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Guidance for literacy and numeracy catch-up programmes



Guidance

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Guidance for literacy and numeracy catch-up programmes

Audience	Schools and teaching practitioners in Wales; school improvement consortia; and local authorities.
Overview	This document provides guidance on literacy and numeracy catch-up programmes that are available in Wales and which are proven to be effective in terms of accelerating improvement in literacy and numeracy skills, based on reliable research evidence. While there are a large number of programmes available, only those programmes which have a proven record of success have been included in this guidance. The purpose of the guidance is to introduce greater consistency in terms of the quality and effectiveness of catch-up programmes being delivered in schools in Wales.
Action required	Regional consortia, local authorities and schools are asked to use this guidance to help determine the most appropriate literacy and numeracy catch-up intervention programmes to deliver for their learners.
Further information	Enquiries about this document should be directed to: Curriculum Division Department for Education and Skills Welsh Government Cathays Park Cardiff CF10 3NQ Tel: 0300 060 3300 e-mail: curriculumdivision@wales.gsi.gov.uk
Additional copies	This document can be accessed from the Welsh Government's website at www.wales.gov.uk/educationandskills
Related documents	National Literacy and Numeracy Framework (LNF) and Tests (Consultation, 2012) www.wales.gov.uk/consultations This document is also available in Welsh.

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Introduction

This information is intended for schools and teaching practitioners in Wales along with school improvement consortia and local authorities. It provides guidance on literacy and numeracy catch-up programmes that are available in Wales and which are proven to be effective in terms of accelerating improvement in literacy and numeracy skills, based on reliable research evidence.

The purpose of the guidance is to introduce greater consistency in terms of the quality and effectiveness of catch-up programmes being delivered in schools in Wales. The guidance is the product of an intensive piece of research carried out in May and June 2012 on behalf of the Welsh Government into the wide range of catch-up programmes currently in existence.

The object of the research was to agree a set of criteria which programmes would need to meet in order to be included in the guidance, and subsequently to agree a short-list of programmes that meet this criteria.

The programmes included in this guidance are those for which evidence of success has been found. Some evidence of impact may exist for other programmes but was either not freely available or was not robust enough to support inclusion in this guidance. Schools are not obliged to deliver the programmes in this guidance, but may be asked to justify using another programme which does not have reliable evidence of success.

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Criteria for inclusion in the guidance

The programmes that have been included in the guidance needed to meet the following measures.

- There needs to be reliable and freely available impact data acquired through objective research to verify the effectiveness of the programme in terms of accelerating improvement in literacy or numeracy skills.
- The programme needs to be a targeted catch-up intervention, i.e. programmes that are typically delivered as a universal teaching approach (e.g. *First Steps Literacy/First Steps in Mathematics*¹) or that provide individualised support for learners of all abilities (e.g. RM Maths™²) are not included, despite reliable evidence of the effectiveness of these programmes on literacy and/or numeracy development.
- The programme needs to be currently available in Wales.

Please note that the impact evidence for a number of the programmes included in this guidance is based on data collected from schools in England, and measures of progress in some cases apply to measures within the curriculum in England. In these cases, the issue is noted and teaching practitioners need to recognise that the measures do not necessarily align directly to the curriculum in Wales.

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¹ *First Steps Literacy/First Steps in Mathematics* are teaching resources based on comprehensive 'Maps of Development' that help teachers to assess and monitor learners' needs, to provide differentiated instruction by building on learners' strengths and to link appropriate instruction in a way that best addresses the strengths and needs of all learners.

² RM Maths™ is an electronic tutoring programme which provides personalised mathematics support tailored to a learner's individual ability, with abilities ranging from special educational needs (SEN) to more able and talented learners.

Structure of programme summary

The programmes are listed in alphabetical order, and a summary is provided for each programme. Each summary is structured into the following sections.

- Overview of intervention
- Target audience
- Impact evidence base
- Method of delivery
- Assessment procedure
- Timescale for delivery of intervention
- Cost and resource requirements
- Practitioner training
- Additional teaching resources and practitioner support
- Further information.

The following literacy catch-up programmes are included in the guidance:

- Better Reading Partnership
- Catch Up® Literacy/Llythrennedd Dyfal Donc (Catch Up® Literacy in the medium of Welsh)
- Fischer Family Trust Wave 3
- Reading Recovery
- Talking Partners
- TextNow®.

The following numeracy catch-up programmes are included in the guidance:

- Catch Up® Numeracy/Rhifedd Dyfal Donc (Catch Up® Numeracy in the medium of Welsh)
- 1stClass@Number™
- Mathematics Recovery
- Numbers Count™.

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Research approach

Existing sources of independent information about catch-up programmes were examined as part of this review, including the following:

- *What works for pupils with literacy difficulties? The effectiveness of intervention schemes* (Third edition), G Brooks (Department for Children, Schools and Families, 2007)
- *What works for pupils in Wales with literacy difficulties? The effectiveness of intervention schemes*, G Brooks (NIACE, 2009)
- *What Works for Children with Mathematical Difficulties? The effectiveness of intervention schemes*, A Dowker (Department for Education and Skills, 2004)
- *Targeted interventions for children with arithmetical difficulties*, A Dowker and G Sigley (The British Psychological Society, 2010)
- *Improving numeracy in key stage 2 and key stage 3* (Estyn, 2010)
- Welsh Government records of catch-up programmes used in each local authority in Wales in the academic year 2011/12
- the Dyslexia-SpLD Trust' Interventions for Literacy website at www.interventionsforliteracy.org.uk/interventions/list-view

The review also included consultation with key stakeholders and with a sample of local authority literacy and numeracy coordinators across Wales.

Based on the primary and secondary information acquired through this research exercise, up to 100 programmes have been identified, including well-known commercial interventions, locally developed programmes and local derivatives of existing programmes.

The review was carried out in two stages. Firstly, a long-list of programmes that have been used in Wales (either currently or in the past) and/or have reliable impact evidence, was compiled and each programme was examined in detail. The second stage of the process was to identify the final shortlist of programmes that have been included in this guidance document. Programmes that were reviewed for inclusion in the long list but were **not** selected for the final shortlist included programmes that are currently used or have

previously been used widely in schools in Wales, but that did not meet **all** the necessary criteria. These programmes³ included the following.

- DORE (previously known as DDAT): a programme for improving the literacy skills of people with dyslexia, ADHD, dyspraxia, Asperger's, and other learning difficulties through a series of exercises which are designed to improve the functioning of the cerebellum.
- *Fflach*⁴: *Spotlight Maths*⁵ materials translated into Welsh.
- *First Steps in Mathematics*⁶: a teaching resource for use in primary schools primarily intended to raise standards in numeracy across an entire learner cohort.
- *First Steps Literacy*⁷: a teaching resource for use in primary schools primarily intended to raise standards in reading, writing and speaking and listening across an entire learner cohort.
- *Hwb Ymlaen*⁸: *Springboard*⁹ materials translated into Welsh.
- Number Workout/Numeracy Workout: a targeted numeracy programme for Key Stage 3 that was developed by the former Basic Skills Agency Wales but is no longer available.
- Numeracy Recovery: a targeted numeracy programme piloted in 2001 and subsequently modified and developed as Catch Up® Numeracy.
- Numicon: an inclusive multi-sensory teaching approach intended to raise achievement in mathematics.
- Read Write Inc.: a synthetic phonics-based reading, writing and spelling programme for use in primary schools primarily intended to raise standards across an entire learner cohort.

³ Please note that this is not a definitive list of all literacy and numeracy catch-up programmes being delivered in Wales; other programmes have been developed within the school or local authority; in other cases commercial programmes may have been modified and locally branded.

⁴ Rhondda Cynon Taff County Borough Council, 2009.

⁵ Pearson Education Limited, 2002.

⁶ STEPS Professional Development, 2006.

⁷ STEPS Professional Development, 2006.

⁸ Carmarthenshire County Council.

⁹ National Numeracy Strategy, 2001; programme materials available from www.edu.dudley.gov.uk/primary/Strategymaterials/nnsdocuments.htm

- Read Write Inc. Fresh Start: a synthetic phonics-based reading, writing and spelling programme for use in Key Stage 3 primarily intended to raise standards across an entire learner cohort.
- STARS/STARS Cymraeg: a sensory-based approach to reading and spelling, to support learners to become phonologically aware.
- Spotlight Maths: one-to-one numeracy programme targeting specific concept gaps, which was based on DfES Wave 3 materials; the term 'Spotlight Maths' has also been used by local authorities who have developed their own intervention.
- Springboard: a numeracy catch-up programme for Key Stages 2 and 3, which was developed as part of the former Numeracy Strategy in England and was available in England and Wales; however Springboard training and materials are now no longer available to practitioners in the UK; the term 'Springboard' has also been used by local authorities who have developed their own intervention.
- Tactical Teaching: a teaching resource for use in secondary schools primarily intended to raise standards in reading, writing and speaking and listening across an entire learner cohort.
- Teaching Talking: an oral language development programme for Foundation Phase children of all abilities.
- Wave 3: a numeracy programme for learners in Years 1 and 2 developed as part of the former Numeracy Strategy in England, and now obsolete as an intervention in its own right.

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Literacy catch-up programmes

Better Reading Partnership

Summary	
Target audience	Learners aged 6 to 14, who lack skills and confidence as readers.
Evidence of impact	Based on progress data collected annually from schools ¹⁰ delivering the intervention, learners on the Better Reading Partnership Programme make an average gain of six months in reading age over the course of a ten-week programme.
Method of delivery	One-to-one intervention delivered in 15-minute sessions three times a week by a trained teaching assistant over a ten-week period.
Practitioner support	Two-day training for practitioners (partners); three-day training for trainers.

Overview of intervention

The Better Reading Partnership (BRP) is a time-limited, one-to-one intervention that is designed to develop reading skills and enable learners to read with confidence, understanding and enjoyment. It is a comparatively short-term intervention with an emphasis on developing learners' independence as readers.

The intervention is managed by Education Works Ltd, an educational consultancy specialising in school improvement, reading support, and speaking and listening.

BRP was developed in 1990s along the lines of the reading element of Reading Recovery¹¹ and it is one of several interventions recommended by Every Child a Reader (ECaR)¹².

The intervention materials and training are not currently available in Welsh but training to deliver the intervention in English is available to practitioners in Wales.

Target audience

BRP is a 'lighter touch' intervention compared to other one-to-one approaches. It is appropriate for learners between the ages of 6 and 14 who lack skills and confidence as readers and require a boost

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¹⁰ In England.

¹¹ Please see separate summary of Reading Recovery.

¹² ECaR is a school-wide early literacy strategy for raising attainment in Key Stage 1 in schools in England.

to their reading age but **not** for those who are the most in need of additional support. The programme is for learners who need to develop their understanding of texts and who, with appropriate support, have the ability to become effective and confident readers.

In Year 3 and above, BRP can be appropriate for learners who can read accurately, but lack understanding and confidence.

BRP can also be effective as a language intervention for learners learning English as a second or other language.

Impact evidence base

Schools¹³ delivering BRP are required to collect annual tracking data on learner progress and this is collated and analysed by Education Counts Ltd. Based on this data, learners going through the intervention make an average gain of six months in reading age over the course of the ten-week programme.

In addition, the pilot project and subsequent projects (e.g. the project in 1996 in Bradford, West Yorkshire of approximately 500 learners funded by the Single Regeneration Budget) were evaluated using the Suffolk Reading Test and, over the course of the ten-week programme, they showed gains in reading age of six months for Year 1 learners, nine months for Year 5 learners and twelve months plus for Year 9 learners.

There is no official data based on a comparison group who did not receive support at all or who received support of an alternative nature, and no follow-up data based on the sample group has been collected.

Method of delivery

The BRP intervention involves structured one-to-one sessions based around a common lesson structure and delivered by an experienced (i.e. National Qualification Framework (NQF) Level 3) teaching assistant trained to deliver BRP. Learners are introduced to a wide variety of genres in both fiction and non-fiction, in the interests of finding texts that they enjoy and to develop their understanding and widen their horizons.

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¹³ In England.

At the beginning of each session the learner rereads a familiar text for the purpose of developing fluency, phrasing and pace. This is followed by an assessment of text reading in the form of a Running Record¹⁴ that the partner is able to use to analyse errors and other reading behaviours in the learner. The final and longest part of the lesson is spent on introducing, reading and exploring meaning in a new book.

Assessment procedure

Teaching assistants are recommended by Education Counts Ltd to use Running Records to identify children in Foundation Phase¹⁵ who would be appropriate for BRP. In Key Stage 2 and early Key Stage 3, there are a variety of assessments that can be used¹⁶, both to identify individual needs and to assess progress in reading over the course of the intervention.

The National Reading Tests for learners in Years 2 to 9, to be introduced in Wales in May 2013, will support this process of initial assessment.

Timescale for delivery of intervention

Learners typically attend 15-minute sessions three times a week. The intervention is delivered over a ten-week period.

Cost and resource requirements

The two-day training for partners is delivered by a BRP trainer¹⁷ in school and costs £600¹⁸ for a group session (20 is the approximate maximum). Each trained partner receives a file with proformas for recording progress, information on book bands and other resources necessary to deliver the intervention.

The three-day trainer training costs £750 per day¹⁹. The handouts and other necessary materials to deliver BRP training to other practitioners cost an additional £80 per additional person trained,

¹⁴ A Running Record is a method of assessing a learner's reading level by examining both accuracy and the types of errors they make.

¹⁵ Key Stage 1 in England.

¹⁶ For example, the York Assessment of Reading Comprehension.

¹⁷ This can be a consultant from Education Works Ltd, or someone who has been trained as a trainer by Education Works Ltd.

¹⁸ Plus VAT.

¹⁹ Plus expenses and VAT.

and these can be ordered from Education Works Ltd as and when required, either by the trainer or directly by the school receiving the training.

Additional resource is needed to fund the teaching assistant's time for delivery. This will include the time for the sessions themselves, as well as additional time to analyse progress records, select new books and liaise with the school BRP coordinator.

Education Works Ltd does not stipulate certain books to use in BRP sessions, but schools need to have a plentiful supply of books, that is varied in terms of book banding level, genre and reading scheme, and which includes both factual and fictional books.

Practitioner training

Training in BRP has been developed Education Works Ltd. Teaching assistants attend two days of intensive training, delivered by Education Works Ltd or a trainer who has been trained by Education Works Ltd. The teacher who will act as the school coordinator is also expected to attend the training. In ECaR schools in England or schools that are also delivering Reading Recovery²⁰, this is typically the Reading Recovery teacher. All trained practitioners receive a file with course information and support materials to enable them to deliver the programme. BRP trainers may be consultants, headteachers, literacy coordinators or Reading Recovery teachers for schools in their local authority.

Content of the BRP two-day training course

- Observation of two lessons.
- Information on the reading process.
- Developing questioning skills.
- Practical activities.
- Running Records (for assessment at Key Stage 1/Foundation Phase).
- Record keeping.

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²⁰ Please see separate summary of Reading Recovery.

Additional teaching resources and practitioner support

A coordinators' CD file includes information on best practice and costs £15; one would be needed in every school.

Further information

Further information is available at
www.educationworks.org.uk/what-we-do/reading-support/the-better-reading-partnership.html

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Catch Up®²¹ Literacy/Llythrennedd Dyfal Donc (Catch Up® Literacy in the medium of Welsh)

Summary	
Target audience	Effective evidence-based intervention for struggling readers aged 6 to 14.
Evidence of impact	Robust impact evidence on the effectiveness and long-lasting impact of the intervention in terms of both academic and behavioural improvements in learners; over an average period of seven months learners make an average gain in reading age of about 19 months.
Method of delivery	Structured intervention that is available in English and Welsh and is delivered twice a week in 15-minute, one-to-one sessions by teachers or teaching assistants ²² .
Practitioner support	High-quality and accredited practitioner training with lifelong support through the Catch Up® Community.

Overview of intervention

Catch Up® Literacy is a literacy intervention originally developed by Catch Up®²³, a not-for-profit UK registered²⁴ charity with researchers from Oxford Brookes University in 1997²⁵. Llythrennedd Dyfal Donc is the Welsh-medium version of Catch Up® Literacy and was originally translated and adapted in 1999, piloted in Powys and launched in 2000.

For the purpose of this guidance document, the term 'Catch Up® Literacy' is used; however, unless otherwise specified, the information given applies to both the English-medium and the Welsh-medium versions of the literacy intervention.

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²¹ Catch Up® is a registered trademark (2563819) of The Caxton Trust (working name Catch Up®).

²² Based on Catch Up® training records trainees are one-third teachers and two-thirds teaching assistants.

²³ Catch Up® is a not-for-profit charity which aims to address the problem of underachievement that has its roots in literacy and numeracy difficulties. The development was part funded by the Esmée Fairbairn Foundation.

²⁴ Charity Number: 1072425.

²⁵ All copyright and legal ownership for the intervention is owned solely by The Caxton Trust/Catch Up®.

Catch Up® Literacy is described as ‘an intervention which enables struggling readers to achieve more than double the progress of typically developing readers.’²⁶ The programme is designed to impact on reading progress, while also improving associated spelling and handwriting skills. Catch Up® Literacy is not intended for beginner readers.

The intervention materials and training are available in English and Welsh, and are available to practitioners in Wales.

Target audience

The intervention is appropriate for learners between the ages of 6 and 14 whose reading age is significantly below their chronological age. In some local authorities the intervention is delivered up to Year 9; other practitioners feel the intervention is most effective when targeted in Years 2 and 3 only. At present there is no official data showing comparative levels of success of the intervention for learners of varying ages.

Impact evidence base

Catch Up® Literacy has been extensively evaluated and has been proven in schools and other settings across the UK as an effective intervention for struggling readers. Data is available from Catch Up®²⁷ as well as other sources²⁸. Data, submitted to Catch Up® from local authorities and schools for 3,134 learners aged between 6 and 14 who received Catch Up® Literacy support²⁹ over an average period of seven months, showed an average reading age gain of about 19 months³⁰.

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²⁶ Quoted from the Catch Up® Literacy brochure, available from www.catchup.org.uk/CatchUpLiteracy/MoreaboutCatchUpLiteracy.aspx and www.catchup.org/SharingSuccess/Researchbibliography.aspx

²⁷ www.catchup.org/SharingSuccess/Researchbibliography.aspx

²⁸ For example, *What works for pupils with literacy difficulties? The effectiveness of intervention schemes* (Third edition), G Brooks (Department for Children, Schools and Families, 2007).

²⁹ Learners in England and Wales who received Catch Up® Literacy support between 2002 and 2010, of which at least two-thirds were from Wales.

³⁰ Fourth World Conference on Educational Sciences, *Early intervention to prevent long-term literacy difficulties: the case of Catch Up Literacy*, W Holmes, D Reid, A Dowker (2012).

In terms of sustained impact, a study of the long-term impact of Catch Up® Literacy found that 92 per cent of learners who received Catch Up® Literacy support at the age of seven continued to be able to participate fully in the curriculum, along with their peers, at the age of 14³¹.

In a pilot study of Catch Up® Literacy the gain in reading age for learners receiving ten weeks of Catch Up® Literacy support was compared with the gain in reading age for two other groups of learners. The first group (the matched time group) received the same prescribed time allocation as Catch Up® Literacy³² but the teachers were provided with no guiding framework or resources to help them plan these sessions. The third group (the control group) continued with the normal pattern of input from their teachers, i.e. they received no additional support.

The mean reading age gain for learners³³ who received ten weeks of Catch Up® Literacy support was 6.5 months; this compared to a mean reading age gain for learners in the matched time group³⁴ of 3.5 months and mean reading age gain for learners in the control group³⁵ of 1.1 months³⁶.

Method of delivery

Catch Up® Literacy is a book-based intervention where learners are given one-to-one support to read a book that is at an appropriate level of difficulty. The reading sessions involve word recognition processes (including phonic recognition and phonological awareness) and language comprehension processes and are delivered by a trained practitioner, known as a Catch Up® deliverer.

Prepared reading is an important element that takes place at the beginning of the session and lasts three minutes. It involves the Catch Up® deliverer and the learner looking through the book together in order to give the learner an overview of the text, so that they can concentrate on reading for meaning, to introduce unfamiliar vocabulary and to give the learner more confidence to tackle the text.

³¹ This is based on data for 247 learners from two local authorities, 2003 and 2010.

³² A weekly 10-minute individually-taught session plus a 15-minute group reading session.

³³ A total of 74 learners were in the sample receiving Catch Up® Literacy support.

³⁴ A total of 14 learners were in the matched time group.

³⁵ A total of 14 learners were in the control group.

³⁶ *The Catch Up Project: a reading intervention in Year 3 for Level 1 readers (Research Note)*, S Clipson-Boyles (Oxford Brookes University, 2000).

Four stages of delivering Catch Up® Literacy

Stage 1 involves assessments for learning to set Catch Up® Literacy targets and identify the appropriate starting point for the intervention. The National Reading Tests for learners in Years 2 to 9, to be introduced in Wales in May 2013, will support this process of initial assessment.

At Stage 2 the deliverer chooses an appropriate book (in terms of chronological age, reading age and specific needs) for the learner to read during Catch Up® Literacy sessions. The Catch Up® Literacy online booklist is a regularly updated database of over 8,000 books (in English and Welsh) that have been graded according to both Catch Up® Literacy levels and to chronological age and can be accessed free of charge to Catch Up® Literacy trained deliverers. Based on the results from the assessments for learning, deliverers select books that learners will be able to read with 90 per cent success.

Stage 3 is essentially the delivery of two 15-minute one-to-one sessions per week. Each session involves three minutes of prepared reading, six minutes when the learner reads and the text is discussed, and a final six minutes on a linked writing exercise.

Stage 4 involves ongoing monitoring, during which time the assessments for learning are revisited and Catch Up® Literacy targets are reviewed accordingly (see below).

Assessment procedure

Trained Catch Up® Literacy deliverers use the Catch Up® assessments for learning to assess learners' word, phonics, letter recognition and spelling knowledge, and to determine the needs of the individual learner at the start of the intervention. A standardised test³⁷ is also used both before and after the intervention. The results from these assessments for learning are used to identify individual learner's reading age and standardised score³⁸ and in turn to set Catch Up® Literacy targets and identify the appropriate starting point for the intervention.

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³⁷ Typically the Salford Sentence Reading Test (Hodder).

³⁸ Standardised scores provide a means of understanding test scores more objectively than by using straight percentages. They take into account factors such as how difficult the test was, or how individuals' scores compare with the scores of other learners, or against wider benchmark data.

Catch Up® recommend that the Catch Up® assessments for learning are undertaken at the beginning, mid-point and end of the intervention and similarly that there is pre- and post-intervention testing using a standardised assessment. Ongoing monitoring of progress takes place during individual sessions.

Timescale for delivery of intervention

Catch Up® Literacy sessions last 15 minutes each and are delivered twice a week by a trained Catch Up® Literacy deliverer.

Cost and resource requirements

Catch Up® Literacy is delivered on a one-to-one basis although the number of learners that each trained deliverer supports varies in individual schools.

The average cost for delivering Catch Up® Literacy has been calculated by Catch Up® and is based upon Catch Up® Literacy training costs and the costs for delivery in terms of staff time. Over a four-year period, the costs associated with practitioner training and implementing and delivering Catch Up® Literacy in a typical school is on average £130 per learner. A proforma is available on the homepage of the Catch Up® website and can be amended in terms of the number of deliverers trained, the number of trained deliverers per learner per year, and staff costs.

Practitioner training

The Catch Up® Literacy intervention is only available as part of a comprehensive training and resource package, and training is delivered by Catch Up® Literacy approved trainers to teachers and teaching assistants. Practitioners can book onto a scheduled training event (subject to availability). Additional Catch Up® Literacy training sessions can be organised for a minimum of ten members of staff from individual schools, from clusters of schools or from other settings. Catch Up® Literacy training costs £350 per trainee, and includes:

- the training itself, and OCN accreditation fees
- a file and a unique username and password for the Catch Up® website, providing access to all the guidance and proformas necessary to deliver and manage the intervention
- membership of the Catch Up® Community and lifetime support

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- three credits towards Catch Up® Literacy digital games
- the opportunity to submit for the Catch Up® Excellence Awards.

Four elements of Catch Up® Literacy training

Part 1 (L1) is 'Introducing Catch Up® Literacy' and provides an overview of Catch Up® Literacy and information on the implementation and management of the intervention. L1 is for senior managers and members of staff who will manage the intervention. The session lasts 90 minutes and is free of charge.

Part 2 (L2) is 'Delivering Catch Up® Literacy' and is for staff who will deliver Catch Up® Literacy and those who will manage the intervention. L2 involves three half-day sessions (with follow-up tasks) and the sessions cover the background to Catch Up® Literacy, literacy skills assessment, delivering the Catch Up® Literacy individual session and ongoing monitoring.

Part 3 (L3) is 'Managing Catch Up® Literacy' and is for members of staff who will manage the intervention. This hour session focuses on effective management of the intervention.

Part 4 (L4) is 'Review and next steps' and is for staff who will deliver Catch Up® Literacy and those who will manage the intervention. The half-day course reviews the delivery of Catch Up® Literacy, and gives further guidance to trainees. Catch Up® Literacy training is accredited by the OCN Eastern Region and trainees may submit for accreditation at no additional cost.

Although Catch Up® Literacy training is available in both English-medium and Welsh-medium, some deliverers who deliver Llythrennedd Dyfal Donc sessions receive training in English³⁹.

Additional teaching resources and practitioner support

Catch Up® Literacy digital games are available at an additional cost to teachers and parents/carers and can be used to complement Catch Up® Literacy or as a stand-alone resource (e.g. for use in the home)⁴⁰; the games can also be used as part of an exit strategy for learners who have completed the structured Catch Up® Literacy sessions.

³⁹ Catch Up® does recognise that it is a significant advantage if practitioner training is delivered in the same language that the Catch Up Literacy® sessions will be delivered.

⁴⁰ Digital games can be purchased from www.catchup.org.uk/Resources/CatchUpLiteracydigitalgames.aspx

Additional practitioner support

- Leaflets on communicating with parents/carers.
- Catch Up® Coordinator Action Plan.
- Checklists and guidance on timetabling, communication with parents/carers and staff, managing and supporting the intervention; monitoring the delivery, data collection and celebrating achievement.
- Lifetime support from the Catch Up® Community.
- Catch Up® local authority/consortia coordinators meetings facilitated by Catch Up® twice a year.
- Opportunity for practitioners to recommend books for grading and to be added to the Catch Up® booklist at no additional cost.

Further information

Further information is available at www.catchup.org

Alternatively, e-mail info@catchup.org

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Fischer Family Trust Wave 3

Summary	
Target audience	Learners aged six and seven who are reading and writing at a low Level 1 or below ⁴¹ .
Evidence of impact	On average learners going through the programme make gains of four key stage national average points scores ⁴² (APS) in both reading and writing moving from a low Level 1 to a secure Level 1B ⁴³ .
Method of delivery	Daily sessions lasting between 15 and 20 minutes delivered on a one-to-one basis by a trained teaching assistant over a period of between ten and twenty weeks depending on individual level of need.
Practitioner support	Three-day training for teaching assistants and support teachers. Three-day training for trainers.

Overview of intervention

Fischer Family Trust Wave 3⁴⁴ (FFT Wave 3) is an intervention for learners in Years 1 and 2 who do not have the skills to access Early Literacy Support Programmes⁴⁵ and who are reading and writing at a low Level 1 or below⁴⁶. The intervention was developed by The Fischer Family Trust⁴⁷ and targets those with general learning difficulties; the programme encompasses reading and writing. Although typically targeted in Year 1 FFT Wave 3 has also been used successfully with older children at a similar level of literacy.

⁴¹ Please note that the level descriptions are based on the curriculum in England.

⁴² APS provides a fuller picture of the attainment of learners of all abilities and is calculated by totalling a learner's scores gained in English, mathematics and science and dividing this total by the number of relevant scores.

⁴³ Results based on learners in England.

⁴⁴ Effective and inclusive provision for literacy and numeracy was summarised (in England) in the National Strategies' Waves model and was designed to minimise underachievement for all learners via 3 Waves. Wave 3 refers to the most intensive form of support from a specialist teacher, highly-trained teaching assistant, or academic mentor delivered one-to-one or to small groups to support learners towards the achievement of very specific targets.

⁴⁵ Early Literacy Support is an intervention strategy to support children in Year 1 who are not working at the level expected for their age. It consists of a 12-week programme which aims to boost the children to age appropriate attainment by the end of the second term in Year 1.

⁴⁶ Please note that this level is based on the curriculum in England.

⁴⁷ The Fischer Family Trust is an independent, non-profit organisation which is primarily involved in undertaking and supporting projects addressing the development of education in the UK. The Fischer Family Trust is a registered charity, No. 1075453.

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FFT Wave 3 was developed in 2003 and a pilot report, based on 67 learners⁴⁸, was published in 2004. FFT Wave 3 is one of several interventions recommended by Every Child a Reader (ECaR)⁴⁹.

The intervention materials and training are not currently available in Welsh but training to deliver the intervention in English is available to practitioners in Wales.

Target audience

FFT Wave 3 is intended for learners who require more than a Wave 2-type group-based intervention⁵⁰, but for whom intensive teacher-delivered programmes (e.g. Reading Recovery⁵¹) may not yet be appropriate or available in the school. The intervention is not appropriate for learners working above a low Level 2⁵² in writing.

Impact evidence base

There is evidence data available based on the results from 255 learners in Years 1 to 5 from nine local authorities in England who completed a full programme with initial and final book levels⁵³. The average gain in Reading Recovery Book Levels⁵⁴ was 9.9 or approximately four Book Bands. The Mean Book Level at the start of the programme was 3.8 (Reading Recovery Book Band 2: Red⁵⁵) and at the end 13.7 (Reading Recovery Book Band 5: Green⁵⁶). On average learners made gains of four key stage National Average Points scores (APS) in both reading and writing moving from a low Level 1 to a secure Level 1B⁵⁷.

⁴⁸ In England.

⁴⁹ ECaR is a school-wide early literacy strategy for raising attainment in Key Stage 1 in schools in England.

⁵⁰ Wave 2 provision is designed to increase rates of progress and secure learning for groups of learners that puts them back on course to meet or exceed national expectations. This usually takes the form of a tight, structured programme of small-group support that is carefully targeted according to analysis of need and is delivered by teachers or teaching assistants. This support can occur outside (but in addition to) whole-class lessons, or be built into mainstream lessons as part of guided work.

⁵¹ Please see the separate summary for Reading Recovery.

⁵² This is based on level descriptions within the curriculum in England.

⁵³ *FFT Wave 3 Report 2009*, J Canning (Fischer Education Project Ltd, May 2009). Available from www.fischertrust.org/downloads/lit/Wave3/FFT_Wave_3_Report_2009.pdf

⁵⁴ This is a system of grouping books in bands of colour to represent different levels of reading difficulty developed by Reading Recovery.

⁵⁵ This aligns to a reading age of between 4.5 and 5 years (between 54 and 60 months).

⁵⁶ This aligns to a reading age of between 6 and 6.5 years (between 72 and 78 months).

⁵⁷ This is based on national average point scores within the curriculum in England.

There is no official data based on a comparison group who did not receive support at all or who received support of an alternative nature, and no follow-up data based on the sample group has been collected.

Method of delivery

FFT Wave 3 sessions are delivered on a one-to-one basis by a trained teaching assistant and supported by a qualified teacher. The scheme has been described as a programme '*aimed at children in Year 1 and above who are working within or below [Reading Recovery] Book Band 2. Designed to be delivered by experienced teaching assistants, it consists of a rolling programme of a reading day, writing day, reading day, writing day, etc., taking place for 15–20 minutes daily on a one-to-one basis.*'⁵⁸

Each FFT Wave 3 programme is tailored to the literacy needs of the individual learner and addresses skills and knowledge at word, sentence and text level with the objective of helping the learner to develop a range of independent reading and writing strategies.

FFT Wave 3 is delivered as a two-day rolling programme alternately focussing on reading and writing. During the reading day the learner rereads a familiar book and subsequently carries out three associated activities; the learner then reads a new book following a book introduction and subsequently reconstructs a sentence that has been taken from the book and reordered by the teaching assistant; the session concludes with the learner learning a new word from the book.

The writing day starts with the learner rereading the new book from the previous (reading) day and the practitioner takes a weekly Running Record⁵⁹; the learner then revises a word or words that were previously learned. The main part of the session is the composition and writing of one or more sentences based on a picture or stimulus from the book they have just read. The learner then reconstructs the sentence they have just written and learns to spell a commonly-used word from the sentence.

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⁵⁸ Canning (2004), cited in *What Works for pupils with literacy difficulties? The effectiveness of intervention schemes* (Third Edition), G Brooks (Department for Children, Schools and Families, 2007), p.52.

⁵⁹ A Running Record is a method of assessing a learner's reading level by examining both accuracy and the types of errors they make.

Assessment procedure

Each FFT Wave 3 programme is based on an initial assessment of the individual learner using a range of early reading and writing assessments. The recommended assessment is based around the Reading Recovery Observation Survey⁶⁰ and assesses each learner's abilities against Reading Recovery book levels.

Running Records are also used to measure progress. The British Ability Scales Word Reading Test can also be used to assess learners and to track progress but only by trained Reading Recovery teachers. Learners' reading ages are not formally tested on the grounds that they are starting from such a low baseline; however it is possible to align an approximate reading age to each Reading Recovery book level.

The National Reading Tests for learners in Years 2 to 9, to be introduced in Wales in May 2013, will support this process of initial assessment.

Timescale for delivery of intervention

Learners typically attend daily sessions lasting between 15 and 20 minutes. The intervention is delivered over a period of between ten and twenty weeks, depending on the learner's needs.

Cost and resource requirements

Fischer Family Trust offers two types of training. Trainer training is delivered over three consecutive days at the cost of £650⁶¹ per trainee per day, which includes all the materials necessary to deliver the training to others.

Training for teaching assistants to deliver the intervention and teachers to support delivery also costs £650⁶² per day, but the cost is split across all the trainees attending from a cluster of schools. In addition at least one⁶³ FFT Wave 3 file is needed for each school,

⁶⁰ The Reading Recovery Observation Survey (specifically *An Observation Survey of Early Literacy Achievement* Clay, 2002, 2006) is a teacher-administered standardised assessment that provides a systematic way of capturing early reading and writing behaviours.

⁶¹ Plus VAT and expenses.

⁶² Plus VAT and expenses.

⁶³ One file per school is sufficient if only one teacher and one teaching assistant receives training; however, if more than one teaching assistant is trained, additional files for each teaching assistant are required.

at the cost of £75⁶⁴. Training is spread out over three weeks to allow for practice and consolidation between sessions.

Additional resource is needed to fund the practitioner time for delivering the intervention. This cost will vary depending on local circumstances.

Practitioner training

Trainer training can be delivered to groups of no more than 12 practitioners. Practitioners receiving trainer training should already have an in-depth knowledge of early literacy skills and should be effective trainers in schools or a member of staff within a local authority. Once training is completed and trainers have delivered and monitored the impact of the intervention in schools, trainers may apply for a (non-academic) professional trainer accreditation which would list them as approved trainers with Fischer Education Project Ltd⁶⁵. Academic accreditation is available through Edge Hill University.

Training for teachers and teaching assistants to deliver the intervention directly to learners is also delivered over three days. It is typically delivered to a cluster of schools with a teacher and one or more teaching assistants attending from each school. On completion of the training, teachers and teaching assistants can apply for academic accreditation (through Edge Hill University), based on their work in school. The qualification level they receive depends on the academic level they have attained previously, and not on their position in the school.

All accreditation is based on the delivery of the intervention in school, or within a cluster of schools. Attendance at training does not result automatically in accreditation.

Content of the FFT Wave 3 training

- Day 1 – Assessment procedures for early literacy including Running Records.
- Day 2 – The reading process.
- Day 3 – The writing process.

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⁶⁴ Plus VAT.

⁶⁵ The Fischer Education Project administers funding for projects provided by the Fischer Family Trust or through external funding from other sources.

Additional teaching resources and practitioner support

In response to issues raised during lesson observations, and the need for continued professional development and quality control, Fischer Education Project Ltd have produced a *Continuing Professional Development Pack* which comprises a set of six sessions covering a variety of topics for trainers to use in follow-up sessions. Topics include: book introductions, guidance on when to move learners onto the next book level and analysing Running Records.

In addition a *Supporting Schools – Parent Pack* has been developed for schools.

Both resource packs are available for an extra cost.

Further information

Further information on the FFT Wave 3 programme is available at www.fischertrust.org/default.aspx

Reading Recovery

Summary	
Target audience	Effective evidence-based intervention for learners aged five and six, who are the lowest literacy achievers amongst their peers after their first year of school.
Evidence of impact	Robust impact evidence on the effectiveness and long-lasting impact of the intervention. Learners make an average gain in reading age of 24 months over a period of between four and five months.
Method of delivery	One-to-one sessions delivered daily for 30 minutes by highly skilled Reading Recovery teachers ⁶⁶ .
Practitioner support	High-quality, year-long professional development course, registration with the Institute of Education as a qualified Reading Recovery teacher and further professional development after the initial training year.

Overview of intervention

Reading Recovery is a highly intensive short-term literacy intervention for primary school learners of approximately six years old who are struggling with reading and writing after their first year of school. Reading Recovery was originally developed in New Zealand and adopted as a government initiative for New Zealand schools in 1983. It was first introduced in the UK in 1990 and is now the foundation intervention for Every Child a Reader (ECaR)⁶⁷.

The intervention focuses on helping learners to comprehend information from reading and to compose messages through writing, and to learn how to understand detail without losing focus on overall meaning.

The intervention materials and training are not currently available in Welsh but training to deliver the intervention in English is available to practitioners in Wales.

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⁶⁶ In order to train and work as a Reading Recovery teacher, practitioners are required to have qualified teacher status (as recognised in the country in which Reading Recovery is being implemented).

⁶⁷ ECaR is a school-wide early literacy strategy for raising attainment in Key Stage 1 in schools in England.

Target audience

The intervention is designed for learners between 5 years 9 months and 6 years 3 months who are among the lowest literacy achievers after their first year of school. According to Reading Recovery Europe the intervention is targeted at learners who *'are often not able to read the simplest of books or even write their own name before the intervention.'*⁶⁸

Impact evidence base

Out of 21,038 learners in the UK and Ireland who received Reading Recovery lessons during the academic year 2010/11, after 18 weeks (an average of 36 hours of one-to-one tuition) 79 per cent of learners had caught up with their classmates. In the same period the learners had on average progressed from a reading age of 4 years 10 months, to a reading age of 6 years 10 months; this translates to an average gain of 24 months over a period of between four and five months, which is around five times the normal rate of progress⁶⁹.

In the six months following the end of their series of lessons, without further individual teaching, learners who had successfully completed the Reading Recovery Programme not only maintained the gains they had made during their lessons, but continued to make steady progress, gaining six months in reading age in six months.

Method of delivery

Reading Recovery involves intensive one-to-one sessions with a trained Reading Recovery teacher for half an hour every day.

Assessment procedure

Reading Recovery teachers are trained to administer and analyse a range of diagnostic assessments in order to identify the specific needs of the individual learner initially and subsequently to measure programme gains. The Observation Survey of Early Literacy Achievement⁷⁰ assesses early reading and writing behaviours in a systematic way; this assessment and the British Ability Scales Word Reading Test are the primary assessment tools used in Reading

⁶⁸ Quotation from the Reading Recovery Europe website at <http://readingrecovery.ioe.ac.uk/about.html>

⁶⁹ See *Every Child a Reader (ECaR) Annual Report 2010–11* (European Centre for Reading Recovery, Institute of Education, University of London) available at http://readingrecovery.ioe.ac.uk/reports/documents/ECaR_annual_report_2010-11.pdf

⁷⁰ *An observation survey of early literacy achievement*, M M Clay (Portsmouth, NH: Heinemann, 2002, 2006).

Recovery. Teachers also typically use the Phonological Assessment Battery (PhAB)⁷¹ and either the Writing Assessment Program (WrAP)⁷² or something similar.

As part of their professional development Reading Recovery teachers are encouraged to increase the range of assessments they administer and to combine the assessment for learning techniques they have been formally trained to use with other standardised measures⁷³.

The National Reading Tests for learners in Years 2 to 9, to be introduced in Wales in May 2013, will support this process of initial assessment.

Timescale for delivery of intervention

Learners typically stay on the Reading Recovery intervention for between 12 and 20 weeks.

Cost and resource requirements

Compared to other interventions to support literacy development, Reading Recovery is resource intensive given that it involves daily one-to-one sessions for half an hour and sessions need to be delivered by qualified teachers who have gone on to be trained as a Reading Recovery teacher, i.e. the intervention is **not** intended to be delivered by teaching assistants. Training costs to become a Reading Recovery teacher vary depending on the number of teachers being trained and local costs (e.g. venue hire, etc.) but on average the training costs between £1,200 and £1,400 per teacher.

Practitioner training

To become a Reading Recovery teacher, teachers attend a mandatory accredited Reading Recovery professional development programme taught by a qualified teacher leader. The training involves part-time attendance on an intensive programme for a full academic year. The box on page 29 sets out the main components of the training.

⁷¹ PhAB consists of six assessments that are designed to assess phonological processing in individual children, and to compare this with typical performance of children of the same chronological age.

⁷² WrAP is a word recognition and phonic skills assessment.

⁷³ For example, the British Ability Scales (BAS) Word Reading Test and the Record of Oral Language (Clay et al., 1987).

Requirements of the Reading Recovery Professional Development Programme

- Attendance at 20 assessment training and initial professional development training sessions.
- Completion of a specified set of tasks.
- Teaching learners under the observation of colleagues behind a one-way screen during development sessions.
- Teaching a minimum number of learners during the training year in a school setting.
- Making and receiving a colleague visit and receiving school visits from a teacher leader for guidance and clarification of appropriate procedures.
- Communicating with school personnel and parents/carers of learners.
- Maintaining comprehensive records on each learner and submitting monitoring data as specified and requested.

The professional development programme is an internationally recognised qualification.

Additional teaching resources and practitioner support

Teachers typically use a large whiteboard and plastic letters during the word work and phonic elements of the teaching programme. Reading Recovery does not endorse a particular reading scheme, and teachers are encouraged to use good quality reading material designed for those learning to read from across a range of schemes.

On successful completion of the initial professional development programme, the teacher is registered at the Institute of Education⁷⁴ as a qualified Reading Recovery teacher. Reading Recovery teachers receive further professional development after the training year, and as part of this they receive an annual school-based visit from their Teacher Leader. Qualified Reading Recovery teachers can also request more support if they have a particularly challenging learner or if the school requires help with managing or resourcing.

Further information

Further information is available at <http://readingrecovery.ioe.ac.uk>

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⁷⁴ The Institute of Education was founded in London in 1902 as a teacher training college and is now a research and teaching institution.

Talking Partners

Summary	
Target audience	Learners of all abilities between the ages of 4 and 11 years, ranging from special educational needs (SEN) to gifted and talented learners; specifically those who lack confidence and/or skills in speaking and listening.
Evidence of impact	Based on progress data collected annually from schools ⁷⁵ delivering the intervention, learners on the Talking Partners Programme make an average gain of 18 months in terms of grammar structure and vocabulary over the course of the ten-week programme ⁷⁶ .
Method of delivery	25-minute sessions delivered in small groups three times a week by a trained teaching assistant over a ten-week period.
Practitioner support	Two-day initial training for practitioners (partners) plus an additional half day follow-on support; three-day training for trainers.

Overview of intervention

Talking Partners is a time-limited oral language intervention designed to help learners to develop their skills in speaking and listening, to learn to listen more actively and to talk effectively for a range of purposes. It is a comparatively short-term intervention with an emphasis on helping learners to become independent and skilful speakers and listeners.

Talking Partners was first piloted in Bradford in 1999 and is managed by Education Works Ltd, an educational consultancy specialising in school improvement, reading support, and speaking and listening.

Talking Partners is one of several interventions recommended by Every Child a Reader (ECaR)⁷⁷.

The intervention materials and training are not currently available in Welsh but training to deliver the intervention in English is available to practitioners in Wales.

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⁷⁵ In England.

⁷⁶ Please note that this progress data is based on the curriculum in England.

⁷⁷ ECaR is a school-wide early literacy strategy for raising attainment in Key Stage 1 in schools in England.

Target audience

Talking Partners is appropriate for learners aged between 4 and 11 with a wide range of abilities including those who lack skills and confidence as speakers and listeners generally, learners who lack emotional literacy, learners with English as an additional language (EAL) and special educational needs (SEN) learners, learners with speech impediments or hearing loss or those with mild social, emotional or behavioural difficulties, as well as gifted and talented learners. The programme has also been adapted for use in Early Years Foundation Stage⁷⁸.

Impact evidence base

Schools delivering Talking Partners are required to collect annual tracking data on learner progress and this is collated and analysed by Education Works Ltd. Based on this data, learners⁷⁹ going through the intervention make an average gain of 18 months in terms of grammar structure and vocabulary⁸⁰, over the course of the ten-week programme.

Apart from the original pilot research, there have been no further independent impact studies using a control group to measure impact and no follow-up data based on the sample group has been collected.

Method of delivery

The intervention is typically delivered to groups of three learners by an experienced (National Qualifications Framework (NQF) Level 3 and above) teaching assistant who has attended an intensive two-day training course. The sessions provide learners with the opportunity to practise and rehearse target language through a range of focused activities. The intervention draws particular attention to the links between oracy and literacy, enabling learners to be able to communicate orally with more independence and clarity. The objective is to deliver Talking Partners sessions that link to classroom learning, thereby enhancing the learners' understanding, engagement and confidence.

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⁷⁸ Please note that this adaptation of the programme is also appropriate for use in the Foundation Phase in Wales.

⁷⁹ In England.

⁸⁰ Please note that this progress data is based on the curriculum in England.

The programme ethos is based on the Vygotskian principle⁸¹ of how people learn; the teaching assistant ('partner') therefore models good speaking and listening behaviours, in terms of sentence structures and vocabulary in the early stages of the programme. The learners progressively become more independent speakers over the course of the ten weeks, with some positive input from the partner where necessary.

The programme is managed by a school-based coordinator, typically a member of the senior management team (SMT), who will be in a position to maintain the profile of the initiative within the school by collating evidence of impact and supporting the partner(s).

Assessment procedure

Partners are provided with guidance on assessment and progress monitoring during training to deliver Talking Partners. They are advised to use a range of indicators including their own personal knowledge of the learner; a Talking Partners observation sheet, a self-evaluation form and a summary of the learner as an active speaker and listener; the Renfrew Action Picture Test⁸²; speaking and listening levels in primary curriculum; assessing pupils' progress⁸³ materials; audio and visual recordings; learners' writing samples and reading assessments and confidence scales.

In terms of selecting learners to participate in Talking Partners sessions, partners are also encouraged to consider the dynamics of the group, e.g. ensuring the group does not consist of only diffident speakers or only learners who are exceptionally domineering in class.

In terms of progress monitoring, the Renfrew Action Picture Test provides an age-related score on speaking and listening ability and is used pre- and post- intervention to measure progress. Partners will also look at speaking and listening and reading and writing levels in primary curriculum⁸⁴ (obtained from the learner's class teacher) when assessing progress.

⁸¹ Lev Vygotsky (1896–1934) was a Russian psychologist and educator, who believed that social interaction plays a fundamental role in the development of cognition (remembering, problem solving, planning and abstract thinking) and that language is the most important psychological tool that influences children's cognitive development.

⁸² The Renfrew Action Picture Test required children between the ages of three and eight to describe a picture with a single sentence, and subsequently assesses the length and complexity of the spoken sentence structure.

⁸³ Assessing pupils' progress is a nationally developed and standardised approach to assessment which seeks to provide a framework within which teachers can make judgements about the standard of learners' work and plan future learning activities.

⁸⁴ Please note that primary curriculum levels cited here refer to the curriculum in England.

Timescale for delivery of intervention

Learners typically attend 25-minute sessions three times a week and the intervention is delivered over a ten-week period. Talking Partners has also been adapted for use in Early Years Foundation Stage⁸⁵ where the intervention would be delivered in shorter, more frequent sessions (i.e. 15-minute sessions five days per week).

Cost and resource requirements

The two-day training for partners is delivered by a Talking Partners trainer⁸⁶ in school and costs £600⁸⁷ per day for a group session (20 is the approximate maximum). It is also necessary for each trained partner to purchase a file with proformas for recording progress and other resources necessary to deliver the intervention at a further cost of £57.50⁸⁸.

The three-day trainer training costs £750 per day⁸⁹. The PowerPoint DVD with trainer notes and teaching sessions, the coordinators' CD, the two-day training file and the resource pack to deliver Talking Partners training to other practitioners cost an additional £167.50 per person, and these are supplied from Education Works Ltd and are given out during the training course. Further two-day resources can be ordered through Education Works Ltd as and when required, either by the trainer or directly by the school receiving the training.

Additional resource is needed to fund the teaching assistant's time for delivery. This will include the time for the sessions themselves, as well as additional time to analyse progress records, plan sessions and liaise with the class teacher and school Talking Partners coordinator.

Practitioner training

Training in Talking Partners has been developed Education Works Ltd. Experienced (National Qualification Framework (NQF) Level 3 and above) or higher level teaching assistants attend two days of intensive training, delivered by Education Works Ltd or someone who has been trained as a trainer by Education Works Ltd. The teacher

⁸⁵ Please note that this adaptation of the programme is also appropriate for use in the Foundation Phase in Wales.

⁸⁶ This can be a consultant from Education Works Ltd or someone who has been trained as a trainer by Education Works Ltd.

⁸⁷ Plus expenses and VAT.

⁸⁸ Plus VAT and postage and packaging.

⁸⁹ Plus expenses and VAT.

who will act as the school coordinator is also expected to attend the training; in ECaR schools in England or schools that are also delivering Reading Recovery⁹⁰, this is typically the Reading Recovery teacher. All trained practitioners receive a training pack, which contains full descriptions of activities, frameworks for teaching and assessment materials to support delivery and measure impact. Talking Partners trainers may be consultants, headteachers, Reading Recovery teacher leaders or other senior educational professionals.

Content of the Talking Partners two-day training course

- Observation of two lessons.
- Information on the importance of talking.
- Developing questioning skills.
- Practical activities.
- Assessment tools.
- Planning and record keeping.

Talking Partners trainers are able to apply for a Gold Standard (non-academic) Accreditation set up in partnership by Education Works Ltd and the Institute of Education⁹¹.

A National Qualifications Framework (NQF) Level 4 qualification will soon be available for trained partners (through Edge Hill University) which will count as 30 credits towards a degree.

Additional teaching resources and practitioner support

A coordinators' CD file to support the establishment and maintenance of Talking Partners costs £25⁹² and includes information on best practice; one file is needed in every school delivering Talking Partners.

There is an optional start-up Talking Partners resource pack that can be shared between trained partners with pictures, diagrams, grids and maps and costs £35⁹³.

Schools are also able to receive general training on speaking and listening for all staff that is tailored to the individual school; the size of the staff base and specific requirements of the school would

⁹⁰ Please see separate summary of Reading Recovery.

⁹¹ The Institute of Education was founded in London in 1902 as a teacher training college and is now a research and teaching institution.

⁹² Plus VAT and postage and packaging.

⁹³ Plus VAT and postage and packaging.

reflect the nature of the training in terms of content and timescales and in turn costs for the training. Schools are also encouraged to carry out a school-wide audit on speaking and listening to provide information when planning the details of the project. An audit is typically delivered **before** the Talking Partners training to ensure whole-class practice is effective prior to introducing an intervention programme.

Further information

Further information is available at
www.educationworks.org.uk/what-we-do/speaking-and-listening/talking-partners.html

TextNow®

Summary	
Target audience	Young people aged 11–19 who lack skills and/or confidence in reading. It is particularly appropriate for young people who are at risk of detachment from education.
Evidence of impact	Based on data collected from 425 young people in mainstream schools ⁹⁴ who completed TextNow® over the period 2008 to 2011, the average reading age gain was 20.1 months which translated to a ratio gain ⁹⁵ of 5.7 months.
Method of delivery	One-to-one reading sessions of 20 minutes, delivered daily by trained coaches for a period of ten weeks.
Practitioner support	Non-accredited training to use TextNow® is accessed online and takes approximately half a day to complete.

Overview of intervention

TextNow® is a motivational reading programme that aims to help young people to become more confident and able readers, through regular and focused one-to-one support. TextNow® was developed in 2008 by Unitas⁹⁶ and the specific objectives⁹⁷ of the programme are to:

- motivate young people to read, increasing their enjoyment of reading and thereby improving their reading skills
- help young people to choose appropriate reading material and to make sense of it through discussion and other activities
- raise confidence and self-esteem in reading by encouraging young people to explore different reading materials, read alone and navigate available services such as libraries and online bookstores.

TextNow® has been used by schools, colleges, short-stay schools and other alternative education provision, training providers, youth offending teams, local authorities and other organisations that work with young people.

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⁹⁴ In England and in Wales.

⁹⁵ A ratio gain is the programme group's mean gain in reading age in months divided by the time between pre- and post-test in months.

⁹⁶ Unitas is a national charity that helps young people access, participate and progress in mainstream education and training.

⁹⁷ *TextNow Evaluation Report 2008–11*, G Brooks and R Tarling (Unitas, 2012), p.4.

The intervention materials and online training are not currently available in Welsh but the online training to deliver the intervention in English is available to practitioners in Wales.

Target audience

TextNow® is intended for young people aged between 11 and 19 who lack skills and/or confidence in reading or who demonstrate a lack of interest in or enjoyment of reading. It is particularly appropriate for young people who are at risk of detachment from education and is also commonly used with young offenders and looked after children.

TextNow® is typically used with learners in Key Stage 3, although it has been used with individuals over the age of 19, and as a transition tool delivered during summer schools to learners coming into Year 7 the following September.

Impact evidence base

Since the launch of the intervention in 2008, data has been gathered and analysed, both by Unitas and Greg Brooks⁹⁸. Data has been collected from 696 young people⁹⁹ of predominantly secondary school age¹⁰⁰, who completed the TextNow® Programmes in 2008–09, 2009–10 and 2010–11. Based on data for the whole sample, the average gain in reading age over a ten-week programme was 18.7 months. The average gain in reading age per month on the programme (known as the ratio gain) was 5.5 months.

For learners in mainstream schools **only**, over the period 2008–11, the average reading age gain was 20.1 months and the ratio gain was 5.7 months.

There is no official data based on a comparison group who did not receive support at all or who received support of an alternative nature, and no follow-up data based on the sample group.

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⁹⁸ Greg Brooks is Professor Emeritus of Education at Sheffield University.

⁹⁹ In England and in Wales.

¹⁰⁰ Others in the sample included learners in special schools, young offenders, learners in pupil referral units and looked after children.

Method of delivery

Young people attend 20-minute sessions delivered five days a week on a one-to-one basis by a trained coach. Coaches can be teachers, teaching assistants, volunteers or older learners in the school who act as peer mentors. A designated project coordinator manages the delivery of the programme at each site.

TextNow® is not a skills-based intervention, and focuses on enjoyment rather than the mechanics of reading. During the practitioner training however, coaches will be given strategies for providing word-level intervention support.

Coaches can adapt the approach to suit the young person and the nature of the sessions can therefore vary. Sessions may start with the coach asking the young person how they choose a book and what kind of books they like. The sessions could involve shared reading and subsequent discussion of the text. The key object is to help young people to enjoy reading more.

The programme has been designed to encourage reluctant readers and a key motivational mechanism for this is the Awards Scheme. Young people are rewarded for participating on the programme by receiving credits of up to £25 towards books from the MyChoice! online system. The online bookstore offers a range of over 3,000 books of varying genres and from a variety of publishers. Young people are able to access the online bookstore and view information on books they are interested in, including a guide to reading difficulty, a synopsis of the content, the print type, a sample page and the book cover, in order for them to select the most appropriate book.

Unitas are currently in the development stage of introducing Welsh-language books into the online bookstore.

Assessment procedure

At the start and completion of the intervention young people are assessed using the NFER Single Word Reading Test 6–16; they also complete an attitudinal questionnaire at the start and end of the programme which investigates young people's attitudes towards reading. The results from the assessment and survey are uploaded onto the TextNow® site, and Unitas provide schools with an overall report showing progress of individual learners in the school and how this compares against national averages for young people going through TextNow®.

Timescale for delivery intervention

TextNow® is delivered in 20-minute sessions for a period of ten weeks.

Cost and resource requirements

It costs £35 per young person going through the course and a minimum of ten young people need to participate per cohort. This is the entire outlay needed to train the coaches and access all the materials necessary to deliver the intervention. It also covers the cost for the £25 worth of credits for each young person to purchase books from the TextNow® online bookstore. When schools initially sign up to TextNow®, they receive £100 in credit for the MyChoice! online bookstore, to establish a starter library. They also receive the NFER Single Word Reading Test 6–16 at no additional cost.

Practitioner training

Non-accredited training to use TextNow® is accessed online and therefore practitioners can complete it in stages, at a rate to suit themselves. In total it takes about half a day to complete the training.

The training is not accredited, but a certificate is available to download upon completion, and the cost is included in what schools pay per learner (see section above on 'Cost and resource requirements').

Further information

Further information is available at www.unitas.uk.net/TextNow

Numeracy catch-up programmes

Catch Up®¹⁰¹ Numeracy/Rhifedd Dyfal Donc (Catch Up® Numeracy in the medium of Welsh)

Summary	
Target audience	Effective evidence-based intervention for struggling learners aged 6 to 14.
Evidence of impact	Robust impact evidence on the effectiveness of the intervention in terms of both academic and behavioural improvements in learners; over an average period of 4.7 months learners achieved average number/mathematics age gains of 10.2 months.
Method of delivery	Structured intervention that is available in English and in Welsh and is delivered twice a week in 15-minute, one-to-one sessions by teachers or teaching assistants ¹⁰² .
Practitioner support	High-quality and accredited practitioner training with lifelong support through the Catch Up® Community.

Overview of intervention

Catch Up® Numeracy is a numeracy intervention originally developed by Catch Up®¹⁰³, a not-for-profit UK registered¹⁰⁴ charity with researchers from the University of Oxford in 2008¹⁰⁵. Catch Up® Numeracy is described as *'an intervention which enables learners who struggle with numeracy achieve more than double the progress of typically developing learners.'*¹⁰⁶ Catch Up® Numeracy addresses the core components of numeracy, including: counting; number comparison; tens and units; ordinal numbers; word problems; estimation; remembered facts; and derived facts.

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¹⁰¹ Catch Up® is a registered trademark (2563819) of The Caxton Trust (working name Catch Up®).

¹⁰² Based on Catch Up® training records trainees are one-third teachers and two-thirds teaching assistants.

¹⁰³ Catch Up® is a not-for-profit charity which aims to address the problem of underachievement that has its roots in literacy and numeracy difficulties. The development was part funded by the Esmée Fairbairn Foundation.

¹⁰⁴ Charity Number: 1072425.

¹⁰⁵ All copyright and legal ownership for the intervention is owned solely by The Caxton Trust/Catch Up®.

¹⁰⁶ Quoted from the Catch Up™ brochure, available at www.catchup.org.uk/CatchUpNumeracy/IntroducingCatchUpNumeracy.aspx

Rhifedd Dyfal Donc is the Welsh-medium version of Catch Up® Numeracy. For the purpose of this guidance document, the term 'Catch Up® Numeracy' is used; however, unless otherwise specified, the information given applies to both the English-medium and the Welsh-medium versions of the numeracy intervention.

The intervention materials and training are available in English and Welsh and are available to practitioners in Wales.

Target audience

Catch Up® Numeracy is designed for struggling learners between the ages of 6 and 14. The intervention is however typically delivered in Years 2 and 3 only. The main target audience is learners who are under-attaining and need additional support to progress to the level of their peers. The intervention is appropriate for learners whose number/mathematics age is significantly below their chronological age. Catch Up® Numeracy is designed for individuals who struggle with numeracy rather than learners beginning to learn numeracy.

Impact evidence base

Catch Up® Numeracy has been extensively evaluated and has been proven in schools and other settings across the UK as an effective intervention for struggling learners. Data is available from Catch Up®¹⁰⁷ as well as other sources¹⁰⁸.

In most recent research¹⁰⁹ a sample of 358 primary school learners from 15 local authorities¹¹⁰ who received Catch Up® Numeracy for an average period of 4.9 months achieved average number/mathematics age gains of 11.3 months; equating to a mean ratio gain of 2.2¹¹¹. The study included the use of two control groups, and changes in number/mathematics age were assessed over roughly the same period of time; among the 50 learners who received individualised mathematics work¹¹² for the same amount of time per week as those on the Catch Up® Numeracy for an average

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¹⁰⁷ www.catchup.org/Sharingsuccess/Researchbibliography.aspx

¹⁰⁸ For example, *What Works for Children with Mathematical Difficulties? The effectiveness of intervention schemes*, A Dowker (University of Oxford, 2009).

¹⁰⁹ Between 2008 and 2011.

¹¹⁰ In England and in Wales.

¹¹¹ *Applications of neuroscience to mathematics interventions*, A Dowker, RC Kadosh and W Holmes (University of Oxford, 2011).

¹¹² Individualised mathematics work usually involved reviewing work done in the school lessons and was not specifically targeted to assess strengths and areas for improvement.

period of 4.6 months the average number/mathematics age gain was 7 months. Among the 42 learners who received no intervention for an average period of 4.6 months the average number/mathematics age gain was 6.3 months. No follow-up data based on the sample group has been collected.

In a study¹¹³ of Catch Up® Numeracy the ratio gain in number/mathematics age¹¹⁴ for learners receiving Catch Up® Numeracy support were compared with the ratio gain for two other groups of learners. The first group (the matched time group) received the same prescribed time allocation as Catch Up® Numeracy in the form of non-targeted individualised mathematics work. The third group (the control group) continued with the normal pattern of input from their teachers, i.e. they received no additional support. Both samples consisted of learners who had been identified by their teachers as having difficulties with arithmetic.

The learners¹¹⁵ who received Catch Up® Numeracy support achieved a mean number/mathematics age¹¹⁶ ratio gain of 2.2; this compared to a mean ratio gain for learners in the matched time group¹¹⁷ of 1.47 and mean ratio gain for learners in the control group¹¹⁸ of 1.25.

Method of delivery

Catch Up® Numeracy is a structured intervention involving one-to-one teaching sessions which include explanation, modelling, activity, discussion, questioning and recording.

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¹¹³ *Targeted interventions for children with arithmetical difficulties*, A Dowker and G Sigley (The British Psychological Society, 2010).

¹¹⁴ The ratio gain equates to the months gained in mathematics age divided by the number of months between initial and final testing.

¹¹⁵ A total of 154 learners between the ages of 6 and 10 were in the sample receiving Catch Up® Numeracy support.

¹¹⁶ Learners' number/mathematics age was calculated using the Gillham and Hesse Number Screening Test.

¹¹⁷ A total of 50 learners between the ages of 6 and 10 were in the matched time group.

¹¹⁸ A total of 42 learners between the ages of 6 and 10 were in the control group.

Four stages of delivering Catch Up® Numeracy

Stage 1 involves assessments for learning to set targets and identify the appropriate starting point for the intervention. The National Numeracy Tests for learners in Years 2 to 9, to be introduced in Wales in May 2013, will support this process of initial assessment.

At Stage 2 the practitioner identifies an appropriate focus for the numeracy intervention. The results from the numeracy assessments are used to create a Catch Up® Numeracy learner profile and to select appropriate numeracy activities. Catch Up® Numeracy trained practitioners have access to a range of activities on the Catch Up® Numeracy online database of activities covering the ten key components of numeracy and graded to Catch Up® Numeracy levels. The database includes Wave 3 materials from the former Numeracy Strategy for England as well as others that have been developed by Catch Up®. Schools may develop their own resources or use commercial materials.

Stage 3 is essentially the delivery of two 15-minute one-to-one sessions per week. Each session involves three minutes of review and introduction, six minutes on a numeracy activity and a final six minutes on a linked recording exercise.

Stage 4 involves ongoing monitoring, during which time the assessments for learning are revisited and Catch Up® Numeracy targets are reviewed accordingly.

Assessment procedure

Trained Catch Up® Numeracy practitioners have access to a bank of easy-to-administer assessments to assess learners' performance in the core components of numeracy and to determine the needs of the individual learner. The results from these assessments for learning are used to set Catch Up® Numeracy targets and identify the appropriate starting point for the intervention.

Timescale for delivery of intervention

Catch Up® Numeracy sessions last 15 minutes each and are delivered twice a week by a trained Catch Up® Numeracy practitioner.

Cost and resource requirements

Catch Up® Numeracy is delivered on a one-to-one basis although the number of learners each trained practitioner supports varies in individual schools.

The average cost for delivering Catch Up® Numeracy has been calculated by the Catch Up® charity and is based upon practitioner training costs and the costs for delivery in terms of staff time. Over a four-year period, the costs associated with implementing and delivering Catch Up® Numeracy in a typical school comes to less than £130 per struggling learner. A proforma is available on the Catch Up® website and can be amended in terms of the number of practitioners trained, the number of trained practitioners per learner per year, and staff costs.

Practitioner training

The Catch Up® Numeracy intervention is only available as part of a comprehensive training and resource package, and training is delivered by Catch Up® Numeracy approved trainers. Practitioners (including teachers and teaching assistants or learning support assistants) can book onto a scheduled training event (subject to availability). Additional Catch Up® Numeracy training sessions can be organised for a minimum of ten members of staff from individual schools, from clusters of schools or from other settings.

Catch Up® Numeracy training costs £350 per trainee, and includes:

- the training itself and OCN accreditation fees
- a file and a unique username and password for the Catch Up® Numeracy website, providing access to all the guidance and proformas necessary to deliver and manage the intervention
- membership of the Catch Up® Community and lifetime support
- three credits towards Catch Up® digital games
- the opportunity to submit for the Catch Up® Excellence Awards.

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Four elements of Catch Up® Numeracy training

Part 1 (N1) is 'Introducing Catch Up® Numeracy' and provides an overview of Catch Up® Numeracy and implementation and management of the intervention. N1 is for senior managers and members of staff who will manage the intervention. The session lasts 90 minutes and is free of charge.

Part 2 (N2) is 'Delivering Catch Up® Numeracy' and is for staff who will deliver Catch Up® Numeracy and members of staff who will manage the intervention. N2 involves three half-day sessions (with follow-up tasks) and the sessions cover the background to Catch Up® Numeracy, numeracy skills assessment, delivering the individual sessions and ongoing monitoring.

Part 3 (N3) is 'Managing Catch Up® Numeracy' and is for members of staff who will manage the intervention. This hour session focuses on effective management of the intervention.

Part 4 (N4) is 'Review and next steps' and is for staff who will deliver Catch Up® Numeracy and staff who will manage the intervention. The half-day course reviews the delivery of Catch Up® Numeracy, and gives further guidance to trainees. Catch Up® Numeracy training is accredited by the OCN Eastern Region and trainees may submit for accreditation at no additional cost.

Additional teaching resources and practitioner support

Catch Up® Numeracy digital games are currently in development and will be available from September 2012.

Additional practitioner support

- Leaflets on communicating with parents/carers.
- Catch Up® Coordinator Action Plan.
- Checklists and guidance on timetabling, communication with parents/carers and staff, managing and supporting the intervention; monitoring the delivery, data collection and celebrating achievement.
- Lifetime support from the Catch Up® Community.
- Catch Up® local authority/consortia coordinators meetings facilitated by Catch Up® twice a year.

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Further information

Further information is available at www.catchup.org

Alternatively, e-mail info@catchup.org

1stClass@Number™

Summary	
Target audience	Typically targeted at learners in Year 2 who are at about National Curriculum Level 1C or learners in other year groups (up to Year 4) working at a similar level who need support to move towards Level 2 ¹¹⁹ .
Evidence of impact	In 2011/12 ¹²⁰ , 995 learners in 175 schools ¹²¹ received 1stClass@Number™ support. Based on the results from a standardised mathematics test pre- and post- intervention they had made an average number age gain of 10.1 months after 23 lessons in 2.2 months – over four times as much progress as would normally be expected.
Method of delivery	A total of 24 sessions lasting approximately 30 to 40 minutes delivered three days a week by trained teaching assistants to small groups; learners attend 1stClass@Number™ sessions while continuing to take part in their normal class mathematics lessons.
Practitioner support	Intensive three days of training for teaching assistants; ongoing support from a teacher in school who has attended an element of the training course.

Overview of intervention

1stClass@Number™ was developed by Edge Hill University and was first delivered in schools in 2011.

The intervention is delivered by a trained teaching assistant to small groups of learners; it is not targeted at the lowest achievers but at learners *'who need a helping hand with mathematics'*¹²².

1stClass@Number™ is one intervention within the Every Child Counts (ECC) initiative¹²³. It is a Wave 2¹²⁴ type initiative that is designed both to complement Numbers Count™¹²⁵ and to be stand-alone intervention in a school that is not delivering Numbers Count™.

¹¹⁹ Please note that the level descriptions are based on the curriculum in England.

¹²⁰ This was the first year of development for 1stClass@Number™.

¹²¹ Results based on learners in England.

¹²² <https://everychildcounts.edgehill.ac.uk/ecc-for-schools/what-is-1stclassnumber/>

¹²³ Every Child Counts (ECC) is an early numeracy strategy for raising achievement in mathematics in primary schools in England via three levels of support.

¹²⁴ Effective and inclusive provision for literacy and numeracy was summarised (in England) in the National Strategies' Waves model and was designed to minimise underachievement for all learners via 3 Waves. Wave 2 provision is designed to increase rates of progress and secure learning for groups of learners that puts them back on course to meet or exceed national expectations. This usually takes the form of a tight, structured programme of small-group support that is carefully targeted according to analysis of need and is delivered by teachers or teaching assistants. This support can occur outside (but in addition to) whole-class lessons, or be built into mainstream lessons as part of guided work.

¹²⁵ Please see separate summary for Numbers Count™.

The intervention materials and training are not currently available in Welsh but training to deliver the intervention in English is available to practitioners in Wales.

Target audience

1stClass@Number™ is level-driven rather than being targeted at learners by age or year group. The intervention is typically targeted at learners in Year 2 who are at about National Curriculum Level 1C or learners in other year groups (up to Year 4) working at a similar level who need support to move towards Level 2¹²⁶. However, 1stClass@Number™ has been delivered throughout the primary age group.

1stClass@Number™ 2 is currently under development and training will be available in September 2012. It will follow the same approach as 1stClass@Number™ and will cater for learners in Year 3 who are at about National Curriculum Level 2C, or for learners in other year groups working at a similar level who need support to move towards Level 3.

Impact evidence base

In 2011/12¹²⁷, 995 learners across 175 schools in England received 1stClass@Number™ support. Based on the results from a standardised mathematics assessment delivered pre- and post- intervention, learners had made an average number age gain of 10.1 months after 23 lessons in 2.2 months; this is over four times as much progress as would normally be expected.

There is no official data based on a comparison group who did not receive support at all or who received support of an alternative nature, and no follow-up data based on the sample group has been collected.

Method of delivery

1stClass@Number™ sessions are delivered by a teaching assistant to a group of up to four learners. The lessons focus on number and calculation, on learners' numeracy and communication skills and on their mathematical thinking.

The sessions are based around a Post Office theme intended to be engaging and to develop learners' confidence in a practical way.

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¹²⁶ Please note that the level descriptions are based on the curriculum in England.

¹²⁷ This was the first year of development for 1stClass@Number™.

During the final part of each session, the learners compose a group post card, that summaries the concepts that they have learnt in that particular session. The postcard is written by the teaching assistant on the grounds that the learners' ability to communicate the content of the numeracy session in written form could be undermined by literacy difficulties.

Teaching assistants follow detailed plans and extensive resources provided during the practitioner training sessions (see below).

Each unit of six lessons starts with a simple assessment that helps the teaching assistant to tailor the sessions to the group's needs. The 1stClass@Number™ teaching assistant liaises closely with the learners' class teacher(s) to share knowledge about the learners and to plan together for the learners' progress. During the course of a 1stClass@Number™ programme, learners continue to attend mainstream mathematics lessons.

Assessment procedure

The 1stClass@Number™ intervention starts with a detailed diagnostic assessment of what each learner knows. The Sandwell Early Numeracy Test¹²⁸ is the tool recommended by Edge Hill University and is used pre- and post- intervention in order to measure progress, although alternative initial assessment tools (e.g. NFER) can also be used, particularly for learners in higher year groups (e.g. Year 4) where the Sandwell Early Numeracy Test is less appropriate.

The National Numeracy Tests for learners in Years 2 to 9, to be introduced in Wales in May 2013, will support this process of initial assessment.

Timescale for delivery of intervention

1stClass@Number™ consists of 24 sessions of between 30 and 40 minutes delivered three times a week.

Cost and resource requirements

Costs for the training for teaching assistants vary in different local authorities; however, the average cost is £630 for the three-day training course.

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¹²⁸ The Every Child Counts (ECC) Programme recommends the Sandwell Early Numeracy Test to schools in order to analyse skills and to monitor progress.

Additional resource is needed to fund the practitioner time for delivering the intervention. This cost will vary depending on local circumstances. Edge Hill University recommend allowing an extra 45 minutes per week for teaching assistants to plan and prepare sessions and liaise with class teachers.

Schools also need to provide linking cubes, paper and some coins (in legal tender)¹²⁹.

Practitioner training

Teaching assistants undertake a total of three days of training about the mathematics that underlies the 1stClass@Number™ intervention. They receive ongoing support in school by a qualified teacher who needs to attend an element of the training course.

The 1stClass@Number™ training programme is available for delivery in Wales to a viably-sized group of practitioners.

Further information

Further information is available at
<https://everychildcounts.edgehill.ac.uk/ecc-for-schools/>

¹²⁹ Edge Hill University recommend using real money on the grounds that it helps learners to distinguish between the different shapes, sizes, lettering and numbering on the coinage.

Mathematics Recovery

Summary	
Target audience	Low-attaining learners in Year 1 and above.
Evidence of impact	Over the course of 44 Mathematics Recovery lessons, Year 2 learners ¹³⁰ achieved a mean gain in NFER standardised score ¹³¹ of 19.26, and a mean gain in national curriculum sublevels of 3.13 ¹³² .
Method of delivery	30-minute sessions of individualised instruction delivered by a teacher or experienced teaching assistant four days a week over a period of up to 12 weeks. The programme is also suitable for small-group tuition.
Practitioner support	Extensive professional development course and ongoing collegial and leader support for Mathematics Recovery teachers.

Overview of intervention

The Mathematics Recovery Programme was developed in Australia during the early 1990s. It was originally devised as an intensive, one-to-one programme for low-attaining learners. However, while maintaining its individualised focus, the programme has evolved over time and has also been used as a group-based and whole-class initiative for addressing numeracy gaps at a range of ages and ability levels¹³³.

The emphasis of the Mathematics Recovery Programme is upon ongoing assessment and observation, to determine learners' knowledge and to identify the strategies they use to tackle mathematical challenges, in order to support the development of their knowledge, ability and self-confidence in numeracy. The programme also involves teacher reflection through the use of videotape for both the assessment interviews and during the teaching sessions.

¹³⁰ In schools in England.

¹³¹ Standardised scores provide a means of understanding test scores more objectively than by using straight percentages. They take into account factors such as how difficult the test was, or how an individual learner's scores compare with the scores of another learner, or against wider benchmark data.

¹³² In the curriculum in England, Key Stages 1, 2, and 3 are accompanied by a series of eight levels that are used to measure learners' progress compared to learners of the same age across the country.

¹³³ Please note that the purpose of this document is to provide guidance on delivering Mathematics Recovery as a catch-up intervention, on either in one-to-one or group-based sessions and is not intended as guidance on a whole-school or whole-class approach.

The intervention materials and training are not currently available in Welsh but training to deliver the intervention in English is available to practitioners in Wales.

Target audience

The intervention is appropriate for learners in Year 1 and above who are 'struggling' with their mathematics. It is typically delivered to learners of six and seven years old, although it can also be used with learners in other age groups; despite the emphasis on early intervention for young learners, assessment and teaching materials and activities can be and are used for learners up to 12 years old.

There are no hard and fast criteria for selection for or exit from the programme.

Impact evidence base

Mathematics Recovery was one of the interventions trialled for seven-year-olds¹³⁴ with numeracy difficulties in the research carried out during the summer term of 2008 by the Every Child Counts (ECC) initiative¹³⁵.

The intervention was studied in 20 schools across two local authorities, with a total of 88 Year 2 learners, each starting at an average national curriculum level of just over Level 1C¹³⁶.

Results were assessed in terms of gains in national curriculum points¹³⁷ and in terms of gains in scores on the NFER standardised mathematics test. The table below sets out the results for each of the two local authorities.

Local authority	Number of learners in cohort	Average number of Mathematics Recovery lessons	Mean gain in national curriculum sublevels	Mean gain in NFER standard score
A	41	44	3.13	19.26
E	47	16	1.95	10.84

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¹³⁴ In schools in England.

¹³⁵ Every Child Counts (ECC) is an early numeracy strategy for raising achievement in mathematics in primary schools in England via three levels of support.

¹³⁶ *What Works for Children with Mathematical Difficulties? The effectiveness of intervention schemes*, A Dowker (University of Oxford, 2009).

¹³⁷ '0' represented 'Working toward Level 1' and '7' represented 'Level 3C'.

By the end of Year 2, 83 per cent of the learners in local authority A had reached at least Level 2C, and 41 per cent had reached at least Level 2B.

In local authority E, 53 per cent of the learners reached at least Level 2C and 32 per cent reached at least Level 2B.

There is no official data based on a comparison group who did not receive support at all or who received support of an alternative nature.

Method of delivery

Instruction within Mathematics Recovery sessions is guided by initial comprehensive assessment (see section below on 'Assessment procedure') and ongoing observational assessment and the key topics that are selected are tailored to the learner's overall stage. The sessions focus on developing skills and knowledge in: number words and number word sequences; recognition, identification and writing numerals; strategies for adding and subtracting; the tens and ones aspect of the numeration system; and methods of notation in arithmetic.

An Instructional Framework in Early Number that is bespoke to the Mathematics Recovery Programme informs the teaching content of the sessions, in which the learner solves mathematical problems which are just beyond his or her current knowledge.

Assessment procedure

A Learning Framework in Number (also developed for the Mathematics Recovery Programme) provides the necessary structures for assessment and an individual profile based on assessment is used to develop a personalised teaching framework for each learner.

At the start of the Mathematics Recovery Programme a diagnostic assessment interview is carried out with the learner to ascertain their current level of ability. The assessment (that has been developed specifically for the Mathematics Recovery Programme) is neither age-related nor curriculum-based and involves no reading or writing. Instead, it consists of six video-taped assessment interviews with the individual learner focussing entirely on number knowledge and structure and upon determining strategies that the learner uses to solve mathematical tasks.

Six interview-based assessments schedules of the Mathematics Recovery Programme

Assessment 1.1 and 1.2 address the relative sophistication of the learner's strategies for adding and subtracting; facility with number words and number word sequences both forward and backward; ability to identify, recognise and sequence numerals.

Assessment 2.1 and 2.2 addresses the learner's knowledge of the tens and ones structure of the numeration system; relative sophistication and range of strategies other than counting-by-ones to solve addition and subtraction tasks.

Assessment 3.1 and 3.2 addresses early multiplication and division and other areas.

The National Numeracy Tests for learners in Years 2 to 9, to be introduced in Wales in May 2013, will support this process of initial assessment.

Timescale for delivery of intervention

As a one-to-one or small group session the Mathematics Recovery Programme involves 30-minute sessions delivered four or five days a week over a period of between 10 and 15 weeks.

Cost and resource requirements

Training to deliver Mathematics Recovery is available from the Mathematics Recovery Council UK and Ireland¹³⁸. Training for each module costs £175 per delegate per day¹³⁹ including venue and refreshments, and can be delivered to a minimum of 15 delegates¹⁴⁰.

Additional resource is needed to fund the teaching assistant or teacher's time for delivery.

Practitioner training

The Mathematics Recovery Intervention Professional Development is intended for teachers and experienced teaching assistants.

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¹³⁸ The Mathematics Recovery Council UK and Ireland which is a not-for-profit organisation that aims to support those in education wishing to use the Mathematics Recovery Programme.

¹³⁹ For practitioners who attend Module 1 and Module 2, this involves eight days, at a total cost of £1,400 per person.

¹⁴⁰ If local authorities or schools provide a venue costs are considerably lower.

The training programme enables teachers to become specialists in learners' early mathematical development and equips them to provide support to colleagues in the school on numeracy development. Every teaching assistant must be supported by a teacher. Teachers may support more than one teaching assistant. There are two modules available to practitioners:

- Module 1 (five days) enables teachers and teaching assistants to provide intervention for learners within Key Stage 1
- Module 2 (three days) builds on and extends Module 1 and enables teachers and teaching assistants to provide intervention at both Key Stages 1 and 2.

Structure of Mathematics Recovery training

Module 1 (five training days):

- Days 1 and 2: Assessment focus
 - gap tasks to complete in school
- Days 3, 4 and 5: Teaching focus
 - intervention begins.

Fee includes:

- five days face-to-face training for teachers and teaching assistants
- assessment pack and two course books
- continuing support through a Mathematics Recovery consultant.

Module 2 (three training days):

- Days 6, 7 and 8: Assessment and teaching focus on:
 - tens and ones, structuring number to 20
 - multiplication and division
 - intervention continues.

Fee includes:

- five days face-to-face training for teachers and teaching assistants
- assessment pack and one course book
- continuing support through a Mathematics Recovery consultant
- optional accreditation, upon completion of a portfolio, by the Mathematics Recovery Council UK and Ireland.

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Additional teaching resources and practitioner support

A range of useful resources, including the four books in the Mathematics Recovery series, are available from various suppliers and can be viewed on the resources page of the Mathematics Recovery Council UK and Ireland website at www.mathsrecovery.org.uk/resources

Further information

Further information is available at www.mathsrecovery.org.uk

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Numbers Count™

Summary	
Target audience	Learners in Years 1 to 3 who struggle with mathematics and may not reach Level 3 at the end of Key Stage 2.
Evidence of impact	Over 30,000 learners ¹⁴¹ have taken part in Numbers Count™ since 2008, making average number age gains of 14 months over an average period of 12 weeks.
Method of delivery	Daily sessions lasting 30 minutes delivered on a one-to-one or very small group basis by a trained teacher over a period of between ten and twenty weeks depending on individual level of need.
Practitioner support	Intensive training and ongoing support for teachers for two terms from a local Every Child Counts (ECC) ¹⁴² Teacher Leader.

Overview of intervention

Numbers Count™ was developed by Edge Hill University and launched in September 2008; it has since been implemented in 712 schools. Numbers Count™ drew upon lessons learned from Mathematics Recovery¹⁴³, Numicon¹⁴⁴ and Numeracy Recovery¹⁴⁵.

Numbers Count™ is targeted at the very lowest achievers and is delivered by a specially trained teacher to learners in Years 1 to 3 who struggle with mathematics. Sessions are delivered individually or to two or three learners together, at the teacher's direction.

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¹⁴¹ Results based on learners in England.

¹⁴² Every Child Counts (ECC) is an early numeracy strategy for raising achievement in mathematics in primary schools in England via three levels of support.

¹⁴³ Mathematics Recovery is a highly intensive Australian intervention involving 30 minutes of individualised or small-group instruction four days per week for up to 12 weeks.

¹⁴⁴ The Numicon Teaching Programme is an approach based around multisensory teaching, integrating auditory, visual and kinaesthetic modalities. It can be delivered as an intervention in its own right; similarly the Numicon multisensory resources can also be used as part of another intervention.

¹⁴⁵ Numeracy Recovery is a pilot early intervention scheme developed in 2001 involving one-to-one sessions for half an hour per week for learners aged six and seven.

Numbers Count™ is a Wave 3¹⁴⁶ type intervention within the Every Child Counts (ECC) initiative¹⁴⁷.

The intervention materials and training are not currently available in Welsh but training to deliver the intervention in English is available to practitioners in Wales.

Target audience

Numbers Count™ is aimed at learners in Years 1 to 3 who struggle with mathematics and may not reach Level 3 at the end of Key Stage 2¹⁴⁸.

Numbers Count™ 2 is currently under development and training will be available in January 2013; it will follow the same approach as Numbers Count™, it will cater for learners in Years 4 to 6 who are struggling with mathematics and will aim to narrow the gap from their peers and reinvigorate their learning. In a pilot study of Numbers Count™ 2, 18 learners achieved average number age gains of 15.5 months on a standardised test after 20 hours of individual teaching over three months.

Impact evidence base

During 2010/11, 18,000 learners¹⁴⁹ took part in Numbers Count™. After 22 hours of teaching over the course of three months, they had made an average number age gain of 14.5 months on a standardised test. They continued to make progress back in class, making an average further number age gain of 8.5 months over the following six months¹⁵⁰. Learners taught individually and learners taught in pairs and trios made equally strong progress.

¹⁴⁶ Effective and inclusive provision for literacy and numeracy was summarised (in England) in the National Strategies' Waves model and was designed to minimise underachievement for all learners via 3 Waves. Wave 3 refers to the most intensive form of support from a specialist teacher, highly-trained teaching assistant, or academic mentor delivered one-to-one or to small groups to support learners towards the achievement of very specific targets.

¹⁴⁷ Every Child Counts (ECC) is an early numeracy strategy for raising achievement in mathematics in primary schools in England via three levels of support.

¹⁴⁸ Please note that this is based on levels within the curriculum in England.

¹⁴⁹ In schools in England.

¹⁵⁰ Data available on the Every Child Counts (ECC) website at <https://everychildcounts.edgehill.ac.uk/ecc-for-schools/benefits-for-schools/>

There is no official data based on a comparison group who did not receive support at all or who received support of an alternative nature.

Method of delivery

Numbers Count™ sessions are delivered in a dedicated teaching area and follow a set routine. Nonetheless, every session is unique and tailored to the individual learner's needs as determined by the results from the initial diagnostic assessment. The lessons are both rigorous and active and incorporate a variety of resources. Lessons focus on number and calculation in recognition of proven evidence that these elements underpin the development of understanding across all aspects of mathematics. The teacher aims to help each learner to develop their numeracy skills and confidence and to actively enjoy learning mathematics. The end objective is to enable the learner to continue to make good progress in mainstream mathematics after completing Numbers Count™.

The Numbers Count™ teacher liaises closely with the learner's class teacher to share knowledge about the learner and to plan together for the learner's progress. The Numbers Count™ teacher sets regular homework and meets parents/carers to discuss how they can support their children's learning at home. During the course of a Numbers Count™ Programme, learners continue to attend mainstream mathematics lessons.

Assessment procedure

The teacher begins by making a detailed diagnostic assessment of what each learner knows and then plans an individualised programme to help each learner to move forward. The Sandwell Early Numeracy Test¹⁵¹ is the tool recommended by Edge Hill University and is used pre- and post- intervention in order to measure progress, although alternative initial assessment tools can also be used, e.g. NFER.

The National Numeracy Tests for learners in Years 2 to 9, to be introduced in Wales in May 2013, will support this process of initial assessment.

Timescale for delivery of intervention

Numbers Count™ consists of 30-minute sessions delivered daily over the course of approximately 12 weeks.

¹⁵¹ The Every Child Counts (ECC) Programme recommends the Sandwell Early Numeracy Test to schools in order to analyse skills and to monitor progress.

Cost and resource requirements

Costs for the professional development programme vary in different local authorities; however, the average cost is £2,100 for the seven-day training course.

Additional resource is needed to fund the practitioner time for delivering the intervention. This cost will vary depending on local circumstances.

Practitioner training

Numbers Count™ teachers undertake a specialised professional development programme and receive intensive training and support for two terms in order to learn about the procedures of Numbers Count™ and about effective methods for teaching number and calculation. They are trained by and receive ongoing support from Every Child Counts (ECC) Teacher Leaders within their local authority who in turn are trained and supported by Edge Hill University National Trainers.

The training programme is available for delivery in Wales to a viably-sized group of practitioners.

Additional teaching resources and practitioner support

Annual support for accredited teachers

Two days of face-to-face professional development led by a Teacher Leader, including:

- Numbers Count™ developments and updates
- mathematics curriculum and pedagogy
- supporting mathematics across the school
- one school visit by a Teacher Leader
- reaccreditation as a Numbers Count™ Teacher if they meet published standards
- data analysis.

Further information

Further information is available at <https://everychildcounts.edgehill.ac.uk/ecc-for-schools/>

Further information and next steps

There are currently up to 100 programmes designed to accelerate progress in literacy and/or numeracy, and additional programmes continue to be developed in the UK and internationally. However, most of these programmes do not currently have sufficiently robust evidence of effectiveness in accelerating literacy and/or numeracy skills development. We would expect schools to use programmes which are proven to be successful and we would expect school improvement consortia to encourage them to do so.

Nonetheless, educational specialists and academics continue to conduct research into catch-up interventions generally and it is anticipated that further programmes that meet the necessary criteria will be added to this guidance in the future.

If you know of a programme which is not listed in this guidance, but meets the criteria for inclusion please forward details to curriculumdivision@wales.gsi.gov.uk

Further information on a greater range of literacy and numeracy catch-up programmes can found in the following sources:

- *Improving numeracy in key stage 2 and key stage 3* (Estyn, 2012)
- *What works for pupils with literacy difficulties? The effectiveness of intervention schemes* (Third Edition), G Brooks (Department for Children, Schools and Families, 2007)
- the Dyslexia-SpLD Trust' Interventions for Literacy website which includes summaries of over 25 literacy interventions that have been graded as 'useful', 'substantial' or 'remarkable'¹⁵² which is available to view at www.interventionsforliteracy.org.uk/interventions/list-view

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¹⁵² As identified in *What works for pupils with literacy difficulties? The effectiveness of intervention schemes* (Third Edition), G Brooks (Department for Children, Schools and Families, 2007).

Glossary of terms

Term	Definition
Every Child a Reader (ECaR)	Every Child a Reader (ECaR) is an early literacy strategy for raising attainment in Key Stage 1 in schools in England.
Every Child Counts (ECC)	Every Child Counts (ECC) is an early numeracy strategy for raising achievement in mathematics in Key Stage 1 in schools in England.
Wave 1	Effective inclusion of all children in high-quality learning and teaching of literacy/numeracy in mainstream lessons; a feature of the former Primary National Strategy ¹⁵³ 'Waves' model.
Wave 2	Additional time-limited provision in the form of small-group intervention to accelerate progress to enable learners to work at age-related expectations; a feature of the former Primary National Strategy ¹⁵⁴ 'Waves' model.
Wave 3	Additional time-limited provision to accelerate progress of targeted learners who require more intensive support. This may involve focused teaching activities which tackle fundamental errors and misconceptions that are preventing progress in literacy/numeracy; a feature of the former Primary National Strategy ¹⁵⁵ 'Waves' model.

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¹⁵³ In England.

¹⁵⁴ In England.

¹⁵⁵ In England.