



COVID Catch-Up (Writing)

KS2 Action Plan

Spring 2, Week 3 onwards (8th March 2021)

Read widely → grow vocabulary → better writing!

This plan is in addition to the English COVID Catch-Up plan created in readiness for wider school reopening in September 2020.

- FB and SP attending 12th March LPDS English Network
- Staff CPD essential to address all of the following (Week 2)
- Recap on the effective elements / expectations of the T4W process (Week 2)
- Share exemplification materials once again – with staff and ensure children are clear on expectations
- Assess where children are up to through a mix of short burst writes and extended writes; identify gaps
- Non-negotiables (revised versions from prior lockdowns) on display in all classrooms – visible presence and regularly referred to
- Relook at LTPs – do we need to do a re-shuffle in the short term? 3 weeks 'til Easter

Handwriting:

- Additional CGP termly books already purchased for some year groups
- Already purchased Handhuggers etc. for motor skills
- Smaller, purple lined handwriting books purchased as requested by some staff members
- Discrete sessions more often than usual – we still have Penpals and staff continue to model excellence on flipcharts
- Dots on Doors to return; prizes for winning classes
- Intervention where required – see J-AN for resources
- No nonsense approach – expectations are high

Spelling:

- Additional discrete sessions
- Downloaded 'Eggpress' Spelling intervention to start to implement
- Moved towards Purple Mash spelling programme as more effective overall
- Spelling Bee in Summer term inc. staff Bees too
- Weekly Superstar Spellers → list on the door for home time, parents etc. to see
- FB to monitor small yellow spelling books – high profile? Visible progress for all?

Grammar & Punctuation:

- Back to basics with punctuation – no point in continuing with higher order punctuation until the basics are right
- Treat GPaS as we do our Daily Maths sessions – separate from regular English lessons
- Avoid mixing new concepts and rushing i.e. if working on proper nouns, stick to it for a full week until fully embedded
- We now have a range of test papers for assessment purposes i.e. NFER, past SATs – may need to consider more regular GPaS assessments and tracking

Composition:

- Don't over-complicate English lessons
- New Pie Corbett books already purchased in Year 4
- Children will need some level of re-training on effective use of coloured editing pens
- Boys: audience and purpose for written work of huge importance
- FB to support teachers with modelling / differentiation where required
- Whole school focus / project for inspiration
- Vocabulary prominent throughout school – FB to monitor
- Pair with classes – write to one another – buddy up
- More short burst opportunities in Foundation subjects; even more than Autumn term

Other:

- Weekly writing awards – trophies already purchased – FB to present virtually on Zoom
- Competitions
- More written work on display around school
- Phonics to continue in-line with NTE support → must ensure effective communication between TAs (NTE) and teachers so that teachers know what focus has been during intervention
- Interventions e.g. 5 Minute Box for targeted children to restart – do we need to retrain?
- Catch-Up TA intervention / KUCU
- Additional pieces in independent extended writing books – could be blind tasks set and monitored by FB?
- Is there a way in which awards for writing / competitions / events can be held live via Zoom so that parents can join in too? FB to investigate.