

CATCH UP IN SECONDARY SCHOOLS

Background

Introducing Catch Up	2
What is Catch Up Literacy?	3
The 4 stages of Catch Up Literacy	4
Catch Up Literacy in schools	5
Catch Up training	6

Catch Up Literacy in secondary schools

The beginnings of Catch Up Literacy in secondary schools	7
The management of Catch Up in secondary schools	8
Review of impact (2007-2008): quantitative data	9
Review of impact (2007-2008): qualitative data	11
Catch Up Literacy in secondary schools – EAL learners	14
Catch Up Literacy in secondary schools – LAC learners	15
Catch Up Literacy in secondary schools – impact on deliverers	16
Catch Up Literacy in secondary schools – working with parents	17

Appendices	18
------------------	----

INTRODUCING CATCH UP

CATCH UP MISSION STATEMENT

To address the problem of underachievement that has its roots in literacy and numeracy difficulties.

CATCH UP is a not-for-profit charity that:

- offers comprehensive and integrated training and resource packages to support the management and delivery of the Catch Up interventions
- provides ongoing support, through the Catch Up Community, for those who deliver the Catch Up interventions to struggling learners
- undertakes research into the development and enhancement of the Catch Up interventions, and into extending the support it provides to struggling learners

WHAT IS CATCH UP LITERACY?

- A structured one-to-one intervention for learners who struggle with literacy
- Centred on 15 minute teaching sessions delivered twice a week
- Targeted to the needs of the individual (personalised learning)
- Addresses all aspects of the reading process: word recognition and language comprehension
- Complements the Primary and Secondary National Strategies
- Grounded in rigorous academic research and proven in schools
- Realistic, practical and very inexpensive
- Available as an integrated training and resource package
- Available in English and Welsh medium (Llythrennedd Dyfal Donc)

THE 4 STAGES OF CATCH UP LITERACY

1. Formative assessments

Used to set targets and to identify the appropriate starting point for teaching.

2. Selecting an appropriate book for the learner to read

Catch Up has graded more than 5000 books into 12 gradually increasing levels of difficulty, to enable teaching staff to select books that the individual struggling reader can read with a high degree of success; the interactive Booklist of fiction and non fiction books from both reading schemes and non schemes is available on the Catch Up website for all trainees.

3. Individual teaching session

A 15 minute structured session, delivered twice a week:

Prepared reading (3 minutes), to enable the learner to concentrate on reading for meaning

Independent reading (6 minutes), an opportunity for the learner to read and the reading to be diagnosed by the adult

Linked writing (6 minutes), to enable the learner to benefit from the reciprocal gains of reading and spelling

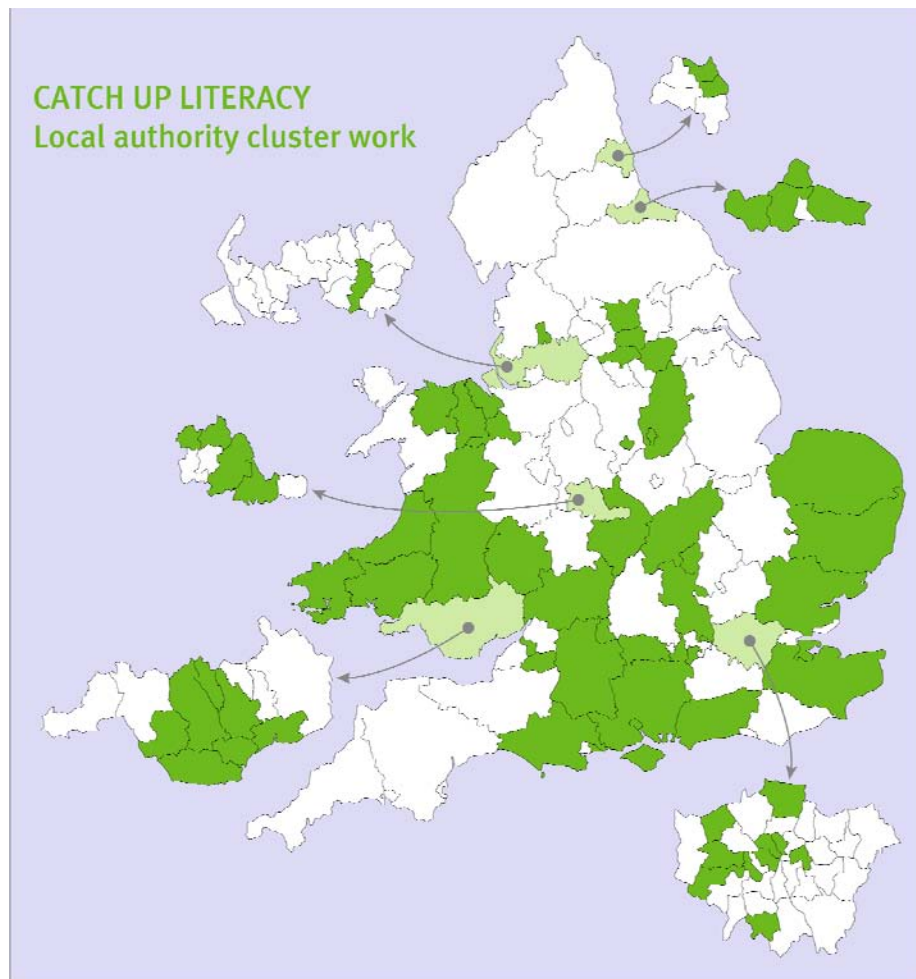
Catch Up Literacy	
Individual teaching session record sheet	
Book title:	Date:
Miscues 	Response and understanding Fiction Literal comprehension e.g. Who is the main character? What happened...? Inferential comprehension e.g. What might happen next? How do you think the character felt when...? Why did the character say...? Personal response e.g. What would you have done if...? Have you ever been...? Non-fiction Have you learned anything new about...? Which fact do you find the most interesting?
Reading strategies Uses initial phoneme to decode word <input type="checkbox"/> Uses more than initial phoneme <input type="checkbox"/> Blends phonemes accurately <input type="checkbox"/> Chunks longer words into syllables <input type="checkbox"/> Substitutes a meaningful word <input type="checkbox"/> Self-corrects <input type="checkbox"/> Pays attention to punctuation <input type="checkbox"/> Reads with expression <input type="checkbox"/>	
Sentence including selected word <small>(Show stimulus or key word)</small>	
Linked writing Irregular word focus <input type="checkbox"/> Phonic focus <input type="checkbox"/> <small>(Track that the pencil or pen is held correctly)</small>	
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Comments <small>(Including teacher's comments)</small>	Follow up

4. Ongoing monitoring

To track the learner's needs and progress

CATCH UP LITERACY IN SCHOOLS

- Catch Up Literacy was originally developed, in 1998, for children in primary schools. It is currently used by more than 4000 schools and has been implemented in clusters of schools by more than 60 Local Authorities (LAs) across England and Wales (see appendix 1)



- We estimate that almost 120,000 struggling readers have benefited (see appendix 2)
- Standardised data has shown that 8,763 struggling readers in primary schools (aged 6 – 11 years) from more than 23 LAs (2001-07) made average Reading Age gains of 18.76 months after an average 7.9 months of Catch Up Literacy intervention (a ratio gain of approximately 2.37)

CATCH UP TRAINING

- All of the guidance necessary to deliver Catch Up Literacy is provided as part of the integrated training and resource package:

L1: *INTRODUCING CATCH UP LITERACY*

A 90 minute information session which gives an overview of Catch Up Literacy and its implementation and management in school for local authority advisers, members of school Senior Management Teams and the member of staff who will manage Catch Up Literacy in school.

L2: *DELIVERING CATCH UP LITERACY*

Three half days of training for staff who will deliver Catch Up Literacy to struggling readers and for the member of staff who will manage Catch Up Literacy in school.

L3: *MANAGING CATCH UP LITERACY*

A 90 minute training session for the member of staff who will manage Catch Up Literacy in school.

L4: *REVIEW AND NEXT STEPS*

A one day course held approximately six months after L2, that reviews the delivery of Catch Up Literacy and gives further guidance for those who have completed L2 and are experienced in delivering Catch Up Literacy.

- The Catch Up training is Open College Network (OCN) accredited and National Training Awards (NTA) award winning (2002, 2003, 2007)
- The training is delivered by 21 Catch Up Approved Trainers (CUATs) – trainers who have successfully completed Catch Up's rigorous 'training the trainer' programme
- CUATs have trained more than 8000 teachers and teaching assistants

THE BEGINNINGS OF CATCH UP LITERACY IN SECONDARY SCHOOLS

- In response to very many requests, in 2003 Catch Up began a three year programme of research into how the very successful Catch Up Primary School Programme might be made effective for children in secondary schools
- After having been successfully piloted in 5 local authorities (LAs), Catch Up for children in secondary schools was launched in 2006
- Standardised data from 5 LAs taking part in the pilot phase (2004-2006) showed that 395 struggling readers in 56 secondary schools (aged 11-14) made average Reading Age gains of 18.4 months after an average 11 months of Catch Up Literacy intervention. These pilot results (which include many learners who received very few Catch Up Literacy sessions) informed the development of the final Catch Up Literacy package.
- 221 teachers and 443 teaching assistants from 208 secondary schools in England and Wales have attended Catch Up training 2006 -2008

THE MANAGEMENT OF CATCH UP IN SECONDARY SCHOOLS

- Research shows that Catch Up makes the biggest difference when it is managed in school effectively (for example, when it is properly timetabled and when it is supported both by teachers and by the senior management team)
- Accordingly, Catch Up provides comprehensive training and support to help schools implement and manage Catch Up Literacy effectively
- The Catch Up Coordinator action plan provides the structure for this management training:

CatchUp Literacy		Proforma 1	
Catch Up Coordinator action plan			
Introducing Catch Up Literacy		who/when/how	date completed
1	Communicate about Catch Up Literacy to: <ol style="list-style-type: none"> Existing staff Parents and carers Governors and trustees New staff Learners 		
2	Identify learners who will benefit from Catch Up Literacy		
3	Identify staff to deliver Catch Up Literacy		
4	Organise attendance at Catch Up Literacy training		
5	Timetable		
6	Prepare resources: <ol style="list-style-type: none"> Copy Progress booklets Select suitable books Identify gaps Buy additional books Grade books Decide how to store graded books Make Catch Up Literacy games 		
Supporting and monitoring Catch Up Literacy		who/when/how	date completed
7	Liaise between teachers and Catch Up Literacy staff		
8	Support and monitor Catch Up Literacy staff: <ol style="list-style-type: none"> Ensure regular discussion Observe Catch Up Literacy Individual teaching sessions Check Progress booklets Identify and support training needs 		
9	Monitor learner progress and effectiveness of Catch Up Literacy: <ol style="list-style-type: none"> Administer standardised reading test Analyse learner results Analyse whole school (or other setting) results Consider other factors Examine reasons for lack of progress Review and evaluate Catch Up Literacy in school (or other setting) 		
10	Report outcomes to: <ol style="list-style-type: none"> Existing staff Parents and carers Governors and trustees New staff Learners 		

REVIEW OF IMPACT (2007-2008): QUANTITATIVE DATA

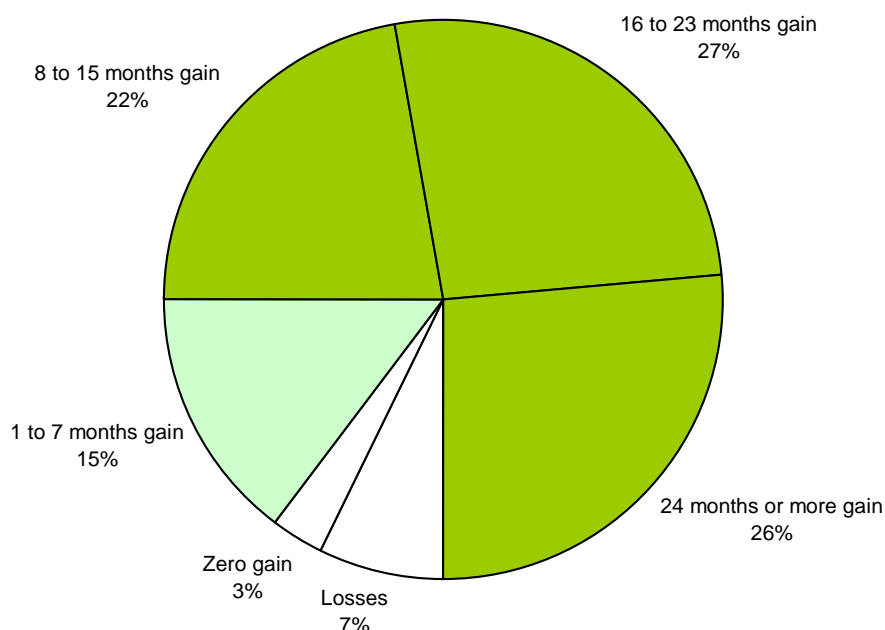
DATA SOURCES

- Data about the success of learners using Catch Up gathered from each L4 (*Review and Next Steps*) session
- Standardised Reading Age data (pre- and post-intervention) for 427 learners (60% in Year 7, 27% in Year 8, 13% in Years 9 – 11) received from 28 secondary schools, across 19 local authorities (questionnaires received, June 2008)
- Additional quantitative data from 20 additional schools (making a total of 48 schools across 21 local authorities) (questionnaires received, June 2008)

SUMMARY

- Standardised data showed that 427 struggling readers (in Years 7 to 10) in 28 secondary schools across 19 local authorities in England and Wales made average Reading Age gains of more than 16.71 months after an average 8.3 months of Catch Up Literacy intervention (an average ratio gain of 2.01).
- Most learners received 8 or 9 months of intervention (range from 1 to 21 months)

Percentages of secondary school learners making gains or losses



- Analysis shows that Catch Up is equally successful across all the year groups represented in the data (Years 7 – 11), irrespective of their Chronological Age or starting Reading Age
 - The 7 standardised tests used (ACCESS, AWRT, Blackwell, GRT, NFER, Salford, Suffolk) showed broadly similar results
 - Of 37 schools who answered the question about timetabling, 28 (76%) reported that they believed they had been able to timetable Catch Up effectively
 - Of 37 schools who answered the relevant question, 28 (76%) delivered Catch Up Literacy in two fifteen minute sessions a week. The remaining 9 schools withdrew the learners from a complete class period (in these schools, Catch Up was part of a range of activities including: e.g., 'Success Maker' and 'Lexia')
 - Schools reported that (to attend their Catch Up Literacy sessions) learners were withdrawn from a range of subjects (including Humanities, English, MFL, PSHE). Some schools operated a rolling timetable so that learners were withdrawn from a variety of subjects across the term. Where schools found timetabling difficult this was usually because of staff or room availability, or because of conflicting demands (such as exams or extra curricula support). In other schools, Catch Up was delivered either before or after the school day.
 - Schools also reported that while very few learners were reluctant to attend their Catch Up sessions, some teachers were negative about learners being withdrawn from their classes.
- NB. 1) Where test scores were lower than the test's minimum measurable score or greater than the test's maximum measurable score, one month was subtracted or added accordingly (based on advice from Greg Brooks)
- 2) Some schools tested learners at the beginning and end of the school year, which didn't necessarily reflect the period of intervention. No adjustments have been made to the affected gains/losses

REVIEW OF IMPACT (2007-2008): QUALITATIVE DATA

DATA SOURCES

- Verbal and written feedback about the success of learners using Catch Up gathered at each L4 (*Review and Next Steps*) session (see appendices 3 and 4)
- Questionnaires received June 2008 giving information about 505 learners, received from 48 secondary schools, across 21 local authorities (see case studies in appendix 4)
- Verbal and written feedback from Local Authorities who have organised Catch Up training

SUMMARY

1. Improvements in attitude/confidence/self esteem

- Learners' increase in confidence about reading is the most striking and most frequently reported impact.
- There is a shift from a negative, indifferent and even "can't do" or "won't do" attitude towards "wanting to read".
- Time and time again teachers talk of changes in body language, of learners who smile and who are eager to come to sessions, frequently ask when their next session is going to be and are anxious to check out that they haven't missed a session!
- This increase in motivation also has a wider impact on the learners' engagement in learning across the curriculum. They become more confident learners and are more willing to participate in other lessons, more willing to answer questions and are much happier about reading aloud in class.

2. Improvements in the range of strategies employed by struggling readers

- Students learned a greater range of strategies to use when reading. In particular, they learned to: self-correct; blend phonemes to read words; go back to the start of a sentence to make sense of a specific word; observe

punctuation marks and to be more aware of punctuation in their reading; read with expression.

3. Enjoyment of reading and enjoyment of books

- Teachers report with great enthusiasm that previously struggling readers started to enjoy reading - they talk about books, take a pride in owning books, visit the library and participate in making choices about what they read. There is sense that a new world is opening up to them.
- One learner thought that reading was just to do with reading scheme books. He did not like these so was delighted to find that there were books which really interested him. An enthusiastic learner in Nottingham knocked on his teaching assistant's front door one Saturday morning to ask if he could read to her! A Norfolk boy who had previously been skilled in knocking books off the shelves in the school library, now visited the public library on a Saturday morning to borrow books!

4. Transfer of skills to other subjects in the curriculum

- Many of the teaching assistants who deliver Catch Up also support some of their "Catch Up" learners in other lessons. They noticed that learners transferred the skills they had learnt in the sessions to the reading required in other curriculum subjects.

5. Improvements in spelling

- Teachers report on progress in spelling and feel that the confidence to "have a go" at reading tricky words extended to spelling as well. At the end of the six minute Catch Up Literacy Linked Writing session, learners are asked to write the sentence containing the focus word. Teachers make it clear that they will help with the spelling of the "other" words. On the whole they find that learners are perfectly happy to write out the whole sentence.

6. Improvements in comprehension

- Teachers reported that many learners, after they have taken part in Catch Up Literacy, demonstrated marked improvements in their ability to

comprehend texts at the literal and inferential levels – previously many of them were content to just ‘get the words right’ without any attempt to understand what they had read. During the Catch Up sessions the learner is encouraged to reflect on what they have read at a literal, inferential and evaluative level.

7. Improvements in observance of punctuation during reading

- Several teachers felt that there was a link between the observance of punctuation during reading and improved levels of comprehension.

8. Improvement in behaviour and attendance

- Teachers report that the behaviour problems of some struggling readers are significantly reduced when they have been on the Catch Up Literacy intervention. This, teachers believe, is linked to learners’ new found confidence and increase in self-esteem. Teachers also comment on improved attendance shown by learners on Catch Up Literacy. Indeed, some poor attenders appear on Catch Up days but not on others!

9. Measurements of Reading Ages can obscure other important gains

- For example, one teacher reported the following data for one Year 8 learner. In addition to a Reading Age gain of 10 months, his phonological knowledge has almost doubled:

	Spelling of high frequency words	Reading of high frequency words	Phonological knowledge	Reading Age (y:m)
Sept 07	12%	72%	42%	7:1
March 08	20%	87%	74%	7:11

10. Other findings

- Learners who lacked confidence in speaking and those with speech problems gained confidence in speaking to adults not only in the Catch Up sessions but also more generally. Learners who felt isolated from their peers found it easier to integrate socially.

CATCH UP LITERACY IN SECONDARY SCHOOLS – EAL learners

- While Catch Up Literacy was not specifically designed for EAL learners, trainees are given advice and guidance about working with EAL learners during training and in the Literacy File.
- Teachers' feedback points to the success of Catch Up for EAL learners. Respondents referred to the "large impact" on EAL learners.
- Teachers explained that the Catch Up session enabled the learner to focus on word meanings, phonemes, letter patterns, pronunciation, letter names and formation; and to gain experience of any words or concepts that might be unfamiliar to the learner in terms of their background and culture. Teachers believe that this learning is retained as the learners' confidence is increased.

(See the case studies in appendix 4: Mateus, Cindy and Namratha)

NB Catch Up is available in English (Catch Up Literacy) and in Welsh (Llythrennedd Dyfal Donc). Catch Up is recognised as a provider of bilingual training in Wales.

CATCH UP LITERACY IN SECONDARY SCHOOLS – LAC learners

- Feedback from pilot work with the Norfolk Looked After Children virtual school and Compass Children's Service suggest that Catch Up Literacy can be equally effective for Looked After Children
- We are awaiting further data from the virtual school in Cambridgeshire and Hertfordshire Corporate Parenting Service

CATCH UP LITERACY IN SECONDARY SCHOOLS – Impact on deliverers

- The skills and confidence levels of the teachers and teaching assistants who deliver Catch Up is a crucial factor in the success of the intervention:
 - Teaching staff report that they find it exciting and rewarding to deliver an intervention which radically changes learners' attitudes to reading. There is enjoyment and enthusiasm about the fact that learners make progress. This always comes across to the trainers conducting the L4 (Review and Next Steps) session, even when schools have not had an easy time implementing the intervention.
 - There are frequent references to the fact that the session is carefully structured and timed to enable paced, timed quality intervention to take place. Teachers also comment that the structure has given them a feeling of confidence, "I know where the session is going. I know where the intervention is going."
 - Confidence and self-esteem levels increase once learners start to progress
 - Training increases awareness of what it's like to be a struggling reader. "Training taught me to understand reading from a struggling reader's point of view – gave me an awareness of the way that children feel and behave has a big impact on the way children enjoy reading".
 - Training made teachers more aware of the need to identify exactly the needs of the learner. One teacher said, "I no longer presume anything about the child".
 - Increased awareness of the underlying problems of struggling readers.

"It has changed the way I view children's books."

"I have a lovely sense of doing something useful as you see children growing in self-confidence and enjoyment of reading."

"The huge progress made by my students in their reading, spelling and comprehension makes me proud that I have had a hand in changing their lives and opening a future for many of these learners."

CATCH UP LITERACY IN SECONDARY SCHOOLS – working with parents

- Feedback from the questionnaires and L4 (Review and Next Steps) sessions suggested that few parents had any involvement with the delivery of Catch Up Literacy to their children.
- Catch Up is currently investigating the possibility of developing a 'Catch Up Family Learning' training and resource package, which will complement Catch Up Literacy and Numeracy work in primary and secondary schools.

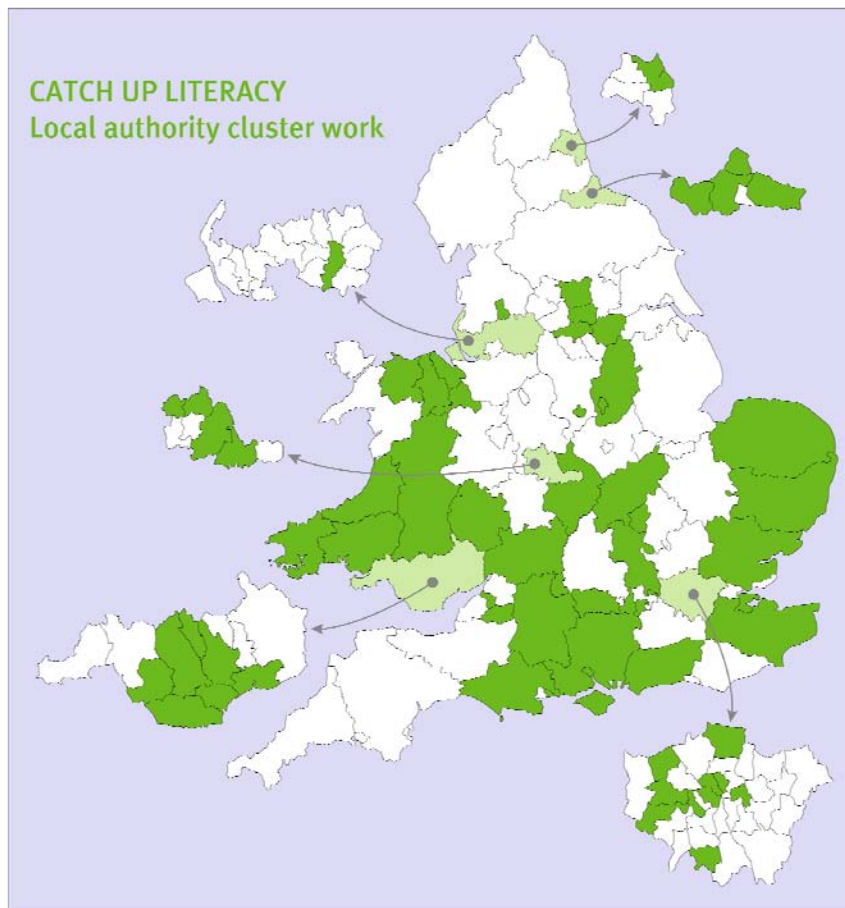
The 'Catch Up Family Learning' project aims to:

- develop activities, games and resources (including on-line) that enable and encourage adults and children to work and learn together in enjoyable and fun situations
- directly increase children's levels of achievement in literacy and/or numeracy
- increase the capability and potential of carers/parents to continue to support their children's success
- extend the carers/parents own skills, confidence and learning
- provide sessions within a professionally facilitated and supported learning setting (e.g. extended school or family learning base) with modelling and different learning styles
- provide additional support, advice and encouragement for carers/parents within the home context

We are currently seeking funding to enable this development.

Appendices

Appendix 1 – Catch Up Literacy Local authority cluster work

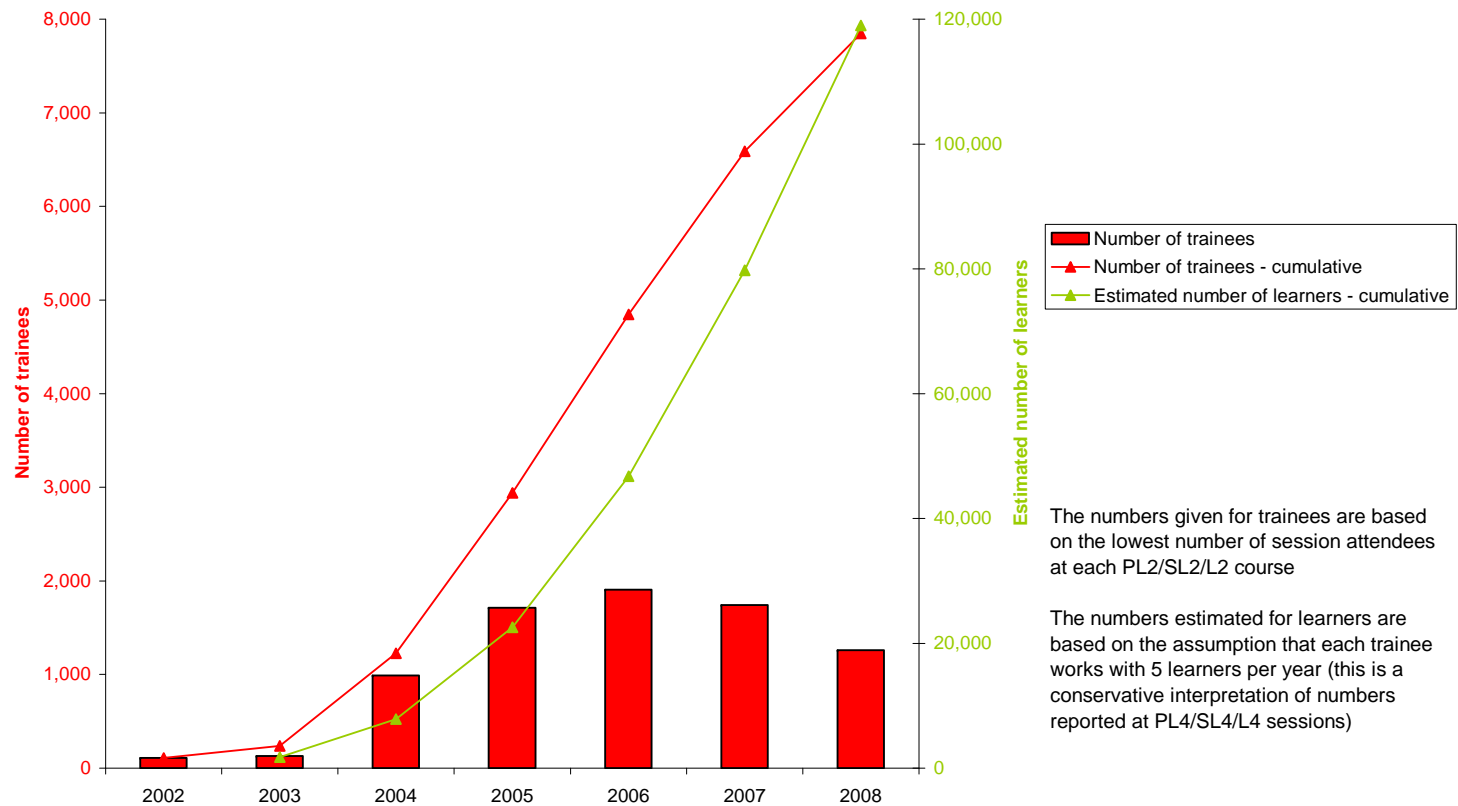


Barnsley	Flintshire	Powys
Bath And North East	Gloucestershire	Redcar And Cleveland
Somerset	Hammersmith And Fulham	Rhondda Cynon Taff
Birmingham	Hampshire	Slough
Blackburn With Darwen	Harrow	Solihull
Bournemouth	Hartlepool	South Tyneside
Bracknell Forest	Herefordshire	Southampton
Bridgend	Hounslow	Stockton-on-tees
Bristol, City Of	Isle Of Wight	Suffolk
Buckinghamshire	Islington	Sutton
Caerphilly	Kent	Swindon
Camden	Leeds	Tower Hamlets
Cardiff	Manchester	The Vale Of Glamorgan
Carmarthenshire	Medway	Wakefield
Ceredigion	Merthyr Tydfil	Walsall
Conwy	Milton Keynes	Warwickshire
Darlington	Newport	West Berkshire
Denbighshire	Norfolk	West Sussex
Derbyshire	North Tyneside	Westminster
Doncaster	Northamptonshire	Wiltshire
Dorset	Nottingham, City Of	Wokingham
Ealing	Nottinghamshire	Wolverhampton City Council
Enfield	Pembrokeshire	
Essex	Portsmouth	

Appendix 2 – Graph to illustrate numbers of trainees and learners

Approximately 8,000 school staff members have been trained to deliver Catch Up Literacy, and we estimate that almost 120,000 learners have benefited.

**Number of trainees trained by Catch Up
and estimated number of learners supported with Catch Up Literacy**



Appendix 3 – Summary of responses from the L4 training session

In the *Review and Next Steps* (L4) training session, we ask teachers how they know about the difference Catch Up Literacy makes to their learners. Their responses include:

- Standardised tests
- Routine and informed observation by Catch Up deliverers of learners in Catch Up sessions
- Feedback from parents
- Teachers from different subject areas across the secondary curriculum report on improvements in reading, levels of participation, behaviour and motivation in their lessons
- Teaching assistants' observations of Catch Up learners in other subjects across the curriculum
- The learners tell us – comments in the sessions/evaluations at the end of the session/ active enquiries about when the next session will take place
- Information from librarians about increased book borrowing and use of library
- Monitoring of the record sheets for each session – provides information on the use of reading strategies, the reading and spelling of miscues and progress up the Catch Up Literacy levels
- Monitoring of Catch Up Literacy Targets – these are revisited about every four weeks, so both deliverers and learners evaluate progress regularly to celebrate success on what has been achieved and to set new targets
- Revisiting the Catch Up Literacy Formative Assessments at the midpoint and at the end of the intervention pinpoints improvements in attitude, the reading and spelling of sight words, phonic knowledge and knowledge of letter names and formation

Appendix 4 – Secondary school learners who have used Catch Up Literacy: case studies

NAME	Year group	Duration of intervention m	RA at start (y:m)	RA at end (y:m)	Gain (y:m)	Ratio gain	Comments
Mateus (EAL)	7	(27 sessions)	7:1	9:3	2:2	-	Mateus had recently arrived from Poland. He showed a consistently positive attitude to attending Catch Up sessions and he was eager to improve his oral English as well as his understanding of English vocabulary. He was very pleased with his progress and become a far more confident reader throughout the year.
Josh	7	3	7:8	8:5	9	3	Josh is so enthusiastic about his Catch Up session that he comes looking for his LSA to check that his session is going ahead. His confidence has improved a great deal.
Louise	7	9	7:0	9:0	2:0	2.8	Louise started Catch Up Literacy with a gap of more than four years between her Chronological Age and Reading Age. She worked hard in class but was embarrassed by her difficulties with reading. After 9 months of Catch Up Literacy, Louise made 2 years progress in her Reading Age and gained in confidence and self-esteem.
Shane	7	8	8:11	10:11	2:0	3	While Shane's progress in reading is very pleasing, the statistic itself does not tell the whole story. Shane was quite an isolated child, who was small in size and a target for bullying. He was very shy and all too aware of the fact that he was well behind his peers in reading, although he was desperate to conceal this from them. He is now a more confident child who does not appear so nervous and is willing to converse much more than he previously did.

NAME	Year group	Duration of intervention	RA at start	RA at end	Gain	Ratio gain	Comments
Karen	7	9	6:05	8:10	2:5	3.2	Karen started Year 7 as a very shy pupil who wouldn't read in class or put up her hand to answer a question. She loves coming to Catch Up sessions, is always on time and willing to try. She is now much more confident about reading and word knowledge. She is also more confident in class and likes to show off what she has learned.
Beth	7	4	6:5	7:1	8	2	Beth and Tracey's teachers commented on the girls' increase of confidence and self esteem. Their improved motivation has enabled them to tackle reading tasks more confidently and they are now much happier about reading in class
Tracey	8	4	7:6	8:7	1:1	3.25	
Cindy and Namratha (EAL)	8					-	The teacher did not supply data on Reading Age gains but her comments provide evidence of the way that Catch Up can benefit pupils. The Catch Up Formative Assessments revealed that they had no basic phonic knowledge. This adversely affected their ability to use strategies when confronted with a difficult word. However, their confidence in reading and in using phonic strategies has greatly improved. The teacher felt that the Prepared reading and the one to one discussion about the meaning of words, facts and ideas within the text has helped their understanding of English
Jon	8	7	5:10	7	1:2	2	Jon's Chronological Age at the start of the intervention was 12 years 11 months so his Reading age was very low indeed. He has slight difficulties about his speech, but he is now much more confident about speaking and reading in class.
Ben	8	9	7:5	10:4	2:9	3.67	Ben was on School Action as he was a struggling reader who did not like reading at all. He has become a confident reader who has acquired strategies to enable him to tackle unfamiliar words. He now takes time to break down difficult words into chunks, whereas, previously, he would just quickly say any word whether it was appropriate or not.