Interviewer – So, to start off, just tell me generally about the intervention and how did it go?

Respondent – Yeah, so I feel like it worked really well. Erm I only got two children done, um but yeah, I feel like it went really well. Erm their spellings definitely improved so…

Interviewer – Good. So you were focusing on spellings?

Respondent – Yes. It was spellings, yeah. Erm the key stage one high frequency words.

Interviewer – Okay.

Respondent – We did with those two. Yeah.

Interviewer – Uh huh. So how long, over what period were you?

Respondent – Erm I think it was four weeks and I did it, well, I tried to do it three times a week for the four weeks.

Interviewer – Okay.

Respondent – Erm so yeah, but obviously if… because I did it in assembly time, if anything… if assembly got cancelled or anything else came up then those sessions got cancelled.

Interviewer – Yeah, okay. Erm so tell me about a specific time when you felt it went really well?

Respondent – Erm I suppose a week where I was able to get all three done, no interruptions, erm she got them all… or she got, she did the erm, I can’t remember what it’s called, not the pass rate but you know what I mean…

Interviewer – Yeah.

Respondent – She got that and… and we were able to move on in that same week.

Interviewer – Okay, fantastic.

Respondent – Yeah.

Interviewer – Yeah, that’s really great to hear. Anything else that you felt went really well or worked really well?

Respondent – Erm I think it’s good that it’s such a short, it doesn’t take long to do.

Interviewer – Uh huh.

Respondent – Erm because I *could* fit it into assembly time where it’s just that five minutes of teaching time and then the test. Erm I like that it’s quite short and really easy to do.

Interviewer – Yeah, okay. Erm again, thinking quite specifically, can you tell me about a time when you felt it *didn’t* go quite so well?

Respondent – Erm I think with the other child I was doing it with, she is working at a Year One level so I chose *really* simple words like ‘do’ and ‘by’, words like that. Erm but I think I put the, er I can’t remember what it’s called, the pass rate, I think I put that too high.

Interviewer – Okay.

Respondent – Erm so I had to lower that. But obviously you don’t know until you try it. Erm but yeah, that was… it was quite hard trying to find that, trying to work out where that should be.

Interviewer – Uh huh.

Respondent – But yeah, after I’d done it the first time and it didn’t work I changed it and then it was fine.

Interviewer – Okay. Erm so if I were shadowing you, erm and I sort of was following you as you deliver the intervention from the point where you grab them on the way to assembly and to the point where they go back to class, what would I see? Walk me through it step by step.

Respondent – Erm so yes, so I’d grab them and then it would be, I was doing it one to one so I’d grab them and they would sit down and practise using any of the spelling strategies that we’ve already taught them. Like erm bubble writing, anything like that. Erm they would practise that while I got the probe sheet ready. And then what would happen then is we would hide the practice so they couldn’t see, do the probe sheet and then I would record it on the… on the graph. And then, and then everyone else would be coming back from assembly.

Interviewer – Yeah, okay. Erm so tell me about any adaptions that you made to the intervention?

Respondent – I’m just trying to think because I don’t think I did. I think I stuck to it, exactly what you told us, because I was looking at the PowerPoint that you gave as well and I tried to stick to exactly what you said. Erm so off the top of my head I can’t think of any… any changes that I made to it.

Interviewer – Okay. You *have* mentioned that erm the number of sessions didn’t always happen the way you would like it to.

Respondent – Yes.

Interviewer – But that’s possibly the only thing.

Respondent – Yes. Yeah, that’s it. Yeah.

Interviewer – Okay.

Respondent – And that was like if assemblies got cancelled and things like that.

Interviewer – Okay. So we’ve talked a bit about why that happened and systemic factors.

Respondent – Yes.

Interviewer – What barriers generally did you find to delivering the intervention?

Respondent – Time.

Interviewer – Uh huh.

Respondent – Erm and prioritising it, like was… was that a real priority before everything else that I had to do and get done and all the other children I had to see. I’d so those were definitely the main barriers.

Interviewer – Yeah.

Respondent – But when those were out the way it was really good. It worked really well.

Interviewer – Okay. And did you feel like you *could* prioritise it?

Respondent – Yeah. I *did* get most of the sessions done.

Interviewer – Yeah.

Respondent – Erm because what we were doing is we had erm year group interventions where we were taking children from other classes in our year group and then I’d said, you know, we are going to stop that now because I’d really like to try precision teaching with my low spellers.

Interviewer – Uh huh.

Respondent – So we prioritised it over that, erm which was good.

Interviewer – Yeah, that’s good to hear.

Respondent – Yeah.

Interviewer – Okay. Erm so if we think about that very sort of regimented structure of teach, test, track, review, was there anything that got in the way of doing it to that structure that made that not work so much?

Respondent – No, I don’t think there was.

Interviewer – Okay.

Respondent – No. No, there wasn’t. Sorry.

Interviewer – No, that’s absolutely fine. So erm if you were doing it again, erm thinking forward to next time, what would you do differently?

Respondent – Ooh erm… I *would* like to try and do it more as a group so I can target more children.

Interviewer – Uh huh.

Respondent – And I know you spoke about that on the training but I didn’t feel competent enough to do it as a whole group. Erm yeah, I might try that *this* year, look at children who are at like similar levels and similar words maybe, if it’s spelling, and then try and do that as a group more than just one to one, so I can target more children.

Interviewer – Uh huh.

Respondent – That’s what I’d… I will probably try next year.

Interviewer – Okay.

Respondent – Yeah.

Interviewer – Anything else that you feel would be helpful to change or to do differently?

Respondent – No. No. I think my girls really liked seeing how well they did on the probe sheets.

Interviewer – Uh huh.

Respondent – So they, after I did it and I showed them all the ones they’d got right, they really liked that.

Interviewer – Yeah.

Respondent – So it was nice to share with them as well.

Interviewer – Yeah, brilliant. Erm a question popped into my head there and I’ve forgotten it now. That always happens. Oh, I’m sure I will remember it. Erm is there anything that the school… oh, that was it. If you were doing it with a group, would you be doing it in assembly time or would you be doing it at a different time?

Respondent – Yeah, it probably would be assembly time again.

Interviewer – Okay.

Respondent – Yeah.

Interviewer – And do you feel confident that it would fit into that time?

Respondent – Yeah, I mean assembly is fifteen minutes.

Interviewer – Yeah, okay.

Respondent – Erm so you know, as long as I stick to your… your timing.

Interviewer – Yeah, okay.

Respondent – Yeah.

Interviewer – So erm is there anything that the school could have done to support you in delivering the intervention?

Respondent – I don’t think so. Erm… because obviously you get PPA time to do your… your stuff.

Interviewer – Yeah.

Respondent – So obviously I couldn’t, I didn’t, I couldn’t have done it *then*.

Interviewer – No.

Respondent – Erm I don’t know, I mean it’s not… it’s not practical but giving us time to do it.

Interviewer – Well, yes. No, we are doing ideal world here.

Respondent – Yeah.

Interviewer – So yeah, in the perfect world, having some dedicated time to be able to do it would be…?

Respondent – Yeah. Yes.

Interviewer – Yeah.

Respondent – Yeah. If, like you say, in the ideal world, having someone to come in and cover me for fifteen minutes even so I can go out and do it, then yeah, that would be lovely.

Interviewer – Okay.

Respondent – But I know that’s not going to happen.

Interviewer – Erm okay, so again, I’m going to go back to the original question of is there anything the school could do and it is, it’s a perfect world.

Respondent – Yeah.

Interviewer – There’s no holds barred.

Respondent – Yeah.

Interviewer – If you could order anything off the menu, is there anything the school could do to support you?

Respondent – Okay. Yeah. Give us time out of class to do it.

Interviewer – Uh huh. Yeah.

Respondent – Even if it’s just fifteen minutes, so that we can do it.

Interviewer – Yeah.

Respondent – Erm yeah, I think that’s about it.

Interviewer – Okay. Erm is there anything that I as the training deliverer could do to support you to deliver the intervention that I didn’t do or that you think would improve it?

Respondent – No, I don’t think so. I kept all of the, erm I’ve still got all of the materials that you gave and everything, and my notes from the training, so…

Interviewer – And were they helpful?

Respondent – Yeah. I used them all the time just to double check what I was doing. Yeah, they were really useful.

Interviewer – Okay. I just thought I’d ask. So, final question…

Respondent – Yeah.

Interviewer – What was your favourite moment in delivering this intervention?

Respondent – Seeing the progress and seeing how pleased the girls were with themselves as well. That part was lovely to see.

Interviewer – Yeah.

Respondent – And their spelling has *definitely* improved.

Interviewer – Okay.

Respondent – Absolutely. So yeah, that… that’s the nicest thing.

Interviewer – Oh that’s great to hear.

Respondent – Alright. Okay.

Interviewer – Well, thank you so much.

Respondent – That’s alright.