

How do we support pupils to catch up?



As teachers of phonics, we understand the importance of early identification of children at risk of falling behind, linked to the provision of effective keep-up support. Our high expectations drive the pace of learning and success, but for those children having difficulty we ensure that we provide sufficient additional support to help them to keep up. This involves:

- Simple but effective continuous assessment, both informal and more formal;
- Regular progress reviews for all children;
- Methods of informal support implemented as soon as necessary;
- Systems for formal support clearly established and implemented as soon as necessary;
- Plans and materials for effective support readily to hand and taught well.

Delivery through Little Wandle Letters and Sounds Revised

The keep-up and assessment sections of the programme provide:

- Teacher guides with full support for one-to-one keep-up sessions;
- 'How-to' videos to support one-to-one and group teaching.
- Six-termly assessments for each year group;
- Assessment guides that help teachers identify next steps for teaching, advice on how to fill any gaps and learning and include links to appropriate keep-up materials for children who need urgent additional support.

Assessment of Reading

Teachers, as professionals, make formative, regular assessments of pupil's reading ability in-class on a daily basis and are therefore able to identify and support any children who may be finding aspects of reading difficult. We also conduct summative assessments and use the resulting termly data to identify those children who require bespoke interventions, usually lead by their class teacher and supported by our teaching assistants. The English Lead undertakes this data analysis to identify focus children so that class teachers can plan additional support to ensure that all children make good or better progress in their learning.