

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, punctuation 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:** the /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 (/i:/), ea (/ɛ/), er (/ɜ:/), er (/ə/), ir, ur, oo (/u:/), oo (/ʊ/), oa, oe, ou, ow (/aʊ/), ow (/əʊ/), ue, ew, ie (/aɪ/), ie (/i:/), igh, or, ore, aw, au, air, ear, ear (/ɛə/), are (/ɛə/)
- S9:** words ending in -y (/i:/ 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 /ɜ/ 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

Shine GPS Year 2 (Autumn) Non-Fiction: Farmers

Introduction

The first learning intention in this intervention resource is to plan, punctuation and spelling and vocabulary skills. These are closely linked to the Curriculum for EYF. Learning intentions are set for each unit.

Learning Objectives

By the end of the unit, learners will be able to:

- Plan, punctuation and spelling and vocabulary skills.
- Use the correct punctuation.
- Use the correct spelling.
- Use the correct vocabulary.

Inside the Learning Objectives

Each Learning Objective is linked to a specific text. The text is a picture book. The text is used to teach the Learning Objective. The text is used to teach the Learning Objective. The text is used to teach the Learning Objective.

Shine GPS Record of Intervention

Unit Name	Year Group	Unit ID
Unit 1	Year 2	Unit 1
Unit 2	Year 2	Unit 2
Unit 3	Year 2	Unit 3
Unit 4	Year 2	Unit 4
Unit 5	Year 2	Unit 5
Unit 6	Year 2	Unit 6
Unit 7	Year 2	Unit 7
Unit 8	Year 2	Unit 8
Unit 9	Year 2	Unit 9
Unit 10	Year 2	Unit 10
Unit 11	Year 2	Unit 11
Unit 12	Year 2	Unit 12
Unit 13	Year 2	Unit 13
Unit 14	Year 2	Unit 14
Unit 15	Year 2	Unit 15
Unit 16	Year 2	Unit 16
Unit 17	Year 2	Unit 17
Unit 18	Year 2	Unit 18
Unit 19	Year 2	Unit 19
Unit 20	Year 2	Unit 20
Unit 21	Year 2	Unit 21
Unit 22	Year 2	Unit 22
Unit 23	Year 2	Unit 23
Unit 24	Year 2	Unit 24
Unit 25	Year 2	Unit 25
Unit 26	Year 2	Unit 26
Unit 27	Year 2	Unit 27
Unit 28	Year 2	Unit 28
Unit 29	Year 2	Unit 29
Unit 30	Year 2	Unit 30
Unit 31	Year 2	Unit 31
Unit 32	Year 2	Unit 32
Unit 33	Year 2	Unit 33
Unit 34	Year 2	Unit 34
Unit 35	Year 2	Unit 35
Unit 36	Year 2	Unit 36
Unit 37	Year 2	Unit 37
Unit 38	Year 2	Unit 38
Unit 39	Year 2	Unit 39
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Unit 42	Year 2	Unit 42
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Unit 88	Year 2	Unit 88
Unit 89	Year 2	Unit 89
Unit 90	Year 2	Unit 90
Unit 91	Year 2	Unit 91
Unit 92	Year 2	Unit 92
Unit 93	Year 2	Unit 93
Unit 94	Year 2	Unit 94
Unit 95	Year 2	Unit 95
Unit 96	Year 2	Unit 96
Unit 97	Year 2	Unit 97
Unit 98	Year 2	Unit 98
Unit 99	Year 2	Unit 99
Unit 100	Year 2	Unit 100

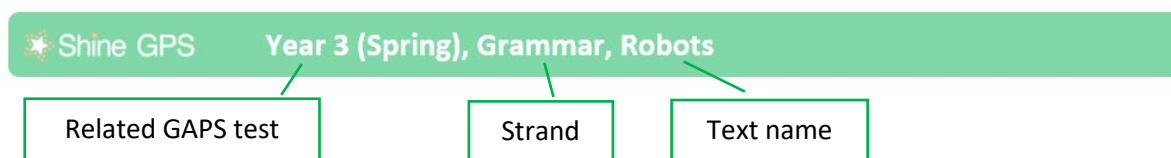
For the purposes of teaching, the interventions are divided into units of content, called **Learning Sequences**.

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:

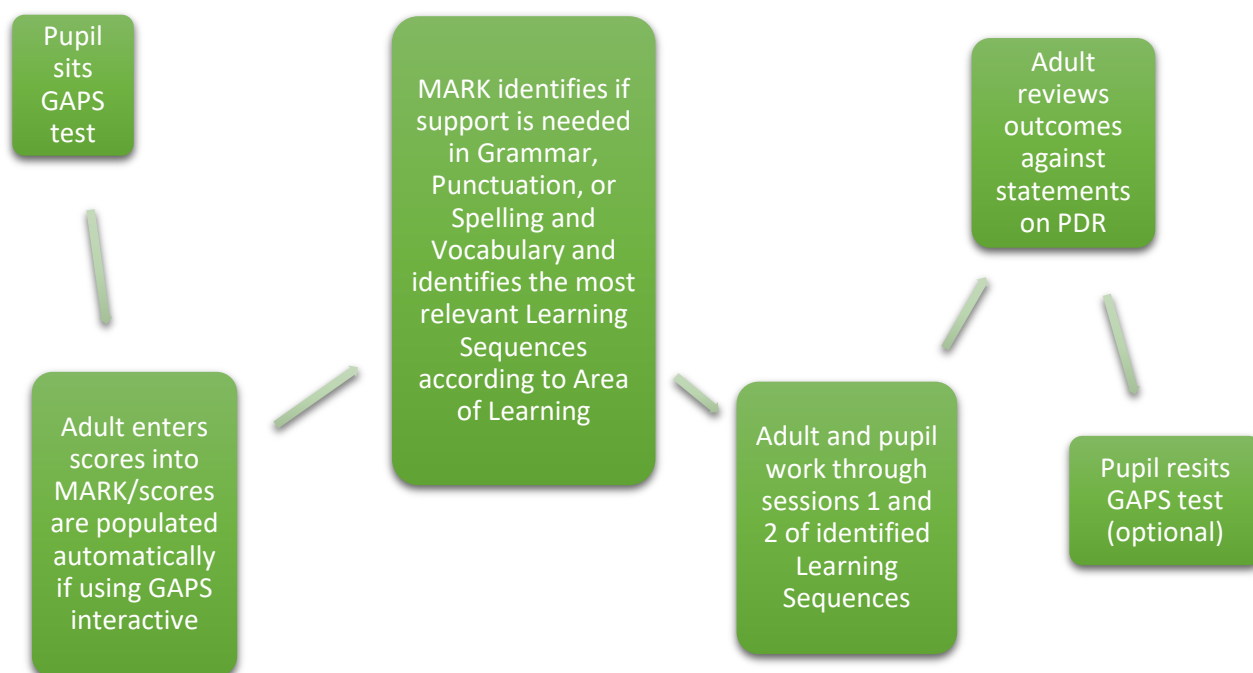


In recognition of the fact that some pupils may be working on Learning Sequences that are intended for a different school year, the pupils' pages simply have the Strand (e.g. grammar) and text name.

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):	Fiction (Spring) and Non-fiction (Spring):	Fiction (Summer) and Non-fiction (Summer):
Reading Planet Levels 3–4	Reading Planet Levels 3–4	Reading Planet Levels 5–6
<ul style="list-style-type: none"> • Know the most common sound associated with each letter of the alphabet. • Can read words containing graphemes: <i>ai, ee, igh, oa, oo, ar, or, ir, oi, ow, air, ear, ure, sh, ch, th</i> • Can read familiar words including some adjacent consonants (e.g. <i>help, must</i>) • Can recognise some tricky words (see the relevant PDR for a lists of non-decodable words for individual texts) 	<ul style="list-style-type: none"> • Know the most common sound associated with each letter of the alphabet. • Can read words containing graphemes: <i>ai, ee, igh, oa, oo, ar, or, ir, oi, ow, air, ear, ure, ck, sh, ch, th</i> • Can read familiar words including some adjacent consonants (e.g. <i>hand, fast</i>) • Can recognise some tricky words (see the relevant PDR for a lists of non-decodable words for individual texts) 	<ul style="list-style-type: none"> • As before, plus: • Can read words containing alternative graphemes including: <ul style="list-style-type: none"> /ai/ as in <i>way, eight, whale</i> /ee/ as in <i>beans</i> /igh/ as in <i>smile</i> /oa/ as in <i>home, grow, post</i> /oo/ as in <i>huge</i> /ar/ as in <i>asked</i> (Southern accents) /or/ as in <i>before, small, claw,</i> /ow/ as in <i>ground</i> • 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



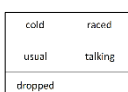
- Printable copies of the texts and questions



- 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.

Shine GPS Year 2 (Autumn) Non-Fiction: Farmers

Intervention overview

The three learning sequences in this intervention practice pupils' grammar, punctuation and spelling and vocabulary skills. These are closely linked to the Content areas for KS2 Grammar, Punctuation and Spelling.

Sequence

Sequence of sessions: 10-12 sessions

Preparation

Download and print the text extracts and questions (see set for each page).

Skills Practised - Grammar

By the end of this Learning Sequence, pupils should be able to:

- Recognise different kinds of sentences: statements, questions, commands and exclamations
- Identify and write simple present and past tense verbs and recognise the form.

Skills Practised - Punctuation

By the end of this Learning Sequence, pupils should be able to:

- Add sentence punctuation to a variety of sentences using capital letters, a full stop, a question mark and an exclamation mark.
- Use punctuation to separate two or more sentences.

Skills Practised - Spelling and Vocabulary

By the end of this Learning Sequence, pupils should be able to:

- Recognise simple past and present tense verb forms
- Write the past tense forms of regular verbs, using known spelling rules
- Recognise words in which suffixes of -ed and -ing can be added
- Use knowledge of spelling rules and generalisations to spell familiar words.

Shine GPS Year 2 (Autumn) Non-Fiction: Farmers

Suggested timetable

The suggested timetable for each Learning Sequence is to have two sessions per week prior to the next assessment opportunity. Both sessions could be based on the same short text extract. The two sessions for the adult to model how to interpret the questions and demonstrate what is required to answer each question. The second session is for the adult to closely monitor pupils as they independently practice a parallel set of questions.

Teacher guidance

The teaching guidance should be followed throughout each session with particular attention given to the 'Check pupils' understanding' column, which identifies key skills.

Grammar and Punctuation Learning Sequence

Share the text extract with pupils, either by reading it aloud or, if using the online modelling software, playing the audio. Discuss the whole text if pupils are familiar with it from Shine Reading Skills.

Spelling and Vocabulary Learning Sequence

Share the text extract with pupils, either by reading it aloud or, if using the online modelling software, playing the audio. Discuss the whole text if pupils are familiar with it from Shine Reading Skills.

Shine GPS Year 2 (Autumn) Non-Fiction: Farmers

Answers

Use the answers to the questions on the teacher/pupil pages. After pupils have completed the work in each session, discuss the answers they gave to the questions, include questions they gave correct answers to as well as those they found more difficult. Ask:

- Why did you give that answer?
- Can you see where you went wrong and how to avoid that mistake again?

Be sure to make notes of the pupils' marks and anything that they found difficult.

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.

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.

Shine GPS Grammar (Autumn), Firefighters

Answer the questions

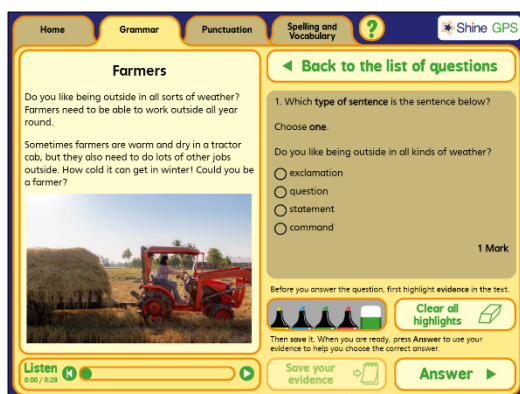
If using the online modelling responses software, remember to copy and paste textual evidence for your answer.

Steps	Check pupils' understanding
1. (63.1) Write a sentence on the line using <u>only</u> the words below. Remember to use the correct punctuation. engines drive firefighters some fire	
Answer and mark (1 mark) Some firefighters drive fire engines.	
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 this 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 riding). 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. (63.1) Use these words to make a sentence. Remember to use the correct punctuation. put all out firefighters fires	
Answer and mark (1 mark) All firefighters put out fires.	

Online modelling responses software

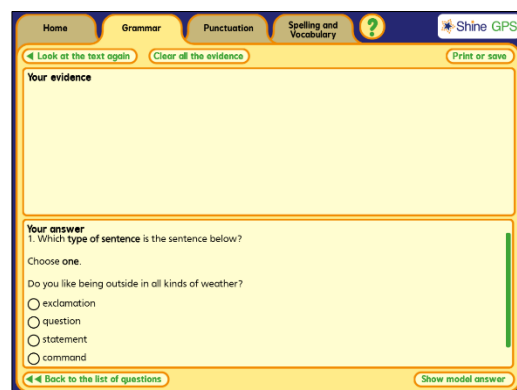
The software can be used to complete Session 1 (Modelled Responses) of the Learning Sequences. It can be used with a large group, on an interactive whiteboard, or with smaller groups and individual pupils on desktops and handheld devices.

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.

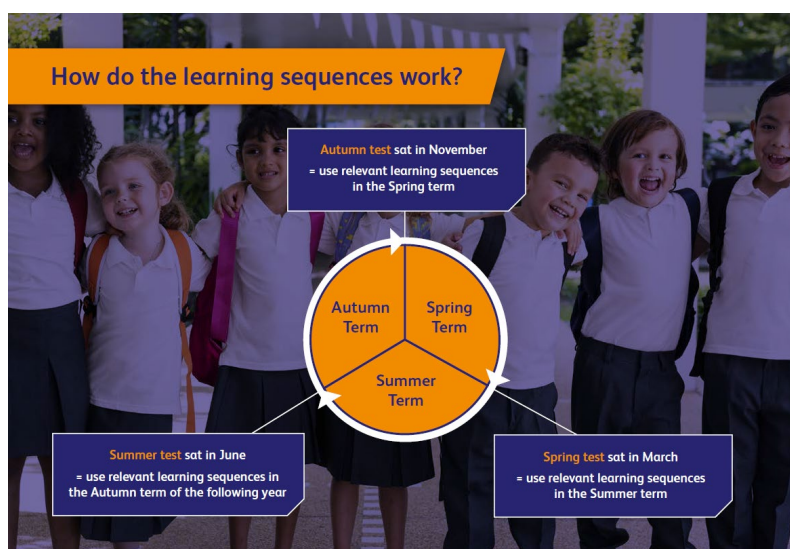
Once you are ready to move onto answering the questions, click 'Answer' and you will be taken to the answer screen. Here, you can view the evidence highlighted from the text and use this to inform your answer, where relevant. Answer the question by clicking or typing, and then check your answer against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

off	sank	
join	pi	cold
have		raced
		usual
		talking
		dropped

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:

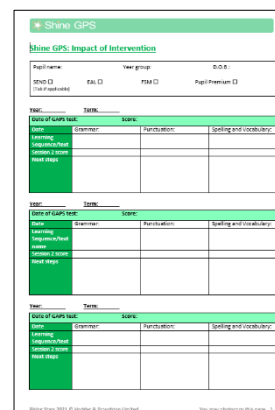
- An impact of intervention form to note information for an individual pupil
- A record of intervention form for each term and each year group within a term to note information for an individual pupil
- A record of intervention to note information for a group

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.

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.



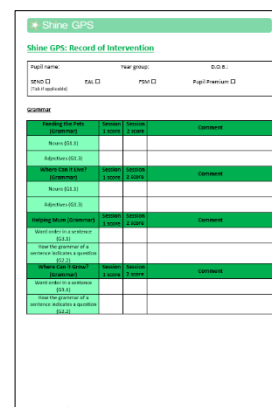
The form is titled 'Shine GPS: Impact of Intervention'. It includes fields for Pupil Name, Year group, D.O.B., and Pupil Number. Below these are three tables, one for each term (Term 1, Term 2, Term 3). Each table has columns for Strand (Grammar, Punctuation, Spelling and Vocabulary), Learning Sequence, and a column for the teacher's record. The form also includes a section for 'Next steps' at the bottom.

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.



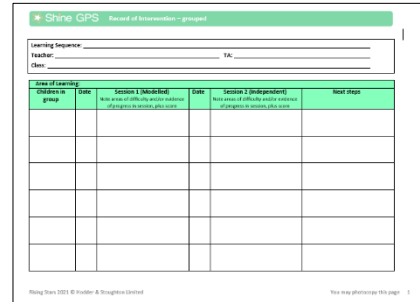
The form is titled 'Shine GPS: Record of Intervention'. It includes fields for Pupil Name, Year group, D.O.B., and Pupil Number. Below these are three tables, one for each term (Term 1, Term 2, Term 3). Each table has columns for Session (Session 1, Session 2), Score, and Comments. The form also includes a section for 'Next steps' at the bottom.

Record of Intervention – grouped

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.



The form is titled 'Shine GPS Record of Intervention – grouped'. It includes fields for 'Learning Sequence', 'Teacher', 'TA', and 'Class'. Below these is a table with the following structure:

Date of Learning		Session 1 (Modelling)	Session 2 (Practise)	Next steps
Pupils in group	Date	Note areas of difficulty and/or evidence of progression to mastery (10/10)	Note areas of difficulty and/or evidence of progression to mastery (10/10)	

At the bottom, it says 'Shine GPS 2021 © Houghton & Braggins Limited' and 'This may photocopy this page'.

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, punctuation 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

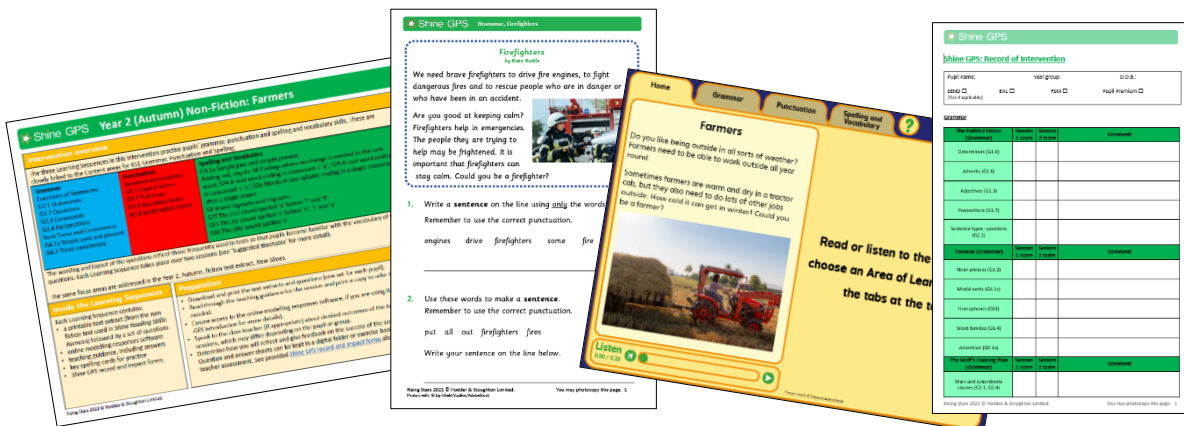
- **Punctuation:**

- 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:** the /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 (/i:/), ea (/ɛ/), er (/ɜ:/), er (/ə/), ir, ur, oo (/u:/), oo (/ʊ/), oa, oe, ou, ow (/aʊ/), ow (/əʊ/), ue, ew, ie (/aɪ/), ie (/i:/), igh, or, ore, aw, au, air, ear, ear (/ɛə/), are (/ɛə/)
- S9:** words ending in -y (/i:/ 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 /ɜ/ 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



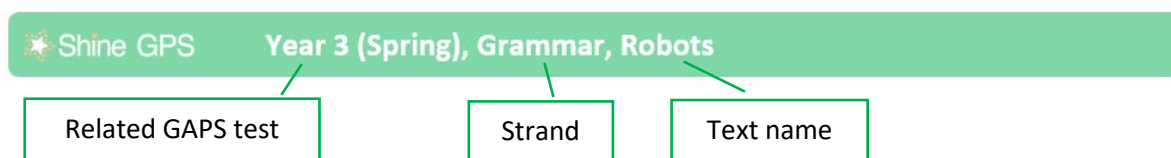
For the purposes of teaching, the interventions are divided into units of content, called **Learning Sequences**.

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:

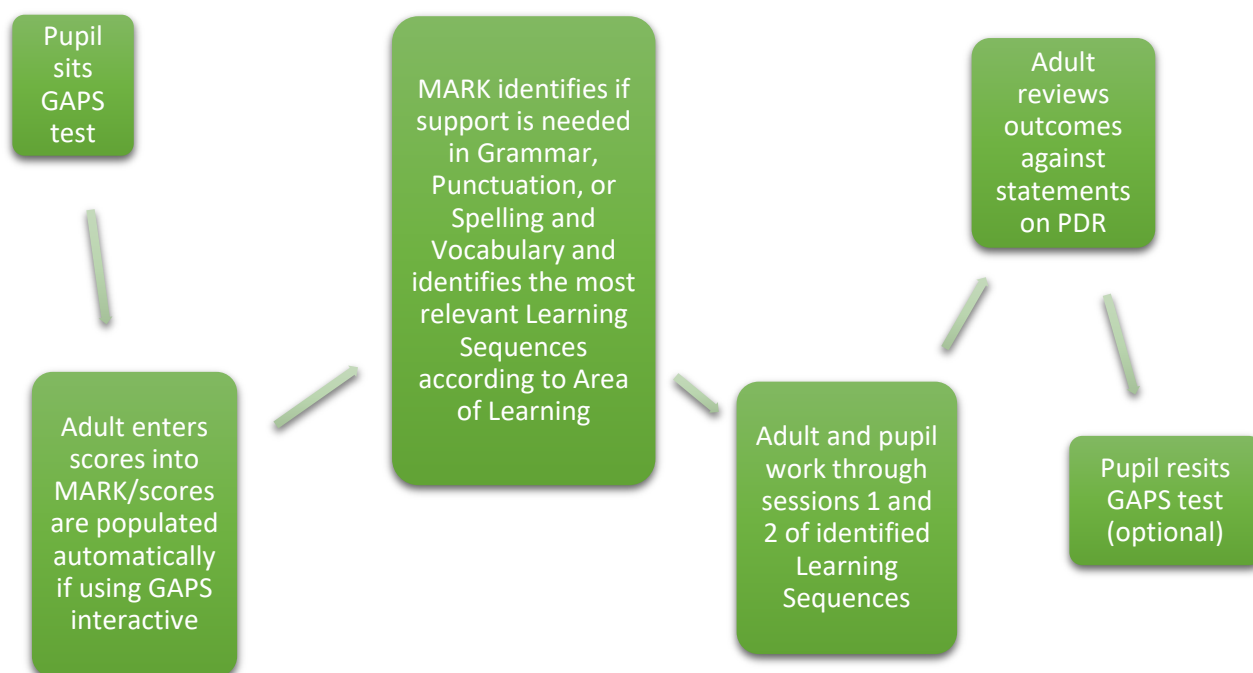


In recognition of the fact that some pupils may be working on Learning Sequences that are intended for a different school year, the pupils' pages simply have the Strand (e.g. grammar) and text name.

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.

Shine GPS Year 2 (Autumn) Non-Fiction: Farmers

Information Overview

The three Learning Sequences in this intervention practice pupils' grammar, punctuation and spelling and vocabulary skills. These are clearly linked to the Content areas for KS2 Grammar, Punctuation and Spelling.

Grammar	Punctuation	Spelling and Vocabulary
<ul style="list-style-type: none"> End of Session 1 OS 1 Statements OS 2 Statements OS 3 Statements OS 4 Statements OS 5 Statements OS 6 Statements OS 7 Statements OS 8 Statements OS 9 Statements OS 10 Statements OS 11 Statements OS 12 Statements OS 13 Statements OS 14 Statements OS 15 Statements OS 16 Statements OS 17 Statements OS 18 Statements OS 19 Statements OS 20 Statements OS 21 Statements OS 22 Statements OS 23 Statements OS 24 Statements OS 25 Statements OS 26 Statements OS 27 Statements OS 28 Statements OS 29 Statements OS 30 Statements OS 31 Statements OS 32 Statements OS 33 Statements OS 34 Statements OS 35 Statements OS 36 Statements OS 37 Statements OS 38 Statements OS 39 Statements OS 40 Statements OS 41 Statements OS 42 Statements OS 43 Statements OS 44 Statements OS 45 Statements OS 46 Statements OS 47 Statements OS 48 Statements OS 49 Statements OS 50 Statements OS 51 Statements OS 52 Statements OS 53 Statements OS 54 Statements OS 55 Statements OS 56 Statements OS 57 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Statements OS 14 Statements OS 15 Statements OS 16 Statements OS 17 Statements OS 18 Statements OS 19 Statements OS 20 Statements OS 21 Statements OS 22 Statements OS 23 Statements OS 24 Statements OS 25 Statements OS 26 Statements OS 27 Statements OS 28 Statements OS 29 Statements OS 30 Statements OS 31 Statements OS 32 Statements OS 33 Statements OS 34 Statements OS 35 Statements OS 36 Statements OS 37 Statements OS 38 Statements OS 39 Statements OS 40 Statements OS 41 Statements OS 42 Statements OS 43 Statements OS 44 Statements OS 45 Statements OS 46 Statements OS 47 Statements OS 48 Statements OS 49 Statements OS 50 Statements OS 51 Statements OS 52 Statements OS 53 Statements OS 54 Statements OS 55 Statements OS 56 Statements OS 57 Statements OS 58 Statements OS 59 Statements OS 60 Statements OS 61 Statements OS 62 Statements OS 63 Statements OS 64 Statements OS 65 Statements OS 66 Statements OS 67 Statements OS 68 Statements OS 69 Statements OS 70 Statements OS 71 Statements OS 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Statements OS 29 Statements OS 30 Statements OS 31 Statements OS 32 Statements OS 33 Statements OS 34 Statements OS 35 Statements OS 36 Statements OS 37 Statements OS 38 Statements OS 39 Statements OS 40 Statements OS 41 Statements OS 42 Statements OS 43 Statements OS 44 Statements OS 45 Statements OS 46 Statements OS 47 Statements OS 48 Statements OS 49 Statements OS 50 Statements OS 51 Statements OS 52 Statements OS 53 Statements OS 54 Statements OS 55 Statements OS 56 Statements OS 57 Statements OS 58 Statements OS 59 Statements OS 60 Statements OS 61 Statements OS 62 Statements OS 63 Statements OS 64 Statements OS 65 Statements OS 66 Statements OS 67 Statements OS 68 Statements OS 69 Statements OS 70 Statements OS 71 Statements OS 72 Statements OS 73 Statements OS 74 Statements OS 75 Statements OS 76 Statements OS 77 Statements OS 78 Statements OS 79 Statements OS 80 Statements OS 81 Statements OS 82 Statements OS 83 Statements OS 84 Statements OS 85 Statements OS 86 Statements OS 87 Statements OS 88 Statements OS 89 Statements OS 90 Statements OS 91 Statements OS 92 Statements OS 93 Statements OS 94 Statements OS 95 Statements OS 96 Statements OS 97 Statements OS 98 Statements OS 99 Statements OS 100 Statements

The writing and layout of the questions reflect those frequently used in tests so that pupils become familiar with the vocabulary of test questions. Each Learning Sequence takes place over two sessions (see 'Suggested timetable' for more detail).

The same focus areas are addressed in the Year 3, Autumn, Review test series. New Words.

Skills Practised - Grammar

- By the end of this Learning Sequence, pupils should be able to:
 - Recognise different kinds of sentences: statements, questions, commands and exclamations.
 - Identify and write simple present and past tense verbs and recognise the tense.
 - Use punctuation to separate run-on sentences.

Skills Practised - Punctuation

- By the end of this Learning Sequence, pupils should be able to:
 - Add sentence punctuation to a variety of sentences using capital letters, a full stop, a question mark and an exclamation mark.
 - Use punctuation to separate run-on sentences.

Skills Practised - Spelling and Vocabulary

- By the end of this Learning Sequence, pupils should be able to:
 - Recognise simple past and present tense verb forms.
 - Write the past tense form of regular verbs, using known spelling rules.
 - Recognise words to which suffixes of -ed and -ing can be added.
 - Use knowledge of spelling rules and generalisations to spell familiar words.

Shine GPS record and impact forms.

Shine GPS Year 2 (Autumn) Non-Fiction: Farmers

Suggested timetable

The suggested timetable for each Learning Sequence is to have two sessions per week prior to the next assessment opportunity. Both sessions would be based on the same short text extract. The first session is for the whole class to model how to interpret the questions and demonstrate what is required to answer each question. The second session is for the whole class to independently practice a portion of the questions.

Teacher guidance

- The teaching guidance should be followed throughout each session with particular attention given to the 'Check pupils' understanding' column, which identifies key skills.
- Work together to answer the questions. Use the model / support / practice approach described on the teacher's guidance page. Each pupil will need encouragement and support.
- Share the text extract with pupils, either by reading it aloud or, if using the online modelling software, playing the audio. Discuss the whole text if pupils are familiar with it from Shine Reading 100.
- Repeat to pupils they are going to explore grammar or punctuation questions based on the text extract:
 - Session 1 - Modelled Responses: Text extract: Farmers and questions (15-20 minutes).
 - Session 2 - Supported Independent Practice: Text extract: Farmers and questions (15-20 minutes).
- The text extract contextualises the grammar so that pupils can understand the effect of the grammatical features in context.
- If pupils need help with more than one Learning Sequence, then you will need a separate 15-20 minute session for each.
- For all Learning Sequences be aware of pupils who are:
 - vulnerable with grammatical terminology
 - finding it difficult to work out what the question is asking
 - unfamiliar with the question rubric.

Shine GPS record and impact forms.

Shine GPS Year 2 (Autumn) Non-Fiction: Farmers

Answers

The answers to the questions are on the teaching guidance pages. After pupils have completed the work in each session, discuss the answers they gave to the questions. Include questions they gave correct answers to as well as those they found more difficult. Ask:

- Why did you give that answer?
- Can you see where you went wrong and how to avoid that mistake again?

Be sure to make notes of the pupils' marks and anything that they found difficult.

Skills Practised - Grammar

- By the end of this Learning Sequence, pupils should be able to:
 - Recognise different kinds of sentences: statements, questions, commands and exclamations.
 - Identify and write simple present and past tense verbs and recognise the tense.
 - Use punctuation to separate run-on sentences.

Skills Practised - Punctuation

- By the end of this Learning Sequence, pupils should be able to:
 - Add sentence punctuation to a variety of sentences using capital letters, a full stop, a question mark and an exclamation mark.
 - Use punctuation to separate run-on sentences.

Skills Practised - Spelling and Vocabulary

- By the end of this Learning Sequence, pupils should be able to:
 - Recognise simple past and present tense verb forms.
 - Write the past tense form of regular verbs, using known spelling rules.
 - Recognise words to which suffixes of -ed and -ing can be added.
 - Use knowledge of spelling rules and generalisations to spell familiar words.

Shine GPS record and impact forms.

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 Rodin

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: (Autism), Firefighters

Answer the questions

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

Topic	Check pupil's understanding
1. Write a sentence on the line using <u>only</u> 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	

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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.

1 st 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

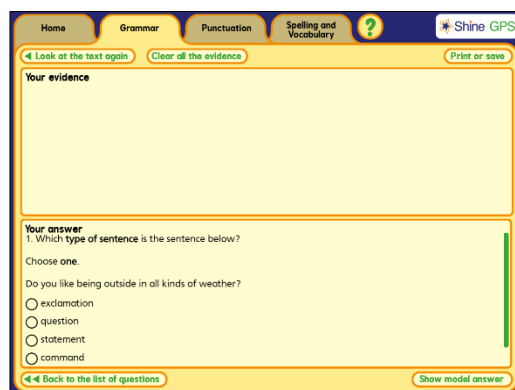
The software can be used to complete Session 1 (Modelled Responses) of the Learning Sequences. It can be used with a large group, on an interactive whiteboard, or with smaller groups and individual pupils on desktops and handheld devices.

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.

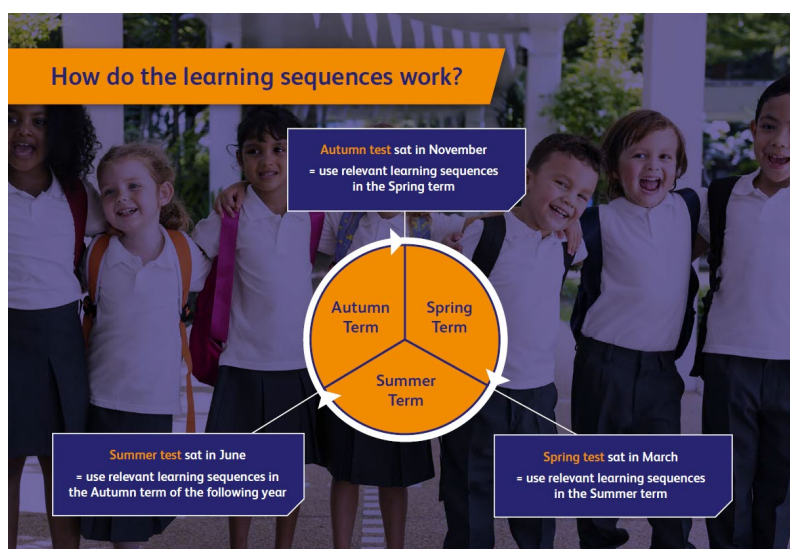
Once you are ready to move onto answering the questions, click 'Answer' and you will be taken to the answer screen. Here, you can view the evidence highlighted from the text and use this to inform your answer, where relevant. Answer the question by clicking or typing, and then check your answer against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

off	sank	
join	pi	cold
have		raced
		usual
		talking
		dropped

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:

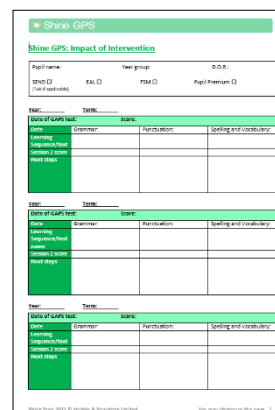
- An impact of intervention form to note information for an individual pupil
- A record of intervention form for each term and each year group within a term to note information for an individual pupil
- A record of intervention to note information for a group

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.

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.



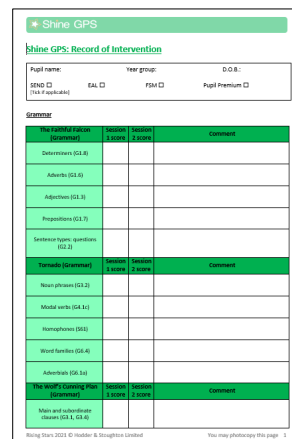
The form is titled 'Shine GPS Impact of Intervention'. It includes fields for Pupil Name, Year group, D.O.B., SEND ID, EAL ID, FSM ID, and Pupil Premium ID. There are three main sections, each with a table for recording data. Each table has columns for Strand, Intervention, Score, and Spelling and vocabulary. The sections are for Grammar, Punctuation, and Spelling and Vocabulary. Each section also has a 'Next steps' field.

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.



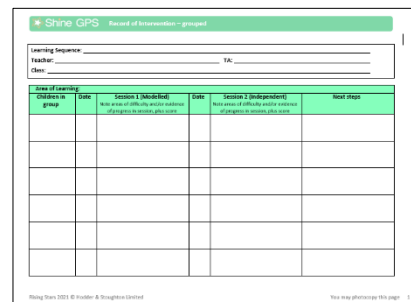
The form is titled 'Shine GPS Record of Intervention'. It includes fields for Pupil Name, Year group, D.O.B., SEND ID, EAL ID, FSM ID, and Pupil Premium ID. The form is divided into two main sections: Grammar and Punctuation. Each section has a table with columns for Session 1 (Supported), Session 2 (Independent), and Comments. The Grammar section includes rows for Determiners (G1.1), Adverbs (G1.2), Adjectives (G1.3), Prepositions (G1.4), Sentence types: questions (G1.5), Verbs (G1.6), Noun phrases (G1.7), Modal verbs (G1.8), Homophones (G1.9), Word families (G1.10), and Adverbials (G1.11). The Punctuation section includes rows for The Writer's Opening Plan (P1.1) and Mark and independent classwork (G2.1, G2.2).

Record of Intervention – grouped

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.



The form is titled 'Shine GPS Record of Intervention – grouped'. It includes fields for 'Learning Sequence', 'Teacher', 'TA', and 'Class'. Below these is a table with the following columns: 'Pupils in group', 'Date', 'Session 1 (Modelling)', 'Date', 'Session 2 (Practise)', and 'Next steps'. The table has 6 rows for recording data. At the bottom, it says 'Shine GPS 2013 © Houghton Mifflin Harcourt' and 'This may photocopy this page'.