

Lister Infants Recovery Curriculum for Phonics

A Recovery Curriculum Statement for Phonics

Although remote learning was provided to our pupils throughout COVID 19 lockdown, school recognises access to the learning will not have been the same as being in the classroom. We also recognise our families had different experiences of lockdown and it affected people in different ways. As a result we know there will be gaps that need to be addressed as we return to school. Lister Infants will support pupils through identifying the knowledge, skills and understanding from missed learning and prioritising the most crucial components for progression before new units are taught.

Reading is both a subject in its own right and the medium for accessing the whole curriculum. Fluency in reading is an essential foundation for success in all subjects. Its mastery will prepare the learner for independent learning, most aspects of everyday life, and eventually for the world of work. Reading is the building block for life and ensures limitless expectations, therefore reading and phonics will be a key focus for all year groups.

Current Year group	Unit of work missed	Missed Early Years Outcomes (EYFS) Missed KUS (KS1)	Crucial Learning to be revisited	To be taught
Reception	<p>As a result of COVID-19 lockdown, we know the loss of routine, structure, friendship, opportunity and freedom will have an impact on our youngest children, with this in mind we will focus on the Prime Areas within the EYFS- Personal, Social and Emotional Development, Communication and Language and Physical Development. Allowing children time to settle well, build strong relationships and feel secure in a structured routine. This focus will ensure our children are able to relate to each other, communicate effectively and engage with their environment. Opportunities for learning will be provided through a stimulating learning environment, with an emphasis on learning through fun, practical, hands on experiences with language development at the heart of each interaction.</p> <p>Reception will be consolidating Phase 1 phonics in Autumn 1, moving onto Phase 2 teaching when the children are ready. Classes will not be in sets due to individual class bubbles. Staff will differentiate appropriately and TA's will provide support for children within phonics and additional interventions will be planned.</p>			
Year 1	<p>Phase 2</p> <p>Phase 3</p>	<p>In Reception the children were in ability sets before COVID 19 lockdown. Some of these pupils had completed Phase 3 and were beginning Phase 4. Some of these pupils were beginning Phase 3 and some were completing Phase 1-2 activities.</p>	<p>Phase 2:</p> <ul style="list-style-type: none"> • Recognise and write all Phase 2 sounds. • Blend and segment CVC words. • Read and spell tricky words. 	<ul style="list-style-type: none"> • Baseline phonics for starting point and to inform intervention groups and precision teaching. • Year 1 will begin by

	<p style="text-align: center;">Phase 4</p>	<p>Alongside discreet phonics sessions the children missed the opportunity to apply and practise their phonic skills in reading and writing.</p> <p>Reading ELG</p> <ul style="list-style-type: none"> • Children read and understand simple sentences. • They use phonic knowledge to decode regular words and read them aloud accurately. • They also read some common irregular words. <p>Writing ELG:</p> <ul style="list-style-type: none"> • Children use their phonic knowledge to write words in ways which match their spoken sounds. • They also write some irregular common words. • They write simple sentences which can be read by themselves and others. • Some words are spelt correctly and others are phonetically plausible. 	<p>Phase 3:</p> <ul style="list-style-type: none"> • Recognise and write all phase 3 sounds. • Blend and segment CVCC/CCVC words • Read and spell tricky words <p>Phase 4:</p> <ul style="list-style-type: none"> • Read and spell words with adjacent consonants. • Read polysyllabic words. <p>Reading:</p> <ul style="list-style-type: none"> • Read the first 45 HFW • Use phonic knowledge to decode regular words and read them aloud accurately. • Read some common irregular words. • Join in with rhyming patterns • Identify the start and end of a sentence. • Uses pictures to support reading and sounding out unknown words. <p>Writing:</p> <ul style="list-style-type: none"> • Spell the first 45 HFW • Forming most upper and lower case letters in the alphabet correctly • Forming a simple sentence that can be read by themselves and others – (noun and verb) (tracing, build, copy, write) • To know 'I' needs a capital letter on its 	<p>recapping Phase 2/ Phase 3 and Phase 4 in Autumn 1. Once staff feel the children are ready they will begin with the Year One phonics programme to ensure coverage in preparation for the Phonics Screening Check June 2021.</p> <ul style="list-style-type: none"> • Phonics lessons will be taught in class bubbles and not sets. • Staff will plan for additional catch up sessions and TA's to support group interventions. • Children will complete a practice test of the first section of the phonics screening check in December 2020 to assess phase 3 knowledge and plan interventions for Term 2. • All children to be baselined for reading in first weeks back gain reading age, correct book band level and to
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			own.	<p>inform intervention and precision teaching to support pupil progress.</p> <ul style="list-style-type: none"> • Teacher will also ensure children are put onto correct high frequency word list. • Focus on high frequency words from T1 list 3 and 4. • Teachers to assess spelling of the first 45 HFW and use these for Spelling test from T2 before moving onto the 100 HFW.
Year 2	Year 1 Phonics Curriculum	<p>In Year 1 the children were in ability sets before COVID 19 lockdown. Each set was at a different stage of the Year 1 Phonics curriculum.</p> <p>Alongside discreet phonics sessions the children missed the opportunity to apply and practise their phonic skills in reading and writing.</p> <p>Reading: Reading – Word Reading:</p> <ul style="list-style-type: none"> • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading. • read common exception words, noting unusual correspondences between spelling and sound and 	<p>Year 1 Phonics</p> <ul style="list-style-type: none"> • Recognise new graphemes and alternative pronunciations of these graphemes. • Know spelling rules for v, tch, nk and apply these. • Read and spell compound words. • Be able to add the suffix ed, ing, er, est, s, es and the prefix un. • Be able to read the Year 1 common exception words. <p>Reading:</p> <ul style="list-style-type: none"> • Recognise all upper and lower case letters of the alphabet and say the letter name and sound • Read the first 100 HFW 	<ul style="list-style-type: none"> • All children to be baselined for reading/phonics in first weeks back gain reading age, correct book band level and to inform intervention and precision teaching to support pupil progress. • Once the Year One phonics programme has been caught up, the children will move onto Year 2 Phonics. Preparation lessons for the phonics screening test in week 11 is a

		<p>where these occur in the word</p> <ul style="list-style-type: none"> • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) <p>Writing – Transcription:</p> <p><i>Spelling (see English Appendix 1)</i></p> <ul style="list-style-type: none"> • spell: <ul style="list-style-type: none"> ○ common exception words ○ the days of the week • name the letters of the alphabet: <ul style="list-style-type: none"> ○ naming the letters of the alphabet in order ○ using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: <ul style="list-style-type: none"> ○ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ○ using the prefix un– (change meaning verbs & adjectives) ○ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in English Appendix 1 	<ul style="list-style-type: none"> • Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes* • Read accurately some words of two or more syllables that contain the same grapheme phoneme correspondences (GPCs)* • Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them. • Identify repeated patterns in language • Retell with accuracy • Make predictions on basis of what is being said and done. • Beginning to read with pace and expression • Re-reads if reading does not make sense <p>Writing:</p> <ul style="list-style-type: none"> • Spell the first 100 HFW. • Read and spell most of the year one common exception words. • Using present and past tense with some accuracy • Leaves spaces between words. • Joins words and joins clauses using ‘and.’ • Uses a capital letter for names of people, places, the days of the week and the personal pronoun Uses words 	<p>priority for Year 2.</p> <ul style="list-style-type: none"> • Phonics homework and seesaw activities linked to the phonics screening check have been provided to reinforce previous learning to prepare the children for the phonics screening check. • Teacher will also ensure children are put onto correct high frequency word list. • Phonics lessons will cover elements of the phonics screening check (real and nonsense words) in the application part of each lesson and intervention groups will take place daily to support pupils. • Pupils who don’t pass the phonics screening check in Nov 2020 will access interventions in prep for June 2021. • A focus on individual reading and shared reading in replace of guided reading from T1.
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			<p>containing each of the 40+ phonemes already taught.</p> <ul style="list-style-type: none">• Uses the common exception words.• Uses the spelling rule for adding s/es• Uses the prefix un• Uses ed, ing, er and est where no change is needed to the root word.• Forming all upper and lower case letters correctly and of the correct size relative to one another in some of the writing.	<ul style="list-style-type: none">• Intervention groups established for children not on track to meet Phonics Check T1 informed by assessments.• Focus on first 100 high frequency words from T1.• Spelling test from T1:2 with a focus on the first 100high frequency words and common exception words from year one.
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