ENABLE PLUS is a follow on from the initial ENABLE literacy project, which trained volunteer helpers to work with individual pupils, who were experiencing reading difficulties.

This programme will build on the success of the initial project and is appropriate for delivery by Nursery Nurses, Learning Support Assistants, Literacy Assistants or Teachers.

The time needed to deliver the programme will be the equivalent of 30 minutes a week per individual pupil; which is the time recommended by Sandwell LEA, as appropriate for supporting the needs of pupils on the SEN register at School Action.

The ENABLE PLUS programme will utilize and extend the core strategies and approaches, that have already proven successful in the initial ENABLE project.

Advantages of ENABLE PLUS

- Delivered by qualified staff who have prior experience of working with children.
- The range of strategies/techniques used in the programme can be more extensive.
- The period of support can be extended, until pupils have achieved an agreed level of attainment, rather than be time limited.
- The timing of additional support can be tailored to meet with schools and curriculum requirements, rather than to the availability of volunteer helpers.

The programme will be delivered by personnel who have knowledge of the National Literacy Strategy, and who will therefore be able to support some of its objectives.
The delivery of additional support for literacy, in an empathetic manner, with priority placed on developing pupils self-esteem and confidence.

To foster an interest in books by using a range of good quality reading material, at an appropriate level of interest and difficulty.

To change books frequently (e.g. twice a week) and where possible to allow pupils an element of guided choice.

To ensure that pupils are allowed to develop at an appropriate pace, and not at the pace dictated by a published reading scheme.

To maximise time available, with as much emphasis as possible, put on the direct teaching and modelling of key skills; and to minimise the time that children spend on less profitable activities such as copy writing, colouring etc.
To encourage pupils to participate in monitoring their own progress, and to recognise their achievements.

- Provision will focus on a small group of 3 pupils who are at a similar level of literacy development.

- Each group of 3 pupils will receive:
  a) a 30 minute support session twice a week
  b) a 10 minute individual support session once a week

- The timing of the small group and individual support sessions is flexible, and can be tailored to meet each school's needs. However, the programme is likely to be more effective if sessions of support are spread across the week e.g. Small group sessions on Monday/Wednesday or Tuesday/Thursday with individual sessions on a Friday.

- The organisation of the support should not replace a pupil's basic entitlement as recommended by the National Literacy Strategy. Therefore, the thirty minutes of whole class teaching and the session of guided reading/writing should not be used for ENABLE PLUS. However, independent work time and some plenary time would be appropriate.

The support sessions could be appropriate for delivery within the classroom or by withdrawal; but there is a significant amount of direct instruction teaching and a flipchart or easel and paper will be required.
Targets of the Support Programme

1. To develop pupil's self-esteem and their self-belief in becoming a reader.

2. To model and support the reading of quality books.

3. To develop use of context and prediction by questioning, discussing and re-telling the stories.

4. To develop an extending sight vocabulary of high frequency words.

5. To develop an extending vocabulary of high frequency words that can be written independently.

6. To be able to recognise by sight and say the sound for all letters of the alphabet.

7. To be able to hear the sound of and write the correct letter symbol for all letters of the alphabet.

8. To be able to read and write three letter regular words.

9. To be able to read and write regular words containing consonant digraphs and consonant blends.

10. To be able to compile and write simple sentences containing high frequency words and three/four letter regular words.
Building and Maintaining Pupil Self-esteem


**BELONGING**
- Pupils need to feel that they are approved of and respected by others.

**ASPIRATIONS**
- Pupils need to believe that their learning is purposeful and meaningful.

**SAFETY**
- Pupils need to have basic comfort needs met and feel safe within the group.

**IDENTITY**
- Pupils need to have a realistic perception of own strengths and weaknesses, and understand their role and responsibilities.

**CHALLENGE**
- Pupils need to be encouraged to accept challenge and take risks.

**SUCCESS**
- Pupils need regular positive feedback on their successes, preferably specific.

Based on a model contained in:

Accelerated Learning in the classroom – Alistair Smith
**Figure One: ENABLE-PLUS and the learning hierarchy**

### Learning hierarchy

#### ACQUISITION
The pupil is able to perform a skill accurately.

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#### FLUENCY
The pupil is able to perform a skill accurately and fluently

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#### MAINTENANCE
The pupil maintains the skill accurately and fluently

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#### GENERALISATION
The pupil is able to apply skills in model situations with instruction, via discrimination and differentiation.

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#### ADAPTATION
The pupil is able to apply skills in novel situations, without instruction.

### ENABLE-PLUS Strategies

- **Direct instruction teaching of high frequency words or phonic skills.**
- **Prepared reading of novel text.**

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- **Repeated practise via games and activities. Group reading of familiar text.**
- **Fluency checked and recorded during individual sessions, guidance given for evaluating this**

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- **Opportunities to use skills via guided/shared reading, reading familiar text. Sentence strip activities.**

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- **Guided reading/group reading of texts.**
- **Discrimination: words/sounds taught separately are then presented as one task.**
- **Differentiation: skills used in different contexts (e.g. different texts).**

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- **Variety of texts used and read independently. Pupil is able to re-tell story read. Pupil can use high frequency words and phonic skills in spelling and written work.**
Book Selection - General Guidance

- Material should be: in good condition, attractive and stimulating.

- Books should be varied in, size, colour and presentational format.

- Language used within the books should be, natural (not contrived), and have good story content.

- All books should support the use of a range of strategies e.g. sight vocabulary, use of context and phonic skills. They should not predominantly support or encourage a single strategy or method.

- Where possible books should stand alone and not have to be read in a pre-designated order or sequence.

- All books should contain good quality illustrations that support the text.

- Where possible books should offer practice in the use of high frequency word-sight vocabulary; not have large numbers of specialist words that are not widely transferable.
<table>
<thead>
<tr>
<th>Year Group</th>
<th>Criteria</th>
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| 2          | * Can read 1st 100 high frequency words  
* Can read all letter sounds and blend three letter regular words.  
* Can write 1st 25 high frequency words and three letter regular words.  
* Can construct and write a simple sentence  
* Can read from ENABLE Level 2/3 independently. |
| 3          | * Can read 1st 150 high frequency words  
* Can read words containing consonant digraphs and consonant blends.  
* Can write 1st 75 high frequency words and four letter regular words.  
* Can construct and write a simple story or diary of events  
* Can read from ENABLE level 3/4 independently |
| 4 - 6      | * Can read 200 high frequency words  
* Can write 1st 100 high frequency words.  
* Can read from ENABLE level 4 books independently.  
* Can construct and write on extended story or diary of events |
(Complete this form on a weekly basis)

<table>
<thead>
<tr>
<th>√ = Yes</th>
<th>X = No</th>
<th>WEEK 1</th>
<th>WEEK 2</th>
<th>WEEK 3</th>
<th>WEEK 4</th>
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<tbody>
<tr>
<td>1. Have I given the pupils lots of praise and positive feedback</td>
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<td>2. Are the pupils applying themselves to the best of their ability?</td>
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<td>3. Am I using the most appropriate strategies with the group?</td>
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<td>4. Are the pupils reading books at the right level of difficulty?</td>
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<td>5. Have I monitored the pupils progress?</td>
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<td>6. Have I encouraged the pupils to enjoy reading?</td>
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<td>7. Have I delivered the Direct Instruction</td>
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ENABLE PLUS - SCHOOL SUPPORT

Individual Record of Reading Accuracy/Fluency

Pupils Name: .................................................................

<table>
<thead>
<tr>
<th>Date</th>
<th>Book/Level</th>
<th>Poor</th>
<th>Satisfactory</th>
<th>Good</th>
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<tr>
<th>FLUENCY</th>
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<tr>
<td>Poor</td>
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<tr>
<td>Satisfactory</td>
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<tr>
<td>Good</td>
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**CRITERIA**

i) **Accuracy**

- **Poor** – More than 2 mistakes in 20 words
- **Satisfactory** – 1 to 2 mistakes in 20 words
- **Good** – Less than 1 mistake in 20 words

ii) **Fluency**

- **Poor** – Hesitates at many words
- **Satisfactory** – Hesitates at some words
- **Good** – No/Very little hesitation
**Game 1 - Tiddlywinks**

Equipment: Game Board, 4 sets of 5 coloured counters

- This game can be used as a reinforcement activity for sight vocabulary or phonic skills.

- Place a pack of word cards in the middle of the table face down (minimum of 5 cards)

- Each player takes it in turn to take a card off the top of the pile and reads it. If it is read correctly the pupil receives a tiddlywink of their colour and the card is returned to the bottom of the pile, if read incorrectly no tiddlywink is allocated, and the card is still returned to the bottom of the pile.

- The word reading is completed when the first player has won 5 tiddlywinks.

- Each player taking turns then attempts to flick their counter on to the target board.

- When all counters have been used, each player totals their score to find the winner.