

Keep up , Not Catch up Strategy Reaching the lowest 20% and Vulnerable learners 2021JT

Adequate time allocation for all aspects of Letters & Sounds, as appropriate to children's needs, capacity and context.

Daily QFT session Same day additional practise Interventions Reading

Whole class QFT Daily lesson (average 20 mins)

Spotlight & Scaffolding to support lowest ability

+ constant consolidation throughout the day of oral blending & segmenting, GPC flashcard recognition, blending boosters.

Revise key aspects that need reinforcement.

Strong AFL to secure learning in the moment + that day for key children.

Target vulnerable learners.
Direct line of vision, near an adult, close monitoring.

You noticed in the lesson, some chn don't grasp blending 3 consonant clusters at the beginning or grasp a particular few digraphs so you are going to address this to be achieved by end of the day.

Another school, divide their class into 2 large groups. Teacher and TA do an additional 5 min practise – blending booster or GPC to ensure they keepup. Pitched at different levels.

Same day in class practise
Short, sharp precise focus

(5 mins approx)

Identify children 1-1/key groups in need of same day in class additional practise.

GPC recognition
Blending cccvc's (blending 3 sounds at the beginning of words)
Blending using 'oa'
Etc....

Not just a lesson re-run!

1-1 Precision intervention (5 mins)

Plan, target and track those in need of **1-1 precision intervention:** Mix it up blending, win it GPC's recognition, etc.

Correct pitch so learning is targeted to a **precise gap**.

5 mins per child more effective than 15 mins large challenging group.

Target and Track: Rapid Phonics Intervention Map

Phase	Recognition GPC'S	Blending Skills
Oral blending and segmentation	Nyturn-your turn (sound taking) Your turn (blending) Segmentation-gogs itup.	Supported blending – 'tilend it' Supported segmentation your turn Ond blending and segmentation 'to-o-true'
Phase 2 sato[n mdgock*cke urhbflssckff]	Recognition letters	Sounding and blanding ph2 words W(2+1+0+0+) OK.*
	Recognition (automatic/super fast)	fleading ph2 words fluently
Phase 5 jv:wxyz zzajos jah es gg/00 acoruc owoj or air earucs, sz	Pecception Single Actor Organists or Quinnell	Sounding and blending ph3 words
	Recognition (sunnmatic/superfact)	Reading ph3 words fluently
Phase 4		Sounding and blending ph4 words (SSE/ CSE phys labor, CSE/ CSE phys labor, CSEC (CSEC phys labor, CSEC (CSEC phys labor, Reading ph4 words fluently Reading ph4 words fluently
Place 5	Recognition-letters	Sounding and blanding to read words

Continuous consolidation of phonics in the setting. Must do job of the day, directed tasks and frequent practise. For example, early morning work: Phonic task, *i.e write what you see.* Use and apply prior day's phonemes. Meanwhile TA's have SEN 5 min phonics 1-1/1:2 intervention.

Targeted additional practise of precise skill GPC's or blending with certain phonemes, perhaps the new phoneme introduced that day.

R/YR1: Same day large group additional practise: i.e, 5 mins after lunch.

Year 2:Higher ability complete an independent use and apply challenge. <u>Key</u> aspects are revisited to secure children 'keep-up'.

AFL used to pin point exact needs of vulnerable learners or SEN who need 1-1 5 mins (i.e immediately before lunch or at set time).

This works well because: Daily QFT secures learning and addresses any misconceptions/ difficulties that day.

Vulnerable learners are under the 'Spot light' and constant use of assessment to swiftly address needs in the moment, and later that day.

Practise sessions and interventions are daily, short, precise and address a gap.

Staff highly trained and use tracking effectively to meet a child's precise needs.

Some schools do a daily 'blending boost' and 'countdown' to rapid read GPC's like a mini Revise and Review but with a focus on new phoneme taught that day or a precise gap.

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 'Scaffoling 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.