

‘Letters and Sounds’ and Catch Up Literacy

Letters and Sounds maps the progression of phonic knowledge over 6 phases:

- Phase 1: tuning in to the sounds of spoken language
Phase 2: introducing simple grapheme-phoneme correspondence (GPC). Children are taught to blend and segment cvc (consonant-vowel-consonant) words
Phase 3: teaching one representation for 42 of the 44 phonemes
Phase 4: blending words with adjacent consonants e.g. stop/post
Phase 5: mapping phonemes on to less familiar graphemes
Phase 6: exploring all permutations of GPC

Catch Up Literacy phonics assessments closely reflect this progression.

Assessment 3(a) assesses grapheme-phoneme matching at the single phoneme level (Phase 2)

Assessment 3(b) assesses blending and segmenting cvc words (including consonant digraphs) (Phase 2)

Assessment 3(c) assesses blending and spelling words with adjacent consonants (Phase 4)

Assessment 3(d) assesses reading and writing a sample of the more simple long vowel phonemes (Phase 3)

This means that Catch Up Literacy assessments cover Phases 2, 3 and 4.

It would be inappropriate for Catch Up Literacy to address the learning goals of Phase 1 as this is targeted to the needs of pre-school children.

Catch Up Literacy does not address the learning goals of Phases 5 & 6 as many ‘average’ readers in Y2 – Y8 continue to have difficulties with this stage of phonic knowledge and it is therefore not appropriate for an intervention programme to assess these skills at the outset of the intervention.

Once a pupil’s phonic knowledge has been identified and the pupil starts on Catch Up Literacy intervention, the Catch Up Literacy deliverer is trained to support the pupil’s learning at whatever stage it is needed.

In order to ensure that Catch Up Literacy deliverers are confident at teaching phonics at all stages of phonic knowledge, this is an area which is re-visited on the Catch Up Literacy review day (which takes place 6 – 12 months after the initial training).