Interviewer – Okay. So, to start off, tell me a bit about the intervention and how did it go?

Respondent – Erm so I worked with one child. Erm I tried to do it three times a week erm on spellings erm with the Year Three/Four word list that we’ve currently got. Erm I tried to fit it in as much as I could, erm but I only managed to do I think possibly four or five sessions.

Interviewer – Okay.

Respondent – Erm she *did* show progress over those four to five sessions erm but it was quite slow progress. Erm so yeah, it was… it was good. It *wa*sgood.

Interviewer – Yeah.

Respondent – But I did struggle to fit it in with like the daily routine of school.

Interviewer – Yeah, okay. Erm so was there anything else that you’d like to say generally about the sort of intervention?

Respondent – Erm I could see that it *would* work. I could see that it is a good intervention. I think if I really like, in September for example, if I *really* started it early I think it *would* have a really good benefit. Like I think it would be really, really good… I just found it hard to fit in. That was all, yeah. So…

Interviewer – Fine. Erm so thinking really specifically, can you tell me about a time when you felt that it went really well?

Respondent – Erm so I think it was like one of the last sessions that we had managed to fit in. Erm I tested her and her score went up quite dramatically, which was quite good. Erm and that was because I decided to change the way I taught it to her, taught the words to her. Erm so I said to her, she kept getting the same words wrong and I said ‘No, you need to look at it carefully’ and we looked at the words and we spelt it together and we used different colours and things like that, which seemed to help her. So yeah.

Interviewer – Okay. So that changing the teaching approach…

Respondent – Changing the teaching helped, yeah.

Interviewer – Yeah.

Respondent – Yeah.

Interviewer – Okay.

Respondent – So I did, it was, I first of all let her do it independently while I was sort of… sort of doing other sort of jobs at the same time, and then I was like actually sat and actually looking at the words with her sort of seemed to help. So…

Interviewer – Right, okay. And erm how did *she* respond to that increase in her…?

Respondent – Erm her… she seemed more confident with the words that she was being tested on. So she was like ‘oh yeah’ as she was spelling them she was verbalising, just saying ‘oh yeah, that’s right. This is the word that needs the A in it’ or ‘this is the word that needs the… the B in it’ or something. Erm so she seemed more confident with those words that we were learning at the end. So that was good.

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

Respondent – Erm I’d say like, I think it was like session two. So her score, because I have recorded it on the… the chart…

Interviewer – Yeah.

Respondent – Erm her score only went up one and the ones that she got wrong went up as well.

Interviewer – Okay.

Respondent – So it was really hard to plot. So I was like ‘oh, I don’t know what to do’. So I just re-taught it the next time I did it and then it sort of worked. So yeah, that was the trickiest bit, was probably plotting on the chart. So yeah.

Interviewer – Okay. So just the technical?

Respondent – The technical bit behind it.

Interviewer – Yeah.

Respondent – The actual teaching bit and the talking about what we were going to do with the child was obviously my everyday thing I do.

Interviewer – Yes.

Respondent – It was just like the plotting and the keeping it… and doing it *with* her as well. I was like ‘oh look, we need to plot it here’ and that was probably the trickiest bit I would have thought. So…

Interviewer – Okay. Was that something that got easier over the course of the intervention? Or…?

Respondent – Erm yeah, it did eventually. Yeah. After I’d done like quite a few sessions and I could see it, that I could see where to plot it kind of thing.

Interviewer – Yeah.

Respondent – Erm but the first two, the first one or two were quite tricky to plot I thought. So… yeah.

Interviewer – That’s fair enough.

Respondent – Yeah.

Interviewer – It’s not the most obvious graph.

Respondent – No. No.

Interviewer – Okay. Erm tell me about a time… sorry. If I was erm shadowing you and I was watching you from the point where you get your child that you’re going to do a session with to the point where they go back to class, can you walk me through, step by step, on what that would look like?

Respondent – Yeah. Erm yeah. So I did my intervention during assembly time. So the child would stay in the classroom and I would take my other children to the assembly and then come back and she’d be ready with her pens and pencils and things.

Interviewer – Okay.

Respondent – Erm I would then show her the words. Erm so it was just me and her, erm and maybe and LSA in the class at the time. Erm I would show her the words that we were learning. Erm we’d talk about the words after I’d changed the teaching. She’d choose different colours, we’d talk about the words, erm and the teaching would usually take about five minutes. Erm and then I would then test her with a one minute timer, like a sand timer, so I would make sure that that bit was as accurate as it could be.

Interviewer – Uh huh.

Respondent – Erm and then I would just go through as many of the words as I could on my chart – I don’t know what it is – piece of paper.

Interviewer – Probe sheet?

Respondent – Probe sheet, yes, that’s it. Erm and then she’d just, she’d just write it down and then we’d mark it together, looking at the words. Erm and then we’d plot it together and then by then the other children would be back.

Interviewer – So erm as many of the words as you could in a minute?

Respondent – Yeah. Er no, not as many. It was… I tried to reach as many… er what, I can’t remember what it was now. I think I set like a target but she’d always exceed the target so I just carried on going within the minute. So…

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

Respondent – Erm so I changed the way I taught it.

Interviewer – Uh huh.

Respondent – Erm I… that was about it really because I only did a few sessions so I didn’t have much time to adapt it.

Interviewer – Yeah.

Respondent – But I… I think next time I would try and squeeze it in as much as I possibly could, erm but obviously being the end of term it was quite tricky to squeeze in.

Interviewer – Yeah. So is that erm as many times a week as you could or as much into that session?

Respondent – Into that session. Or into that session and I’d… I’d try and make sure that I got the three sessions a week done. Erm sometimes I did two sessions and in like the third session the assembly got cancelled and I was like ‘oh no, I can’t…’

Interviewer – Yeah.

Respondent – Erm so it’s quite tricky to do it if I don’t have that time. So…

Interviewer – Yeah. So erm when we talk about getting as much into the session as possible, what would that look like?

Respondent – Yeah. Erm I… we looked through erm the pack you gave us with the different strategies on it erm and the child chose some that she would have liked to have done.

Interviewer – Uh huh.

Respondent – Erm but actually when it came to doing it, it was… obviously had been prepared to have those things made and to have like the sand and things which I don’t know if we’ve got in school and things.

Interviewer – Yeah.

Respondent – So in that way I would probably adapt, like the teaching bit I would probably do it more like kinaesthetically.

Interviewer – Yeah.

Respondent – Erm and not just writing, because obviously if the child, if it took three sessions for the child to get the writing bit and to get that bit right then it might have been better for her to do something more… I don’t know, yeah, kinaesthetic.

Interviewer – So there’s a bit there about having the time to prepare stuff and also the resources?

Respondent – Yeah. Yeah, the resources. Yeah, so it… it’s yes, finding the time to *make* those resources and finding the time then to… obviously to find it and just source it. So… yeah.

Interviewer – Okay, alright. Erm so why did you make the changes that you’ve made? So you changed the way you taught. Why did you do that?

Respondent – Yeah. Erm because she wasn’t making enough erm… she wasn’t making enough, I don’t know, progress. Or she wasn’t getting enough answers right so I thought actually, she keeps making the same mistake here, it’s something that I need to teach her. So yes.

Interviewer – Okay. Erm what were the barriers that you generally encountered to delivering the intervention?

Respondent – Time. Time was the biggest thing. Erm so obviously this time of year as well and this particular term we’ve always got loads going on and if, if our allocated time for an intervention is usually during our assemblies and due to performances and music concerts and things, those assemblies get cancelled… I’d say quite last minute but, you know, you’ve only got a little bit time to sort of realise that there’s no assembly so it’s then finding time then during the day which, obviously if we’ve got an hour for English and an hour for Maths, then in the afternoon we’ve got to fit in all of our foundation subjects, and then as well *we’ve* got to have PPA and trying to juggle all those things as well, erm time was the biggest… the biggest barrier for me. Erm I know that, I *know* that had I of carried it on I know that it would have made… I know that *she* would have made more progress so it’s frustrating because I *know* that it would have really benefited that particular child. Erm it’s just finding the time to do it. So yeah.

Interviewer – Okay. So I mean, and just to check, were there any other barriers that you want to highlight?

Respondent – Erm…

Interviewer – That does seem like a fairly big one.

Respondent – Yeah. I don’t think there were to be honest. Erm… no, I don’t think so. I think time was the biggest barrier for me erm personally. I don’t know what the other members of staff found but that was the biggest barrier for me.

Interviewer – Yeah, okay. So thinking about that very rigid structure of erm teach, test, track, review…

Respondent – Yes.

Interviewer – Was there anything that got in the way of using that structure or…?

Respondent – Erm no, I think it was a really good structure actually. I think it’s quite good for somebody to just pick up.

Interviewer – Uh huh.

Respondent – Erm it was helpful having the, I have never done erm this intervention before erm so it was quite helpful to have that input before I did it to just show me how to do it, and then I knew that I needed to follow that structure because I know that it… it worked. It worked and I knew that and the child knew that, okay, I’ve got time to learn them and then Miss Taylor is going to test me and then we’re going to go over it together and then we’re going to plot it. Like the child knew what was going to happen next which was quite good erm for her.

Interviewer – Yes.

Respondent – So yeah.

Interviewer – Okay. So you found the structure helpful?

Respondent – Yeah, I did. Yeah.

Interviewer – Okay. Erm… when you encountered barriers, so you’ve mentioned time as being a big one…

Respondent – Yes.

Interviewer – Erm and it may be that there wasn’t anything you *could* do, but if there was, what did you do to overcome those barriers?

Respondent – Erm… to be honest, because time was obviously my biggest one, it was quite, it was still quite hard to fit in regardless.

Interviewer – Yeah.

Respondent – Erm that was, because that was my biggest barrier then it, yeah, it was quite tricky to overcome that I guess. So yeah.

Interviewer – Yeah, okay. Erm if you were doing it again next time what would you do differently?

Respondent – Erm I’d quite like to try doing something with Maths. Erm something with times tables. I decided in the end to do something spellings wise because that was the example we got given and I thought that was the easiest thing for me to pick up.

Interviewer – Uh huh.

Respondent – Erm I’d quite like to try it with times tables or number bonds or something Maths related to see if it has the same effect as spellings. Erm because I know that obviously those things, children need for the next year and the next year and the next year, so I think actually that would probably benefit them as well.

Interviewer – Yeah.

Respondent – Erm so that’s what I’d *like* to try next time if I had the chance.

Interviewer – Okay. Is there anything you’d change to how you did the intervention or anything sort of organisational that you would change?

Respondent – I don’t think so, no. So I kept all of the things I needed in a book that the child wrote in. So I kept the… the tracker in there, the review bit in there… sorry the, I kept the list of spellings in there, I kept the… the table in there, erm and the graph in there. And so I just got… that was resource so I just got that out and the child knew that if that was out, that was what we were doing.

Interviewer – Yeah.

Respondent – Erm but no, I don’t think there was anything else. No.

Interviewer – Okay, thank you. Erm sorry, I’ve lost my space. Is there anything that the school could have done, and I’m going to preface this by saying in an ideal world where you could get away with anything, is there anything that the school could have done to support you to deliver the intervention?

Respondent – Erm I don’t think so, no. Erm obviously we’ve got the, we’ve got… we’ve got like the books and we’ve got paper and we’ve got pencils and things so I guess resourcing was fine but in terms of like if I wanted *more* resources to do it with, like sand, then I guess that could have been provided. But there was nothing that I can think, oh yeah, it would have been better to have *that* in place, for example. There’s nothing that I can think of.

Interviewer – If we think around the time barrier, is there anything that school could have done to better support you?

Respondent – I guess if… if it was an intervention that I knew that it was going to work with that child, I guess the time could have been rejigged during the day so that we could still have that fifteen minutes to do those interventions. Erm… or having an LSA in my room while I took the child out, or I guess something like that would have probably been quite helpful. Erm but yeah, there was nothing in place for me to be able to do that basically, so yeah.

Interviewer – No, okay. But it might if, you know, in an ideal world.

Respondent – In an ideal world that would have been the best thing, yeah. Yeah.

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

Respondent – Erm I don’t think so, no. Everything was quite clear erm in the PowerPoint and we obviously got given the notes that we needed to do it, and we got given the website or the places to go and find what we needed. Erm and we *did* an example in the session which was really helpful to do, because I think if I didn’t have… if I didn’t have that example of how to plot it and I just got given it, I think I would just… I would have struggled to do it because it was such a different graph. Erm I can’t think of anything else, no. No.

Interviewer – No, okay. Erm and then final question, what was your favourite moment in delivering this intervention?

Respondent – Erm when the child made progress and they obviously made progress because their score got better.

Interviewer – Yeah.

Respondent – And she was pleased and I was pleased that that fifteen minutes had been spent and it was benefiting the child.

Interviewer – Yes.

Respondent – And it was benefiting me. So yeah.

Interviewer – Okay. Yes, alright. Thank you so much.

Respondent – You’re welcome.