

OMS  
Orrets Meadow Specialists

Specialist Teaching  
In  
Literacy and Numeracy



Mission Statement

To raise the aspirations of each child , giving them  
the confidence to fulfill their potential through  
positive learning experiences.

For more information

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## Literacy Specialist Teaching Package



### This consists of :

- At least 2 hours of specialist, individualised teaching of up to 4 pupils per session.
- Mentoring of the teaching assistant assigned to support the Orrets' teacher. Ideally this teaching assistant will work with each pupil for a further 3 sessions each week.
- Assessing, target setting, and reviewing of each pupil's progress.
- Meeting with parents.
- Home reinforcement activities for each pupil.
- Optional 'Introduction to Orrets Meadow Services' Inset to be completed within first year of the programme.

The specialist teacher's P.P.A. time and Inset days will, whenever possible, be taken at the end of terms when pupils are busy with class activities.

Please inform your OMS teacher of your school's Inset days as they may be able to alter their timetable accordingly and maximise the time available for 1-1 sessions.

School staff **must** obtain written permission from pupils' parents / carers before any pupil assessments can begin.

## The pupils

Many schools carry out screening to identify pupils who are underachieving in Literacy. The year 1 phonic check may be included in this. Although there are no specific entry criteria, school staff are encouraged to consider the following when deciding on a child's suitability for the programme: a pupil's non-verbal score, attendance, support at home, and general attitude to learning.

## Lesson Content

This will vary depending on the needs of each individual pupil. Lesson components usually include; reading, probes, phonic work, alphabet activities, sequencing, and spelling.

Strategies used will include; multi-sensory activities, structured phonic teaching, games, lots of revision and over-learning as well as reinforcement work for home study.

## Duration of programme

Experience indicates that significant progress can usually be made with 3 terms of OMS support. Clearly, this is dependent on a number of factors including; pupil attendance, T.A. time, support from home. Discussion with SENCo, class teacher, T.A. and parents is crucial when determining the time when each pupil will exit the programme.

To aid this decision suggested exit criteria are as follows:

Pupils in year 5 / 6	Reading Age — 9 years or above Spelling Age — 8 years or above
Pupils in year 4	Reading Age — 8 years or above Spelling Age — 7 years or above

## Numeracy Specialist Teaching Package



### This consists of:

- At least 2 hours of specialist, individualised teaching of up to 4 pupils.
- Mentoring of the teaching assistant supporting these pupils. Ideally, the teaching assistant will work with each pupil for a further 3 sessions each week.
- Assessing, target setting, and reviewing of each pupil's progress.
- Meeting with parents.
- Home reinforcement activities for each pupil.
- Optional 'Introduction to Orrets Meadow Services' Inset to be completed within the first year of the programme.

The specialist teacher's P.P.A. time and Inset days will, whenever possible, be taken at the end of terms when pupils are busy with class activities.

Please inform your OMS teacher of your school's Inset days as they may be able to alter their timetable accordingly and maximise the time available for 1-1 sessions.

School staff **must** obtain written permission from pupils' parents / carers before any pupil assessments can begin.

### The pupils

Many schools carry out screening to identify pupils who are underachieving in Numeracy. Although there are no specific entry criteria, school staff are encouraged to consider the following when deciding on a child's suitability for the programme: a pupil's attendance, support at home, and general attitude to learning.

### Lesson Content

The Numeracy intervention focuses on pupils' common misconceptions with number.

Topics will include: place value, counting, number bonds, times table recall, multiplication, division, decimals, and fractions.

Lesson components will vary depending on the individual needs of each pupil.

Strategies used will include structured precision teaching of mathematical skills and concepts through multi-sensory activities, games, lots of revision, and reinforcement work for home study.

A variety of concrete resources are used, including Numicon equipment, maths games, Dienes, Cuisenaire, and number probes.

### Duration of programme

Experience indicates that significant progress can usually be made with 3 terms of OMS support. Clearly, this is dependent on a number of factors including; pupil attendance, T.A. time, and support from home.

Discussion with the SENCo, class teacher, T.A. and parents is crucial when determining the time that a pupil will exit the programme.

## Other Services

### Consultancy

Schedules will be arranged to meet the specific requirements of individual schools within the time available.

#### Suggestions:

To complete literacy assessments on individual pupils.

To devise targets for pupils with Spld based on assessment information provided.

To advise on teaching strategies for individual pupils with Spld.

To oversee teaching programmes for pupils with Spld and suggest 'way forward'.

To offer advice to SENCo / class teacher.

### Inset

A number of Inset presentations are available and include:

Dyslexia awareness

Strategies for supporting pupils with literacy difficulties

A dyslexia friendly classroom

Handwriting

Spelling / writing strategies

Reading strategies

Phonic skills

Dyscalculia awareness

Numicon

Working memory

Metacognition