

Precision Teaching Summary Sheet

Aims

- ❖ Accelerate learning – developing accuracy and fluency.
- ❖ Monitor progress on a daily basis – teacher and pupil see at a glance progress made.
- ❖ Tailored to child so success guaranteed!

Daily input - Should only take 10 mins per day.

1. **Teach** the skill for 8 minutes – Flashcards/ Snap/ I spy etc. Use same teaching method daily.
2. **Test** using the probe – child reads/ spells as many words as can in 1 minute (time carefully) (If child reaches end of probe before 1 minute send back to top and continue).
3. **Record** correct and incorrect answers with the child.

Teach

- ❖ Decide what skill the child will be working on and discuss this with the teacher (e.g. phonics/ number bonds/ spelling). This skill should be something the child is currently working on and not a brand new skill.
- ❖ Complete a baseline assessment to see what the child can and cannot do in chosen area.
- ❖ Set a target and aim rate. Eg To read aloud five high frequency words at a rate of 40 words per minute with no more than 2 errors on two consecutive occasions.
- ❖ Create the probe and include some of the skills they can do to ensure success and motivation.
- ❖ Teach this skill for 8 minutes daily using fun and motivating activities (e.g. flash cards/ I spy/ dice/ snap).
- ❖ Use lots of praise and encouragement and choose an activity you think the child will engage well with.

Skill Type	Fluency KS1	Fluency KS2	Fluency KS3/4	Accuracy – error level
See to say	40 rpm	50 rpm	60 rpm	No more than 2 errors
See to write	15 rpm	30rpm	45 rpm	10% of fluency rate
Hear to write	15 rpm	25 rpm	35 rpm	10% of fluency rate

Test

- ❖ Create a probe sheet- one for the child and one for you to mark.
- ❖ Include words or numbers that they know to ensure success.
- ❖ Use a timer to make sure you have exactly 60 seconds.

Instructions for 1 minute probe

Instructions to pupil:

'Here are the words we've been learning. Some of them might be hard for you but I want you to show me how many you know in one minute. Let's go through them as quickly as we can. I'll point to each one and you say the word. If you don't know it straight away I'll move you on to the next one.'

Tester:

- ❖ Sit beside pupil. Prepare pupil and start timer.
- ❖ If you have to point to each word in turn horizontally, avoid slowing pupil down.
- ❖ If pupil responds by saying 'Don't know' – move on to next word immediately.
- ❖ If pupil fails to respond – allow 4-5 seconds and then point to the next word, saying 'Try this one.'
- ❖ At end of 1 minute exactly, mark word reached with a star to help you with scoring.
- ❖ Give lots of praise/stickers – make it a fun and rewarding experience.

Record

Use a copy of probe for recording responses - ✓ for correct responses
● for incorrect responses

Try not to let child see recording process as may slow down to watch! (hide behind open folder or similar)

Completing Progress Chart.

- ❖ Fill in daily after the probe is completed – write the number of correct and incorrect responses in the appropriate boxes. Do this with the child so they see their progress.
- ❖ Then place markers on chart - ● - number of correct responses.
X – number of incorrect responses.

- ❖ Join dots/crosses with straight lines to give a clear view of child's progress.
- ❖ Ensure markers are not joined up across weekends or across **NO CHANCE** days i.e days when the child is absent or for some reason the probe cannot be completed. These should be marked in the boxes at the bottom of the chart as **A** or **NC**.

Continuous checks for effectiveness

- ❖ Evaluate chart – Is progress evident? Is the child accelerating?
- ❖ 3 day rule- If the child is successful at completing the target (50 words in 1 minute, with less than 2 errors within 3 days) the target is **too easy**.
- ❖ You should either introduce more words, or harder words.
- ❖ If there is no progress, consider reducing the task, is there a pre-requisite skill that needs to be taught first?
- ❖ 8 Day Rule- If the child is not at or near the selected Aim Rate after 8 days on the same task, you should not proceed without considering change. These changes are most likely to be about getting the teaching to be more effective:
 - ❖ Increasing motivation e.g. praise, rewards
 - ❖ Modify teaching method
 - ❖ Reduce number of words/ letters/ sums being taught
 - ❖ Teaching arrangements e.g. time of day
 - ❖ **If you make a change to your programme – keep it simple – change 1 feature at a time.**
- ❖ When the child achieves the Aim Rate – 50 words in 1 minute with no more than 2 errors on 2 consecutive occasions – lots of praise/rewards and next day move on to next set of words and probe.
- ❖ Check for maintenance 2-4 weeks later.
- ❖ Double check procedure – periodically use earlier probes or new mixed probes to check that Aim Rates are maintained i.e the skill has been retained/mastered.