



KS2 English Covid Catch-Up Plan

Reading: -

- **Who still needs Phonics teaching?** Identification of phased groups
- Use of high quality texts – Reading Detectives, Nelson, YPO, CGP, old NFER papers and Reading Explorers all available. Progression in difficulty over the course of the year – start with previous year group initially
- New CGP Study Books are also ideal for cross-curricular Guided Reading
- Vocabulary to be highly prominent / visible in the classroom – regularly updated
- Cornerstones papers to be delivered at the end of each term
- Sophisticated retrieval +++
- Test Your Memory twice per week, Speed Read once a fortnight
- Mid-Autumn 1, test and gap analysis
- Continue to build reading stamina amongst children plus skimming & scanning techniques
- NNs have been updated – please see separate copy – class novel to be timetabled for the end of each day – prioritised with gaps from the Summer
- Ensure banded book boxes are organised and that children are choosing the correct book to take home
- HUGE PUSH on home reading. School planners / diaries are still not being utilised to their full advantage in some cases. Diaries must be signed by parents (or other) every week. Must also be signed by the class teacher following 1:1 reading – each and every week – discussion on how this could potentially look in practice as multi-tasking is key! More 1:1 for disadvantaged / underachieving
- Across school, work to be carried out to engage parents further with home reading. Relaunch of 'owls' / brick walls
- Library visit once per week (if allowed) – are children choosing challenging books?
- First News will still be available
- Attractive, enticing Reading Area within the classroom
- Reading for Pleasure – high on everyone's agenda – time to read independently
- Pie Corbett's Reading Spine packs – ideal for class novel

Feedback from last drops-ins – we are to continue working with focus children twice per week in order to accelerate progress. Use of questioning was a real strength. Rest of the class working independently – excellent behaviour for learning seen. Avoid blind tasks if you have a 'visitor' as this does not enable children to shine when discussing the text! Children have good strategies for answering questions worth 2/3 marks. Children use text-marking to their advantage to identify key information and vocabulary. Moved away from L.O. TAs providing good feedback.

Spelling: -

- **Ensure that children are secure with previous year group spellings**

- Small yellow book – Rising Stars / Spelling – related activities in the front, weekly spelling tests in the back
- Discrete spelling lessons must be timetabled twice per week (at least)
- Weekly spellings to be sent home to learn – whatever covered during the week plus at least 2 words from the Year Group spelling list
- Spelling Bee to be held later in the year
- Across all workbooks, high expectations of spelling – no laziness re. common words

Handwriting: -

- **Hit the ground running, avoids a battle later on in the year**
- High expectations across all workbooks
- Use Penpals and CGP books regularly
- Timetable discrete handwriting opportunities – at least twice per week – link with spellings, dictated sentences, other ideas?
- ‘Dots’ to continue – email will be sent on Friday but this time I will also be specifying which workbooks the children are to bring
- For children who are still at the developmental stages with their handwriting, workbooks with handwriting lines to be provided (from KS1, or they can be drawn in using a highlighter pen)
- Be strict with pen licence – all children should be writing in pen by the end of Year 3 however, this can be revoked any time if standards slip

T4W: -

- Coverage of fiction, non-fiction and poetry (performance) to be revisited across KS2 – see new long term map now also saved on website
- Cold tasks – before holidays is the best time – identify clear targets from this, linked to termly NNs for Writing
- Daily GPaS activities in yellow books – don’t forget to recap previous years too
- Daily short-burst writing opportunities to be planned for – audience and purpose is imperative! Especially for boys!
- Washing lines, story maps, boxing up – all in place?
- At least two independent writes per half term in thinner yellow book – can children recall features of prior genres taught?
- More cross-curricular writing in Foundation lessons
- Use of purple pens for editing / making corrections → (across all workbooks, not just English!) → how can this be done effectively?
- Don’t forget to use the Pie Corbett books – grammar games, poetry – for planning
- Toolkits, no L.O.
- Differentiation for NTE, SEND
- Are there any barriers to writing that we need to discuss now?