Precision teach

Precision teach is a daily10-minute intervention focusing on really mastering knowledge that children are finding hard to retain, such as recognition of tricky words, phonics sounds or numbers or recalling numbers that add to make 10. The child works on 3 – 5 items at a time and these must be really secure before moving on. It is not usually a quick process, but does lead to children who have previously struggled, making progress.

There are 3 elements to Precision Teach that are each explained here:

1. Deciding on the target items (e.g. the words or numbers to be learned)
2. Teaching and practice time
3. Testing to ensure mastery

Deciding on target items

Precision teach is appropriate when children are really struggling to retain knowledge and recall it quickly, despite having learned and practiced it for a while.

The target items are the words, phonic sounds, numbers, number bonds etc that your child is going to learn.

To decide on the target items choose 3 that your child has tried to learn but still struggles to remember and 1 that they are nearly secure on. So you will end up with 4 target items.

You will not move on from these target items until the child reaches the threshold described in the test section.

To choose **tricky words** to learn, use the tricky words snakes in the

'building blocks - reading' section of the website and see where your child gets stuck.

To choose **phonic sounds** to learn, look at the phonics sound practice sheet in the 'building blocks - reading' section of the website and see where your child gets stuck.

To choose **numbers / number bonds to 10** just work through in number order working on any that your child doesn't recognise / know.

Teaching and practice time

Each session should consist of 9 minutes teaching time and finish with a 1 minute test. In school, we use a timer to make sure we keep to these timings. We advise you do the same at home.

The activities for this intervention are simple and repetitive. The only resource you need to make are some flash cards with the items that your child is learning. In school, an adult will write one set of flash cards and then the child will create another set writing them for themselves. This then provides two sets of cards to use for the activities.

Daily introduction – 2 minutes

- To begin with, look at the cards and identify them:
    - **For phonics sounds** – find them on the sound mat, say them and make the action
    - **For numbers** say it and count it (use small items to count out)
    - **For tricky words** talk about why they are tricky. What is the tricky part?
    - **For bonds to 10** show the first number with fingers and see that the other number is the number of fingers not being used.

Activity Ideas – 7 minutes

Not all these activities need to be completed in each daily session. These are just some ideas for what you might do within the 9 minutes of play. You and your child may come up with other ideas – anything that is practising the items and the child is engaged with is good!

- Matching Pairs – turn both sets of cards upside down. Take it in turns to turn two cards over. If it is a matching set, the player gets to keep them. Make sure that each card is read out each time they are turned over.
- Kim's game – place all the cards face up. Read them together and give the child 10 seconds to memorise where they are are. The child then closes their eyes and the adult removes one card. Can they guess the missing card?
- Dice game – Turn the cards upside down. Roll the dice, turn over one card and ask the child to write the chosen card the amount of times that they rolled on the dice.
- Fill the page – write the number, sound or word over and over in different pens, different sizes etc saying it each time it is written until the page is filled. (these could then be put up around the house as a reminder)

For words:

- Simple sentences – the adult writes a simple sentence containing one of the key words. Can the child identify the key word and highlight it? Afterwards rehearse reading the sentence together.
- Missing letters – The adult writes a key word and misses a letter out. Can the child recognise which letter is missing?
- Rainbow writing – write each key word in different coloured pencils.
- Create the words using magnetic letters

For numbers

- **(up to 6**) lay out both sets of cards face up, take it in turns to roll a die – if your number is on one of the cards, you can collect it. See who can collect the most.
- https://www.topmarks.co.uk/learning-to-count/teddy-numbers

For number bonds

- Use the 10 frame resource here to find the totals to 10 https://www.ictgames.com/mobilePage/tenFrame/index.html
- Use this game to practice http://www.ictgames.com/saveTheWhale/
- Write the individual 'bond' numbers on cards (make 2 sets) then play pairs looking for the numbers that go together (e.g. 8 + 2)
- Using the individual number cards play a speed game turn the card and say its bond – how many can you each win in a minute?

Testing

The test consists of a grid with 40 boxes. The key items are written or typed in the boxes in a random order (repeated many times). One item per box. (See below)

The aim of the test is for the child to read as many of the items as they can within the time (for number bonds there should by one of the 'bond' numbers should be written in each box and the child will say its bond pair e.g. 6 is in the box, the child says 4 or 6 + 4).

The child reads along the rows (encourage them to point or point for them to keep their place) for exactly 1 minute – they go back to the top if they get to the bottom of the page.

The adult records how many words are read correctly and how many errors the child makes. If a child needs to self-correct, this is marked as a mistake. It is a good idea to record the results each day so that your child can see that they are getting better.

When the child has completed the test three times reading between 40 - 50 items correctly and making less than 2 errors, they are ready to move on to the next set of items. Don't rush to move them on too quickly!

When you they are ready to move on, choose 3 or 4 new target items and start all over again.

Additional Notes

Scores in the test should go up most days and the number of errors should go down. If this is not happening, remove one of the target items, so that your child is having to retain less.

If there is one particular item that your child finds particularly difficult to remember, please make sure this word is still included in the teaching time activities, even when you move on to a new set of items. Recapping on items that have been previously taught helps check children are retaining their knowledge.

Example test grid

so	by	he	the
by	so	by	he
so	the	by	so
the	he	so	by
by	by	so	he
he	the	so	the
so	by	the	he
the	so	the	by
he	by	he	the
so	the	so	he

Blank test grid
