

## **Catch Up and the renewed Primary Framework for Literacy**

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Catch Up Literacy is a one-to-one literacy intervention for learners in Years 2 – 8. It provides focused teaching, tailored to the needs of the individual, in those aspects of literacy that struggling readers find difficult.

### **Raising expectations**

The renewed Primary Framework for Literacy prioritises the importance of raising expectations for all children, especially those at greatest risk of underachievement.

With effective support, struggling readers are able to make significant progress – 85% of learners on Catch Up Literacy make double the expected progress. Catch Up Literacy also helps them access the full curriculum and significantly improves their self-esteem.

### **The ‘simple view of reading’**

Within what it calls the **simple view of reading**, the Framework identifies two components: **word recognition** and **language comprehension**.

### **Word recognition**

To address word recognition, the Framework recommends **synthetic phonics** as the preferred method of teaching reading to be used with all children in Reception and Year 1.

Catch Up Literacy is not intended to be used with those young beginner readers – it is for children who have been unable to make a significant start with reading in Reception and Year 1. It builds upon the initial reading skills taught in the Early Years and gives children a fresh start with reading.

Although Catch Up Literacy is not an Early Years synthetic phonics programme, phonics is an important part - the Catch Up Literacy **formative assessments** enable the adult to identify any areas of phonic weakness; the Catch Up Literacy **sessions** then provide opportunities to practise and build upon phonic knowledge. The child is encouraged to blend phonemes to decode unfamiliar words and to segment a word into its phonemes.

The Framework also acknowledges the need for pupils to ‘establish a store of familiar words that are recognised immediately on sight and linked to their meanings’. Catch Up Literacy addresses this in the individual teaching session when learners are taught to spell irregular high frequency sight words.

### **Language comprehension**

The Framework identifies comprehension as the ultimate goal of learning to read. In each Catch Up Literacy session we address comprehension by introducing each text and ensuring the learner understands what they are going to read before they start reading. When they have finished reading, the learners are then asked literal and inferential questions, to support and reinforce their understanding of the text.

### **Summarising the sequence of teaching in a Catch Up Literacy session**

In each Catch Up Literacy session we start with a **text**,  
then we focus on a **sentence**,  
and then we concentrate on a **word**,  
and study its letters and/or **phonemes**,  
then we put the word back into its **sentence**.

### **Catch Up and phonics kite marking**

The phonics kite mark isn't applicable to Catch Up Literacy which is designed for struggling readers in Years 2 – 8. The kite mark is designed for Early Years phonic programmes.