Introduction to

Shine GPS is a grammar, punctuation and spelling intervention which is designed to give targeted support to pupils who need an extra boost in order to improve their skills in answering grammar, punctuation and spelling questions.

The key skills have been organised into three intervention focusses, called **Strands,** as follows:

Grammar, Punctuation and Spelling and Vocabulary

Each Strand is made up of relevant content areas from the English grammar, punctation and spelling test framework (2014), that are assessed in the English grammar, punctuation and spelling KS1 national curriculum test. In Shine GPS, we call them **Areas of Learning:**

- **Grammar**:

  G1: Grammatical terms / word classes
  G2: Functions of sentences
  G3: Combining words, phrases and clauses
  G4: Verb tense and consistency

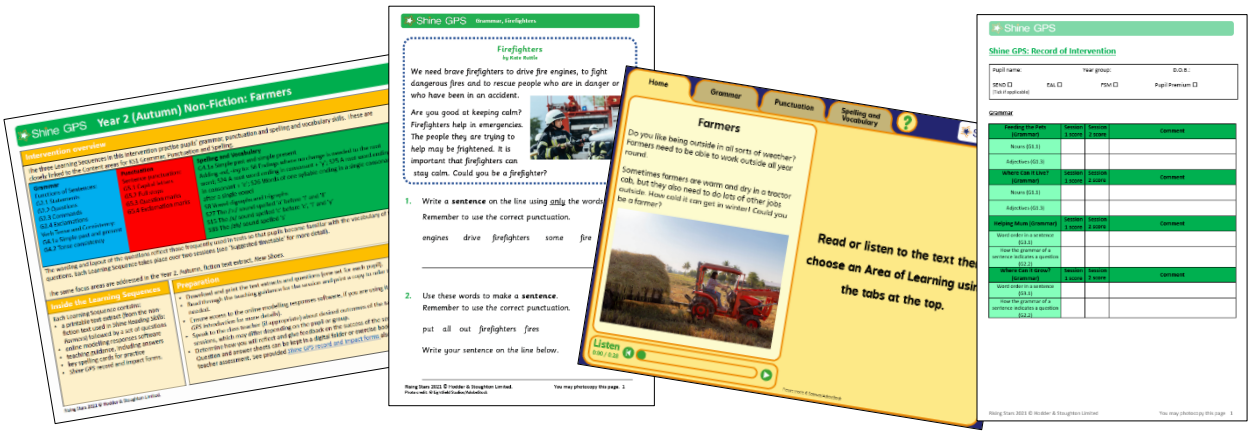
- **Punctuation**:

  G5: Punctuation

- **Spelling and Vocabulary**:

  S1: the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck
  S2: the ŋ sound spelt n before k
  S3: –tch
  S4: he /v/ sound at the end of words
  S5: adding –s and –es to words (plural of nouns and the third-person singular of verbs)
  S6: adding the endings –ing, –ed and –er to verbs where no change is needed in the root word
  S7: adding –er and –est to adjectives where no change is needed in the root word
  S8: vowel digraphs and trigraphs: ai, oi, ay, oy, a–e, e–e, i–e, o–e, u–e, ar, ee, ea (/iː/), ea (/ɛ/), er (/ɜː/), er (/ə/), ir, ur, oo (/uː/), oo(/ʊ/), oa, oe, ou, ow (/aʊ/), ow (/əʊ/), ue, ew, ie (/aɪ/), ie (/iː/), igh, or, ore, aw, au, air, ear, ear (/ɛə/), are (/ɛə/)
  S9: words ending in –y (/iː/ or /ɪ/)
  S10: new consonant spellings ph and wh

S11: using k for the /k/ sound
S12: compound words
S13: the days of the week
S14: the /dʒ/ sound spelt as –ge and –dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y
S15: the /s/ sound spelt c before e, i and y
S16: the /n/ sound spelt kn– and (less often) gn– at the beginning of words
S17: the /r/ sound spelt wr at the beginning of words
S18: the /l/ or /əl/ sound spelt –le at the end of words
S19: the /l/ or /əl/ sound spelt –el at the end of words
S20: the /l/ or /əl/ sound spelt –al at the end of words
S21: words ending in –il
S22: the /aɪ/ sound spelt –y at the end of words
S23: adding –es to nouns and verbs ending in –y
S24: adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it
S25: adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it
S26: adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter
S27: the /ɔ:/ sound spelt a before l and ll
S28: the /ʌ/ sound spelt o
S29: the /i:/ sound spelt –ey
S30: the /ɒ/ sound spelt a after w and qu
S31: the /ɜ:/ sound spelt or after w
S32: the /ɔ:/ sound spelt ar after w
S33: the /ʒ/ sound spelt s
S34: the suffixes –ment, –ness, –ful, –less and –ly
S35: words ending in –tion
S36: homophones and near-homophones
S37: common exception words
G6: Vocabulary

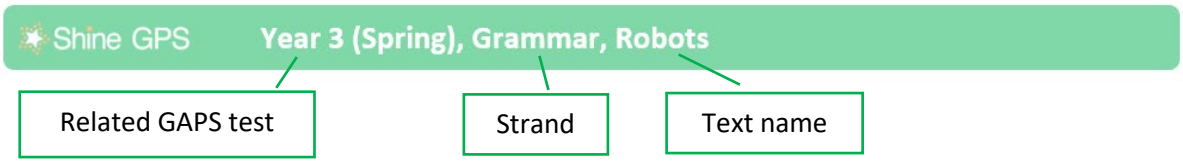


For the purposes of teaching, the interventions are divided into units of content, called **Learning Sequences**.

Shine GPS is made up of 12 Learning Sequences per term: 4 x Grammar; 4 x Punctuation and 4 x Spelling and Vocabulary.

Each year has a set of Learning Sequences related to the school terms. For each term from Y1 Autumn to Y6 Summer, there is a GAPS test and the Learning Sequences rehearse and develop the areas tested in each term's test. For an overview of the curriculum areas which are expected to be taught prior to each term's GAPS test, please refer to the GAPS curriculum map, here: https://www.risingstars-uk.com/media/Rising-Stars/Series%20Images/Assessment/GAPS-curriculum-map.pdf

The Learning Sequences are labelled with the year group, term, strand and text name, for example:

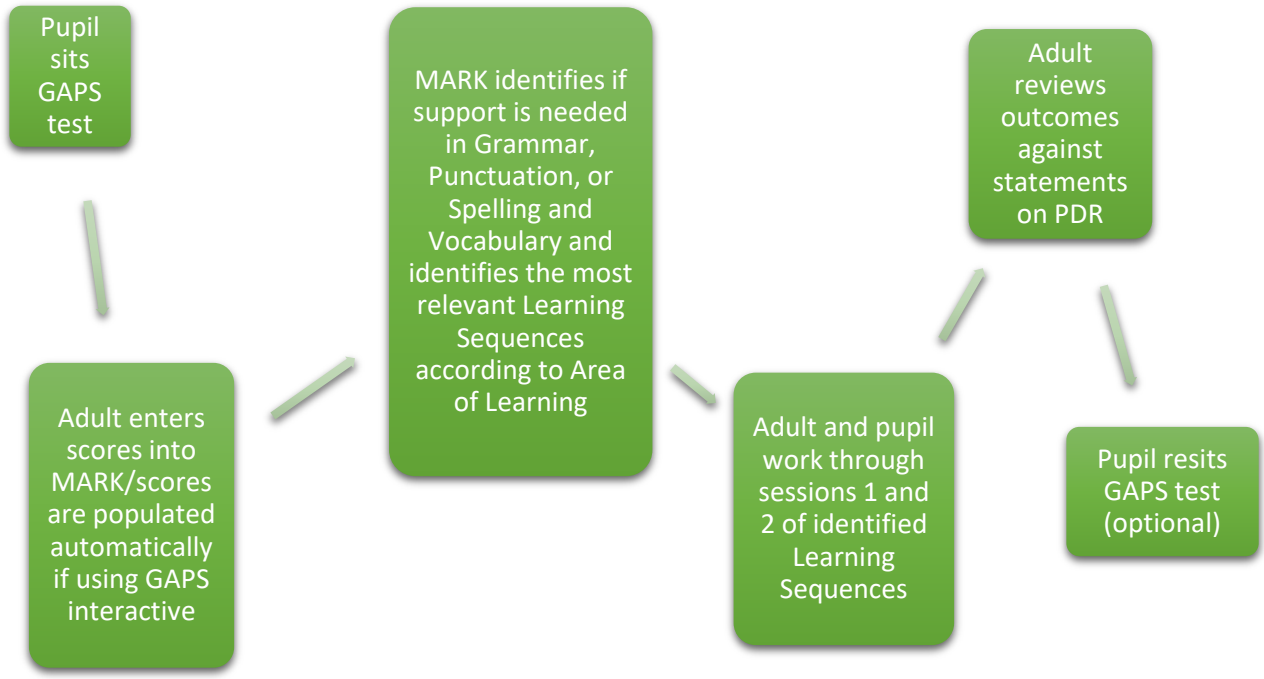


In recognition of the fact that some pupils may be working on Learning Sequences that are intended for a different school year, the pupils' pages simply have the Strand (e.g. grammar) and text name.

How does it work?

The focus of the *Shine GPS* intervention is to help pupils who struggled in the previous GAPS test to catch up with their peers: it does not pre-teach areas tested in the following GAPS paper. As far as possible, question formats used in the GAPS tests are echoed in the *Shine GPS* Learning Sequences so pupils can become familiar with the types of questions asked in GAPS and in the National Tests.

Each Learning Sequence should be used to teach, practise and apply the GPS skills related to the Areas of Learning.



There is no expectation that any pupil will complete all the Learning Sequences relating to any text. If MARK recommends that a pupil should complete more than one Learning Sequence, it is recommended that you complete the grammar Learning Sequences first, followed by punctuation and then spelling and vocabulary.

Why have text prompts for Grammar and Punctuation Learning Sequences?

The text prompts in the Grammar and Punctuation Learning Sequences help children to understand the grammar and punctuation in context whilst rehearsing the Areas of Learning tested in the linked GAPS test. For each Grammar and Punctuation learning sequence, there are two fiction extracts and two non-fiction extracts per term. From year 1, Autumn term until year 4 Autumn term, one fiction Learning Sequence and one non-fiction Learning Sequence cover the same objectives in order to give maximum opportunities for consolidation.

The texts are adaptations and extracts from texts used in *Shine Reading Skills*. Pupils who are using both interventions will therefore have a greater understanding of the context, although each of the text extracts used can stand alone.

This chart shows the texts used:

Year group	Term	Fiction 1	Fiction 2	Non-Fiction 1	Non-Fiction 2
Year 1	**Autumn**	Helping Mum	Feeding the Pets	Where Can it Grow?	Where Can it Live?
	Spring	Oliver Owl	Fran Fox	What Makes it Go? 1	What Makes it Go? 2
	Summer	Beans on Toast	Crisps for a Picnic	Octopuses	Crabs
Year 2	**Autumn**	New Bike	New Shoes	Firefighters	Farmers
	Spring	The Monkey and Cat	The North Wind and the Sun	Our Amazing World: Deserts and Rainforests	Our Amazing World: Mountains and Oceans
	Summer	Helping Miss Ahmed	Helping Dad	How are Houses Built?	How are Tunnels made?

Spelling and Vocabulary Learning sequences

The spelling and vocabulary Learning Sequences rehearse the Areas of Learning tested in the linked GAPS test. Since these words are not linked by topic, and since *Shine GPS* revisits the words tested in the GAPS test, there is no linked text for these Learning Sequences.

When discussing spelling, phonemes (sounds) are indicated in slash brackets eg /oa/, whereas graphemes (letters and letter patterns) are written in italics e.g. *oa, oe, o_e.* In order to facilitate reading by non-specialists, the phonemes in slash brackets are a modified version of the technical symbols e.g. /u/ is used instead of /ʌ/ and /sh/ instead of /ʃ/.

Progression between Learning Sequences

There is a progression of difficulty in the texts and Learning Sequences aimed at pupils in Year 1/P2 and Year 2/P3 which reflects pupils' growing proficiency in reading.

In Year1/P2 all texts and questions can be read aloud to the pupils and there is a progression in phonic demand which lags behind the phonics the children are learning in order that their focus can be on the grammar or punctuation, not simply on decoding. In the Y1/ P2 learning sequences, question stems are printed in black and words the pupils are asked to engage with are printed in green. All green text should be accessible to pupils who:

Fiction (Autumn) and Non-fiction (Autumn): Reading Planet Levels 3–4	**Fiction (Spring) and Non-fiction (Spring):** Reading Planet Levels 3–4	**Fiction (Summer) and Non-fiction (Summer):** Reading Planet Levels 5–6
• Know the most common sound associated with each letter of the alphabet. • Can read words containing graphemes: *ai*, *ee*, *igh*, *oa*, *oo*, *ar*, *or*, *ir*, *oi*, *ow*, *air*, *ear*, *ure*, *sh*, *ch*, *th* • Can read familiar words including some adjacent consonants (e.g. *help*, *must*) • Can recognise some tricky words (see the relevant PDR for a lists of non-decodable words for individual texts)	• Know the most common sound associated with each letter of the alphabet. • Can read words containing graphemes: *ai*, *ee*, *igh*, *oa*, *oo*, *ar*, *or*, *ir*, *oi*, *ow*, *air*, *ear*, *ure*, *ck, sh*, *ch*, *th* • Can read familiar words including some adjacent consonants (e.g. *hand, fast*) • Can recognise some tricky words (see the relevant PDR for a lists of non-decodable words for individual texts)	• As before, plus: • Can read words containing alternative graphemes including: /ai/ as in *way, eight, whale* /ee/ as in *beans* */igh/* as in *smile* /oa/as in *home*, *grow, post* /oo/ as in *huge* /ar/ as in *asked* (Southern accents) */or/* as in *before, small, claw,* /ow/as in ground • Can recognise some tricky words (see the relevant PDR for a lists of non-decodable words for individual texts)

In Year2/P3 pupils are expected to work with more independence, and there is a gradual progression in expectations of pupils' prowess in reading as well as their grammatical knowledge.

What's in a Learning Sequence?

Each Learning Sequence is self-contained and can be completed either online or on paper. It includes:

- A Prepare, Do, Review (PDR) document which introduces the Learning Sequence

- Printable copies of the texts and questions

- Option to complete Session 1 with the online modelling responses software

- Teaching guidance, including key strategies to practise, as well as answers to questions

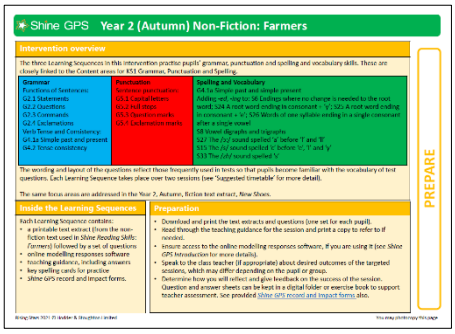
- Spelling cards

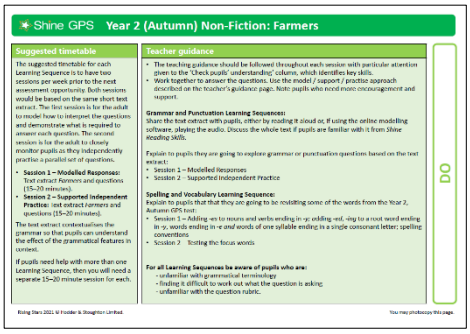
- Printable record and impact of intervention forms

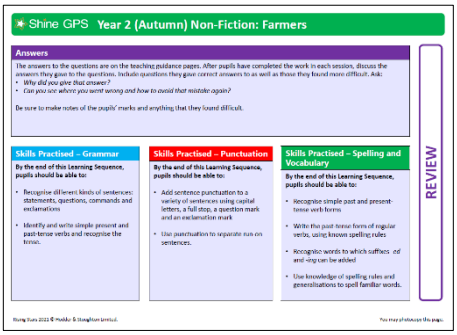
Prepare, Do, Review

A Prepare, Do, Review Document (PDR) accompanies each of the Learning Sequences and includes the following information:

- Prepare: Planning and preparing for the intervention
- Do: Introducing and teaching each Learning Sequence with suggested timings
- Review: Rehearsing key skills; reinforcing new vocabulary and reviewing next steps.







Questions and teaching guidance

Each Learning Sequence takes place over two sessions. It is likely that each session will take around 15-20 minutes, depending on the attention spans of the pupils.

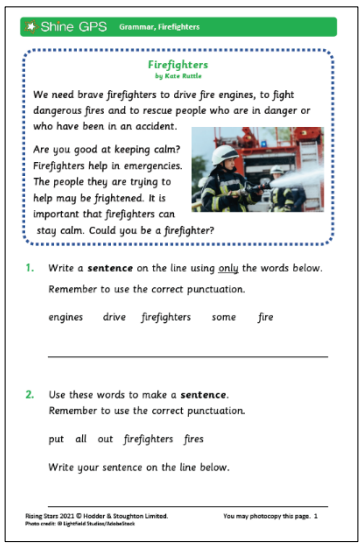
Session 1 – Modelled Responses

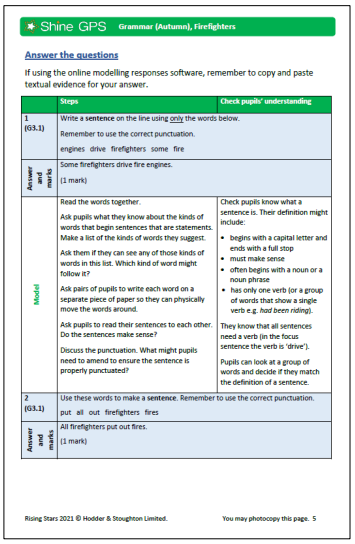
The adult shares the stimulus text with the group. They then model how to interpret the questions and support pupils as they devise answers.

Session 2 – Supported Independent Practice

Using the same text, the adult closely monitors pupils as they tackle parallel questions independently. All the questions have been rehearsed in Session 1.

The wording and layout of the questions also reflects those used in the GAPS tests so that pupils become familiar with the vocabulary of test questions.





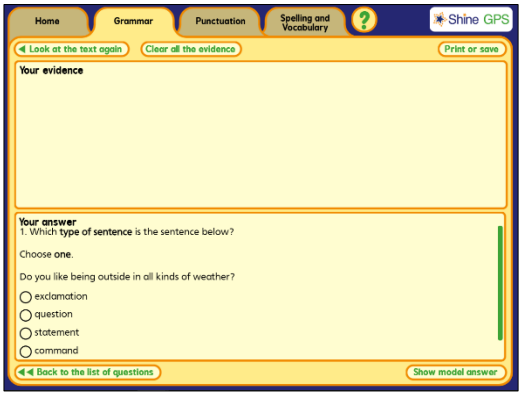
Online modelling responses software

The software can be used to complete Session 1 (Modelled Responses) of the Learning Sequences. It can used with a large group, on an interactive whiteboard, or with smaller groups and individual pupils on desktops and handheld devices.

Click on the link to the software to open it in your browser. The modelling software will open a 'Home' screen showing the text. You can either read the text aloud, ask pupils to read it, or click on the 'play' button to play the accompanying audio. Using the teaching guidance, you can demonstrate approaches to the text by discussing it with the pupils and asking questions.

Across the top of the screen you will find tabs for the three strands: Grammar, Punctuation, and Spelling and Vocabulary. Clicking on Grammar or Punctuation will show the questions alongside the text. To view each question, click on it to expand the question text. Use the teaching guidance to work through the question with pupils. Evidence can also be highlighted in the text using the different coloured highlighting tools if required. Click 'Save your evidence' to save your highlighted text to the answer screen.

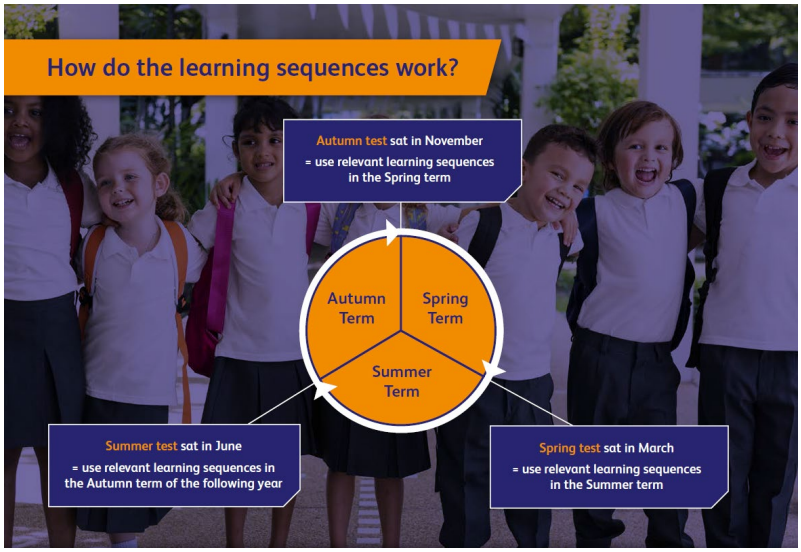
Once you are ready to move onto answering the questions, click 'Answer' and you will be taken to the answer screen. Here, you can view the evidence highlighted from the text and use this to inform your answer, where relevant. Answer the question by clicking or typing, and then check your answer against the model answer.



Ways to use *Shine GPS*

You are likely to want to complete the interventions after a GAPS assessment, so either towards the end of a term or at the beginning of the next term. The expectation is that:

- The Autumn Learning Sequence will follow the Autumn Term Assessment and be completed prior to the Spring Term assessment
- The Spring Learning Sequence will follow the Spring term Assessment and be completed prior to the Summer Term assessment and
- The Summer Learning Sequence will follow the Summer term Assessment and be completed prior to the next year's Autumn Term assessment.



Shine GPS is intended to provide Learning Sequences to support teachers in addressing gaps in learning identified through the GAPS formal tests. It is deliberately designed to offer teachers the maximum flexibility to intervene precisely and effectively. For instance:

- ***Following a termly standardised assessment*.** The Learning Sequences were written to support pupils who take the standardised termly tests, GAPS. In this instance, the test will have produced for you an analysis of which Learning Sequences are suggested for each child.

Once the Learning Sequence resources have been downloaded, you will also be able to use *Shine* in the following ways:

- ***If pupils have taken a different test***, your own analysis of their answers and areas of weakness will help you to decide which Learning Sequences are appropriate.
- ***Following observations in whole class/group GPS sessions*.** The Learning Sequences can be used to support groups and individuals who you have observed to be struggling after whole class grammar, punctuation or spelling sessions.
- ***Following extended absence from school*.** Pupils who have been absent from school following illness, holidays or school closure can benefit from intensive, targeted support.

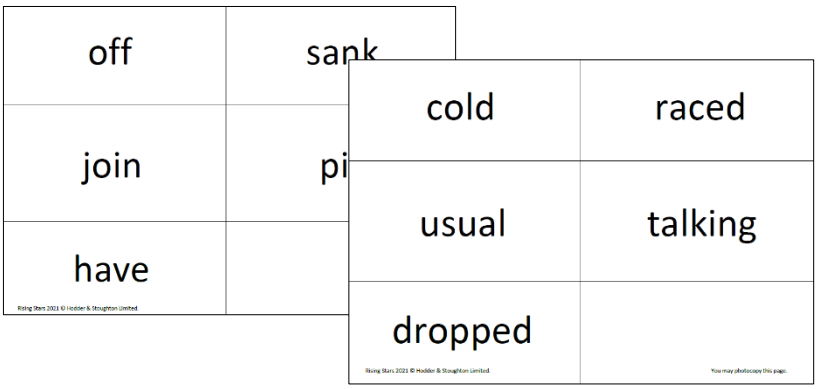
- ***Before introducing a class focus on an area of grammar, punctation or spelling***. Some pupils will benefit from pre-teaching and developing strategies before you move on to a class focus on developing specific skills.
- ***At the start of a new school year.*** You may be using this product at the beginning of the Autumn term. In this case, you may wish to use the Summer Learning Sequence from the previous year group to support children who are struggling with the transition to your year group.

A note for pupils who need further support

Shine GPS is intended to be used as a booster intervention for pupils who need targeted grammar, punctuation or spelling intervention, not for those who need more substantial support. For pupils who need more support, we recommend additional guided and individual practice using the relevant questions accompanying a structured resource such as *Rising Stars Reading Planet* and/or *Cracking Writing*.

Spelling Cards

Each spelling and vocabulary Learning Sequence reviews words which pupils were challenged to spell in the related GAPS test. These words are listed on the Prepare, Do, Review pages. Those words are also reproduced as Spelling Cards for further spelling practice.



Ideas for Spelling activities in a 10-minute revision session

There are a variety of ways the Spelling cards can be used to help extend pupils' confidence in spelling the target words, including:

1. Use phoneme frames. Teach pupils to say the sounds in the word, draw a phoneme frame showing the relevant number of boxes and recording possible ways of spelling each sound.
2. Focus on the tricky bits. In most of the words, pupils are asked to spell, there are a few tricky letters, but the rest of the word is straightforward. Highlight the tricky parts of the word and discuss strategies for remembering them.
3. Use syllables. Teach pupils to split up a word into its syllables and sound out each syllable separately. If a word has a prefix or suffix, talk about how it changes the word's meaning or usage.

4. Make sets of related words. The adult places one card face up on the table. Then the adult goes around the group asking pupils to supply words that link with the word on the card. The adult should write each of these words on a whiteboard. For example, with the word deliver. Pupil 1 could say: delivers. Pupil 2 could say: delivering. Pupil 4 could say: delivered. Pupil 5 could say: delivery. Once pupils are familiar with this word building game, they could take on the role of writing the additional words on the whiteboard.
5. Use the word as the basis for collecting other words with similar spelling (e.g. if the word is *other,* make a shared list of additional words where 'o' is pronounced /u/ e.g. 'mother', 'brother'.)
6. Use mnemonics. Some words are most easily recalled using a mnemonic (e.g. *Sally-Ann Is Dancing- said*). These are often most successful if pupils invent their own.
7. Make pictures. Younger pupils often have stronger visual memories and making links to images can be a successful strategy. This can either involve writing the word as a calligram (e.g. writing *quick* in a speedy, spiky style) or drawing an image of part of the word (e.g. drawing a bus around the *bus* in *busy*).
8. After having analysed a word on the Spelling card e.g. noted a prefix or a suffix or a particular letter combination, encourage pupils to study the focus word, before spelling it from memory. Hold up the Spelling card and tell pupils they have 10 seconds to study the word. Then put the card face down and ask pupils to write the word on paper or on a whiteboard. Show them the card again and ask them to check if they got the spelling right. If it is not 100% right, ask them to underline the bit that is wrong and explain to you how they will remember that tricky bit for the next time. Repeat the 10 second studying of the spelling card before challenging pupils to spell the whole word from memory.

Organising Groups

Groups of 3–4 pupils are likely to be most effective in meeting individual needs and are most likely to result in the desirable impact.

The Grouped Intervention Report will have identified groups of pupils who may benefit from each of the Learning Sequences. The *Shine* reports uses a simple algorithm to group and identify pupils who made more errors in an Area of Learning than 50%+ of pupils in the cohort of pupils whose results were used to standardise the tests. In this way, it identifies pupils whose performance is in the bottom 40–50% of each cohort.

Note that the *Shine* reports do not identify a lower limit for pupils to achieve so you will need to look at each pupils' scores. Those who score 0 points, or very few points, in any Area of Learning may need a more substantial intervention. These pupils are highlighted on the report with an asterisk.

If a large number of pupils is identified, you may want to subdivide them into smaller groups according to their scores so that the pupils in each group are working at a similar level. Alternatively, a larger group can be taught using Session 1, and then divided into smaller groups for Session 2. This can be done by identifying pupils who are able to work independently on the questions, and smaller groups who will need additional support from a TA.

The roles of the teacher and teaching assistant

Class Teacher

If interventions are to have impact, the class teacher needs to be involved and take responsibility for the outcome. The class teacher will need to:

- decide which Learning Sequence(s) is/are most appropriate for each pupil based on the Individual Intervention Report
- consider the composition of groups based on the Grouped Intervention Report
- set targets for individuals (see Impact of Intervention form below)
- ensure time is set aside for preparation and record keeping, as well feedback and discussion with the Teaching Assistant
- provide information for SENDCO/SLT on the impact of interventions.

Teaching Assistant

It is likely that Teaching Assistants will deliver the majority of the intervention sessions. They will need to:

- familiarise themselves with the expectation of the intervention prior to the first session
- prepare each session (as explained on the PDR document)
- observe each pupil and make notes (see Record of Intervention form below) as well as giving oral feedback to the teacher
- model the reading strategies, as explained in the teaching guidance pages
- mark the activities with the pupils and discuss how answers could be improved.

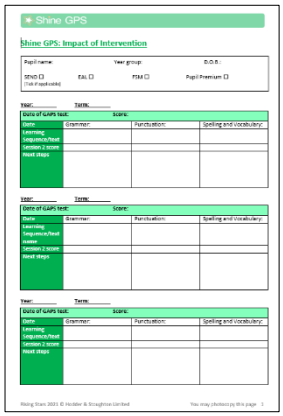
Using the record and impact forms

The record and impact forms are provided to help you to keep track of the interventions and to monitor impact. There are three different forms provided:

- An impact of intervention form to note information for an individual pupil
- A record of intervention form for each term and each year group within a term to note information for an individual pupil
- A record of intervention to note information for a group

Impact of Intervention

This form can be used to track pupils' involvement and attainment with the different Learning Sequences over time. One form can be used to record all three Strands (Grammar, Punctuation, and Spelling and Vocabulary). The same printable form can be used to track progress using *Shine GPS* interventions throughout the school.


Shine GPS

Shine GPS: Impact of Intervention

Pupil name: Year group: D.O.B.:

SEND ☐ EAL ☐ FSM ☐ Pupil Premium ☐

(Tick if applicable)

Year: Term:

Date of GAPS test:	Score:		
Term	Grammar:	Punctuation:	Spelling and vocabulary:
Learning Sequence/Text			
Session 1 score			
Next steps			

Year: Term:

Date of GAPS test:	Score:		
Term	Grammar:	Punctuation:	Spelling and vocabulary:
Learning Sequence/Text			
Session 1 score			
Next steps			

Year: Term:

Date of GAPS test:	Score:		
Term	Grammar:	Punctuation:	Spelling and vocabulary:
Learning Sequence/Text			
Session 1 score			
Next steps			

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The teacher can record:

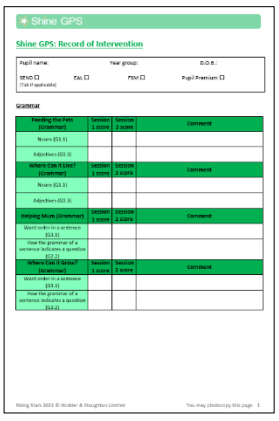
- the GAPS test (if appropriate) that prompted the intervention and the pupil's mark in that assessment
- which Learning Sequence(s) the pupil engaged with
- the pupil's attainment in each of the Learning Sequences
- any next steps to be followed after the intervention.

Record of Intervention – individual

There is an impact of intervention form for each term and each year group within a term. Each form acts as a scope and sequence document, detailing each of the Areas of Learning covered by the intervention. The teaching assistant can then assess the pupil against each Area of Learning and record their score for each of the sessions. There is also space to add any comments.

The teaching assistant can then:

- record how many of the questions for Session 1 the pupil answered correctly when supported by an adult
- record how many of the questions for Session 2 the pupil answered correctly when working independently
- make a brief comment on pupils' performance, using the target skills for guidance.


Shine GPS

Shine GPS: Record of Intervention

Pupil name: Year group: D.O.B.:

SEND ☐ EAL ☐ FSM ☐ Pupil Premium ☐

(Tick if applicable)

Grammar

Feeding the Pets (Grammar)	Session 1 score	Session 2 score	Comment
Nouns (GS.1)			
Adjectives (GS.3)			
Where Can It Live? (Grammar)	Session 1 score	Session 2 score	Comment
Nouns (GS.1)			
Adjectives (GS.3)			
Helping Mum (Grammar)	Session 1 score	Session 2 score	Comment
Word order in a sentence (GS.1)			
How the grammar of a sentence indicates a question (GS.2)			
Where Can It Grow? (Grammar)	Session 1 score	Session 2 score	Comment
Word order in a sentence (GS.1)			
How the grammar of a sentence indicates a question (GS.2)			

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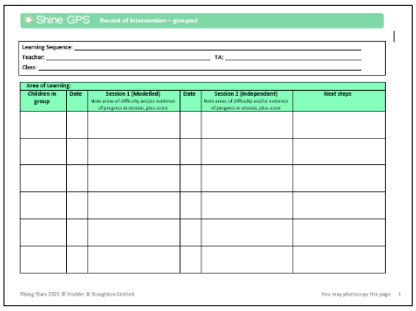
Record of Intervention – grouped


Shine GPS Record of Intervention – grouped

Learning Sequence: _____

Teacher: _____ TA: _____

Class: _____

Area of Learning					
Children in group	Date	Session 1 (Modelled) Note areas of difficulty and/or evidence of progress in session, plus score	Date	Session 2 (Independent) Note areas of difficulty and/or evidence of progress in session, plus score	Next steps

The ‘Record of Intervention – grouped’ form can be used to record scores and evidence from the intervention for a group of pupils who are doing the same Learning Sequence. Further rows can be added as required for larger groups of pupils.

The teacher or teaching assistant can use it to:

- record each pupils’ score for the modelled session (Session 1), and then for the practise session (Session 2)
- note any areas of difficulty for each pupil within both sessions
- record evidence of progression for each pupil within both sessions
- make a note of next steps required i.e. whether: responses and marks indicate secure knowledge and understanding of the reading skill, further modelling or re-teaching is required, or further intervention is necessary.

Introduction to

Shine GPS is a grammar, punctuation and spelling intervention which is designed to give targeted support to pupils who need an extra boost in order to improve their skills in answering grammar, punctuation and spelling questions.

The key skills have been organised into three intervention focusses, called **Strands,** as follows:

Grammar, Punctuation and Spelling and Vocabulary

Each Strand is made up of relevant content areas from the English grammar, punctation and spelling test framework (2014), that are assessed in the English grammar, punctuation and spelling KS2 national curriculum test. In Shine GPS, we call them **Areas of Learning:**

- **Grammar**:

  G1: Grammatical terms / word classes
  G2: Functions of sentences
  G3: Combining words, phrases and clauses
  G4: Verb tense and consistency

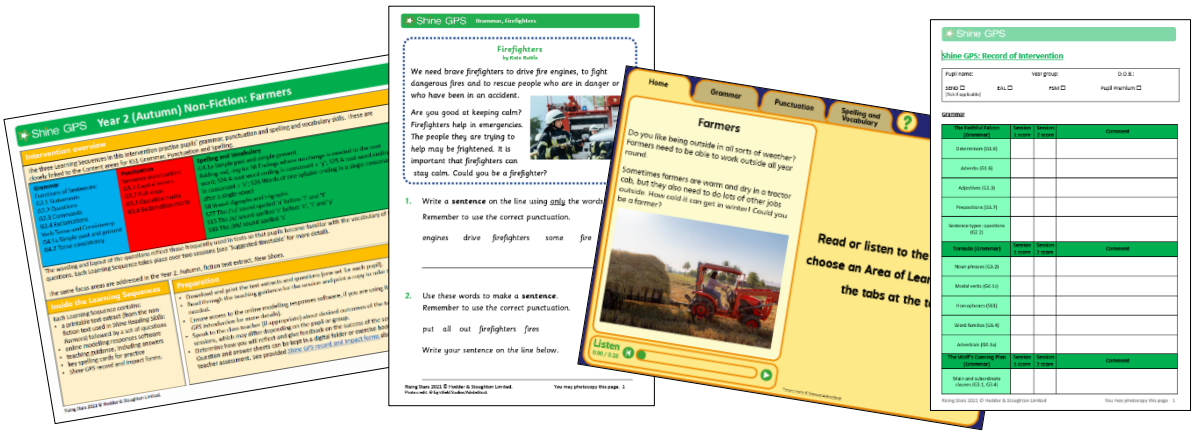
- **Punctuation**:

  G5: Punctuation

- **Spelling and Vocabulary**:

  S1: the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck
  S2: the ŋ sound spelt n before k
  S3: –tch
  S4: he /v/ sound at the end of words
  S5: adding –s and –es to words (plural of nouns and the third-person singular of verbs)
  S6: adding the endings –ing, –ed and –er to verbs where no change is needed in the root word
  S7: adding –er and –est to adjectives where no change is needed in the root word
  S8: vowel digraphs and trigraphs: ai, oi, ay, oy, a–e, e–e, i–e, o–e, u–e, ar, ee, ea (/iː/), ea (/ɛ/), er (/ɜː/), er (/ə/), ir, ur, oo (/uː/), oo(/ʊ/), oa, oe, ou, ow (/aʊ/), ow (/əʊ/), ue, ew, ie (/aɪ/), ie (/iː/), igh, or, ore, aw, au, air, ear, ear (/ɛə/), are (/ɛə/)
  S9: words ending in –y (/iː/ or /ɪ/)
  S10: new consonant spellings ph and wh

S11: using k for the /k/ sound
S12: compound words
S13: the days of the week
S14: the /dʒ/ sound spelt as –ge and –dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y
S15: the /s/ sound spelt c before e, i and y
S16: the /n/ sound spelt kn– and (less often) gn– at the beginning of words
S17: the /r/ sound spelt wr at the beginning of words
S18: the /l/ or /əl/ sound spelt –le at the end of words
S19: the /l/ or /əl/ sound spelt –el at the end of words
S20: the /l/ or /əl/ sound spelt –al at the end of words
S21: words ending in –il
S22: the /aɪ/ sound spelt –y at the end of words
S23: adding –es to nouns and verbs ending in –y
S24: adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it
S25: adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it
S26: adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter
S27: the /ɔ:/ sound spelt a before l and ll
S28: the /ʌ/ sound spelt o
S29: the /i:/ sound spelt –ey
S30: the /ɒ/ sound spelt a after w and qu
S31: the /ɜ:/ sound spelt or after w
S32: the /ɔ:/ sound spelt ar after w
S33: the /ʒ/ sound spelt s
S34: the suffixes –ment, –ness, –ful, –less and –ly
S35: words ending in –tion
S36: homophones and near-homophones
S37: common exception words
G6: Vocabulary

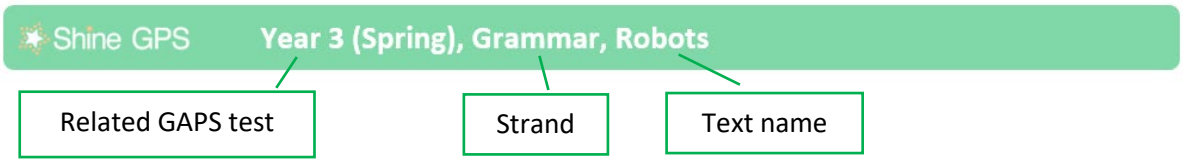


For the purposes of teaching, the interventions are divided into units of content, called **Learning Sequences**.

Shine GPS is made up of 12 Learning Sequences per term: 4 x Grammar; 4 x Punctuation and 4 x Spelling and Vocabulary.

Each year has a set of Learning Sequences related to the school terms. For each term from Y1 Autumn to Y6 Summer, there is a GAPS test and the Learning Sequences rehearse and develop the areas tested in each term's test. For an overview of the curriculum areas which are expected to be taught prior to each term's GAPS test, please refer to the GAPS curriculum map, here: https://www.risingstars-uk.com/media/Rising-Stars/Series%20Images/Assessment/GAPS-curriculum-map.pdf

The Learning Sequences are labelled with the year group, term, strand and text name, for example:

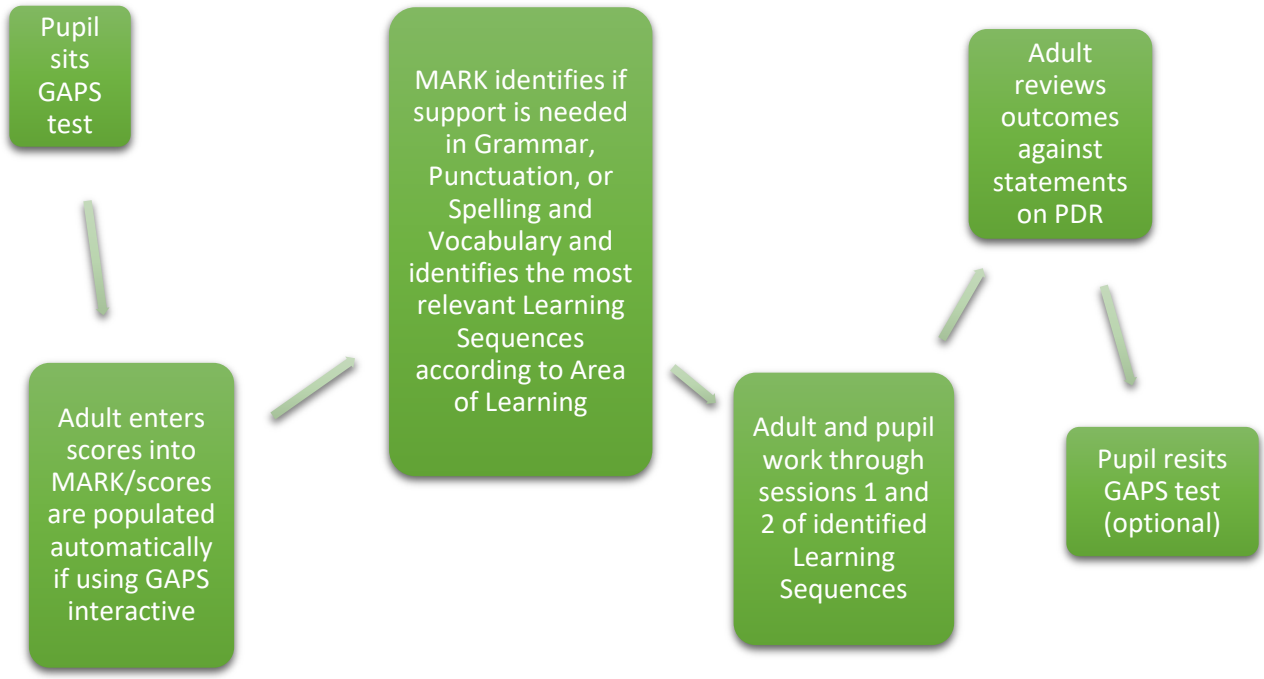


In recognition of the fact that some pupils may be working on Learning Sequences that are intended for a different school year, the pupils' pages simply have the Strand (e.g. grammar) and text name.

How does it work?

The focus of the *Shine GPS* intervention is to help pupils who struggled in the previous GAPS test to catch up with their peers: it does not pre-teach areas tested in the following GAPS paper. As far as possible, question formats used in the GAPS tests are echoed in the *Shine GPS* Learning Sequences so pupils can become familiar with the types of questions asked in GAPS and in the National Tests.

Each Learning Sequence should be used to teach, practise and apply the GPS skills related to the Areas of Learning.



There is no expectation that any pupil will complete all the Learning Sequences relating to any text. If MARK recommends that a pupil should complete more than one Learning Sequence, it is recommended that you complete the grammar Learning Sequences first, followed by punctuation and then spelling and vocabulary.

Why have text prompts for Grammar and Punctuation Learning Sequences?

The text prompts in the Grammar and Punctuation Learning Sequences help children to understand the grammar and punctuation in context whilst rehearsing the Areas of Learning tested in the linked GAPS test. For each Grammar and Punctuation learning sequence, there are two fiction extracts and two non-fiction extracts per term. From year 1, Autumn term until year 4 Autumn term, one fiction Learning Sequence and one non-fiction Learning Sequence cover the same objectives in order to give maximum opportunities for consolidation. From year 4 Spring term, each of the four Learning Sequences/text extracts focuses on a different set of grammatical or punctuation skills.

The texts are adaptations and extracts from texts used in *Shine Reading Skills*. Pupils who are using both interventions will therefore have a greater understanding of the context, although each of the text extracts used can stand alone.

This chart shows the texts used:

Year 3	**Autumn**	Harry's Dog	Biyu's Garden	Bouncy Balls	Making Slime
	Spring	Whale Rescue part 1	Whale Rescue part 2	Robots	Drones
	Summer	Bear and Fire	Caiman and Fire	Mary Anning	Charles Darwin
Year 4	**Autumn**	Daedalus and Icarus	Tantalus	Super-sized Creepy Crawlies	Poisonous Snakes
	Spring	The Bike	The Maths Competition	School in Ancient Rome	School in Victorian Times
	Summer	How to Weigh an Elephant	The Empty Pot	Freefall Trampoline Park	Treetops Adventure
Year 5	**Autumn**	1,001 Arabian Nights: Barmecide's Feast	1,001 Arabian Nights: The Three Wise Men and the Camel	Saltwater Crocodiles	Great white sharks
	Spring	A Trip to the Vet	A Dog in the Garden	The Gold Rush in California	The Gold Rush in Australia
	Summer	A Day in the Life of Zofia, aged 10	A Day in the Life of Arjun, aged 10	The Execution of King Charles I	The Execution of Anne Boleyn
Year 6	**Autumn**	Traditional Tale: The Faithful Falcon	Traditional Tale: The Wolf's Cunning Plan	Tsunamis: violent waves	Tornado: violent winds
	Spring	Lassie: Not for Sale	Lassie: Don't Come Home Anymore	Britain's Deadliest Train Crash	Rescue from the Caves
	Summer	The Ungrateful Cat	The Evacuees	Biography: J.K. Rowling	Biography: Michael Morpurgo

Spelling and Vocabulary Learning sequences

The spelling and vocabulary Learning Sequences rehearse the Areas of Learning tested in the linked GAPS test. Since these words are not linked by topic, and since *Shine GPS* revisits the words tested in the GAPS test, there is no linked text for these Learning Sequences.

When discussing spelling, phonemes (sounds) are indicated in slash brackets eg /oa/, whereas graphemes (letters and letter patterns) are written in italics e.g. *oa, oe, o_e.* In order to facilitate reading by non-specialists, the phonemes in slash brackets are a modified version of the technical symbols e.g. /u/ is used instead of /ʌ/ and /sh/ instead of /ʃ/.

What's in a Learning Sequence?

Each Learning Sequence is self-contained and can be completed either online or on paper. It includes:

- A Prepare, Do, Review (PDR) document which introduces the Learning Sequence

- Printable copies of the texts and questions

- Option to complete Session 1 with the online modelling responses software

- Teaching guidance, including key strategies to practise, as well as answers to questions

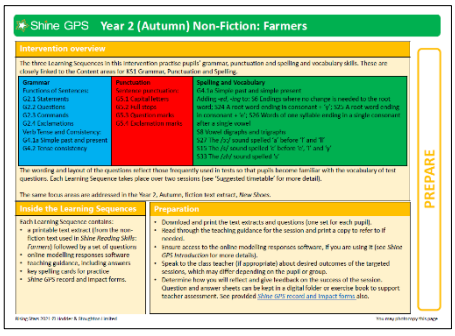
- Spelling cards

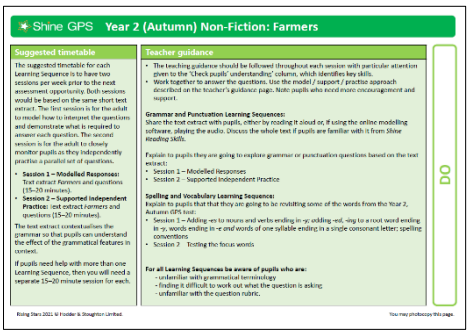
- Printable record and impact of intervention forms

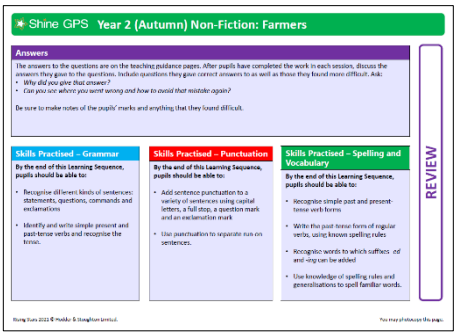
Prepare, Do, Review

A Prepare, Do, Review Document (PDR) accompanies each of the Learning Sequences and includes the following information:

- Prepare: Planning and preparing for the intervention
- Do: Introducing and teaching each Learning Sequence with suggested timings
- Review: Rehearsing key skills; reinforcing new vocabulary and reviewing next steps.







Questions and teaching guidance

Each Learning Sequence takes place over two sessions. It is likely that each session will take around 25-30 minutes, depending on the attention spans of the pupils.

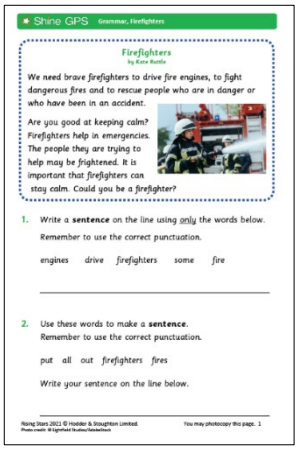
Session 1 – Modelled Responses

The adult shares the stimulus text with the group. They then model how to interpret the questions and support pupils as they devise answers.

Session 2 – Supported Independent Practice

Using the same text, the adult closely monitors pupils as they tackle parallel questions independently. All the questions have been rehearsed in Session 1.

The wording and layout of the questions also reflects those used in the GAPS tests so that pupils become familiar with the vocabulary of test questions.


Shine GPS Grammar, Firefighters

Firefighters

by Kate Ruttle

We need brave firefighters to drive fire engines, to fight dangerous fires and to rescue people who are in danger or who have been in an accident.

Are you good at keeping calm? Firefighters help in emergencies. The people they are trying to help may be frightened. It is important that firefighters can stay calm. Could you be a firefighter?

1. Write a **sentence** on the line using only the words below.
Remember to use the correct punctuation.

engines drive firefighters some fire

2. Use these words to make a **sentence**.
Remember to use the correct punctuation.

put all out firefighters fires

Write your sentence on the line below.

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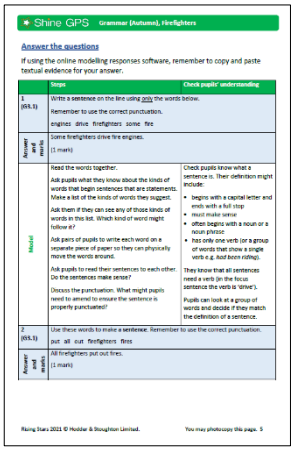
Shine GPS Grammar (Autumn), Firefighters

Answer the questions

If using the online modelling responses software, remember to copy and paste textual evidence for your answer.

	Steps	Check pupils' understanding
1 (GS.1)	Write a sentence on the line using only the words below. Remember to use the correct punctuation. engines drive firefighters some fire	
Answer and marks	Some firefighters drive fire engines. (1 mark)	
Model	Read the words together. Ask pupils what they know about the kinds of words that begin sentences that are statements. Make a list of the kinds of words they suggest. Ask them if they can see any of those kinds of words in the list. Which kind of word might follow it? Ask pairs of pupils to write each word on a separate piece of paper so they can physically move the words around. Ask pupils to read their sentences to each other. Do the sentences make sense? Discuss the punctuation. What might pupils need to amend to ensure the sentence is properly punctuated?	Check pupils know what a sentence is. Their definition might include: • begins with a capital letter and ends with a full stop • must make sense • often begins with a noun or a noun phrase • has only one verb (or a group of words that show a single verb e.g. had been rolling). They know that all sentences need a verb (in the focus sentence the verb is 'drive'). Pupils can look at a group of words and decide if they match the definition of a sentence.
2 (GS.1)	Use these words to make a sentence. Remember to use the correct punctuation. put all out firefighters fires	
Answer and marks	All firefighters put out fires. (1 mark)	

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Allocating Marks

In order to give pupils the maximum opportunity to practise vocabulary and spelling skills, many of the questions have more than one element.

For example, in **Year 4 Spring Term Non-fiction, Vocabulary and Spelling**, there is a question addressing the skill of spelling words with the -sion ending:

In the chart below, write the **nouns ending in -sion** formed from the verbs.
Then write the whole word on the line.
The first one has been done for you.

1st syllable	-sion ending	Whole word
man	sion	mansion
pen		
ten		
vi		

Only 1 mark is awarded for writing all 3 nouns ending in -sion.

Or in **Year 5 Spring Term Fiction Vocabulary and Spelling**, there is a question linking root words with related verbs and nouns:

Fill in the missing words in the chart.
The first one has been done for you.

Root word	Words ending -ant	Words ending -ance
ignor	ignorant	ignorance
import		
assist		
observ		
fragr		

Only 1 mark is awarded for writing all 8 words.

Or **Year 6 Autumn Term Non-fiction, Vocabulary and Spelling** there is a question where pupils have to choose the correct word to fill in each gap:

Choose either **specially** or **especially** to fill in each gap in the sentences.
There was an assembly _____ for Year 6 leavers.
The school team played _____ well in the match.
The school advertised the fair with a _____ created banner.
All the pupils did well but Year 6 did _____ well.

Only 1 mark is awarded for writing all 4 words.

As it is possible, that a pupil might make a careless slip when spelling one of the words, teachers/Teaching Assistants are advised to use their professional judgement about whether to award the mark or not. If it is felt that the pupil has mastery of the skill in principle, then it would be perfectly appropriate to award the mark, even if there is an error in one word. This discretionary marking is more likely to result in a fairer picture of a pupil's true ability.

In the Spelling and Vocabulary Supported Independent Practice, the key marks are for the final 5 questions (Questions 6 – 10) where pupils are 'tested' on the focus words. These only attract 1 mark each, but they are the culmination of the work in Modelled Responses and the practise of the words with other similar words in Supported Independent Practice Questions 1 – 5, so teachers should pay greater attention to scores in these 5 questions than in the earlier questions.

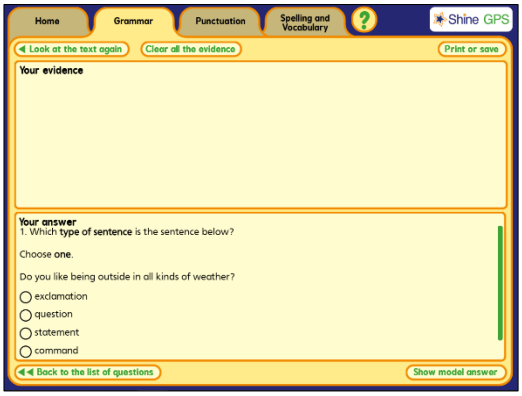
Online modelling responses software

The software can be used to complete Session 1 (Modelled Responses) of the Learning Sequences. It can used with a large group, on an interactive whiteboard, or with smaller groups and individual pupils on desktops and handheld devices.

Click on the link to the software to open it in your browser. The modelling software will open a 'Home' screen showing the text. You can either read the text aloud, ask pupils to read it, or click on the 'play' button to play the accompanying audio. Using the teaching guidance, you can demonstrate approaches to the text by discussing it with the pupils and asking questions.

Across the top of the screen you will find tabs for the three strands: Grammar, Punctuation, and Spelling and Vocabulary. Clicking on Grammar or Punctuation will show the questions alongside the text. To view each question, click on it to expand the question text. Use the teaching guidance to work through the question with pupils. Evidence can also be highlighted in the text using the different coloured highlighting tools if required. Click 'Save your evidence' to save your highlighted text to the answer screen.

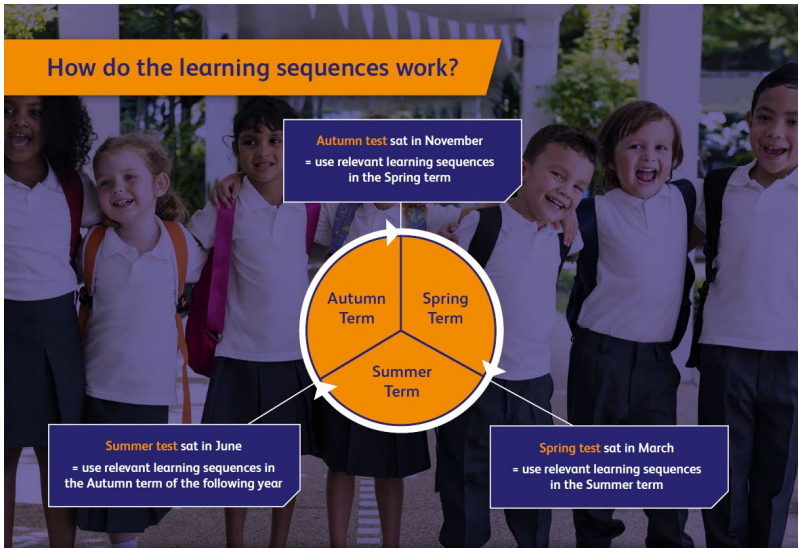
Once you are ready to move onto answering the questions, click 'Answer' and you will be taken to the answer screen. Here, you can view the evidence highlighted from the text and use this to inform your answer, where relevant. Answer the question by clicking or typing, and then check your answer against the model answer.



Ways to use *Shine GPS*

You are likely to want to complete the interventions after a GAPS assessment, so either towards the end of a term or at the beginning of the next term. The expectation is that:

- The Autumn Learning Sequence will follow the Autumn Term Assessment and be completed prior to the Spring Term assessment
- The Spring Learning Sequence will follow the Spring term Assessment and be completed prior to the Summer Term assessment and
- The Summer Learning Sequence will follow the Summer term Assessment and be completed prior to the next year's Autumn Term assessment.



Shine GPS is intended to provide Learning Sequences to support teachers in addressing gaps in learning identified through the GAPS formal tests. It is deliberately designed to offer teachers the maximum flexibility to intervene precisely and effectively. For instance:

- ***Following a termly standardised assessment*.** The Learning Sequences were written to support pupils who take the standardised termly tests, GAPS. In this instance, the test will have produced for you an analysis of which Learning Sequences are suggested for each child.

Once the Learning Sequence resources have been downloaded, you will also be able to use *Shine* in the following ways:

- ***If pupils have taken a different test***, your own analysis of their answers and areas of weakness will help you to decide which Learning Sequences are appropriate.
- ***Following observations in whole class/group GPS sessions*.** The Learning Sequences can be used to support groups and individuals who you have observed to be struggling after whole class grammar, punctuation or spelling sessions.
- ***Following extended absence from school*.** Pupils who have been absent from school following illness, holidays or school closure can benefit from intensive, targeted support.

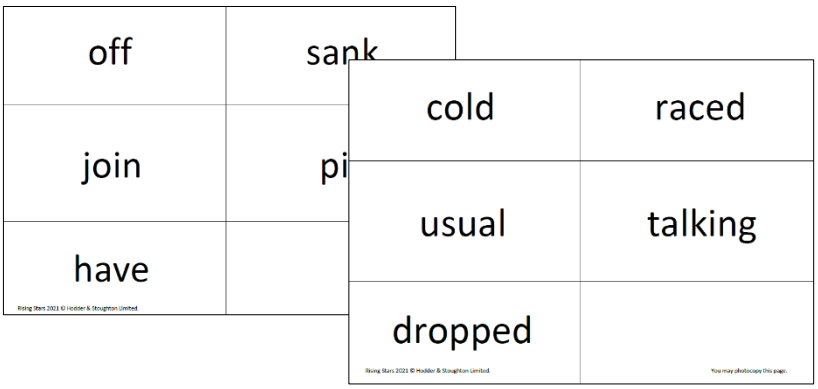
- ***Before introducing a class focus on an area of grammar, punctation or spelling***. Some pupils will benefit from pre-teaching and developing strategies before you move on to a class focus on developing specific skills.
- ***At the start of a new school year.*** You may be using this product at the beginning of the Autumn term. In this case, you may wish to use the Summer Learning Sequence from the previous year group to support children who are struggling with the transition to your year group.

A note for pupils who need further support

Shine GPS is intended to be used as a booster intervention for pupils who need targeted grammar, punctuation or spelling intervention, not for those who need more substantial support. For pupils who need more support, we recommend additional guided and individual practice using the relevant questions accompanying a structured resource such as *Rising Stars Reading Planet* and/or *Cracking Writing*.

Spelling Cards

Each spelling and vocabulary Learning Sequence reviews words which pupils were challenged to spell in the related GAPS test. These words are listed on the Prepare, Do, Review pages. Those words are also reproduced as Spelling Cards for further spelling practice.



Ideas for Spelling activities in a 10-minute revision session

There are a variety of ways the Spelling cards can be used to help extend pupils' confidence in spelling the target words, including:

1. Use phoneme frames. Teach pupils to say the sounds in the word, draw a phoneme frame showing the relevant number of boxes and recording possible ways of spelling each sound.
2. Focus on the tricky bits. In most of the words, pupils are asked to spell, there are a few tricky letters, but the rest of the word is straightforward. Highlight the tricky parts of the word and discuss strategies for remembering them.
3. Use syllables. Teach pupils to split up a word into its syllables and sound out each syllable separately. If a word has a prefix or suffix, talk about how it changes the word's meaning or usage.

4. Make sets of related words. The adult places one card face up on the table. Then the adult goes around the group asking pupils to supply words that link with the word on the card. The adult should write each of these words on a whiteboard. For example, with the word deliver. Pupil 1 could say: delivers. Pupil 2 could say: delivering. Pupil 4 could say: delivered. Pupil 5 could say: delivery. Once pupils are familiar with this word building game, they could take on the role of writing the additional words on the whiteboard.
5. Use the word as the basis for collecting other words with similar spelling (e.g. if the word is *other,* make a shared list of additional words where 'o' is pronounced /u/ e.g. 'mother', 'brother'.)
6. Use mnemonics. Some words are most easily recalled using a mnemonic (e.g. *Sally-Ann Is Dancing- said*). These are often most successful if pupils invent their own.
7. Make pictures. Younger pupils often have stronger visual memories and making links to images can be a successful strategy. This can either involve writing the word as a calligram (e.g. writing *quick* in a speedy, spiky style) or drawing an image of part of the word (e.g. drawing a bus around the *bus* in *busy*).
8. After having analysed a word on the Spelling card e.g. noted a prefix or a suffix or a particular letter combination, encourage pupils to study the focus word, before spelling it from memory. Hold up the Spelling card and tell pupils they have 10 seconds to study the word. Then put the card face down and ask pupils to write the word on paper or on a whiteboard. Show them the card again and ask them to check if they got the spelling right. If it is not 100% right, ask them to underline the bit that is wrong and explain to you how they will remember that tricky bit for the next time. Repeat the 10 second studying of the spelling card before challenging pupils to spell the whole word from memory.

Organising Groups

Groups of 3–4 pupils are likely to be most effective in meeting individual needs and are most likely to result in the desirable impact.

The Grouped Intervention Report will have identified groups of pupils who may benefit from each of the Learning Sequences. The *Shine* reports uses a simple algorithm to group and identify pupils who made more errors in an Area of Learning than 50%+ of pupils in the cohort of pupils whose results were used to standardise the tests. In this way, it identifies pupils whose performance is in the bottom 40–50% of each cohort.

Note that the *Shine* reports do not identify a lower limit for pupils to achieve so you will need to look at each pupils' scores. Those who score 0 points, or very few points, in any Area of Learning may need a more substantial intervention. These pupils are highlighted on the report with an asterisk.

If a large number of pupils is identified, you may want to subdivide them into smaller groups according to their scores so that the pupils in each group are working at a similar level. Alternatively, a larger group can be taught using Session 1, and then divided into smaller groups for Session 2. This can be done by identifying pupils who are able to work independently on the questions, and smaller groups who will need additional support from a TA.

The roles of the teacher and teaching assistant

Class Teacher

If interventions are to have impact, the class teacher needs to be involved and take responsibility for the outcome. The class teacher will need to:

- decide which Learning Sequence(s) is/are most appropriate for each pupil based on the Individual Intervention Report
- consider the composition of groups based on the Grouped Intervention Report
- set targets for individuals (see Impact of Intervention form below)
- ensure time is set aside for preparation and record keeping, as well feedback and discussion with the Teaching Assistant
- provide information for SENDCO/SLT on the impact of interventions.

Teaching Assistant

It is likely that Teaching Assistants will deliver the majority of the intervention sessions. They will need to:

- familiarise themselves with the expectation of the intervention prior to the first session
- prepare each session (as explained on the PDR document)
- observe each pupil and make notes (see Record of Intervention form below) as well as giving oral feedback to the teacher
- model the reading strategies, as explained in the teaching guidance pages
- mark the activities with the pupils and discuss how answers could be improved.

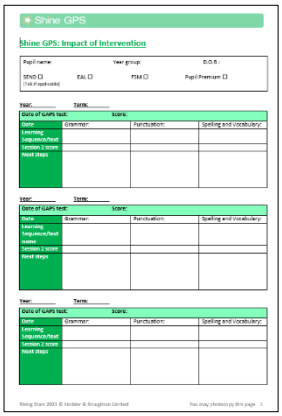
Using the record and impact forms

The record and impact forms are provided to help you to keep track of the interventions and to monitor impact. There are three different forms provided:

- An impact of intervention form to note information for an individual pupil
- A record of intervention form for each term and each year group within a term to note information for an individual pupil
- A record of intervention to note information for a group

Impact of Intervention

This form can be used to track pupils' involvement and attainment with the different Learning Sequences over time. One form can be used to record all three Strands (Grammar, Punctuation, and Spelling and Vocabulary). The same printable form can be used to track progress using *Shine GPS* interventions throughout the school.


Shine GPS

Shine GPS: Impact of Intervention

Pupil name: Year group: D.O.B.:

SEND ☐ EAL ☐ FSM ☐ Pupil Premium ☐

(Tick if applicable)

Year: Term:

Date of GAPS test:	Score:		
Term	Grammar:	Punctuation:	Spelling and vocabulary:
Learning sequence/text			
Session 1 score			
Next steps			

Year: Term:

Date of GAPS test:	Score:		
Term	Grammar:	Punctuation:	Spelling and vocabulary:
Learning sequence/text			
Session 1 score			
Next steps			

Year: Term:

Date of GAPS test:	Score:		
Term	Grammar:	Punctuation:	Spelling and vocabulary:
Learning sequence/text			
Session 1 score			
Next steps			

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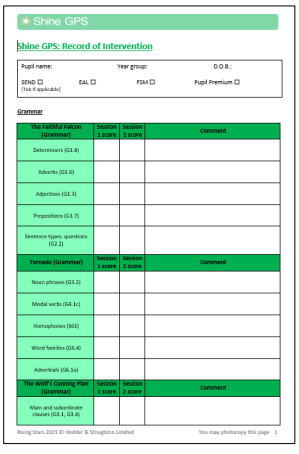
The teacher can record:

- the GAPS test (if appropriate) that prompted the intervention and the pupil's mark in that assessment
- which Learning Sequence(s) the pupil engaged with
- the pupil's attainment in each of the Learning Sequences
- any next steps to be followed after the intervention.

Record of Intervention – individual

There is an impact of intervention form for each term and each year group within a term. Each form acts as a scope and sequence document, detailing each of the Areas of Learning covered by the intervention. The teaching assistant can then assess the pupil against each Area of Learning and record their score for each of the sessions. There is also space to add any comments.


Shine GPS

Shine GPS: Record of Intervention

Pupil name: Year group: D.O.B.:

SEND ☐ EAL ☐ FSM ☐ Pupil Premium ☐

(Tick if applicable)

Grammar

The Faithful Falcon (Grammar)	Session 1 score	Session 2 score	Comment
Determiners (G1.8)			
Adverbs (G1.6)			
Adjectives (G1.3)			
Prepositions (G1.7)			
Sentence types: questions (G2.2)			
Tornado (Grammar)	**Session 1 score**	**Session 2 score**	**Comment**
Noun phrases (G3.2)			
Modal verbs (G4.1c)			
Homophones (S01)			
Word families (G6.4)			
Adverbials (G6.1a)			
The Wolf's Cunning Plan (Grammar)	**Session 1 score**	**Session 2 score**	**Comment**
Main and subordinate clauses (G3.1, G3.4)			

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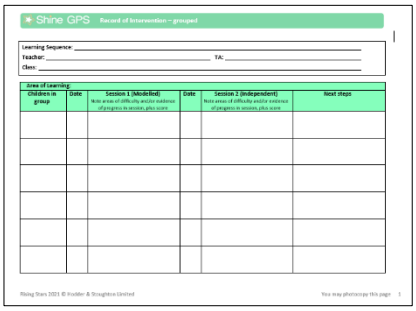
The teaching assistant can then:

- record how many of the questions for Session 1 the pupil answered correctly when supported by an adult
- record how many of the questions for Session 2 the pupil answered correctly when working independently
- make a brief comment on pupils' performance, using the target skills for guidance.

Record of Intervention – grouped


Shine GPS Record of Intervention – grouped

Learning Sequence: _____

Teacher: _____ TA: _____

Class: _____

Area of Learning					
Children in group	Date	Session 1 (Modelled) Note areas of difficulty and/or evidence of progress in session, plus score	Date	Session 2 (Independent) Note areas of difficulty and/or evidence of progress in session, plus score	Next steps

The ‘Record of Intervention – grouped’ form can be used to record scores and evidence from the intervention for a group of pupils who are doing the same Learning Sequence. Further rows can be added as required for larger groups of pupils.

The teacher or teaching assistant can use it to:

- record each pupils’ score for the modelled session (Session 1), and then for the practise session (Session 2)
- note any areas of difficulty for each pupil within both sessions
- record evidence of progression for each pupil within both sessions
- make a note of next steps required i.e. whether: responses and marks indicate secure knowledge and understanding of the reading skill, further modelling or re-teaching is required, or further intervention is necessary.