

Reaching the lowest 20% and Vulnerable learners 2021JIT

Daily QFT session Same day additional practise Interventions Reading

Pre-teaching the next day's phoneme to key groups is another keep-up method.

Summary:

Keep up, not catch up to support our lowest attainers

- Children in key positions in class
- Strategic use of adults to support key children
- Scaffolding skills used with precision and skill...
- Assessment for learning (AFL) used effectively to adjust, revise key learning in the lesson + follow-up practise that day.
- **Daily short sharp phonics additional daily practise to revisit what is required that day. Not a lesson re-run.**
- Systematic 1-1 intervention to address a precise gap.
- Monitoring and analysis to ensure they succeed in every part of the lesson.
- Ensure content of the revise and review is prior 2, 3 weeks of learning and any gaps.

See '**Scaffolding skills**' to support all abilities

Scaffolding skills

- Bounce
- Point and sweep
- Soundbuttons, colour, images (objects)
- Word complexity
- Repetition (of blending, repetition of sounds in words-- oat,--oat, --oat)
- Assisted blending to independent

Challenge: terminology, complex words, use and apply, no soundbuttons,visual, scaffold.