

Keep up , Not Catch Up Strategy

Reaching the lowest 20% and Vulnerable learners 2021J1T

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

<p style="text-align: center;"><u>Whole class QFT Daily lesson</u> <u>(average 20 mins)</u></p> <p style="text-align: center;"><u>Spotlight & Scaffolding to support lowest ability</u></p> <p>+ frequent practise throughout the day of oral blending & segmenting, GPC flashcard recognition, blending boosters ‘countdown.’</p> <p>Revise key aspects that need reinforcement.</p> <p>Strong AFL to secure learning in the moment + that day for key children.</p> <p>Target vulnerable learners. Direct line of vision, near an adult, close monitoring +AFL.</p>	<p style="text-align: center;"><u>Same day in class intervention</u> <u>Short, sharp precise focus</u></p> <p>(5 mins approx)</p> <p>Identify children 1-1/key groups in need of same day in class <u>additional practise.</u></p> <p>GPC recognition Blending <u>ccvc</u>’s (blending 3 sounds at the beginning of words) Blending using ‘oa’ Etc....</p> <p><i>Not just a lesson re-run!</i></p>	<p style="text-align: center;"><u>1-1 Precision intervention</u> (5 mins)</p> <p>Plan, target and track those in need of 1-1 precision intervention: Mix it up blending, win it GPC’s recognition, etc.</p> <p>Correct pitch so learning is targeted to a precise gap.</p> <p><i>5 mins per child more effective than 15 mins large challenging group.</i></p> <p>Target and Track: Rapid Phonics Intervention Map</p>
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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.

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

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.