**Keep up , Not Catch Up Strategy**

**Reaching the lowest 20% and Vulnerable learners 2022**

 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**

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| **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 recognitionBlending cccvc’s (blending 3 sounds at the beginning of words)Blending using ‘oa’Etc..... *Not just a lesson re-run!***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 needs. | * 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 |

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.



See ‘Scaffoling skills’ to support the less able.