

Level 3 Intervention Overview



Level 3

Week	Session	Topic	Topic Objectives (Learning Objectives)	Prerequisite Skills
Week 1	1	Spelling Trick Sheet 1a (Sound Effects for phonics work)	Read, write & spell words	Read, write & spell words
	2	a	Read, write & spell words	Read, write & spell words
	3	a	Read, write & spell words	Read, write & spell words
	4	a	Read, write & spell words	Read, write & spell words
	5	a	Read, write & spell words	Read, write & spell words
	6	Spelling Trick Sheet 1b (Sound Effects for phonics work)	Read, write & spell words	Read, write & spell words
Week 2	1	Spelling Trick Sheet 2a (Sound Effects for phonics work)	Read, write & spell words	Read, write & spell words
	2	a	Read, write & spell words	Read, write & spell words
	3	a	Read, write & spell words	Read, write & spell words
	4	a	Read, write & spell words	Read, write & spell words
	5	a	Read, write & spell words	Read, write & spell words
	6	Spelling Trick Sheet 2b (Sound Effects for phonics work)	Read, write & spell words	Read, write & spell words
Week 3	1	a	Read, write & spell words	Read, write & spell words
	2	a	Read, write & spell words	Read, write & spell words
	3	a	Read, write & spell words	Read, write & spell words
	4	a	Read, write & spell words	Read, write & spell words
	5	a	Read, write & spell words	Read, write & spell words
	6	Spelling Trick Sheet 3b (Sound Effects for phonics work)	Read, write & spell words	Read, write & spell words

Spelling and Phonics resources



Spelling

Phonics



Spelling



Level 3 KS1 Intervention Overview



Level 3

This Level 3 intervention programme has been designed to be used after children have completed all sessions of class teaching of Level 3 phonics and the [Level 3 Assessment Pack](#). It is aimed at children who would benefit from reviewing and rehearsing all of the Level 3 phonics skills as part of a series of targeted intervention sessions.

If you are looking to support pupils who require daily consolidation of the knowledge and skills covered during the whole-class phonics teaching, use our [Level 3 1:1 Same-Day Intervention Guidance](#).

Week	Session	Topic	Topic Objectives (Learning Objectives)	Prerequisite Skills
Week 1	1	Spelling Trick Sheet 1a (Sound Effects for phonics work)	Read, write & spell words	Read, write & spell words
	2	a	Read, write & spell words	Read, write & spell words
	3	a	Read, write & spell words	Read, write & spell words
	4	a	Read, write & spell words	Read, write & spell words
	5	a	Read, write & spell words	Read, write & spell words
	6	Spelling Trick Sheet 1b (Sound Effects for phonics work)	Read, write & spell words	Read, write & spell words
Week 2	1	Spelling Trick Sheet 2a (Sound Effects for phonics work)	Read, write & spell words	Read, write & spell words
	2	a	Read, write & spell words	Read, write & spell words
	3	a and b	Read, write & spell words	Read, write & spell words
	4	a	Read, write & spell words	Read, write & spell words
	5	a	Read, write & spell words	Read, write & spell words
	6	Spelling Trick Sheet 2b (Sound Effects for phonics work)	Read, write & spell words	Read, write & spell words

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Ks1 Level Thresholds 2002

Mr Nigel Gann, Nigel Gann



Ks1 Level Thresholds 2002:

Parliamentary Debates (Hansard). Great Britain. Parliament. House of Commons, 2013 Evidence Check 1 Great Britain. Parliament. House of Commons. Select Committee on Science and Technology, 2009 This report HCP 44 session 2009 10 ISBN 9780215542663 from the Science and Technology Committee looks at literacy programmes evidence check and concludes that expectations by the Department for Children Schools and Families of the quality of the evidence base for reading programmes are worryingly low It urges the Government to commission randomised controlled trials RCTs The Committee also states it is particularly concerned about the quality of evidence demonstrating cost effectiveness of different programmes and further recommends that the Government reviews its guidelines on RCT design it says even Wikipedia is more thorough and informative The Committee also concludes that the Government's focus on early literacy interventions and phonics based teaching is based on the best available evidence the use of Reading Recovery is based on a lower quality of evidence than the Committee is comfortable with and that the decision to introduce Reading Recovery nationally is not evidence based The Committee further expressed alarm that there was a complete lack of randomised controlled trials using standardised test scores for the Reading Recovery programme in the UK school system before national implementation of the programme *Bulletin*, 2003 **Using Effectiveness Data for School Improvement** Anthony Kelly, Christopher Downey, 2010-12-13 Data metrics in schools are becoming increasingly complex but despite their best efforts teachers and academics generally find them something of a black box This book lifts the lid on that box exploring the provenance and problematization of existing techniques and developing new algorithms for measuring the more oblique aspects of in school performance Using contextual value added measures in England as a foundation they have become the template of choice for policy makers around the world and a basis for some excellent school effectiveness research the book explores the potential of performance and progress data to guide student and teacher self evaluation to set targets and allocate resources to evaluate initiatives and identify good practice to assess and reward staff responsibility and to inform policy in relation to emerging issues like school choice equality of opportunity and post compulsory progression Chapters are sectioned in three parts Past Present and Future and cover the historical journey from raw threshold to refined contextual measures of school effectiveness research and policy on pupil attainment and value added data the leading UK government and Fischer Family Trust models issues relating to differential effectiveness and the interpretation of data how best to blend data from different sources new non cognitive metrics for assessing social and emotional aspects of learning SEAL and staff responsibility managing data for school improvement and understanding professional attitudes to it Using Effectiveness Data for School Improvement brings together for the first time in one place the various metrics and models and their basis in research A full technical specification is included so that both data experts and data novices academics and practitioners can use the book to understand and maximize what is potentially a hugely transforming but under utilized resource and an increasingly

important aspect to school and curriculum management **Targets for Tomorrow's Schools** Mr Nigel Gann, Nigel Gann, 2002-01-04 From September 1998 governing bodies were required to set school targets for development in curriculum personnel environment finance and the community This book is a comprehensive guide which will be welcomed by governing bodies and staff It offers an explanation of how we can measure schools how we can evaluate the performance of the governing body and ways of helping everyone involved in school management and governance to work out how well their school is doing It serves as a fine companion volume to Nigel Gann's successful first book *Improving School Governance*

Bulletin Great Britain. Department for Education and Skills, 2004 This publication contains data for 2003 unless otherwise stated on the variation in results and progress at each of the key stages by pupils at maintained mainstream schools in England at pupil school and LEA level The data covers variation in test results and statistical significance variation between subjects and over time variation by pupil and school characteristics and variation in pupil progress after allowing for contextual factors **Improving Literacy at KS2 and KS3** Andrew Goodwyn, 2002-09-17 This book will help student and practicing teachers to understand the issues surrounding literacy the place of transition in pupils' lives and to feel confident in handling the National Literacy Strategy *The Parliamentary Debates (Hansard)*. Great Britain. Parliament. House of Lords, 2005 Raising Standards in Writing Ros Wilson, 2002 **The Times Index**, 2003 Indexes the Times Sunday times and magazine Times literary supplement Times educational supplement Times educational supplement Scotland and the Times higher education supplement *Expanded Abstracts with Biographies*, 2003 The Secondary English Magazine, 2004 Proceedings of the 5th International Symposium on Fluid-Structure Interactions, Aeroelasticity, Flow-Induced Vibration and Noise M. P. Paidoussis, 2002 Proceedings of the 5th International Symposium on Fluid-Structure Interaction, Aeroelasticity, Flow-Induced Vibration and Noise M. P. Paidoussis, 2002 **Energy Research Abstracts**, 1981 **Key Stage 1, 1997** School Curriculum and Assessment Authority, 1997

Ks1 Level Thresholds 2002 Book Review: Unveiling the Power of Words

In a global driven by information and connectivity, the ability of words has be much more evident than ever. They have the capability to inspire, provoke, and ignite change. Such may be the essence of the book **Ks1 Level Thresholds 2002**, a literary masterpiece that delves deep to the significance of words and their affect our lives. Compiled by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book is key themes, examine its writing style, and analyze its overall impact on readers.

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