

# Keeping-up sessions in Year 1

Children making the slowest progress (for example, the lowest attaining 20%) usually need more time to assimilate the new GPCs introduced each week. Additional daily ‘keeping-up’ sessions can be used to reinforce new learning and will help these children keep up with their peers.

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The ‘keeping-up’ sessions would take place sometime after the whole-class session (for example, in the afternoon) and could be run by a teacher or another trained adult. They should last about 10 minutes and involve grapheme recognition and word reading, using resources and activities from the whole-class sessions.

Alternatively, the relevant pages from the **Phonics Practice Pupil Books** could be used in this session. There is usually a double-page spread for each new grapheme in the Pupil Books. The first page reinforces the new grapheme and provides opportunities to practise reading words with the new grapheme: this could be used as the basis for the daily keeping-up sessions. The second page, which usually involves reading sentences featuring the new grapheme, could be completed at home or later in the week.

On the days when a new GPC is introduced (usually Monday, Tuesday, Wednesday) the session would involve practising recognition of that grapheme together with some previously learnt GPCs and reading **Word cards** featuring the new grapheme. On the remaining days, the children would practise quick recognition of all three graphemes together with some previously learnt graphemes and reading words with the new graphemes. The final session of the week would involve a **Quick read** activity (p.39) to assess children individually for recognition of the graphemes and blending to read words.

The following is an example of what these sessions might look like in Phase Five Term 1, Week 5. It can be adapted and repeated for other terms and weeks. Each session uses the **Grapheme cards** and **Word cards** from the whole-class session, so no additional preparation is needed. This also helps ensure that the new learning taught in the class session is reinforced in the keeping-up session. You may also want to use the **Phase Five Sound mat**.

## Monday – reinforce the new grapheme ‘ay’

**Revisit and review of graphemes:** Use the **Quick-fire graphemes** activity (p.34) and **Grapheme cards** from the previous weeks (in this case, Phase Three graphemes revised in Weeks 1 to 4 of Term 1.)

**Reinforce the new grapheme:** Show the new **Grapheme card** and say the sound. Ask the children to say the sound. Show the grapheme card a number of times and ask the children to say the sound. Alternatively, point to the new grapheme on the **Phase Five Sound mat**, say the sound and the illustrated word to emphasise the new sound (for example, /ai/ as in *tray*) or a phrase (for example, /ai/ as in *take the tray away*).

**Practise reading words:** Show a **Word card** containing the new grapheme. Ask the children to spot the new digraph, say the sound and then sound-talk and read the word. Underline the grapheme if necessary.

Repeat, this time giving each child or pair of children their own **Word card**. Check they spot the digraph, sound-talk and read the words correctly. If necessary, underline the digraph and say the sound, then ask them to sound-talk and read the word. Repeat with more words.

Read a sentence featuring the new grapheme.

## Tuesday – reinforce the new grapheme ‘ou’

Repeat the same activities as above for the new grapheme ‘ou’. Include ‘ay’ in the ‘Revisit and review of graphemes’.

## Wednesday – reinforce the new grapheme ‘ie’

Repeat the same activities again for the new grapheme ‘ie’. Include ‘ay’ and ‘ou’ in the ‘Revisit and review of graphemes’.

## Thursday – revise the three new graphemes ay, ou, ie

**Revisit and review of graphemes:** Use the **Quick-fire graphemes** activity (p.34) and **Grapheme cards** from the previous weeks and for the three new graphemes. Show the new graphemes multiple times.

**Reinforce the new graphemes:** Write one of the new graphemes on the whiteboard and ask the children to say the sound. Ask the children to write the new grapheme (on paper, a whiteboard or finger write on the table/carpet) and then say the sound. Repeat for the other two graphemes.

**Practise reading words:** Show a **Word card** containing one of the new graphemes. Ask the children to spot the new digraph, say the sound and then sound-talk and read the word. Repeat with **Word cards** for the other graphemes.

Give each child or pair of children their own **Word card**. Ask them to spot which digraph they have and then sound-talk and read the word. Again, underline the digraph or add sound buttons if necessary. Monitor the progress of individual children to see who is remembering the digraphs and sound-talking and blending the words correctly.

Read a sentence featuring at least one of the new graphemes.

## Friday – revise the three new graphemes ay, ou, ie

**Revisit and review of graphemes:** Use the **Quick-fire graphemes** activity (p.32) and **Grapheme cards** from the previous weeks and for the three new graphemes. Show the new graphemes multiple times. Check which children respond quickly to them.

**Reinforce the new graphemes:** Use the **Lucky dip** activity (p.34) to practise recognition of graphemes in words. Select a **Word card** for each of the graphemes to be reviewed. Put the word cards in a box or bag. Produce a word from the box or bag and ask the children to look for the digraph/trigraph. Then ask them then to blend and read the word.

**Practise reading words:** Give each child a few words to sound-talk and read so you can assess their recognition of the graphemes and blending to read words.

Read a sentence featuring one or more of the new graphemes.

At the end of the session, give the children copies of the three new **Grapheme cards** and some **Word cards** to take home and practise.