



**A COMPLETE PHONICS RESOURCE
TO SUPPORT CHILDREN**

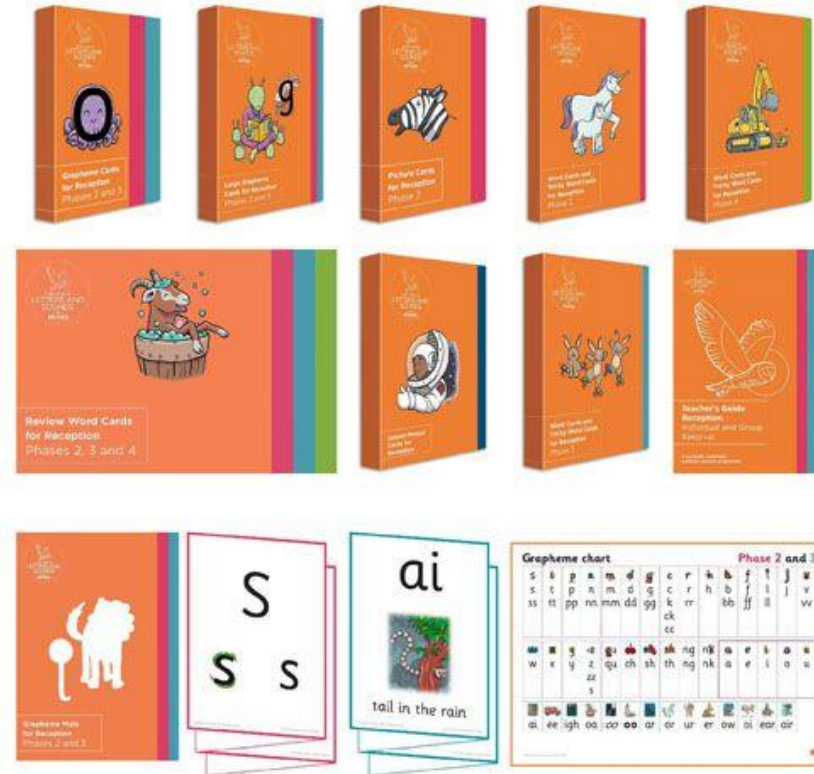
Keep-up Interventions

Wednesday 10th January 2024

‘It’s never too early to start Daily Keep-up provision to ensure that you’re supporting children who are at risk of falling behind.’ — *Little Wandle*

Daily Keep-up

Daily Keep-up interventions are put in place to support children who are at risk of falling behind. Teaching staff use flowcharts/criteria to identify what support each child needs.

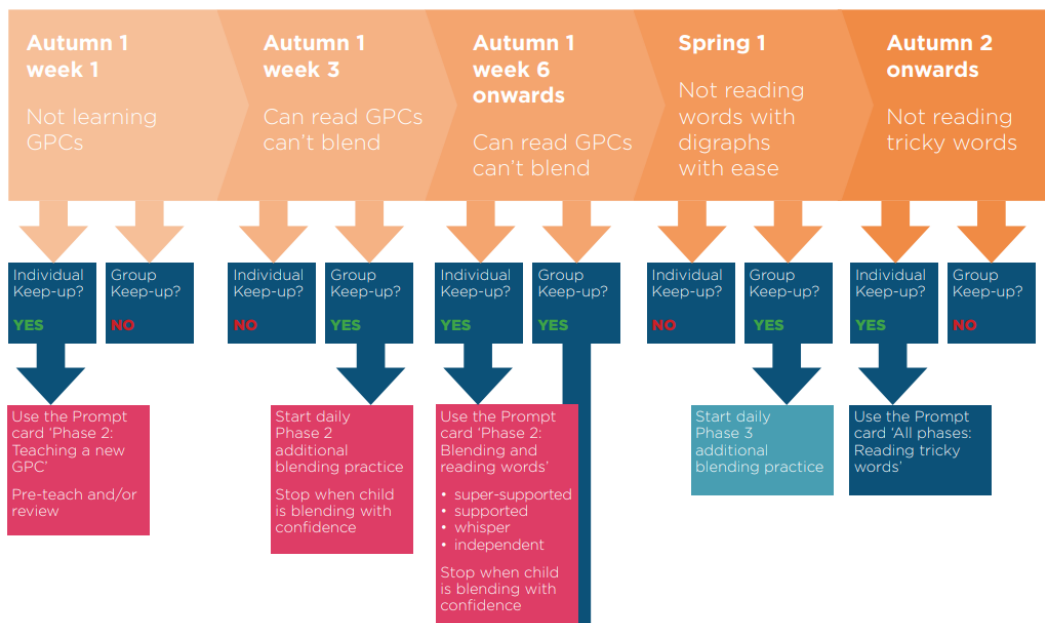


Daily Keep-up

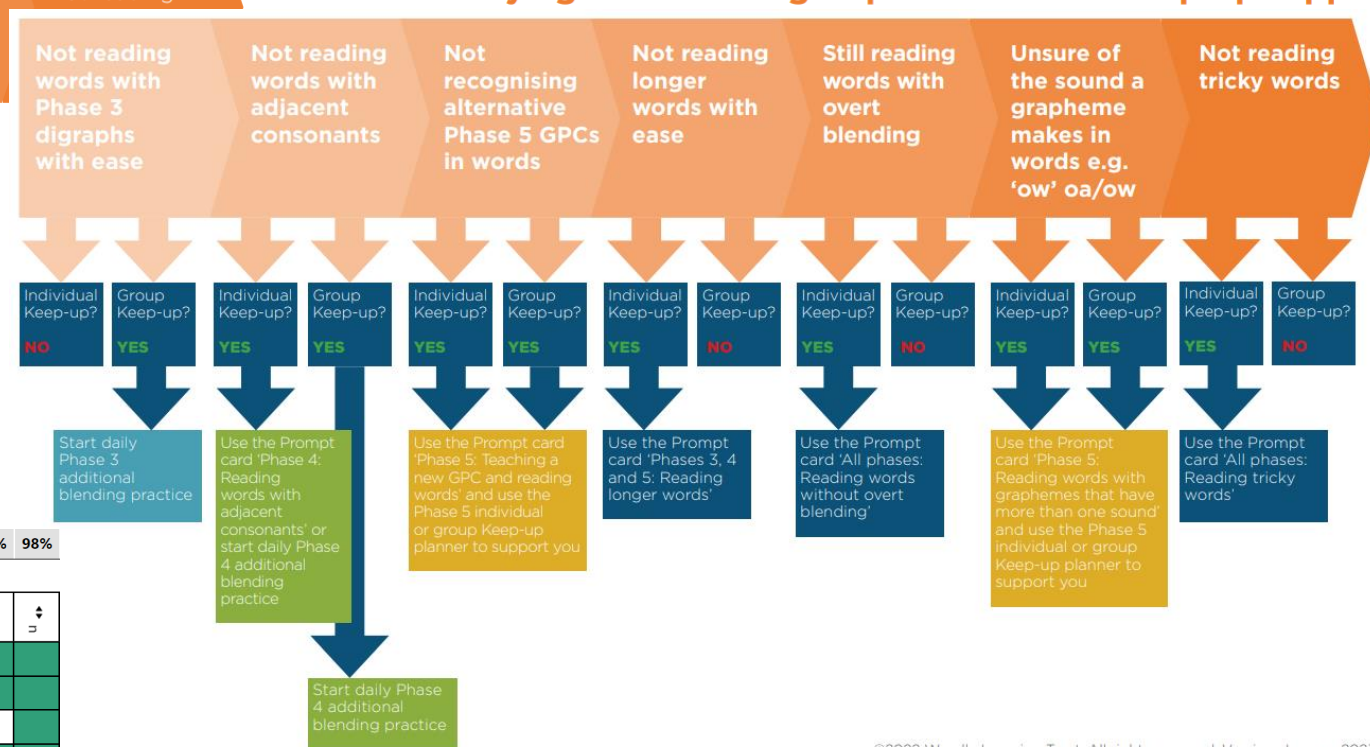
Teaching staff use flowcharts to identify the support individual children may need...



Reception: Identifying children for group or individual Keep-up support



Year 1: Identifying children for group or individual Keep-up support



95%	98%		98%	97%	100%	98%	98%	100%	100%	98%	98%
Overall ↕	GPCs ↕	Next Steps	m ↕	a ↕	p ↕	c ↕	o ↕	s ↕	g ↕	k ↕	u ↕
100%	100%	Well done! Continue to teach any gaps - aim for 100%!									
100%	100%	Well done! Continue to teach any gaps - aim for 100%!									
68%	75%	Need for extra daily practice - plug every gap. See assessment guide.									
89%	95%	Well done! Continue to teach any gaps - aim for 100%!									
86%	90%	Well done! Continue to teach any gaps - aim for 100%!									
100%	100%	Well done! Continue to teach any gaps - aim for 100%!									
89%	100%	Well done! Continue to teach any gaps - aim for 100%!									
100%	100%	Well done! Continue to teach any gaps - aim for 100%!									
100%	100%	Well done! Continue to teach any gaps - aim for 100%!									

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We use our assessments to identify gaps

As a school we have access to Little Wandle planning, resources and videos to support our teaching team in delivering Keep-Up Interventions



Resources

- ✓ Flowcharts to help you identify children for 1:1 or group Daily Keep-up in Reception and Year 1.
- ✓ Additional blending word cards for all phases.
- ✓ Tricky words cards.
- ✓ Daily Keep-up record.
- ✓ Editable Daily Keep-up overview.
- ✓ 'How-to' videos modelling all aspects of teaching.

See more →

Planning

- ✓ Group materials covering additional blending practice and planning up to Phase 5
- ✓ Comprehensive guidance for carrying out individual Daily Keep-up for Reception and Year 1 children.

See more →

Assessment

After three weeks of Daily Keep-up re-assess using your last Reception or Year 1 assessment and upload to the assessments tracker website which will show progress and recommended book level.

See more →

‘How to’ videos



Phase 2: Teaching a new GPC



All phases: Precision teaching



Oral blending: Point to the picture



Phase 2: Blending and reading words - super supported method

Templates

Precision teaching grids

Phase 2 additional blending practice: Group Keep-up record

Individual Keep-up plan

Resources

pen ran

was you

they my

Planning

Weekly grids

Week 1

Lesson	Revisit and review	Teach and practise
1	Can you touch your ...? t-o-p l-e-g h-e-a-d a-r-m	Oral blending: pin mat sat pin dip Teacher-led blending words: pin mat sat pin dip
2	What is making the sound? A car goes zoom! A horn on a van goes beep beep! The ball on the b-u-s goes ding ding!	Oral blending: dig tap pet tip tad Teacher-led blending words: dig tap pet tip tad
3	Blend from the box d-o-g m-o-o-n s-o-ck a-t	Oral blending: top dog pot nip map Teacher-led blending words: top dog pot nip map
4	Can you do the actions? p-r-e-t your march like Old Duke c-r-o-d your h-r-o-p	Oral blending: cat og nod nap got Teacher-led blending words: cat og nod nap got
5	Blend from s-u-n o-u-t-e-e-e f-r-e	Oral blending: crayon skirt feather square measure

‘Win it!’ - Teaching a new GPC (grapheme-phoneme correspondence)

Single letter e.g. b

Digraph e.g. ai

Trigraph e.g. igh



You can find this video by clicking [here](#)

'Win it!' - Teaching a new GPC (grapheme-phoneme correspondence)



You will need:



GPC cards

Choose 6 cards your child can read confidently and place these in a pile.
Now select a GPC that your child needs support to read.

E.g. ai

Place the card on the table with the **grapheme** side facing up.

Say '**copy me... ai**' as you trace over the letters.

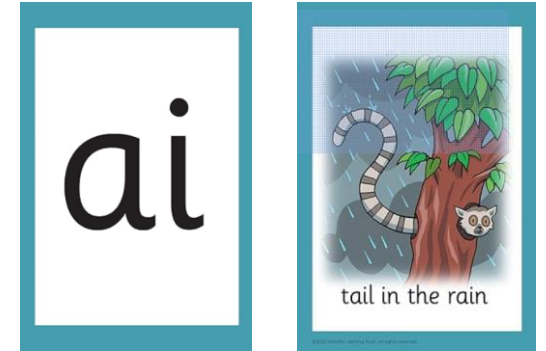
Allow your child to do the same. Repeat this several times.

Turn the card over with the **mnemonic/catchphrase** facing up

Say '**copy me... tail in the rain**'.

Allow your child to do the same. Repeat several times.

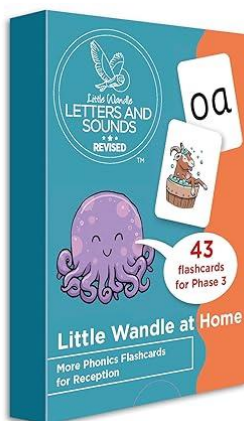
Now add this card into the pack of GPCs that your child already knows. Ask them to read the graphemes. When they spot the new grapheme, they should say the phoneme and put their hands on their head. They win the card if they say it correctly. Repeat by shuffling the cards and placing the new sound back in the pack.



'Mix it up' - Reading and spelling words



Help your child to read and spell words with this fun game.



You can find this video by clicking [here](#)

'Mix it up' - Reading and spelling words



You will need:

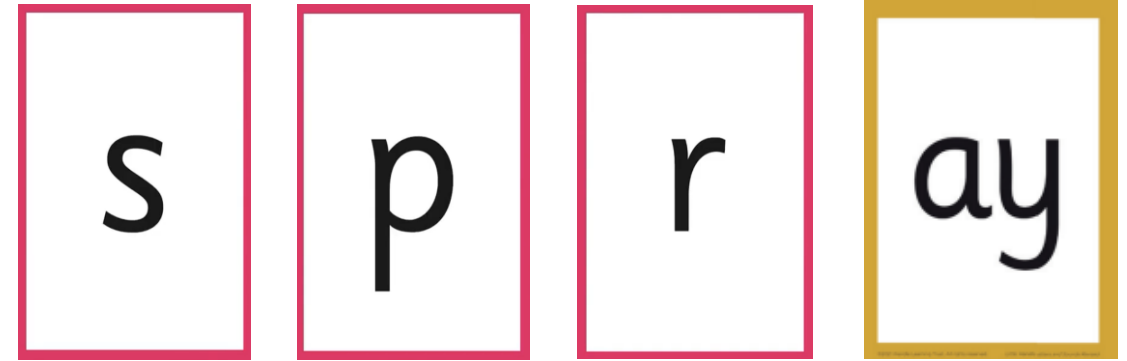


GPC cards

Choose the grapheme cards you need to make a word.

Mix them up.

Show your child how to make the word.



Point and sweep as you sound out and blend to read the word.

Mix the cards up again and ask your child to make the word and read it.

NOTE: You can add other graphemes that won't appear in the word to add extra challenge.



'Change it' - Reading words

Read lots of words with this fun game. Change one grapheme card each time to make and read a new word. How many words can you make and read with your child?



You can find this video by clicking [here](#)

'Change it' - Reading words



You will need:



GPC cards

Change one grapheme card each time to make and read a new word.

You might want to choose a focus GPC e.g. ay

You can build new words by changing one grapheme card.

pay > day > say > may > play > clay

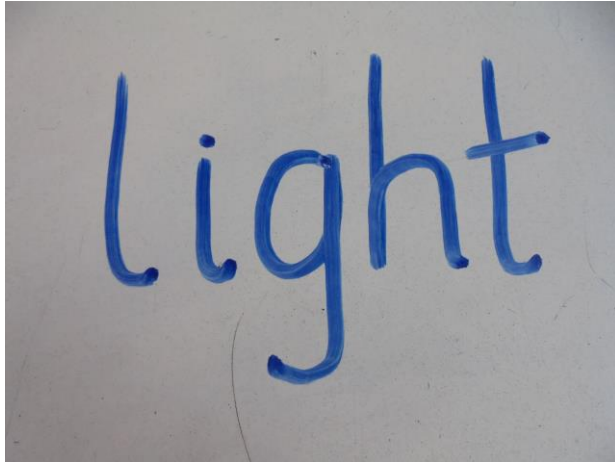
How many words can you make and read with your child?



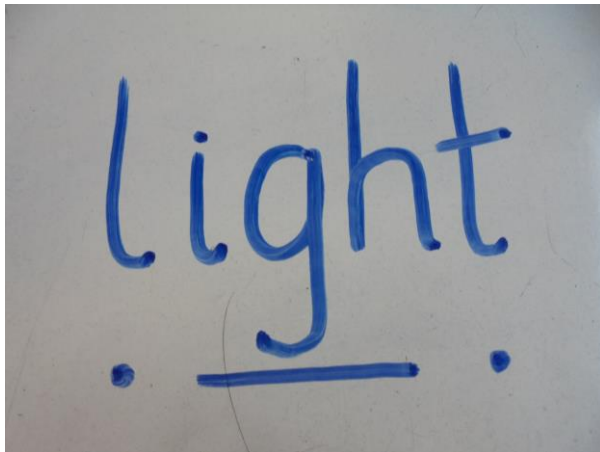
Identifying digraphs/trigraphs in words



Step 1: 'Spot the trigraph in the word'



Step 2: 'Can you add sound buttons?'



Step 3: Read the word
'Point and sweep as you
sound talk and blend'

You will need: paper/whiteboard and pen

Identifying digraphs/trigraphs in words



Step 1: 'Spot the digraph in the word'

spray

crayon

ay

Step 2: 'Can you add sound buttons?'

spray
• • • —

crayon
• • — • •

Step 3: Read the word
'Point and sweep as you
sound talk and blend'

You will need: paper/whiteboard and pen

‘Win it!’ – Reading ‘tricky words’

‘Tricky words’ are words that cannot easily be decoded (‘sounded out’ and read). This is because some of the sounds in the words are spelled in an unusual way. It is important for children to be able to read these words as they are among the most common words in English.



Find out about how to read ‘tricky words’ [here](#)

Preview

Download

Preview

Download

Preview

Download

Preview

Download



You can download guidance on how tricky words are taught on the parent page of the Little Wandle website

Choose 6 tricky word cards your child can read confidently and place these in a pile.
Now select a tricky word that your child needs support to read.
E.g. was

Using the downloadable guidance, tell your child the tricky part of the word.
Model reading it. Ask your child to read it. Repeat this several times.

Now add this card into the pack of tricky words that your child already knows. Ask them to read the tricky words. When they spot the new tricky word, they should read it and put their hands on their head. They win the card if they read it correctly. Repeat by shuffling the cards and placing the new tricky word back in the pack.



Phase 3 tricky word	Tricky part(s)	Why is it tricky?
was	a	The 'a' makes the sound o . Learning so far: For 'a', your our child has learned the sound a as in 'cat'.

You can find these videos by clicking [here](#)



You can find out how to pronounce each sound [here](#)



Phase 2 sounds taught in
Reception Autumn 1



Phase 2 sounds taught in
Reception Autumn 2



Phase 3 sounds taught in
Reception Spring 1



How to say Phase 5 sounds

Upcoming Workshops...



Reading for Pleasure
(YR, Y1 & Y2)

Wednesday 7th February

**This will be at 9am in the
school hall. Please enter via
the atrium doors.**

Feedback

Thank you for attending the workshop.
Please complete the feedback form:



Phonics Keep-Up workshop -
Feedback form

