

Re-engagement Curriculum

Year Group:

6

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Year Group	Knowledge and skills which have been missed or only covered by some	How the remaining teaching for this academic year will be adapted. (Wave 1 interventions)	Additional interventions that are required over and above normal lesson delivery (Wave 2 interventions)
Maths	<p>Elements of fractions not taught. Ratio and percentages taught online.</p> <p>Rest of curriculum taught as normal.</p>	<p>Taught elements recapped through skills drills.</p> <p>Time dedicated to re-teaching elements identified as gaps from assessment</p>	<p>Children identified from assessments as having gaps having 1:1 or small group interventions to close gaps. These are teacher-led.</p> <p>Children to attend after school catch up sessions in clubs.</p>
Phonics/SPAG Spelling	<p>No issues with coverage, due to KS2 assessment coverage will be complete.</p> <p>QLA undertaken on spelling rules. Areas of concern to be recapped and built into medium term planning.</p>	<p>SPaG curriculum taught through English. ensuring coverage of full curriculum.</p> <p>All children to revise identified spelling rules.</p> <p>The rest of the spelling curriculum completed as normal.</p>	<p>Precision teaching used to consolidate and close the gaps for children identified as being behind.</p>
Reading	<p>All children heard read for word recognition, decoding, intonation and fluency to check they have been maintained.</p> <p>All children heard read to assess against key reading domains.</p>	<p>Recapping key domains, supporting those who may have missed key learning whilst continuing to challenge HA.</p> <p>Regular opportunities for extended reading to be built into the curriculum.</p>	<p>Identified children read with an adult 1:1 daily or twice weekly.</p> <p>Addition inference reading intervention run, once a week.</p> <p>Children to attend after school catch up sessions in clubs</p>
Writing	<p>Core skills of writing neglected through lockdown- sentence structure, spelling and capital letters.</p> <p>Writing purposes neglected through lack of engagement in online learning.</p>	<p>Focus on only core skills for the first two weeks and ensuring they are re-embedded.</p> <p>Ensure retrieval practise times is spent re-embedding sentence structure and variety.</p>	<p>Time given to review and conference with children to improve writing.</p> <p>Children to attend after school catch up sessions in clubs</p>
Foundation Subjects/Topic	<p>Full range of foundation subjects taught</p>	<p>Core skills to be revised as we map out the curriculum for the rest of the year.</p>	
Social and Emotional Skills - Jigsaw	<p>PSHE taught during online learning- no significant gaps.</p>	<p>Continue to teach the Jigsaw curriculum.</p>	<p>Ensure children's individual needs are met on an ad hoc nature.</p>