

Keep up , Not Catch Up Strategy

Reaching the lowest 20% and Vulnerable learners 2021/22

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

+ frequent practise throughout the day of oral blending & segmenting, GPC flashcard recognition, blending boosters 'countdown.'

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 +AFL.

Same day in class intervention

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 ccvc'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

Rapid Phonics Progression Intervention Map Track and Target (class & highlight) - <https://www.oup.com/uk/9780191000000>

Phase	Recognition GPC's	Blending Skills
Phase 1 Oral blending and segmentation	Top level (CVC) (CVCVC) (CVCVCVC) Top level (CVCVCVC) (CVCVCVCVC) Top level (CVCVCVCVC) (CVCVCVCVCVC)	Segmented blending: 'Segment' Segmented segmentation: 'Segment' Blending and segmentation: 'Segment'
Phase 2 Letter and digraph recognition	Recognition: Letters Recognition: Digraphs	Blending and segmentation: 'Segment' Blending and segmentation: 'Segment'
Phase 3 Blending and segmentation	Recognition: Letters Recognition: Digraphs	Blending and segmentation: 'Segment' Blending and segmentation: 'Segment'
Phase 4 Blending and segmentation	Recognition: Letters Recognition: Digraphs	Blending and segmentation: 'Segment' Blending and segmentation: 'Segment'
Phase 5 Blending and segmentation	Recognition: Letters Recognition: Digraphs	Blending and segmentation: 'Segment' Blending and segmentation: 'Segment'

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. Key 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

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 keep-up. Pitched at different levels.

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.

Target the Lowest 20%

- **Daily QFT Quality First Teaching**

- **Spotlight & Scaffolding**

+ additional practise throughout the day/ pre teach, application

Revise key learning – AFL to keep up NOT catch up

Same day in class intervention: short, sharp, PRECISE focus

Regular review and strong AFL

See 'Scaffolding skills' to support the less able.