Pathway for Little Wandle Catch-Up

Definition of Intervention terminology:

Terminology	Explanation
Repeated Practice	Practice throughout the day of GPCs oral blending, word reading and tricky words for Reception and Year 1 pupils linked to current and recent learning.
Little Wandle Daily Keep-up	Formal Interventions for pupils in reception and Year 1 who are falling behind using the suggested pathways in the SSP.
Little Wandle Rapid Catch-up	Formal intervention programme for pupils in Y2-6 still requiring phonics using the resources in the SSP
Little Wandle SEND Programme	Formal intervention programme for identified pupils who are significantly behind or require significant adaptations. Uses the SSP resources.

For the purposes of this document 'catch-up' is used for all pupils receiving interventions for phonics. It includes: Little Wandle Daily Keep-up, Little Wandle Rapid Catch-up; Little Wandle SEND Programme

Purpose of the Provision

For Pupils Requiring Targeted Phonics and Early Reading Intervention

Catch up provides a structured, time-limited phonics and early reading intervention to close gaps so pupils can access the full curriculum.

Aim of provision

··Rapidly address gaps in phoneme–grapheme correspondence (GPCs), blending, segmenting, prosody, and fluency through a phonically matched book and reading practice sessions.
·Use clear, systematic teaching routines (review, teach, practise, apply) with cumulative progression.
·Match decodable practice books to assessed GPC knowledge to secure accuracy and automaticity.
·Provide targeted, frequent, short sessions that dovetail with whole-class phonics and reading.
·Support swift reintegration to age-appropriate texts and independent classroom reading.
·Rebuild reading confidence and reading stamina through consistent practice.
·Ensure pupils feel successful and motivated as readers.

Eligibilty Criteria

A pupil may be considered for Little Wandle Catch-Up if they meet some of the following indicators:

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Eligibiility Critera

Learning Profile

·Working below age-related expectations in phonics and/or early reading skills (e.g., below the school's expected Little Wandle phase).
·Insecure GPC recall; difficulty blending to read or segmenting to spell.
·Reads accurately only with texts below phonics phase; limited fluency and prosody.
·Reading barriers impacting access to the wider curriculum and writing.

Assessment Information

·Little Wandle assessments indicate gaps in specific GPCs, oral blending (phase 2), applying GPCs to word reading , tricky words, fluent word reading (and application to sentence reading in Phase 5).
·Running records or fluency checks indicate low WCPM (words correct per minute) on decodable texts matched to current code. Check for 90% fluency on unseen texts.
·Blending with automaticity is from Phase 4. In Phases 2 and 3 fluent word reading may be blending, then tracking back to then read the word fluently.
·Fluency assessments for Phase 5 set 3, 4, 5
·Termly Phonics screening check practice papers for tracking progress, and identifying gaps for all Year1 pupils and those in Year 2 who did not pass in Year 1.
·Assessment for new starters without phonics data and/or low phonics level.

Previous Support

·Has received in-class keep-up strategies (precision teaching, daily review, extra blending practice).
·Despite short-term support, progress remains insufficient to close the gap.

Social, Emotional and Regulation Needs

·May experience low confidence or avoidance around reading tasks.
·Benefits from predictable routines, clear success criteria, and positive reinforcement.

Parent/Carer Engagement

·Parents/carers understand the purpose of Catch-Up as a time-limited, needs-focused intervention.
·Agreement to support home reading with the matched decodable book and to avoid texts that are not phonically decodable at the current code.
·Parents/carers attend review meetings and share observations from home reading.

Held with:

- Class Teacher

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Referral and Decision Making Progress

Identification of Need

·Class teacher flags concerns with Phonics/Reading Lead and SENCO.
·Phonics Lead has overview of all Reception and Year 1 assessments using Little Wandle Assessment Tracker.
·Evidence gathered: phonics check records, decoding/encoding probes, running records/fluency data, samples of independent work.
·New arrivals (except Reception pupils in September) are screened quickly and Phonics Lead is notified of outcomes.

Pupil Discussion Meeting

Held with:
·Class teacher
·Phonics/Reading Lead (or Little Wandle Lead)
·SENCO
·Phase leader/English Lead
·Parents/carers

Decision and Start Date

·Joint decision made based on assessed need and group composition/capacity.
·Start date agreed; baseline profile finalised; decodable book level set.

Provision Overview

Pupils in Little Wandle Catch-Up access:
·Frequency & dosage: short, frequent sessions (e.g., 3–5 times per week) with a trained adult.
·Structure: revisit/review → teach → practise → apply, with immediate corrective feedback.
·Content focus (as appropriate):
- o GPC review and teaching (targeted gaps)
- o Oral blending and word blending
- o Segmenting for spelling
- o Tricky/common exception words (within the programme sequence)
- o Fluency (accuracy → prosody → pace) using matched decodables
- o Comprehension questions appropriate to code stage

·Text match: decodable books precisely aligned to assessed code; one book for school practice, one for home
·Progression: cumulative—pupils only advance when secure.

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Class Teacher Responsibility (Integrated Seamlessly)

The mainstream class teacher remains the lead professional and holds overall responsibility for:

·The pupil's reading progress across the curriculum.
·Ensuring classroom phonics/reading practice aligns with intervention targets.
·Monitoring book match and ensuring daily classroom opportunities to apply code.
·Communicating with parents/carers about home reading routines.

The class teacher must:

·Discuss progress of pupils on catch-up with the Catch-Up adult regularly (or use programme-provided session plans) and review that progress regularly with the Phonics/Reading Lead.
·Maintain decodable text match in class and guided reading; avoid unhelpful guessing strategies.
·Record and respond to assessment checkpoints to adapt whole-class provision.

Review and monitoring

Baseline Assessment

Within the first week of mid-year starters, an assessment is conducted across:

·Known/secure GPCs and known tricky words.
·Blending accuracy and automaticity; segmenting for spelling.
·Fluency on matched decodable text (WCPM, error types, prosody notes).
·Confidence/attitude to reading; stamina.

Ongoing Review

·Weekly: mini-checks of target GPCs/tricky words; book-level suitability.
·Half-termly: formal phonics/fluency check and review of movement between groups/sets. (year Reception and Year 1)
·4-weekly assessment at the end of the 4 week units for Rapid Catch-up (y2-6)
·Assessment Tracker website updated and this updates previous assessments.
·Provision re-evaluated from the assessment outcomes.

Termly review meeting

Half termly reviews:

·Phonics Lead
·Catch-up adult
·Class teacher
·SENCO

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Review and Monitoring continues

Termly reviews
·Class teacher (overall responsibility)
·Catch-Up adult
·Phonics/Reading Lead / English Lead
·SENCO
·Parents/carers
·Pupil (where appropriate)

This reviews, under the guidance of the Phonics Lead;
·Progress against Catch-Up targets (GPCs, blending/segmenting, tricky words, fluency).
·Book-level progression and transfer of skills into classroom reading/writing.
·Whether to: continue, adapt targets, or begin graduation.

Reintegration Pathway Back to Mainstream

Reintegration is based on readiness (secure code application) rather than time.

A child may begin reintegration when they demonstrate:
·Secure recall and application of previously targeted GPCs in reading and writing.
·Accurate, increasingly automatic blending with matched decodables; improving fluency and prosody.
·Successful application during whole-class reading/phonics and independent tasks.
·Successful completion of the Phase 5 Fluency assessments.

Staged Reintegration Programme
Stage 1: Exit the programme
·Child has successful achieved fluency on the fluency assessments on a Phase Set 5 book.
·Child still receives matched decodable book.

Stage 2: Classroom Consolidation
·Skills practiced primarily in whole-class sessions/guided reading; continue short precision teaching for any lingering GPCs.
·Reading fluency carefully monitored by class teacher to ensure 90% automaticity at first read.
·Pupil receives a suitable reading to book (e.g. Barrington Stoke) to further develop reading fluency.
·Pupil may (depending on their age) move to a reading fluency intervention (e.g. Herts for Learning)

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Staged Reintegration Process continued

Stage 3: Light-Touch Monitoring
·Periodic fluency checks and GPC spot-checks; adjust book levels through normal class systems.

Stage 4: Full Reintegration
·Child can access age-related reading materials ; class teacher maintains book-level progression.
·SENCO/Reading Lead monitors for 6–8 weeks.

Exit Criteria

A child may exit Little Wandle Catch-Up if:

·GPC targets are secure and consistently applied in class work.
·Fluency is appropriate for code level with developing prosody and comprehension.
·The pupil can access age-appropriate classroom reading with standard classroom support (dependent on age)
·Needs have changed and a different pathway (e.g., SEND assessment, speech & language, or dyslexia-informed approaches) is more appropriate.

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