

Catch Up Literacy



What is Catch Up Literacy?

Catch Up Literacy is a structured **one-to-one intervention** for learners who find reading difficult. Each student receives **two 15 minutes** structured teaching sessions, **twice per week**

The intervention is **targeted to the needs of individual learners** and addresses all aspects of the reading process: word recognition and language comprehension.

The NBSS Model of Support and Catch Up Literacy

The NBSS offers three levels of behaviour support to post primary schools.

- **Level 1:** Whole School Support
- **Level 2:** Targeted Intervention Support
- **Level 3:** Intensive, Individualised Support



This three-tiered approach, founded on international best practice, is applied to behavioural interventions and endeavours to address the academic literacy, learning, social, emotional and behavioural needs of students in partner schools.

The Links between Behaviour and Academics

Research points to the importance of recognising the links between behaviour and academic problems and coordinating systems for prevention and intervention in both areas. From NBSS work in post primary schools it is also clear that the strong connections between academic achievement and behaviour can mean that **addressing challenges in one area can reduce difficulties arising in another.**

Adolescent Literacy

In terms of Adolescent Literacy common themes emerge from the research that include the need for all subject teachers to integrate the explicit and direct teaching of vocabulary, comprehension and writing skills necessary for learning in their subject areas. However, the research also confirms that **a small number of students need systemic, intensive and explicit teaching** to develop essential reading and writing skills. Catch Up Literacy is aimed at this small cohort of students and is used in NBSS partner schools as a Level 3 intervention.

The Four Stages of Catch Up Literacy

STAGE 1: Formative Assessments

Teachers trained in Catch Up Literacy use formative assessments to assess what the student can do and where their needs lie. These assessments are used to set Catch Up Literacy Targets.

STAGE 2: Selecting an appropriate book

A graded book is chosen that the individual struggling reader can read with a high degree of success. Books have been provided by NBSS to schools participating in the intervention.

STAGE 3: Individual teaching session (15 minutes, twice a week)

Individual teaching session part 1 (3 minutes):
During the 'prepared reading' part of the session the learner is given an overview of the story, so that they can concentrate on reading for meaning.

Individual teaching session part 2 (6 minutes):
In this part of the session the learner reads and the text is discussed. This enables the teacher to identify which reading strategies the learner uses and provides an opportunity to discuss the text and to ensure that the learner understands the content, can infer meaning and express opinions.

Individual teaching session part 3 (6 minutes):
The 'linked writing' section of the session allows the teacher to focus the teaching based on errors they observed in part 2 of the session.

STAGE 4: Ongoing monitoring

The record kept of each individual teaching session gives valuable information about the learner's needs and progress as well as informing future sessions.

NBSS Catch Up Literacy 2010-2011 Key Findings

In October 2010, 37 teachers from 19 NBSS partner schools were trained to deliver Catch Up Literacy with students as part of NBSS Level 3 support. The following are some of the key findings from their work with students.

Participants

- 74 students
- Average Chronological Age (CA) at start of the pilot: 13 years 9 months.
- Average Reading Age (RA) at start of the pilot: 7 years 9 months.
- 22% of students had a Reading Age (RA) below 7 yrs.
- Average duration of intervention 5.3 months

Outcomes

- Average Reading Age gains of 16.78 months
- Average Ratio gain (gain divided by duration of intervention) of 3.37 (*where a ratio gain of at least 2 may be considered 'good impact', Brooks 2007*)
- More than 70% of the participating students achieved a Reading Age gain of more than twice the duration of intervention.