



Rapid Catch-up assessment overview and matching grids

Identifying children for Rapid Catch-up

'It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.'
English National Curriculum (DfE, 2013)

Any child in your school who is reading at below the expected level for their age should be assessed immediately to identify what support and teaching they need to become fluent, accurate readers. For children in Reception or Year 1 who are following the Little Wandle programme, intervention should be in the form of individual or group Keep-up. (See the Keep-up area of the Little Wandle website.)

Using the Rapid Catch-up assessment materials

Children in Year 2 and above who are not at age-related expectations for reading should be assessed using the Rapid Catch-up phonics assessment and fluency assessment to check if they need to follow the Little Wandle Rapid Catch-up programme. The assessments materials, guidance on how to do the assessments, and the supporting videos can be found in the Rapid Catch-up area of the Little Wandle website.

By using these assessments, you will be able to work out exactly what gaps these children have, and put in place a robust programme to ensure they learn to read quickly. The assessments will also help you to match children to the appropriate reading book.

You will need to:

- assess all children on entry to the Rapid Catch-up programme so their pathway and specific teaching can be created
- re-assess children when they complete Phases 2, 3 and 4
- assess children who are following the Phase 5 part of the programme every four weeks
- assess children at the end of the programme to check they are ready to leave Little Wandle Rapid Catch-up.

The Rapid Catch-up fluency assessment should be used to find out about children’s reading accuracy and rate of reading as they become more confident readers in Phase 5, and to tell you whether children have gained enough fluency and accuracy to exit the Rapid Catch-up programme. In order to understand the meaning of what they are reading, children need to be reading at approximately 90 words per minute.

Pathways

The results of the initial Rapid Catch-up assessment will determine the correct pathway through the programme for each child.

Pathway 1: Some children will have large gaps in their knowledge and need to follow the whole Rapid Catch-up programme from the beginning. Other children will have secure knowledge of early phase GPCs but large gaps in later phases – these children will be able to start the programme part way through. For children with large gaps, you will teach all of the content in the weekly grids (on the Little Wandle website) from the relevant point, using the lesson templates for support. You can refer to the Prompt cards for a detailed breakdown of each part of the lesson/activity. All of the resources and guidance are in the Rapid Catch-up area of the website.

Pathway 2: Some children will have smaller gaps in their knowledge that can be filled in short, focused lessons. If you are filling in specific gaps for a child, as identified by the Rapid Catch-up assessment, use the Prompt cards to guide your teaching and the words identified in the ‘Word cards’ column of the assessment in your lessons. You can also refer to the relevant parts of the weekly grids.

Your regular four-weekly assessments will enable you to check the children’s progress and further tailor the programme for each child. Depending on the children’s progress, you may decide to switch between the pathways. While it is important to ensure that the children have secure knowledge of all the GPCs and words in a phase before moving on, teaching should be as pacy as possible. Remember that the aim of the programme is to enable children to catch up and become fluent readers quickly.

Using initial assessment results to determine the correct pathway

Part 1: Phase 2

Assessment: 32 GPCs/15 words

Assessment results				Action
If all GPCs	and	at least 13 words	are read automatically	reteach any incorrect words then move to Part 2: Phase 3 of the assessment
If any GPCs	or	3 words or more	are read incorrectly or not read	teach the whole programme from the beginning of Phase 2 (Pathway 1)

Part 2: Phase 3

Assessment: 14 GPCs/22 words

Assessment results			Action
If at least 12 GPCs	and	at least 19 words are read automatically	reteach any incorrect GPCs and words then move to Part 3: Phase 4 of the assessment
If 3 to 4 GPCs	or	4 to 6 words are read incorrectly or not read	teach to the gaps (Pathway 2)
If 5 GPCs or more	or	7 words or more are read incorrectly or not read	teach the whole programme from the beginning of Phase 3 (Pathway 1)

Part 3: Phase 4

Assessment: 18 words

Assessment results	Action
If at least 16 words are read correctly, 10 of which are read automatically	reteach any incorrect words then move to Part 3: Phase 5 of the assessment
If 3 to 4 words are read incorrectly or not read, but at least 10 words are read automatically	teach to the gaps (Pathway 2)
If 5 or more words are read incorrectly or not read, and fewer than 10 words are read automatically	teach the whole programme from the beginning of Phase 4 (Pathway 1)

Part 4: Phase 5

Assessment: 42 GPCs/92 words

Assessment results			Action
If at least 40 GPCs	and	at least 87 words are read automatically	reteach any incorrect GPCs and words. These children do not need to follow Rapid Catch-up.
If 5 to 10 GPCs	or	6 to 15 words are read incorrectly or not read	teach to the gaps (Pathway 2)
If 11 GPCs or more	or	16 words or more are read incorrectly or not read	teach the whole programme from the beginning of Phase 5 (Pathway 1)

Common issues

Not blending at Phases 2 and 3: Check the children's oral blending skills using the oral blending assessments. Use teacher-led blending every day. See the Prompt card or 'How to' video for 'Blending and reading words – super-supported method'.

Not reading words automatically: See the Prompt card or 'How to' video for 'Reading words with/without overt blending'.

Not able to identify the digraphs/trigraphs in words: Go back to teacher-led blending using the grapheme cards. See also the Prompt card or 'How to' video for 'Reading words with speedy digraph recognition'.

Incomplete knowledge of the alphabetic code: Children who have not fully understood the alphabetic code can often read common words by sight but struggle to read words in context with the same GPCs. If we don't teach these children how to read any word using their alphabetic knowledge, they will struggle to become fluent readers and access the curriculum. If children can read the assessment words but not read the GPCs or identify the GPCs in the words, they will need to follow the Phase 5 part of the programme.

Assessment of progress

You should use the assessment materials to carry out summative assessments at the end of Phases 2, 3 and 4. Children following the Phase 5 part of the programme need to be assessed at four-weekly intervals to ensure they are secure, and continue to be secure, in each Phase 5 set. The Phase 5 sets are highlighted on the Rapid Catch-up assessment teacher's mark and record sheet.

The timetable below sets out when assessments should take place for children completing the whole programme (Pathway 1). Children with smaller gaps who are following Pathway 2 should also be assessed at least once every four weeks to check on progress and to ensure they are on the correct pathway.

Phase	Summative assessment
2	Assess all Phase 2 GPCs and words at the end of Phase 2 (four weeks of teaching)
3	Assess all Phase 3 GPCs and words at the end of Phase 3 (four weeks of teaching)
4	Assess all Phase 4 words at the end of Phase 4 (four weeks of teaching)
5	Assess at the following points in the Phase 5 programme: End of Phase 5 week 4 – assess Phase 5 sets 1 and 2 End of Phase 5 week 8 – assess Phase 5 sets 1 to 3 End of Phase 5 week 12 – assess Phase 5 sets 1 to 4 Week 15 (teaching complete) – re-assess all phases to determine whether or not children are ready to exit the Little Wandle Rapid Catch-up programme.

Providing additional challenge

If children following the Rapid Catch-up programme are not finding the pace and progression challenging enough but still need support to catch up with their peers, continue to follow the Rapid Catch-up programme but put a greater emphasis on practising spelling in words and sentences. You can use the words and sentences from the weekly grids. Ask the children to write their own sentences using words they have recently learned. You can also explore spelling patterns by comparing words and looking at where in a word a grapheme often appears: beginning, middle or end.

Exiting the programme

Children who have completed the programme, secured all of the Phase 5 GPCs and can read them with ease, and have a reading accuracy speed of 90+ words per minute are ready to exit the phonics instruction part of the Rapid Catch-up programme.

They will, however, need to continue Reading practice sessions with the Phase 5 set 5 7+ reading books. Reading these books will ensure that they are practising their phonic knowledge in context and will provide challenge in terms of vocabulary and comprehension. Continue to use the 'Grow the code' grapheme chart in class to aid spelling and ensure that the children are given time to use their phonic knowledge to decode new words when they are reading.

Matching books to children’s secure phonic knowledge

- The Rapid Catch-up assessment spreadsheet will indicate the right book level for each child, but we always suggest that teachers use their judgement as well.
- The 7+ books have been created with older readers in mind. They have a higher word count and include bonus material to increase language development and comprehension. The main programme books can be used if schools do not have these books or if children need additional practice – they are listed on the matching grid below.
- You will need to take the level of fluency into account when choosing books at Phase 4 and above for children.
- Use the Rapid Catch-up phase assessments in conjunction with the matching grid below to match each child’s secure phonic knowledge in reading words to the appropriate decodable reading book for the next four weeks.
- If children are making quicker progress in between assessments, you can also use your judgement to move children on to the next level of book. Check the child can read:
 - the GPCs in the book effortlessly
 - the practice words at the front of the book fluently (with little or no overt blending)
 - the tricky words.
- Now ask them to read the first double-page spread. Can they read it without hesitation? If so, then this book is the correct level.

Matching grid

Assessment results	Child can read books containing the following GPCs, words, tricky words and word types	Matched books: <i>Big Cat for Little Wandle 7+</i>	Matched books: <i>Big Cat for Little Wandle</i>
Part 1: Phase 2			
GPCs read without hesitation: s a t p i n m d g o c k ck e u r h b f l Blends these words: mat dig red luck	g o c k ck –s for plurals and present tense verbs Tricky words: and is the	Phase 2 Set 3 Blending practice book: Kim and Mag Decodable book: Tick Tock	Phase 2 Set 3 Decodable books: Nip it! Dig it! Tick Tock and Mick Pop it on! Pip and Pop New for 2022 Blending practice books: A Cat, a Kid and a Dog Mick Digs Decodable books: Cam and the Sock Mack and Pip In the Pot Pack and Tick

Assessment results	Child can read books containing the following GPCs, words, tricky words and word types	Matched books: <i>Big Cat for Little Wandle 7+</i>	Matched books: <i>Big Cat for Little Wandle</i>
Part 1: Phase 2 (continued)			
<p>GPCs read without hesitation: s a t p i n m d g o c k c k e u r h b f l</p> <p>Blends these words: mat dig red luck bell fuss</p>	<p>e u r h b f f l l s s</p> <p>Tricky words: is I the put pull full as and his has her no go</p>	<p>Phase 2 Set 4 Blending practice book: A Full Bag</p> <p>Decodable book: Top Dogs Run</p>	<p>Phase 2 Set 4 Decodable books: Pots, Cans, Cups! Rag Duck Duck Socks Bad Luck, Dad Nell and Tess Up and Off!</p> <p>New for 2022 Blending practice books: A Fun Den Fins and Legs</p> <p>Decodable books: At the Top Dig a Pit</p>
<p>GPCs read without hesitation: j v w x y z z z qu ch sh th ng nk</p> <p>Blends these words: mat dig red luck bell fuss</p> <p>And sounds out at least seven of these words: fox yes shell thing much wink quack shuts sings</p>	<p>j v w x y z z z qu ch sh th ng nk</p> <p>Tricky words: I the put pull full and her no go to into she push he of we me be</p>	<p>Phase 2 Set 5 Blending practice books: Fox and Dog Ships</p> <p>Decodable books: The Bug Man Hit the Puck</p>	<p>Phase 2 Set 5 Decodable books: Hush! Fix it, Fox Jazz and Jet Ding Dong Dash to Dig Cubs Jig and Jog Buzz, Hop, Zip! Will it Sink? Big Mud Run</p> <p>New for 2022 Blending practice books: Jet Pack Vet Hens and Moths</p>

Assessment results	Child can read books containing the following GPCs, words, tricky words and word types	Matched books: <i>Big Cat for Little Wandle 7+</i>	Matched books: <i>Big Cat for Little Wandle</i>
Part 2: Phase 3			
<p>GPCs read without hesitation: ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>Sounds out and blends 12 words</p>	<p>ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>Word types:</p> <ul style="list-style-type: none"> • Words with double letters: dd mm tt bb rr gg pp nn cc • Longer words, e.g. lemon • Compound words, e.g. carpark <p>Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure</p>	<p>Phase 3 Set 1</p> <p>Blending practice books: The Picnic A Dark Wood Wings and Tails Barn Owl Sees Town Rubbish</p> <p>Decodable books: The Silver Hunters No Road Back Pits to Parks Town Farms</p>	<p>Phase 3 Set 1</p> <p>Decodable books: Pink Boat, Pink Car Finn Feels Better A Job for the Dog I Look for Mark Jack and Zain Get Set for Fun It is a Fox Rock Pools Down to Up Odd Fish!</p> <p>New for 2022 Dee Can Fix it! Fix that Rocket! Look for Pepper Keep Fit Under my Feet Art in the Park</p>
<p>Read all Phase 3 GPCs without hesitation</p> <p>Sounds out and blends 18 words</p>	<p>ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>Word types:</p> <ul style="list-style-type: none"> • Words with more than one digraph, e.g. shimmer • Longer words, e.g. fantastic helmet • Compound words, e.g. earring popcorn • Words ending in -ing, e.g. chatting waiting • Words ending in -es, e.g. torches <p>Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure</p>	<p>Phase 3 Set 2</p> <p>Missing on Mars Zoom in The Lights in the Darkness How to Pick a Fort</p>	<p>Phase 3 Set 2</p> <p>Decodable books: Aimee and the Tablet Lee and the Box Nipper and Gull The Hopper The Power Cut In the Dark Woods Down the River Food on the Farm Owls in the Night It is Hidden</p> <p>New for 2022 Meep and the Midnight Mess Too Much Soap Queen of the Moon Lights at Night Terrific Arctic Terns Look Up High</p>

Assessment results	Child can read books containing the following GPCs, words, tricky words and word types	Matched books: <i>Big Cat for Little Wandle 7+</i>	Matched books: <i>Big Cat for Little Wandle</i>
Part 3: Phase 4			
<p>Sounds out and blends: more than five words</p> <p>Reads five words automatically</p> <p>A total of at least 10 words must be read correctly.</p> <p>Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.</p>	<p>Word type:</p> <ul style="list-style-type: none"> • Adjacent consonants and short vowel sounds <p>Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today</p>	<p>Phase 4 Set 1</p> <p>The Dragon Egg Quest Fun on the Track</p>	<p>Phase 4 Set 1</p> <p>Decodable books: The Foolish, Timid Rabbit Tickets! Scrap Rat Snug in the Tent Crick and Crock Have Lunch Thumper How the Ear Can Hear Stunt Jets Good Things from Farms Track a T-Rex Strong Trucks From the Top</p> <p>New for 2022 Stella and the Dragon This is my Chair Dogs that Help On to the Next Job!</p>

Assessment results	Child can read books containing the following GPCs, words, tricky words and word types	Matched books: <i>Big Cat for Little Wandle 7+</i>	Matched books: <i>Big Cat for Little Wandle</i>
Part 3: Phase 4 (continued)			
<p>Sounds out and blends: eight plus words</p> <p>Reads seven words automatically</p> <p>A total of at least 15 words must be read correctly.</p> <p>Children should be reading words automatically without sounding them out in order to be fluent enough to read these longer books.</p>	<p>Word type:</p> <ul style="list-style-type: none"> • Adjacent consonant and long vowel sounds <p>Tricky words: I the put pull full and no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today</p>	<p>Phase 4 Set 2</p> <p>Magnet Man and Me Anna's Song Down my Street Ants Greek Sports Parasports</p>	<p>Phase 4 Set 2</p> <p>Decodable books: Eggs on Toast Dragon in the Jam The Monster on the Train Zebra's Tent The Chicken Coop Scoop I Love it! Harper and the Big Dog Spook Night A Year in Japan Stunning Stunts Extinct Monsters How to Spot an Otter It's Freezing Out! Train to Win Maps Storms</p> <p>New for 2022</p> <p>Stretch and Challenge*: Spilled Milk Fun at the Fair The Camping Trip Too Much Clatter! The Trinket Light Night Dreena's Hair Ling, the Star Painter Star Patterns Looking in the Forest Mood Boost My Good Mood Book Scrap Be a Green Star Green Alert Patterns from the Air</p>

*Stretch and Challenge books contain the same GPCs as other books in the same level, but they have a higher word count, and more complex sentence structures and vocabulary.

Assessment results		Child can read books containing the following GPCs, words, tricky words and word types	Matched books: <i>Big Cat for Little Wandle</i> 7+	Matched books: <i>Big Cat for Little Wandle</i>
Part 5: Phase 5				
<p>Set 1 Reads all Phase 5 Set 1 GPCs without hesitation.</p> <p>Set 1 words Sounds out and blends three or more</p> <p>Reads five words automatically</p> <p>A total of at least eight words must be read correctly.</p>	<p>Set 1 GPCs /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn</p>	<p>Tricky words I the put pull full no go to into she push he of we me be was you they my by all are sure pure said so have like some come love do were here little says there when what one out today</p>	<p>Phase 5 Set 1 The Cat Burglar Asa the Rock Cutter Fantastic Monsters Highest, Longest, Deepest</p>	<p>Phase 5 Set 1 Decodable books: Not in Otter's Pocket The Elf and the Cobbler The Dragon Keeper's Handbook Blackcurrant Jam Sharks Animal Tricks: Sticking Power</p> <p>New for 2022 Dark Unicorn Tracking the Blue Beast Roo's Rocket Cleaning Up the Sea Living in the Clouds Fish that Fool</p>
<p>Set 2 Read all Phase 5 Set 1 GPCs and words without hesitation.</p> <p>Set 2 words Sounds out and blends four or more words</p> <p>Reads six words automatically</p> <p>A total of at least 10 words must be read correctly.</p>	<p>Set 2 GPCs /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p>	<p>Tricky words the put pull full to into push of was you they my by all are sure pure said have some come love do were here little says there when what one their people oh your Mr Mrs Ms ask could would should our house mouse water want</p>	<p>Phase 5 Set 2 Taming the Dragon Goldie's New Home Investigate Green Power Roman Life</p>	<p>Phase 5 Set 2 Let's Pretend! Iris's Wild Ride Jake and Jen in the Balloon of Doom Wild Homes This is our Planet Be a Cave Explorer</p> <p>New for 2022 The Car Boot Sale The Robot Meets a Tiger Paper Tiger Amazing Webs Cranes Lifting High Saturn's Secrets</p>

Assessment results		Child can read books containing the following GPCs, words, tricky words and word types	Matched books: <i>Big Cat for Little Wandle</i> 7+	Matched books: <i>Big Cat for Little Wandle</i>
Part 5: Phase 5 (continued)				
<p>Set 3 Reads all Phase 5 Set 1 and 2 GPCs and words without hesitation.</p> <p>Set 3 words Sounds out and blends six or more words</p> <p>Reads 12 words automatically A total of at least 18 words must be read correctly.</p>	<p>Set 3 GPCs /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p>	<p>Tricky words the put pull full to into push of was they all are sure pure said do were here says there what one their people oh your Mr Mrs Ms ask could would should our water want any many again who whole where two school call different thought through friend work</p>	<p>Phase 5 Set 3 Eek Sheep! Follow the Moon Undersea Volcanoes Hello Feelings</p>	<p>Phase 5 Set 3 Don't Blame Me! The Stone Shadows Look Out, Nebit! How to Draw Cat and Dog Show Time! Welcome to my Home!</p> <p>New for 2022 The Lost Shimmer Kitten Trouble Mighty Mud Race Legends of Land and Sky Recycle it What is Snot?</p>
<p>Set 4 Read all Phase 5 Set 1, 2 and 3 GPCs and words without hesitation.</p> <p>Set 4 words Sounds out and blends six or more words</p> <p>Reads 14 words automatically A total of at least 20 words must be read correctly.</p>	<p>Set 4 GPCs /ur/ or word /oo/ u oul awful* would /air/ are ear ere share bear there /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half father* /or/ a water /o/ a want /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze (* depending on regional accent.)</p>	<p>Tricky words the put pull full to into push of was they all are sure pure said do were here says there what one their people oh your Mr Mrs Ms ask could would should our water want any many again who whole where two school call different thought through friend work once laugh because eye</p>	<p>Phase 5 Set 4 Martha's Mistake It Honked at Me Ashwin Goalball Can you survive?</p>	<p>Phase 5 Set 4 Disaster Duck Noisy Neesha The Hide and Seek Squirrels A Helping Hand Witney and Boscoe's Lost and Found Oodles of Noodles Around the World in 72 Days Bear Spotting How Not to be Eaten Beetles Around the World Crocs and Rocks The Secret of Loch Ness</p> <p>New for 2022 Stretch and Challenge*: Jazz and Pop's Adventure The Mouth-Watering Cheese Adventure Jake and Jen in the Lost Land of Dinosaurs The Secret Life of Mushrooms How to Draw a Dinosaur Robot Space Explorers</p>

*Stretch and Challenge books contain the same GPCs as other books in the same level, but they have a higher word count, and more complex sentence structures and vocabulary.

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Part 5: Phase 5 (continued)				
<p>Set 5 Read all Phase 5 Set 1, 2,3 and 4 GPCs and words without hesitation.</p> <p>Set 5 words Sounds out and blends four or more words</p> <p>Reads 16 words automatically</p> <p>A total of at least 20 words must be read correctly</p>	<p>Set 5 GPCs /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge ge bridge large /i/ y crystal /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more</p>	<p>Tricky words the to into of are sure pure said do were here says there what one their people oh your Mr Mrs Ms our any many who whole two thought through friend work once laugh because eye busy beautiful pretty hour move improve parents shoe</p>	<p>Phase 5 Set 5 Jake and Jen in the Night of the Ninja Myths Don't Frighten Me Looking for Treasure Nature and Design</p>	<p>Phase 5 Set 5 The Dragon King's Daughter The Knight Who Could Knit The Shy Monster The Great Fire of London Poles Apart Reptiles Break Rules</p> <p>New for 2022 Stretch and Challenge*: Taro and the Stag Beetle Bodies Can Do Anything! Watch Out This Troll Shouts! Slam Dunk Rare and Unusual Creatures The Art of Climbing</p>

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