

Cognition and Learning Team

Traded Training

- Training is devised and delivered by highly-skilled, qualified teachers in specific learning difficulties.
- High-quality specialist training, interventions and systemic work devised to support pupils with persistent literacy and numeracy difficulties.
- Training to support SENCos and class teachers in understanding, assessing and supporting persistent literacy and numeracy difficulties.
- Whole school inset training focusing on one or more of our training courses.
- Bespoke whole school inset training, tailored to the needs identified by the school.
- Schools will receive intervention resource packs following the training session.

School consultations

- Bespoke, school-based consultations, providing strategies to identify and address needs of a group or cohort in areas such as writing, reading, comprehension and spelling. Followed-up with resources.

Systemic approach

- **Whole-school impact:** Embeds inclusive practices across all levels – benefits all learners not just those with persistent literacy difficulties.
- **Early identification and intervention:** Equips staff to notice and respond proactively, reducing long-term learning gaps.
- **Consistent support:** Aligns strategies across classrooms, reducing fragmentation and improving student outcomes.
- **Empowered staff:** Ongoing training builds confidence, shared language, and practical tools for day-to-day teaching.
- **Parent and pupil engagement:** Creates a shared framework that values lived experience and supports collaborative problem-solving.

Core Areas – Persistent Literacy Difficulties

- Phonological awareness
- Verbal memory
- Verbal processing speed

Common Co-Occurring Difficulties

Language, motor coordination, concentration, personal organisation.

Learners with persistent literacy difficulties often demonstrate strengths in other areas:

Creative thinking, problem-solving, visual and spatial reasoning, empathy and big-picture thinking. Learners who develop personal strategies to apply across the curriculum, develop independence and life-long learning skills, in preparation for adulthood as part of their “normal way of working”.

Training courses

Training course	Course outline
Whizzy Words 2 2.5hr training session	Highly structured, multi-sensory early phonics intervention for Years 1-3 with difficulty learning Phase 2 phonic sounds, difficulty blending or segmenting sounds in CVC words and may have difficulty orally manipulating individual sounds in words. Intervention delivered by school 3 x 20 min sessions per week.
Forward with Phonics 2.5hr training session	Phase 3-5 phonics intervention for Yr 2 upwards who need an intervention to support reading and spelling. Highly structured intervention (1:1 or small group) which makes explicit links between oral blending and segmenting and word reading and spelling. Intervention delivered by school 3 x 20 min sessions per week.
Inference Detectives 1.5hr training session	Small group comprehension intervention for CYP in early KS 2 who can decode at Yr 3 and 4 level but struggle to make inferences when reading. Can be used for CYP in Yr 5 and 6 who are reading at Yr 3 or 4 level. Intervention delivered by school 1 x 20 min session per week.
Writing Strategies 1.5hr training session	Primary pupils at the early stages of writing or struggling to write beyond a simple sentence. Develops independent and confident writers. Covers why writing is challenging for some, resources to support writing, top tips for accessibility.
Persistent Literacy Difficulties 2.5hr training session	Training for Senco’s and Literacy Leads to develop skills to assess and identify CYP who may have persistent literacy difficulties. Covers, key factors impacting

	early literacy development, how persistent literacy difficulties may present in the classroom, cognitive characteristics of persistent literacy difficulties, how to use formal assessments, signposting to formal assessments and signposting to strategies or interventions.
Literacy Assessment Training 2hr training session	Training on how to administer the Cognition and Learning Teams diagnostic assessments in phonological awareness and word reading and spelling of Phase 2-5 words, first 100 words and additional common exception words. Covers how to identify strengths and needs for assessments to inform target setting and appropriate interventions and how the assessments fit with the ADPR.
Reading Revival 1.5hr training session	KS2 non-readers or in the early stages of reading with limited word recognition. It is not a phonics reading scheme, it is aimed at CYP who find traditional phonics methods difficult and lack confidence in their reading ability.
Secondary-Age-Reading Intervention 2.5hr training session	Targeting pupils with a reading age of 8+. Program includes individual reading intervention that follows the structure of the phonics phases, using etymology to support CYP with developing the skills to read longer words. Intervention delivered by school 2 x 30 min sessions per week.
UCAN 2 (Understanding Calculation and Number) 2.5hr training session	Individual assessment and intervention for CYP Yr 2-7. Breaks down early number skills using concrete, pictorial and abstract approach. Targets Reception to Yr 3 number objectives, focusing on securing counting, place value, addition and subtraction.

Pricing Structure

Training session - £60pp

Half day inset - £550

Full day inset - £1000

Twilight 1 hr - £200

Consultation 1hr - £150

Follow up meeting 1hr - £150

If your school would like to host one of our planned training sessions, we can offer you 1-2 free places on the course. Please contact us on the below email if you would like to be added to our list of training venues.

Contact

CognitionandLearningTeam@hertfordshire.gov.uk

Information and free resources can be found on the Hertfordshire Local Offer Cognition and Learning page:

[The Cognition and Learning team](#)