

English Provision 2020 -21

When we return in Autumn, we will be focusing on a Curriculum for reconnections and recovery to ensure our children settle back into school life, addressing the gaps in our children's learning and consolidating Summer and key learning objectives from their previous year group so that our children feel ready and confident for a transition into their new year group. Planning will continue as usual to provide our children with a broad and balanced Curriculum.

We are still fully committed to making our English cross-curricular, linking it where possible into current topics and themes across all the subjects. We continue to build around the idea of longer blocks embedding key objectives. Punctuation and grammar will continue to be taught alongside a written focus and will need specific teaching either within a writing focus or within stand alone teaching sessions.

Reading

Reading must be of **top priority** for our children when they return. Children in EYFS and KS1 will need phoneme knowledge assessed through RWI so they can be grouped accordingly and reading books provided. Once Read, Write Inc groups have been re-established then these sessions can continue as normal as the children are in the same bubble. On the 22nd October there is Read, Write Inc Development Day.

KS2 pupils will need to complete a STAR reading test for Accelerated Reader. It is of vital importance that we get our children reading regularly and back into a good reading routine both within school and at home. We will continue to encourage reading at home through our whole school reading reward system. Guided Reading and Reciprocal Reading will need to continue where possible through small group teaching and whole class shared reading. Class teachers should continue to read a class story at the end of the day.

As it currently stands, we are not inviting our volunteer 1-1 readers into school, once we are more settled and school is up and running we will consider inviting them back but this will also be in accordance to current Covid updates, guidance and of course if they want to come back. Teachers need to identify children who are priority and need regular or daily 1-1 reading with staff; this can still go ahead so long as they sit side by side.

Staff need a designated area/box for finished reading books. We need to keep these used books quarantined for 72 hours before putting them back into the Library.

Spelling

Through RWI assessment, EYFS and KS1 can identify where the children are at with their spellings and children will be grouped accordingly so that gaps can be addressed.

In KS2, teachers will need to assess statutory spellings for the year groups. We will continue to use 'No-nonsense Spelling' to teach rules but through assessment will need to decide where is best to start in the scheme. We will continue to use THRASS as additional support.

Handwriting

Last Spring term, we began to introduce Cursive Handwriting to our KS2 children and those ready within KS1. We were beginning to see huge improvements in our children's handwriting so we need to continue to use and focus on it using the online Nelson handwriting scheme for a progression on letter patterns and joins for year groups.

Assessment

On return, KS1 and KS2 staff are to use Non-Negotiable (1-1 sheets) to identify gaps and teaching objectives that need to be taught. This will support with hand over to new class teachers. Before transition into new classes each child needs to complete a piece of independent writing to be given to their new teachers. This can be completed on paper and will enable teachers to identify the strengths and areas of development in the child's writing, informing future planning. We will continue to assess the children's writing at the end of each term in their writing assessment books.

We will continue to complete the large objective sheets for reading and writing with our new children. The non-negotiable target sheets for Y1-6 are to be completed before October half term and teaching should focus upon on the summer term objectives or current Autumn Term objectives if the children are up to speed. From this, we should be able to complete the target 1-1 sheets alongside the children giving them effective feedback on progress made by half term.

STAR tests are to be completed for AR when the children go to their new class teacher and then new ZPD's can be established and quizzes can begin to start recording individual progression. We will still follow the guidelines of reading a book 3 times, unless the book is a novel – this can be left to the judgement of staff.

Accelerated Reading will continue to provide regular updates of each individual child and RWI children will have regular assessments every half term or when required. We will continue to use Rising Stars end of year tests for reading and SPAG. Year 6 children will continue to use past SAT papers to support in preparation for their end of year testing. Twinkl also provide half-termly SPAG tests and reading comprehensions that staff may wish to use to support judgements.

Contingency planning for further lockdown or Isolation

In the case of a pupil(s) having to go into self-isolation then a home-learning pack must be provided so that the children can continue with their learning. These activities could be linked to either current teaching or linked to non-negotiables. Children should be given some statutory spellings or phonetical activities. A reading book(s) should go home to ensure they continue reading regularly (Please see school guidance). Children will be given a laptop and teachers will E-mail work to individual children.

Interventions

A member of staff will continue to run IDL, Toe-by-Toe and Better Reading with children who have been identified as a priority.

Where possible, as there is no intervention time due to no whole school assemblies, we will need to use TA's to support those children who have been identified as needing some extra support.