Interviewer – So to start off, just tell me a bit about the intervention. How did you find it?

Respondent – Erm okay. I found it went well. Erm I found the children I worked with enjoyed it and I enjoyed doing it. And it was good because it was a measurable intervention; that’s what I liked about it.

Interviewer – Okay. What exactly was good about that, that it was measureable?

Respondent – Erm that I could clearly see them making progress.

Interviewer – Okay, right. And as you said, I’m just going to take a break and let you have a think about if there’s anything else you’d like to add on your general impressions of the intervention.

Respondent – Okay. Erm… no. I think those are the main things I want to say really, as an overall impression.

Interviewer – Yes?

Respondent – Yes.

Interviewer – Okay. Right, so thinking more specifically this time, tell me about a time that you were doing the intervention that you felt it went really well.

Respondent – Erm I was doing a spelling intervention with… erm I did two one to one interventions and I was finding that one of the children particularly when I was working with her, she was losing concentration so I tried the next day to do… erm to make it a little bit more erm kinaesthetic. So I put letters in an erm feely bag and she was able to find the letters, pick them out and put them in the right order, and she really, really enjoyed doing that. And I found when I did *that*, those words stayed with her quite easily.

Interviewer – Okay. So really tailoring it to the child was useful?

Respondent – Yes. Yes, yes.

Interviewer – Okay. Was there another time that you felt that it had gone really well?

Respondent – Erm I think it went well all the way through really.

Interviewer – Uh huh.

Respondent – Erm there *were* some difficulties but overall erm the children met their targets all the way through and they *liked* working towards making their, making their targets and starting getting new words to learn. That went well.

Interviewer – Okay, so that monitoring of progress again that you had mentioned.

Respondent – Yes, it was good. Yes.

Interviewer – Okay. So again, I’m just going to take a break, let you have a think about it. Is there anything else you’d like to say about a time when it went well?

Respondent – A time when it went really well. Erm I think it went well all the way through. I can’t think of any times when I felt it wasn’t going well, although there are things I would perhaps change if I did it again, possibly.

Interviewer – Okay.

Respondent – But erm yes, I was happy with it.

Interviewer – Well that’s actually a question later one so…

Respondent – Okay.

Interviewer – I mean so is this one, which you may feel you can’t, you don’t have an example for, but again, thinking really specifically, can you think of a time when it didn’t go so well?

Respondent – Erm it… yes. Sometimes it was hard to fit in the sessions and it was basically because erm I had to fit them, on the whole, into the afternoons because erm I’m timetabled in the mornings. So in the afternoons erm there’s normally time to take my intervention children out and I have two children who are doing precision spellings with me. But on Monday afternoons every week they have, they go for swimming so they just go at one o’clock and we don’t see them until the end of the day. And then on Tuesday afternoons there wasn’t always a slot because we have, the teachers do erm PPA in the morning so I cover Art all morning with the whole class – obviously I can’t take them out then – and then in the afternoon we do Maths and Literacy so it’s hard, and I’m meant to be supporting groups in the class. So I couldn’t always take them out on a Tuesday afternoon either. So that meant that Saturday, Sunday, Monday, Tuesday was missing from the programme, which wasn’t ideal really.

Interviewer – Okay.

Respondent – So yes, that did happen.

Interviewer – Yeah, okay. So those organisational factors were really playing a part there.

Respondent – Mm yes. Yes. But there was nothing I could do about them really.

Interviewer – No.

Respondent – I mean I *did* try and take them out on the Tuesday afternoon if I could, if there was a slot like at the end of the day. But I couldn’t always do it.

Interviewer – No, okay. So again, I’m going to take a break.

Respondent – That’s okay.

Interviewer – No, you’re fine?

Respondent – I think I’m okay.

Interviewer – Yes. Erm okay. If I was watching you, so if I was shadowing you for a day and I was watching you do the intervention, can you walk me through it step by step from the moment you kind of go ‘Right, we’re going to go and do our work’ to the point where they come back to class?

Respondent – Okay. So just for one of the children for example?

Interviewer – Yes.

Respondent – Okay. So erm I would go into their erm lesson. I always try to find the best time for all my interventions, so I’d go in and just say quietly ‘Can you come with me?’ Erm we normally go to the library or to a quiet… the quiet room. ‘Could you come with me? We’re going to do our spelling intervention’. Erm I would take with me, I would have a box of equipment, box of stuff including all the erm… I can’t remember what you call the forms that you need.

Interviewer – Yeah, the probe sheets.

Respondent – The paperwork. The probe sheets and the paperwork, and anything that I need, I would take that with me to the library or wherever. Erm I would do a little erm starter activity. So for example if we were learning erm five words that they keep getting wrong, erm I would choose each day something different. So I might choose erm to get a big white board and to get some whiteboard pens and to just say to them ‘Right, we’re going to do the word THEY today’ and this was what was happening. So it’s T H E Y, THEY. And then I would perhaps rub it out and say ‘Would you like to have a go?’ And they would do it and I would say to them ‘You need to say the letters as you’re writing them, it’s really important, and say the word at the end’. And they would say ‘T H E Y, THEY’ and then we would keep practising that. And then if there was still time I would move on to, because it’s Year Five children I’m working with but there’s just these children find these words tricky, move on to as many words as I could fit into about five minutes or so. It might vary. Erm it could be up to ten words, it just depends on what time I’ve got, well, what time I’ve got. Erm and then when I thought they were confident then I would say ‘Okay, we’re going to do the one minute check now’ erm and they quite liked doing it. Erm so then I would have a list of my words, they would have the probe sheet and I would just say ‘THEY, SOME, WE’ and erm I would have a timer in my hand. I would time a minute, okay, erm and when they’d when we’d got to the end of the minute I would say ‘Right, you need to stop now’ and I would count how many words they had erm got correct, how many they’d got incorrect and then I would er record that on their erm sheet. So correct/incorrect. Erm I would just say compare it to how they did yesterday and compare it to what their target is. And then I would say erm ‘Well done. I’ll take you back to class now. We’ll have another… another session tomorrow’.

Interviewer – Okay, lovely. Thank you, that was really detailed.

Respondent – Okay.

Interviewer – Erm when you say ‘recording on a sheet’ was that a table? Was that the graph?

Respondent – Erm I didn’t get on with the graph very well.

Interviewer – No.

Respondent – I just found it too cumbersome. Erm so I did a table. So I literally had erm a correct… I just had a tick and a cross and then erm a table going across it with the days going along like this for about three weeks, and I would just put how many they had got right, how many they had got wrong, how many altogether and then I would record at the bottom, erm or at the top, little notes of the words that they got wrong so that I could remember for tomorrow what we needed to work on.

Interviewer – Yeah.

Respondent – I found that easier than the graph.

Interviewer – Okay, alright. Anything else that you would like to say about the general sort of structure or day to day delivery of it?

Respondent – Erm… about the day to day delivery. No, I tried to vary the activities every day so I didn’t always use whiteboard pens. Sometimes I used coloured pencils and we did rainbow writing. Sometimes I did writing on their arm or writing in the air. Sometimes I did the feely bag. Erm I tried to keep it interesting so they didn’t feel that they were doing the same all the time and they looked forward to it and didn’t quite know what they were going to do each day. Erm and I found that helped keep it interesting for them.

Interviewer – Yeah, okay. Lovely, thank you.

Respondent – Okay.

Interviewer – Erm… sorry, I’ve lost my place. Erm okay, so tell me about any adaptions or changes that you made to the intervention? So you’ve already mentioned the table that you made.

Respondent – Yes.

Interviewer – Any other adaptions or changes that you made?

Respondent – Erm yes. Now I know that we weren’t, if an intervention went over a weekend we were supposed to erm ignore the weekend. We were supposed to start again, weren’t we, on the Monday so that you couldn’t… as far as I remember from your training, a Friday, a Monday and a Tuesday wouldn’t count as three days reaching their targets.

Interviewer – Uh huh.

Respondent – Erm but I had to ignore that because I couldn’t always do it every day. Monday never worked. Tuesday sometimes didn’t work. So if they got their targets three days even in a row, even if it was Friday, Wednesday and Thursday, I still counted that as getting their targets.

Interviewer – Yes.

Respondent – Erm so that was one thing I *had* to do but it worked. It was fine.

Interviewer – Yes.

Respondent – Erm I also… erm something came into my head and I’ve lost it. Erm… what else did I do? No, I can’t think. But I did make some other adaptions.

Interviewer – It’s okay. Take your time.

Respondent – Erm… yes, so I made a note on the top of the table of anything, any kind of note for me to remember tomorrow. Erm… yeah. No, erm… no. I think… oh, the targets. Oh yeah, the target number. The target erm that they needed to reach. I did that by just getting them to write their name as many times as possible in a minute. And erm for example for one child it was fifteen words a minute and I kept that the same all the way, whatever they were doing.

Interviewer – Yeah.

Respondent – I can’t remember whether that’s how it was meant to be or whether that was an adaptation.

Interviewer – Yeah. I think it’s one of the things we talked about.

Respondent – Right.

Interviewer – Basing it on something they were very fluent at, which their name would be.

Respondent – Right. Would be, yes.

Interviewer – Yes.

Respondent – So I did that, okay.

Interviewer – Okay. Thank you. Erm so why… can you tell me a bit about why you made those changes? So you mentioned that you didn’t really get on with the graph?

Respondent – Erm I just found it cumbersome to use, erm and I couldn’t see the point of it. A table to me was much clearer.

Interviewer – Okay.

Respondent – Erm… and simpler. I just felt it, and also I thought the children can see it more clearly. The graph I found the spacing, the Y axis I found a little weird. It just didn’t, to me, didn’t make as much sense as a table.

Interviewer – Okay.

Respondent – Erm and because you’re having to fit these interventions into a short amount of time I found it easier. Erm… but yeah, it was just simpler for me to do it. So it made sense.

Interviewer – Yes, okay. And the other thing that you mentioned was the… just the practicalities of fitting it in three days in a row.

Respondent – Yes, it just wasn’t possible. But because I knew that these were Year Five children, the words that they were learning they *should* know but they just weren’t automatic, I felt that it didn’t matter. Erm oh yeah, the other thing I did was that once they’d got those five words, erm if there were any that by the end of the three days they were still a little shaky in, I would bring them into the next… the next group of words. So they’d have five new words but sometimes I’d throw in erm some of the words that I knew they were shaky on from before, just to make sure that they still knew them and they hadn’t forgotten them.

Interviewer – Yeah. Just some reinforcement of those words.

Respondent – Reinforcement, yes. Yes.

Interviewer – Okay. Is there anything else that you’d like to say about reasons for having to make adaptions?

Respondent – Erm I felt I had to kind of rush it through a little bit. So mostly, and it was just again a time thing, erm because most weeks I could only fit three sessions in and their target was three correct in a…

Interviewer – In a week.

Respondent – And it couldn’t go over a weekend… I kind of felt I almost had to rush it through so that they had to reach their targets pretty much within a week.

Interviewer – Yeah.

Respondent – But we did do a lot of work on the words. They were children in my class anyway so I could keep an eye on them anyway, make sure they were using them in their work, etc. Erm so I think I perhaps couldn’t work strictly to the rules, otherwise we would hardly have learnt, they’d have hardly learnt any words.

Interviewer – Okay. Erm what barriers did you find that there were to delivering this intervention?

Respondent – Erm I found because I wanted to use different things like the feely bags and the whiteboard pens and the coloured pencils and make it interesting for them, it was quite hard getting a kit of stuff together but also not always practical to carry loads of stuff round. So that was a bit of a barrier because I ended up with quite a big box and a tub of letters and an erm…

Interviewer – Yes.

Respondent – Erm so that made it slightly more difficult than I felt it needed to be but that’s just again the practicality of working in school, because we don’t have our own spaces and you just have to find a space anywhere. So that was a tiny bit of a barrier. Erm the time was a barrier, fitting it in was a barrier against everything else because sometimes there are things that happen that you can’t account for and they can’t miss. Erm like for example they had to do their erm sex education lessons. I couldn’t do it then because I wasn’t allowed to take them out of it.

Interviewer – No. That’s a legal requirement isn’t it?

Respondent – A legal requirement. So there was, there were quite a lot of difficulties in actually getting it done every day to be honest.

Interviewer – Yes. Yes.

Respondent – Erm so I’d say that was a bit of a barrier. But erm it was manageable and I still think it went well despite the barriers.

Interviewer – Yeah, good.

Respondent – Yeah.

Interviewer – That’s good to hear. Erm so if you were doing it again, what would you do differently?

Respondent – Erm… I think I might have tried to, instead of doing it in the afternoons, which is when we… when we always do our interventions, I might have tried to fit some in assembly time, keep them out of assembly possibly.

Interviewer – Okay.

Respondent – Erm and that might have meant that I could have got a few more sessions in. Erm… I think I would definitely discard the graph. I would *definitely* make sure that the table, I would stick with the table. I just think it’s easier to make it work. Erm and I… I think I’d also like to try it, as well as doing it for spellings, I think I would like to try it for something else like times tables. And I *have* done it for reading in the past to be honest but I’ve never done it for maths, and I think I would like to have a go at doing it for something else because I think it is a good… erm it is a good system er and it’s something that we need to perhaps do more of. But I think it *does* need a dedicated time every day ideally to make it work.

Interviewer – Yes.

Respondent – And I just couldn’t really do that.

Interviewer – You also mentioned that sometimes finding space was a bit tricky.

Respondent – Erm it can be, yes, because you really need a quiet space don’t you.

Interviewer – Mm.

Respondent – And finding a quiet space in a school, it’s tricky. You really need just space for the two of you and not a lot of other things going on, and that *can* be tricky. But mostly we managed it, but it needs a bit of forethought quite often because you might think you can use the library and then a class will come into the library and then you have to get up halfway through and go and move them to the class that’s moved into the library because there’s a spare classroom there. It’s… it’s quite tricky to manage.

Interviewer – Yeah.

Respondent – In the, you know, in the best possible way. But we just do what we can really. We are used to this sort of thing.

Interviewer – Okay. Erm was there anything that the school could have done to support you in delivering the intervention?

Respondent – Erm… if the school were erm, yes, if the school were prepared to really go with this as an intervention that they use a lot, I think perhaps there could be a box of resources that we could take stuff from. That would have made it easier, rather than having to scout around and find magnetic letters or whatever.

Interviewer – Yes.

Respondent – That would certainly help. Erm if they could find us a space that we could always use, that would also help. If it could be a bit more scheduled maybe. You know, if anybody who was doing precision teaching could always do it in a certain space, but Year Three could do it at a certain time, Year Four could do it at a certain time, Year Five could do it at a certain time, Year Six could do a certain time then we could work round it, that would also perhaps work because it can be hard, yeah, to fit it in.

Interviewer – Yeah. Absolutely.

Respondent – You know, the best way for the children really.

Interviewer – Okay. Anything else you want to add in a sort of thinking about the organisational level that would be supportive in delivering the intervention?

Respondent – Erm I think I’ve probably said most things. Erm I can’t think of anything off the top of my head. Erm but it would be nice if, if we were going to do it, if it was made a bit more important to be honest. If it was, because I personally think it *is* one of the better interventions that we do but it would be nice if it felt a bit more important rather than… I had to suggest that I did it. Nobody said to me ‘Do you want to teach these children spellings by precision teaching?’ We wanted to teach them spellings and I had to say ‘Can I do precision teaching?’ And then, yes, I was told yes I could. But if it was something that we automatically did that felt important in the school, erm I think that would be better for everybody really.

Interviewer – Okay. Erm is there anything that I as the training deliverer could have done to support you to deliver the intervention?

Respondent – Erm no, I thought what you did erm really, really helped.

Interviewer – Good.

Respondent – Erm it *really* helped. I’d say the only thing that I didn’t really get along with was the graph. But other than that I thought everything was brilliant. And the pack that you gave us was very, very helpful. Really good.

Interviewer – Good.

Respondent – No, it was brilliant. Thank you. Yeah. No, good. Thank you.

Interviewer – That sounds like you thought of something.

Respondent – No, it was fine.

Interviewer – No?

Respondent – No, I thought it was very good.

Interviewer – Okay. Alright, okay.

Respondent – Oh maybe, if you could give us more detail on how we could use it in other ways, because I think obviously it *could* be useful for times tables or elements in Maths. Erm… I know it’s used for reading key words, that would be quite clear, but I think perhaps more training in how it could be used in other areas other than Reading and Spelling.

Interviewer – Yes.

Respondent – That could be good.

Interviewer – Okay.

Respondent – Because I think that it definitely would have potential for that but I would perhaps need to think about how to do it.

Interviewer – Yes, okay.

Respondent – That would be good.

Interviewer – Erm and then the final question, what was your favourite moment in delivering the intervention?

Respondent – Erm… erm I think there were lots of little moments. Like the feely bag thing when they really enjoyed doing that, because it was something they hadn’t done for a long time or they did that for the first time, that was nice because they both really enjoyed it and thought it was really fun. Erm and also seeing that they’d actually made quite a lot of progress at the end and that all the words that I could possibly have fitted in, and when I only did it for six weeks to be absolutely honest, but all the words that I could have possibly fitted in, at the end of it when I tested them they knew them all and that is a nice, that’s a nice feeling. Yeah.

Interviewer – Oh, fantastic. Yeah.

Respondent – That’s good.

Interviewer – Good job. Thank you very much. I’m going to turn this machine off now.