Interviewer – So to start off, just tell me about the intervention. How did you feel it went?

Respondent – Yeah, I’ve been doing the intervention since September when I started at the school so actually it was quite a new intervention for me as well.

Interviewer – Okay.

Respondent – And obviously I had to get used to the children because we didn’t have a relationship.

Interviewer – Yeah.

Respondent – But I think it actually works quite well with them. Erm I do, I do it with two children. Erm one of them is not very confident so I obviously had to reassure him that it would help and he was a little bit reluctant to do it as well. So there was *that* aspect but I think after a few weeks he got to know me and coming to me three times a week as well so he was *used* to the routine of it.

Interviewer – Yeah.

Respondent – And actually that worked quite well. The other child that I do it with is a bit more bubbly and his personality was very different so actually he really loved coming out to meet me and… yeah he, he started I think around September as well. I’ll have to check the date on that though.

Interviewer – No, don’t worry. It doesn’t, it didn’t need to be that exact.

Respondent – Yeah, so… I think it worked pretty well.

Interviewer – And progress wise?

Respondent – Progress wise, erm the first child that I was talking about, he has been amazing. His reading *and* writing have both improved massively and I take him for another intervention alongside it in the morning and you can see the improvement. So we sort of keep a record of him at termly intervals and the amount that he can say now, the sounds that he can say now are reflected in the intervention for what we’re doing with precision teaching. Yeah, it’s been amazing, the results.

Interviewer – Oh great.

Respondent – It’s been… it’s been good.

Interviewer – That’s really good to hear. So thinking erm back over the course of the intervention and thinking quite specifically, can you tell me about a time when you felt it went really well?

Respondent – Erm I think… I think they enjoyed playing the games at the start so I tried to vary them and not make them the same each session.

Interviewer – Uh huh.

Respondent – So when I took over one of the ladies gave me a fishing game to play with them and they had their own little rod, and actually that made it a bit more fun for them. So we would do that first and then do the probe sheets. So I think *that* element of it they enjoyed.

Interviewer – Uh huh.

Respondent – And just making sure we mixed it up a bit. So yeah, I used the fishing game, erm I’ve used snap with the probe sheet but made them into bigger cards, erm what other ones? Oh, the puzzle one. So I enlarged it to A3 and then just cut it into puzzle pieces and they’d fit it together. So yeah, just making sure I varied the games really.

Interviewer – Yeah.

Respondent – So that was good.

Interviewer – Okay, and again thinking quite specifically, can you tell me about a time when you felt it *didn’t* go quite so well? Something that didn’t work?

Respondent – Erm probably when the child has found the words tricky. So with the first child, like I said, he could be very negative and say ‘I can’t do it’. So when we were perhaps moving from common exception words for Key Stage One erm onto the upper school, because he started with very low level he wasn’t where he should be with his learning, so when he was getting onto those words actually I had to then redo his fluency level and they *were* trickier words so I think it was, again, it was reassuring him that he *could* do it. He could try and, yes, we may have to do more sessions of those words. But I think it was just a case of prompting him and making sure that he felt confident.

Interviewer – So that encountering a new challenge was quite tricky for him?

Respondent – Yeah, definitely. Yeah.

Interviewer – Okay. Erm so if I was shadowing you and I was observing you delivering the intervention from the point where you’d get the child out of class to the point where they go back into class, walk me through step by step what I would see.

Respondent – Erm so I’d just obviously go and pick them up from their class. They know with routine that I’m there to do precision teaching in the afternoon. That’s the only intervention that I do with those two children in the afternoons so *that’s*… they are comfortable with it now.

Interviewer – Uh huh.

Respondent – Erm sometimes they are reluctant if they are doing a task that they don’t want to miss out on, but I reassure them it’s only going to be ten, fifteen minutes of their time so it’s not going to be a long… long time away.

Interviewer – Yeah.

Respondent – Erm and then we always go to the library, which is the quiet area for us, at the back there. I mean if there *is* other things going on in the library I tend to wait until we can have some quiet to do the probe sheet because actually I need to be able to hear them and, you know, although I say ‘can you say it in a big, loud voice for me’ erm yeah, sometimes they are quite quick as well as I’m trying to record it. But yeah, so when we get to the library we always sit on the same table and we start of by playing the game, like I said to you. Erm I often give them the choice ‘what would you like to do today?’ so they can do that. Erm and then we use the probe sheet for a minute and time them. I’m recording obviously. Erm and then once I’ve done that I will show him, I will show them the recording that I’ve done and we’ll count up how many wrong, how many right together. And then erm I will use the chart that we’ve got. So, very similar to the one that you showed us before in the training, so I will date it at the top. At the bottom there is ‘correct’ and ‘incorrect’. And then they will help me find where they are on the probe sheet, so I have highlighted their fluency levels so they know where they need to get to. Erm and yeah, they will just help me mark it on there and then I will use a ruler to draw the line and… and say to them ‘look, you know, this is where you are today’. And if they are under it they know they need to reach it. If they are over it they’re… they are happy and, you know, they know that they are above where they should be. So yeah, most of the time, you know, they *are* aware that at the beginning when they are new words, actually they are not going to be meeting their fluency level and they understand that. So… I haven’t really had any problems with that.

Interviewer – Yes, I suppose once you’ve done it a few times there’s that faith that they will eventually reach their fluency levels.

Respondent – Yeah. I’ve never got to a point where I’ve had to change the words. That hasn’t ever happened. So… yeah.

Interviewer – Okay. Erm so tell me about any adaptions that you’ve made to the intervention?

Respondent – Erm…I’ve, with Charlie in particular, the first child… he was getting through words quite quickly so at first I was using three unknown words and two that he knew specifically, so there were five in total. And obviously I thought ‘oh, that will be okay for him’ but actually his fluency level was really high and he was going through them very quickly. So I changed it to five new words per time and that… that went a lot better I think for him. So yeah, that was one adaptation we did.

Interviewer – Yeah, okay. Anything else that you tweaked or changed?

Respondent – With the second child erm I was asked to do spelling with him as well, alongside it. And erm some handwriting practice. So on top of what we were doing with the probe sheet I would then use that and say ‘right, now we’re going to do a bit of spelling practice’. I wasn’t recording these as targets but we just thought… we were giving the words to his teacher as well for their weekly spelling lists so I suppose doing it we were hoping, you know, that would encourage the spelling as well. So yeah, that was one other thing.

Interviewer – Okay. Erm and thinking about the barriers, sorry, the adaptions that you made, why did… why did they need to happen?

Respondent – Erm so with the first child with the words I just felt that he was progressing really quickly with the exception words and actually it was too easy for him, so that was why we changed it to five new words. Erm and with the spelling and the erm…

Interviewer – Handwriting.

Respondent – Handwriting, sorry, yeah we just felt that that was just an added intervention so it was just, you know, five minutes extra time at the end so it would benefit the child really.

Interviewer – Okay. Erm what barriers were there to delivering the intervention that you found?

Respondent – Erm reluctance to come out of class maybe. Like I said, if they wanted to stay and do an activity sometimes. Occasionally if it was PE I would say ‘okay, stay out’ because I feel that’s quite an important thing for them not to miss.

Interviewer – Yeah.

Respondent – But erm… I would say on the whole there wasn’t really much reluctance. They were quite happy to come out.

Interviewer – There were sometimes demands on their time that they had to meet so…

Respondent – Yeah, and one of the children had a lot of absences.

Interviewer – Okay.

Respondent – So for him, his family background, that was normal. Erm I wouldn’t say it impacted his learning because actually, like I said, he progressed really quickly. So I don’t think it would have made much of a difference even if he *had* been in on those sessions.

Interviewer – Yeah, okay.

Respondent – So yeah.

Interviewer – Erm and then were there any erm barriers that impacted *you*, so your time or anything like that, to deliver the intervention?

Respondent – Yeah, I think things crop up don’t they and you get asked to cover a class, you know, other interventions and I think… I think towards the end of some terms when you are doing other things and there’s music sessions and things like that on your time, it does change that. But I would say for most of the time it’s… it’s pretty routine. There’s not many sessions that I’ve missed in the afternoon. I would say I’ve missed more morning interventions rather than afternoon ones.

Interviewer – Okay.

Respondent – Which is good. I like my afternoons.

Interviewer – Yes, okay. So thinking about that erm sort of structure of the intervention, the teach, test, track, review, was there any barrier that got in the way of you following that structure?

Respondent – No, I think it worked really well.

Interviewer – Yeah?

Respondent – I don’t think there *was* any barrier really.

Interviewer – Okay.

Respondent – I think it was positive, definitely.

Interviewer – Why do you think it worked well?

Respondent – I just think the repetition of it worked really well. So they knew the words and actually, for the first child, it wasn’t just a case of using them in that intervention. I was then putting them into a target book for him and he was then using it with his class teacher. So we were expanding the knowledge with the words as well. So he would, you know, they would say ‘could you put it into a sentence for me?’ and actually then he would come back to me and say ‘oh, I know these words already’. And I would say ‘I know, but you’ve only met them one day on your fluency line. We need to do two more days’. But the confidence there built up and I could see that.

Interviewer – Yeah.

Respondent – So yeah, I think it worked really well. On both children. Very positive.

Interviewer – Yeah, okay. Thank you. Erm sorry, erm the barriers that you encountered, so you know, things cropping up for you and them being not in or not wanting to come because something else was going on, what did you do to overcome those barriers?

Respondent – Erm I think it’s just a case of having to do it when you can. I think just squeezing in the time, even if it was towards the end of the day at three o’clock. It only takes five minutes, five/ten minutes. So it was just having to adapt really. If I’m meant to see them on certain days of the week it may be that that changes. Erm but I *did* try to keep them at three days a week so that consistency was there.

Interviewer – Yes.

Respondent – So that was the only thing really.

Interviewer – Okay. Erm if you, the next time you do it, so if we think about next term, is there anything you’d change about how you did it?

Respondent – Erm I’d probably like to do a few different games with them. I’d try to change that up a little bit. I think, again, it’s having time to make resources and think outside the box a little bit with games. So maybe have a look online and get some new ideas. I know you gave us a lovely handout so I might actually go back to that if I can at the beginning of next term and see what other activities we could do with it. But maybe… yeah, maybe do more than one game, thinking about it. Because sometimes the game only lasts for a couple of minutes and actually that’s quite quick.

Interviewer – Uh huh.

Respondent – Maybe I could add in another game on top. I don’t know. Maybe something like that.

Interviewer – Yes, okay. Erm is there anything that the school could have done to support you in delivering the intervention?

Respondent – Erm…

Interviewer – And you don’t have to think about what’s practical.

Respondent – Yeah.

Interviewer – So in an ideal world, if you could have anything what would it be?

Respondent – Anything? Erm god, again, probably resources. Maybe if we could purchase some games that would help us with that. I mean the common exception words are the ones that are statutory aren’t they? So perhaps if there’s resources out there that have got that on it, that might be quite nice. But yeah, I can’t think of anything.

Interviewer – Erm anything, thinking about that sort of organisational…

Respondent – With the time and the space we’ve got do you mean?

Interviewer – Yeah. Is there anything that you would like to change with that, that you feel would better support you?

Respondent – Yeah, I mean maybe where we are situated in the library again, with the… you know, the level of noise. If we had access to like this room for instance, that might be quite helpful. Just so you’ve got the calm and the quiet there. I mean I know it’s hard in a school trying to find that space but… yeah, it’s just luck at the end of the day if someone comes into the library.

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

Respondent – I don’t think so. I think your training was brilliant. It gave us some ideas and actually I felt reassured because what I was doing felt like what you were… what you were telling us.

Interviewer – Yeah.

Respondent – So it was good to listen to it. So yeah, no, it was definitely worth it. I think the intervention is great and I can see it works.

Interviewer – Yes.

Respondent – So yeah.

Interviewer – Okay. That’s good to hear. Erm and then last question, what was your favourite moment of delivering the intervention?

Respondent – I think when they reached their fluency level for the first time, because you can see it’s an achievement for them. It’s that lightbox moment, isn’t it, where you just think ‘Aw, they are finally getting it’. And actually when there’s words that are tricky and they don’t… you know, they feel that they can’t at the beginning and they *do* manage it. Yeah, that’s really lovely.

Interviewer – Yes. Oh, that’s great. Alright, okay.

Respondent – Yeah.

Interviewer – Anything else that you feel you want to note or mention?

Respondent – I don’t think so. No.

Interviewer – That’s great. Okay, well thank you.

Respondent – I feel like I’ve waffled, sorry.

Interviewer – No, don’t worry. I mean I think we’re… I will turn this off now.