 57 Session 58 Session 59 Session 60 Session 61 Session 62 Session 63 Session 64 Session 65 Session 66 Session 67 Session 68 Session 69 Session 70 Session 71 Session 72 Session 73 Session 74 Session 75 Session 76 Session 77 Session 78 Session 79 Session 80 Session 81 Session 82 Session 83 Session 84 Session 85 Session 86 Session 87 Session 88 Session 89 Session 90 Session 91 Session 92 Session 93 Session 94 Session 95 Session 96 Session 97 Session 98 Session 99 Session 100	Session 1 Session 2 Session 3 Session 4 Session 5 Session 6 Session 7 Session 8 Session 9 Session 10 Session 11 Session 12 Session 13 Session 14 Session 15 Session 16 Session 17 Session 18 Session 19 Session 20 Session 21 Session 22 Session 23 Session 24 Session 25 Session 26 Session 27 Session 28 Session 29 Session 30 Session 31 Session 32 Session 33 Session 34 Session 35 Session 36 Session 37 Session 38 Session 39 Session 40 Session 41 Session 42 Session 43 Session 44 Session 45 Session 46 Session 47 Session 48 Session 49 Session 50 Session 51 Session 52 Session 53 Session 54 Session 55 Session 56 Session 57 Session 58 Session 59 Session 60 Session 61 Session 62 Session 63 Session 64 Session 65 Session 66 Session 67 Session 68 Session 69 Session 70 Session 71 Session 72 Session 73 Session 74 Session 75 Session 76 Session 77 Session 78 Session 79 Session 80 Session 81 Session 82 Session 83 Session 84 Session 85 Session 86 Session 87 Session 88 Session 89 Session 90 Session 91 Session 92 Session 93 Session 94 Session 95 Session 96 Session 97 Session 98 Session 99 Session 100

PREPARE

Shine GPS Year 2 (Autumn) Non-Fiction: Farmers

Suggested timetable

The suggested timetable for each Learning Sequence is to have two sessions per week prior to the next assessment opportunity. Both sessions should be based on the same short text extract. The first session is for the whole class to model how to interpret the questions and demonstrate what is required to answer each question. The second session is for the teacher to closely monitor pupils as they independently practice a parallel set of questions.

Teacher guidance

The teaching guidance should be followed throughout each session with particular attention given to the 'Check pupils' understanding' column, which identifies key skills.

Grammar and Punctuation Learning Sequences:

Share the text extract with pupils, ensuring reading is aloud or, if using the online modelling software, playing the audio. Discuss the whole text if pupils are familiar with it from Shine Reading MS.

Spelling and Vocabulary Learning Sequences:

Repeat the pupils that they are going to be revisiting some of the words from the Year 2, Autumn (GPS text).

DO

Shine GPS Year 2 (Autumn) Non-Fiction: Farmers

Answers

The answers to the questions are on the teaching guidance pages. After pupils have completed the work in each session, discuss the answers they gave to the questions. Include questions they gave correct answers to as well as those they found more difficult. Ask:

- Why did you give that answer?
- Can you see where you went wrong and how to avoid that mistake again?

Be sure to make notes of the pupils' marks and anything that they found difficult.

Skills Practised - Grammar

By the end of this Learning Sequence, pupils should be able to:

- Recognise different kinds of sentences: statements, questions, commands and exclamations.
- Identify and write simple present and past tense verbs and recognise the form.

Skills Practised - Punctuation

By the end of this Learning Sequence, pupils should be able to:

- Add correct punctuation to a variety of sentences using capital letters, a full stop, a question mark and an exclamation mark.
- Use punctuation to separate run-on sentences.

Skills Practised - Spelling and Vocabulary

By the end of this Learning Sequence, pupils should be able to:

- Recognise simple past and present tense verb forms.
- Write the past tense forms of regular verbs, using known spelling rules.
- Recognise words to which suffixes of -ed/-ing can be added.
- Use knowledge of spelling rules and generalisations to spell familiar words.

REVIEW

Questions and teaching guidance

Each Learning Sequence takes place over two sessions. It is likely that each session will take around 25-30 minutes, depending on the attention spans of the pupils.

Session 1 – Modelled Responses

The adult shares the stimulus text with the group. They then model how to interpret the questions and support pupils as they devise answers.

Session 2 – Supported Independent Practice


Using the same text, the adult closely monitors pupils as they tackle parallel questions independently. All the questions have been rehearsed in Session 1.

The wording and layout of the questions also reflects those used in the GAPS tests so that pupils become familiar with the vocabulary of test questions.

Shine GPS Grammar, Firefighters

Firefighters
by Keef Keeble

We need brave firefighters to drive fire engines, to fight dangerous fires and to rescue people who are in danger or who have been in an accident.



Are you good at keeping calm?
Firefighters help in emergencies.
The people they are trying to help may be frightened. It is important that firefighters can stay calm. Could you be a firefighter?

1. Write a **sentence** on the line using only the words below.
Remember to use the correct punctuation.
engines drive firefighters some fire

2. Use these words to make a **sentence**.
Remember to use the correct punctuation.
put all out firefighters fires

Write your sentence on the line below.

Ring Stars 2021 © Hodder & Stoughton Limited. You may photocopy this page. 1
Photo credit: © iStockphoto/RobertHodder

Shine GPS Grammar (Autism), Firefighters

Answer the questions

If using the online modelling responses software, remember to copy and paste textual evidence for your answer.

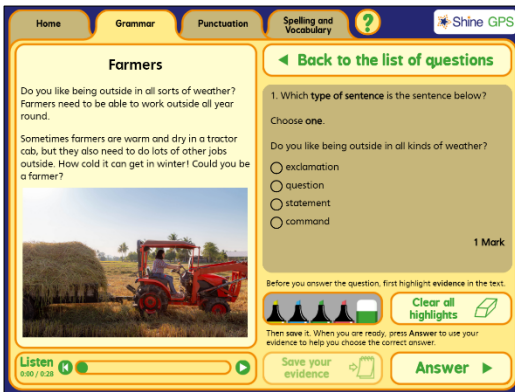
Steps	Check pupils' understanding
<p>1 (ES.1)</p> <p>Write a sentence on the line using <u>only</u> the words below. Remember to use the correct punctuation. engines drive firefighters some fire</p> <p>Answer and mark (1 mark)</p>	<p>Some firefighters drive fire engines.</p>
<p>Model</p> <p>Read the words together. Ask pupils what they know about the kinds of words that begin sentences that are statements. Make a list of the kinds of words they suggest. Ask them if they can see any of those kinds of words in this list. Which kind of word might follow it? Ask pairs of pupils to write each word on a separate piece of paper so they can physically move the words around. Ask pupils to read their sentences to each other. Do the sentences make sense? Discuss the punctuation. What might pupils need to amend to ensure the sentence is properly punctuated?</p>	<p>Check pupils know what a sentence is. Their definition might include:</p> <ul style="list-style-type: none"> • begins with a capital letter and ends with a full stop • must make sense • often begins with a noun or a noun phrase • has only one verb (or a group of words that show a single verb e.g. had been riding). <p>They know that all sentences need a verb (in the focus sentence the verb is 'drive'). Pupils can look at a group of words and decide if they match the definition of a sentence.</p>
<p>2 (ES.1)</p> <p>Use these words to make a sentence. Remember to use the correct punctuation. put all out firefighters fires</p> <p>Answer and mark (1 mark)</p>	<p>All firefighters put out fires.</p>

Ring Stars 2021 © Hodder & Stoughton Limited. You may photocopy this page. 5

Online modelling responses software

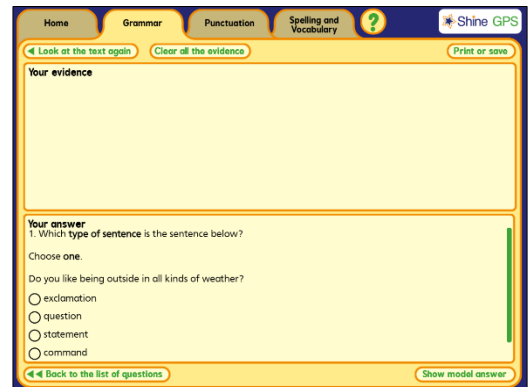
The software can be used to complete Session 1 (Modelled Responses) of the Learning Sequences. It can be used with a large group, on an interactive whiteboard, or with smaller groups and individual pupils on desktops and handheld devices.

Click on the link to the software to open it in your browser. The modelling software will open a 'Home' screen showing the text. You can either read the text aloud, ask pupils to read it, or click on the 'play' button to play the accompanying audio. Using the teaching guidance, you can demonstrate approaches to the text by discussing it with the pupils and asking questions.



Across the top of the screen you will find tabs for the three strands: Grammar, Punctuation, and Spelling and Vocabulary. Clicking on Grammar or Punctuation will show the questions alongside the text. To view each question, click on it to expand the question text. Use the teaching guidance to work through the question with pupils. Evidence can also be highlighted in the text using the different coloured highlighting tools if required. Click 'Save your evidence' to save your highlighted text to the answer screen.

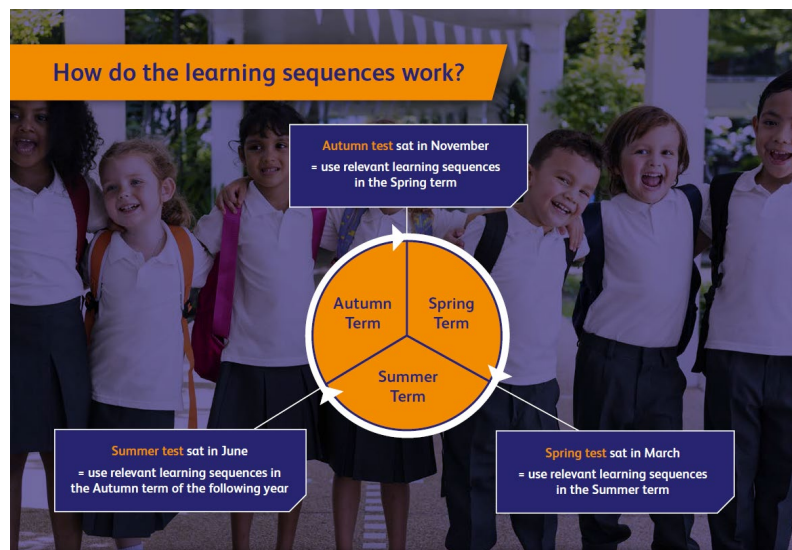
Once you are ready to move onto answering the questions, click 'Answer' and you will be taken to the answer screen. Here, you can view the evidence highlighted from the text and use this to inform your answer, where relevant. Answer the question by clicking or typing, and then check your answer against the model answer.



Ways to use *Shine GPS*

You are likely to want to complete the interventions after a GAPS assessment, so either towards the end of a term or at the beginning of the next term. The expectation is that:

- The Autumn Learning Sequence will follow the Autumn Term Assessment and be completed prior to the Spring Term assessment
- The Spring Learning Sequence will follow the Spring term Assessment and be completed prior to the Summer Term assessment and
- The Summer Learning Sequence will follow the Summer term Assessment and be completed prior to the next year's Autumn Term assessment.



Shine GPS is intended to provide Learning Sequences to support teachers in addressing gaps in learning identified through the GAPS formal tests. It is deliberately designed to offer teachers the maximum flexibility to intervene precisely and effectively. For instance:

- **Following a termly standardised assessment.** The Learning Sequences were written to support pupils who take the standardised termly tests, GAPS. In this instance, the test will have produced for you an analysis of which Learning Sequences are suggested for each child.

Once the Learning Sequence resources have been downloaded, you will also be able to use *Shine* in the following ways:

- **If pupils have taken a different test,** your own analysis of their answers and areas of weakness will help you to decide which Learning Sequences are appropriate.
- **Following observations in whole class/group GPS sessions.** The Learning Sequences can be used to support groups and individuals who you have observed to be struggling after whole class grammar, punctuation or spelling sessions.
- **Following extended absence from school.** Pupils who have been absent from school following illness, holidays or school closure can benefit from intensive, targeted support.

- **Before introducing a class focus on an area of grammar, punctuation or spelling.** Some pupils will benefit from pre-teaching and developing strategies before you move on to a class focus on developing specific skills.
- **At the start of a new school year.** You may be using this product at the beginning of the Autumn term. In this case, you may wish to use the Summer Learning Sequence from the previous year group to support children who are struggling with the transition to your year group.

A note for pupils who need further support

Shine GPS is intended to be used as a booster intervention for pupils who need targeted grammar, punctuation or spelling intervention, not for those who need more substantial support. For pupils who need more support, we recommend additional guided and individual practice using the relevant questions accompanying a structured resource such as *Rising Stars Reading Planet* and/or *Cracking Writing*.

Spelling Cards

Each spelling and vocabulary Learning Sequence reviews words which pupils were challenged to spell in the related GAPS test. These words are listed on the Prepare, Do, Review pages. Those words are also reproduced as Spelling Cards for further spelling practice.

off	sank	cold	raced
join	pi	usual	talking
have		dropped	

Ideas for Spelling activities in a 10-minute revision session

There are a variety of ways the Spelling cards can be used to help extend pupils' confidence in spelling the target words, including:

1. Use phoneme frames. Teach pupils to say the sounds in the word, draw a phoneme frame showing the relevant number of boxes and recording possible ways of spelling each sound.
2. Focus on the tricky bits. In most of the words, pupils are asked to spell, there are a few tricky letters, but the rest of the word is straightforward. Highlight the tricky parts of the word and discuss strategies for remembering them.
3. Use syllables. Teach pupils to split up a word into its syllables and sound out each syllable separately. If a word has a prefix or suffix, talk about how it changes the word's meaning or usage.

4. Make sets of related words. The adult places one card face up on the table. Then the adult goes around the group asking pupils to supply words that link with the word on the card. The adult should write each of these words on a whiteboard. For example, with the word *deliver*. Pupil 1 could say: *delivers*. Pupil 2 could say: *delivering*. Pupil 4 could say: *delivered*. Pupil 5 could say: *delivery*. Once pupils are familiar with this word building game, they could take on the role of writing the additional words on the whiteboard.
5. Use the word as the basis for collecting other words with similar spelling (e.g. if the word is *other*, make a shared list of additional words where 'o' is pronounced /u/ e.g. 'mother', 'brother'.)
6. Use mnemonics. Some words are most easily recalled using a mnemonic (e.g. *Sally-Ann Is Dancing- said*). These are often most successful if pupils invent their own.
7. Make pictures. Younger pupils often have stronger visual memories and making links to images can be a successful strategy. This can either involve writing the word as a calligram (e.g. writing *quick* in a speedy, spiky style) or drawing an image of part of the word (e.g. drawing a bus around the *bus* in *busy*).
8. After having analysed a word on the Spelling card e.g. noted a prefix or a suffix or a particular letter combination, encourage pupils to study the focus word, before spelling it from memory. Hold up the Spelling card and tell pupils they have 10 seconds to study the word. Then put the card face down and ask pupils to write the word on paper or on a whiteboard. Show them the card again and ask them to check if they got the spelling right. If it is not 100% right, ask them to underline the bit that is wrong and explain to you how they will remember that tricky bit for the next time. Repeat the 10 second studying of the spelling card before challenging pupils to spell the whole word from memory.

Organising Groups

Groups of 3–4 pupils are likely to be most effective in meeting individual needs and are most likely to result in the desirable impact.

The Grouped Intervention Report will have identified groups of pupils who may benefit from each of the Learning Sequences. The *Shine* reports uses a simple algorithm to group and identify pupils who made more errors in an Area of Learning than 50%+ of pupils in the cohort of pupils whose results were used to standardise the tests. In this way, it identifies pupils whose performance is in the bottom 40–50% of each cohort.

Note that the *Shine* reports do not identify a lower limit for pupils to achieve so you will need to look at each pupils' scores. Those who score 0 points, or very few points, in any Area of Learning may need a more substantial intervention. These pupils are highlighted on the report with an asterisk.

If a large number of pupils is identified, you may want to subdivide them into smaller groups according to their scores so that the pupils in each group are working at a similar level. Alternatively, a larger group can be taught using Session 1, and then divided into smaller groups for Session 2. This can be done by identifying pupils who are able to work independently on the questions, and smaller groups who will need additional support from a TA.

The roles of the teacher and teaching assistant

Class Teacher

If interventions are to have impact, the class teacher needs to be involved and take responsibility for the outcome. The class teacher will need to:

- decide which Learning Sequence(s) is/are most appropriate for each pupil based on the Individual Intervention Report
- consider the composition of groups based on the Grouped Intervention Report
- set targets for individuals (see Impact of Intervention form below)
- ensure time is set aside for preparation and record keeping, as well feedback and discussion with the Teaching Assistant
- provide information for SENDCO/SLT on the impact of interventions.

Teaching Assistant

It is likely that Teaching Assistants will deliver the majority of the intervention sessions. They will need to:

- familiarise themselves with the expectation of the intervention prior to the first session
- prepare each session (as explained on the PDR document)
- observe each pupil and make notes (see Record of Intervention form below) as well as giving oral feedback to the teacher
- model the reading strategies, as explained in the teaching guidance pages
- mark the activities with the pupils and discuss how answers could be improved.

Using the record and impact forms

The record and impact forms are provided to help you to keep track of the interventions and to monitor impact. There are three different forms provided:

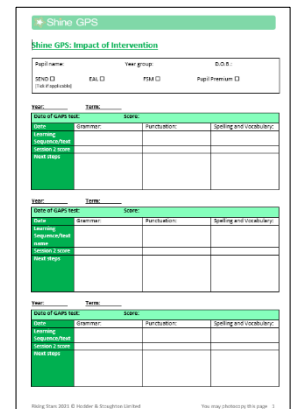
- An impact of intervention form to note information for an individual pupil
- A record of intervention form for each term and each year group within a term to note information for an individual pupil
- A record of intervention to note information for a group

Impact of Intervention

This form can be used to track pupils' involvement and attainment with the different Learning Sequences over time. One form can be used to record all three Strands (Grammar, Punctuation, and Spelling and Vocabulary). The same printable form can be used to track progress using *Shine GPS* interventions throughout the school.

The teacher can record:

- the GAPS test (if appropriate) that prompted the intervention and the pupil's mark in that assessment
- which Learning Sequence(s) the pupil engaged with
- the pupil's attainment in each of the Learning Sequences
- any next steps to be followed after the intervention.



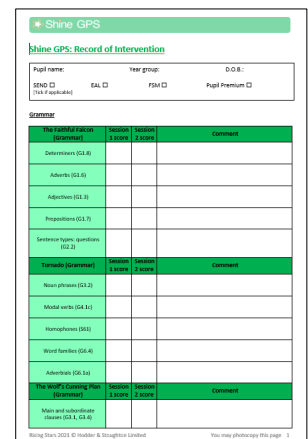
The form is titled 'Shine GPS Impact of Intervention'. It includes fields for Pupil Name, Year group, D.O.B., SEND ID, EAL ID, FSM ID, and Pupil Premium ID. It features three tables, one for each strand: Grammar, Punctuation, and Spelling and Vocabulary. Each table has columns for 'Date of GAPS test', 'Score', 'Learning Sequence(s)', 'Session 1 score', and 'Next steps'. The tables are currently empty.

Record of Intervention – individual

There is an impact of intervention form for each term and each year group within a term. Each form acts as a scope and sequence document, detailing each of the Areas of Learning covered by the intervention. The teaching assistant can then assess the pupil against each Area of Learning and record their score for each of the sessions. There is also space to add any comments.

The teaching assistant can then:

- record how many of the questions for Session 1 the pupil answered correctly when supported by an adult
- record how many of the questions for Session 2 the pupil answered correctly when working independently
- make a brief comment on pupils' performance, using the target skills for guidance.



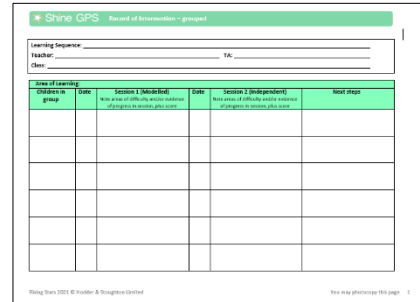
The form is titled 'Shine GPS Record of Intervention'. It includes fields for Pupil Name, Year group, D.O.B., SEND ID, EAL ID, FSM ID, and Pupil Premium ID. It is divided into two main sections: 'Grammar' and 'The Wolf's Clothing Film (Literacy)'. Each section contains a table with columns for 'Session 1 score' and 'Session 2 score', and a 'Comments' column. The 'Grammar' section lists various items like Determiners (G1.6), Adverbs (G1.6), Adjectives (G1.6), Prepositions (G1.7), Sentence types, questions (G1.8), Noun phrases (G1.2), Modal verbs (G1.4), Homophones (G1.5), and Word families (G1.4). The 'The Wolf's Clothing Film (Literacy)' section includes Main and supporting characters (G1.1, G1.6).

Record of Intervention – grouped

The ‘Record of Intervention – grouped’ form can be used to record scores and evidence from the intervention for a group of pupils who are doing the same Learning Sequence. Further rows can be added as required for larger groups of pupils.

The teacher or teaching assistant can use it to:

- record each pupils’ score for the modelled session (Session 1), and then for the practise session (Session 2)
- note any areas of difficulty for each pupil within both sessions
- record evidence of progression for each pupil within both sessions
- make a note of next steps required i.e. whether: responses and marks indicate secure knowledge and understanding of the reading skill, further modelling or re-teaching is required, or further intervention is necessary.



The form is titled 'Shine GPS Record of Intervention – grouped'. It includes fields for 'Learning Sequence', 'Teacher', and 'Class'. Below these is a table with the following structure:

Date of learning		Session 1 (Modelled)	Score	Session 2 (Independent)	Next steps
Pupils in group	Score	Note areas of difficulty and/or evidence of progression in written text		Note areas of difficulty and/or evidence of progression in written text	

At the bottom, it says 'Shine GPS 2011 © Hodder & Stoughton Limited' and 'You may photocopy this page'.