



Catch Up Literacy

2018-2019

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Context

Year 8

40% of pupils in year 8 have a reading age below chronological age, of that **13%** have a reading age below age 9.

81% of PP pupils are at chronological reading age compared with **70%** of non PP pupils.

Year 7

45% of pupils in year 7 have a reading age below chronological age, of that **29%** have a reading age below age 9.

40% of PP pupils are at chronological reading age compared with **53%** of non PP pupils.

What? A book based approach

Catch Up Literacy is a structured one-to-one intervention for pupils who find reading difficult. It enables struggling readers to achieve more than double the progress of typically developing readers.

- Word recognition
- **Phonics**
- Language comprehension

Why? *"We are doing it because it makes a difference."*

- **It works** – based on rigorous research and proven to more than double rates of progress
- **It's easy** – two 15-minute sessions per week
- **It's cost-effective** – one-off cost per trainee per intervention, unlimited pupils
- **Pupils enjoy it**

Intervention	Average progress
Accelerated Reader	00:02
6th form reading	00:08
Lexia	01:06
one to one	01:06
KS3 Mentor	00:02

Who?

- Struggling readers vs beginner readers
- Reading age
- **Year 8** (71% of year 8 doing Catch up are PP pupils)
- Year 7
- Boys
- SEN

White British	
Male + SEN	1-1 tuition
Female+ SEN	McGraw-Hill
Male	Lexia
Female	6 th form reading group

How?

- Stage 1: Assessments for learning
- Stage 2: Selecting an appropriate reading book
- Stage 3: The individual session
- Stage 4: Ongoing monitoring

Individual session record sheet		date	session
Book title:			
Prepared reading: Prepared pages _____ to _____ Prepared whole book <input type="checkbox"/>			
Miscues	Response and understanding		
	Fiction (example questions)		
	Literal comprehension		
	Who is the main character?		
	What happened...?		
	Inferential comprehension		
	What might happen next?		
	How do you think the character felt when...?		
	Why did the character say...?		
	Personal response		
	What would you have done if...?		
	Have you ever been...?		
	Non-fiction (example questions)		
	Have you learned anything new about...?		
	Which fact do you find the most interesting?		
Sentence including selected word <small>(from miscues or target)</small>			

Linked writing Focus: irregular word <input type="checkbox"/> phonic <input type="checkbox"/> polysyllabic <input type="checkbox"/> <small>(check that the pencil or pen is held correctly)</small>			

Feedback from 2017-18

- Sessions were too long and not frequent enough
 - Pupils were taken from English lessons
 - Pupil progress was not always shared/requested
 - Wider range of books needed (focus on non-fiction)
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- ✓ Library visit
 - ✓ Exploring vocabulary
 - ✓ Model good reading
 - ✓ Q+A to check understanding
 - ✓ Chapter summaries
 - ✓ Getting to know the pupils
 - ✓ SPARKS
 - ✓ Discussion
 - ✓ **Progress: 83%**

Moving forward

- Training
- Monitoring
- Year 7
- Phonics research

Carroll (2011), found that there are a number of studies which show that poor readers make significant gains in progress when they receive training in letter-sound knowledge, phoneme awareness and reading activities that explicitly link the letter patterns in printed words to the sound structure of those words (page 49).