Interviewer – Okay. So generally, tell me about the intervention. How did it go?

Respondent – Okay. So I had the intervention with two children.

Interviewer – Uh huh.

Respondent – Both for spelling. So reading *and* spelling but it was more for the spelling because I was told if they can spell it they can read it, so I was like ‘okay’. So I had two children; one from Year Four and one from Year Five. Erm the biggest problems I found for me, I think it’s a great intervention because I have done it before with other children and it’s worked really well but only on reading, erm the only problems that I found with this one was they didn’t very often hit their fluency rate because of their writing speed. Erm so that has always held them back so they haven’t really had a large selection of words. They’ve had minimal ones so erm we were only introducing one or two because they were quite low level children. Erm so that was the problem that *I* found. When I’ve done it for reading before, brilliant, and the children have really enjoyed it, they’ve enjoyed all the activities, the practising… but I found they knew the words very quickly, erm how to spell them, but the writing speed wasn’t there so I don’t think it really worked for that.

Interviewer – Uh huh.

Respondent – Because it was quite demotivating for the children because we weren’t really getting there.

Interviewer – Yeah. So did they spell them out loud?

Respondent – Yeah. Oh yeah. The children were coming back from a school holiday and being able to tell me the two words, the two new words they had and could spell them for me.

Interviewer – That’s encouraging.

Respondent – So… yeah.

Interviewer – Yeah, it’s just the manual writing which is getting in the way.

Respondent – Yes. It was the writing speed that I found was really difficult. So they couldn’t um get the writing speed up. The only problem, erm the other problem that I found was with the role that I’ve got, erm we’ve had a child that *has* been out of school for some time and come back and they’ve been on a one to one, not back in the classroom. So they had the pleasure of my company. So obviously then I was with them and I couldn’t do the intervention. Erm of if there is a problem in class and the SLT aren’t free, the staff tend to, they grab me so then my time is pulled. So I have spoken to our SENCO about am I the right person to *do* interventions because it’s not fair on the children and we are not getting the results we want, not because they can’t do it but because *my* time is pulled, so it needs to be a little bit more protected.

Interviewer – So how often did you feel that was happening?

Respondent – Erm that has happened *a lot* because of the child that was out of school which was a different child. Er one of the children that I did do the intervention on went on holiday for two weeks. They also had some time out with some travel affairs, erm so they went out for that. The other child erm had swimming, so it probably wasn’t the best term to maybe do it and that might be something to think about next time, is when we programme it in… in the year.

Interviewer – Yeah.

Respondent – Because actually it was quite a difficult time.

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

Respondent – Erm I think it’s all, I think it’s all gone well because the children are real struggling readers, but they were very keen to come out and they liked all the activities. They enjoyed them. As soon as I turned up at the door they were up, ‘can I come with you? Is it time yet?’ and I think that’s great, that they’re really positive about it. Because especially my Year Five boy who is a *very* low level reader, he was in my class last year, erm he doesn’t have very much self-esteem and he doesn’t want to be different from anyone else. But actually he would be saying to me ‘can I, can you time me in reading them?’ Erm and great, because he was never keen to read before. So that’s amazing. Erm and he could read, he wanted to get to a hundred in a minute and he could do that one some of his words. So that’s really positive, really encouraging.

Interviewer – Okay, brilliant. Erm can you tell me about a time, a specific time when you felt it *didn’t* go quite so well?

Respondent – Erm… I think probably when it hasn’t gone well, again, would be with the Year Five child when he hasn’t been in the right frame of mind to do it, if he hasn’t had the best lunchtime. Because I would do it in the afternoon because I have a class in the morning. But apart from that it’s been very positive I have to say.

Interviewer – Okay.

Respondent – I *do* find that with this programme though. We do like it.

Interviewer – Yeah, okay. Erm what would it look like if he hadn’t had the… you know, how would that impact on the intervention? Would it just be general motivation? Would it be…?

Respondent – Erm he would get very cross with himself if he made a mistake and then he wouldn’t want to do it and we’d say like ‘right, just calm down. You know, there’s no pressure here’.

Interviewer – Yeah.

Respondent – It’s kind of more a fun activity we put it across really, so that he’s enjoying it.

Interviewer – Yeah.

Respondent – But yeah, it would be more that *he’d* be a bit of a downer on himself. Although he *was* doing well he didn’t feel that he was.

Interviewer – Yeah.

Respondent – And he doesn’t really like making mistakes.

Interviewer – No.

Respondent – But normally he would be able to get past that but on a difficult day that was tricky for him.

Interviewer – Okay, thank you. So if I were to sort of shadow you for a day and I was watching you do the intervention from the point where you go to grab the child to the point where they go back to class…

Respondent – Yes.

Interviewer – Walk me through step by step. What will I see?

Respondent – Okay. So I would go and get the child, we would go back into generally my classroom where we do it. Everything is normally there, ready for the activity that we’re going to do, a range of spelling activities. So we’d spend a bit of time on the practising even though they kind of knew the words, which is a shame. Erm so we’d spend a bit of time on that and then we would set the timer up on the laptop. So I would pretty much be looking at it because it’s quite hard to read the spellings, watch them, try and cover them up as we go *and* watch the time. So it was, it’s quite juggly with that bit. Erm and then we’d do the timed erm sort of test, if you want to call it that, for want of a better word. Erm and then lots of praise all the way through and then they would go back to class.

Interviewer – Thank you. Er and tracking on the graph, did you do that with them?

Respondent – Yes. Yeah, we did it together. Yeah, so I showed them… erm we, I made them count up all the words that they had erm written and then I’d say ‘right, let’s have a look and see how many we have got right and how many mistakes we’ve made’ and then we’d put a little tick and then there would be a little dot with the ones that they had made mistakes. They were fine with that, no problems. We plotted it together – I think they quite liked going through that bit.

Interviewer – Okay, yes.

Respondent – And that’s quite important for them to see how well they are doing, because actually they were like ‘wow, I was down there yesterday and now I’m up there’ ‘I know, it’s amazing isn’t it’.

Interviewer – Yeah.

Respondent – So yeah.

Interviewer – Yeah, great. Erm sorry, I’ve lost my place. So tell me about any adaptions that you made to the intervention? Any changes that you had to make?

Respondent – Erm… we didn’t really make any I wouldn’t say. They were very… very adaptable the children and probably the changes that we made were the different spelling activities we did, so we had a range of spelling activities so they could do, practise words in different ways so it wasn’t boring all the time. And we used lots of teachery kind of pens and they wrote on *my* whiteboard because, I don’t know what it is with children, they do love the teacher’s whiteboard and the teacher’s pens. So it was like ‘there’s the pens, there’s the board, let’s do it’. Yes, so lots of changes with the activities I would say.

Interviewer – Yes, okay. Erm so what barriers were there to delivering the intervention in general did you feel? You’ve already talked a bit about your time.

Respondent – I would say that’s my biggest barrier.

Interviewer – Yeah. And does that just mean that it doesn’t happen that day or… yeah?

Respondent – Yeah.

Interviewer – Okay.

Respondent – Yeah. Their… their sessions are limited. They might not have had some some weeks.

Interviewer – Yeah, okay.

Respondent – So yeah, that was *my* biggest barrier.

Interviewer – Okay. So some weeks it wouldn’t have happened at all.

Respondent – No.

Interviewer – What, how many would you say generally, sort of on average, across the whole thing er in a week?

Respondent – How many sessions we *didn’t* do?

Interviewer – Oh, you did.

Respondent – Oh erm… I did, I did keep them as rigid as I could.

Interviewer – Yeah.

Respondent – It was only when I had the child, I’ve had the child for about two or three weeks so they weren’t done then because I *had* to be with her. Obviously one of them went on holidays for two weeks so…

Interviewer – Yeah.

Respondent – They’ve missed a good three weeks maybe which, that’s a big gap.

Interviewer – Yeah.

Respondent – And often that could be a solid three weeks so actually it’s not brilliant.

Interviewer – Okay, alright. Erm and if we think about more sort of honed down to the quite rigorous structure of the intervention, so that teach, test, track, review…

Respondent – Yes.

Interviewer – Is there anything that got in the way of you using that structure?

Respondent – No.

Interviewer – No? Okay.

Respondent – Definitely not. The other barrier I would say was their writing speed, as I’ve mentioned before.

Interviewer – Yes. Yeah.

Respondent – Because actually it’s a shame because they *knew* how to spell the words but I *couldn’t* move them on.

Interviewer – No. Do you think it would, erm so you had a… a hear to write. You said the word and then they wrote it?

Respondent – Yes, that’s correct.

Interviewer – Do you think they would have been able to manage a hear to say? So you say the word and they just spell it back to you out loud?

Respondent – Mm… no. No, I don’t think so.

Interviewer – No? Especially when you get to long…

Respondent – I think it’s probably… maybe a little bit of anxiety and the thought that it’s timed, because they *know* that it is. And of course if we’re timed it puts the pressure on, doesn’t it, and then you are all like… you’re all flustered and you think ‘well, I know I can do it...’

Interviewer – Yeah.

Respondent – It’s just that added pressure I think.

Interviewer – Yes. And when you’ve got the pressure holding… I mean I find it quite hard to spell out loud. I need to write it down.

Respondent – Yes, I need to see it.

Interviewer – Yes.

Respondent – Yeah.

Interviewer – So erm you know, I just thought it was worth asking.

Respondent – No, no. Brilliant, thank you.

Interviewer – Erm okay, but you felt if they had been doing it reading wise…

Respondent – I think they may have done well.

Interviewer – Yes, okay.

Respondent – Yeah. I do think they would have done, moved on a lot better. And I think they would have… we would have covered a lot more then.

Interviewer – Yeah, okay. Erm so when you encountered barriers what, if anything, and I’m aware of systemic barriers that might not have been anything, but what if anything did you do to sort of overcome these or ways round them?

Respondent – Erm there wasn’t any other people to take it.

Interviewer – Yeah.

Respondent – And they are the sort of children that actually they need to gain your trust to be able to do it.

Interviewer – Yes. Yeah.

Respondent – So it’s a shame really.

Interviewer – Okay. Erm now I am aware that just life, reality happens. Erm if you were going to do it again, what would you do differently next time?

Respondent – Erm I’ve already spoken to the SENCO about that. So we *do* need to block my time out so it can’t be interrupted because actually this *is* important. There’s nothing *more* important. Erm so I think my time needs to be protected to be honest. Erm we can’t do anything about them going on holidays and things like that.

Interviewer – No.

Respondent – That’s just unfortunate. And maybe thinking about *when* we’re going to plan it in the term as to *what’s* coming up for those children erm in the curriculum. Because obviously if they *are* going out swimming or, I don’t know, they’ve got cooking or whatever, that they can’t miss or whatever, so maybe my time and what *they’re* doing in the curriculum and just planning it in in the year.

Interviewer – Okay.

Respondent – I know that’s not easy though.

Interviewer – Well, I’m glad that the conversations are happening.

Respondent – Oh, definitely.

Interviewer – That’s good to hear. Erm is there anything… I think we’ve probably covered this, but is there anything that the school could have done to support you in delivering the intervention?

Respondent – Yeah, I think it is the time issue. But you don’t know what’s going to come up do you?

Interviewer – No.

Respondent – It’s that unforeseen really, so…

Interviewer – It does. It requires a bit of a word beforehand to be able to do that.

Respondent – Yeah.

Interviewer – Yeah, okay. Is there anything that I as the training deliverer could have done to support you to better deliver the intervention?

Respondent – No, I don’t think so. I think the training was really good. I think it reinforced what we already know because the training we had was quite a long time ago, erm quite a few years ago, and no, I think you just reinforced that everything we’re doing is right. So yeah, I think it was good.

Interviewer – Okay. Erm and finally, last question, what was your favourite moment in delivering the intervention?

Respondent – Oh goodness. Seeing their faces as they… they just wanted to get to that target, obviously.

Interviewer – Yeah.

Respondent – Erm and you can’t, there’s nothing better than watching a child succeed is there?

Interviewer – No.

Respondent – It’s brilliant. So yeah.

Interviewer – Alright. Well, thank you very much.

Respondent – Thank you very much.