

Lister Infants Recovery Curriculum for English

A Recovery Curriculum Statement for English

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.

English is both a subject in its own right and the medium for accessing the whole curriculum. Fluency in English 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.

Reception 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.

	Unit of work missed	Missed Early Years Outcomes (EYFS) Missed KUS (KS1)	Crucial Learning to be revisited	To be taught
Year 1	Reading Recount Narrative	Reading ELG <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. They demonstrate understanding when talking with others about what they have read. 	Reading: <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. Demonstrate understanding when talking with others about what they have read. 	<ul style="list-style-type: none"> All children to be baselined for reading in first weeks back gain reading age, correct book band level and to inform intervention and precision teaching to support pupil progress. Teacher will also

	<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>Listening and attention:</p> <ul style="list-style-type: none"> • Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. <p>Self-confidence and self-awareness:</p> <ul style="list-style-type: none"> • Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. <p>Understanding:</p> <ul style="list-style-type: none"> • Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. <p>Speaking:</p> <ul style="list-style-type: none"> • Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that 	<ul style="list-style-type: none"> • Join in with rhyming patterns • Make basic predictions. • Identify the start and end of a sentence. • Beginning to relate settings to own experience • Uses pictures to support reading and sounding out unknown words. • Beginning to understand that some books are stories and some have information • Beginning to recognise plot, setting & characters in familiar stories. <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 • Correct pencil grip • Be able to spell their first name with correct letter formation • 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 own. Beginning to demarcate some sentences with capital letters and full stops. • Some separation of words with spaces. • Beginning to use capital letters at the start of a sentence and a full stop at 	<p>ensure children are put onto correct high frequency word list.</p> <ul style="list-style-type: none"> • Baseline phonics for starting point and to inform intervention groups and precision teaching. (See phonics Recovery Curriculum). • Author focus texts used each term to expose the children to rich vocabulary from T1 and to revise character, plot, setting and making predictions. • Word of the Week to teach new vocabulary from T1. • A focus on individual reading and shared reading in replace of guided reading from T1. Teachers to revise key strategies for reading. • Active Learn used to support catch up reading. • Focus on writing news using differentiated word mats from T1 to
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		<p>have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>Managing feelings and behaviour:</p> <ul style="list-style-type: none"> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. 	<p>the end.</p> <ul style="list-style-type: none"> Beginning to use simple adjectives e.g. big, red Experience of using past tense (news writing) and present tense 	<p>secure basic sentences using capital letters, spaces and full stops and the past tense.</p> <ul style="list-style-type: none"> All children to write their name at the top of the page for staff to support any children not secure in writing their name with the correct letter formation. Focus on high frequency words from T1 list 3 and 4. Teachers to baseline letter formation and have recap of letter formation and families. Handwriting lessons to happen x3 sessions per week from T1. 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	<p>Reading</p> <p>Recount</p> <p>Stories from</p>	<p>Reading:</p> <p>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 	<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 	<ul style="list-style-type: none"> All children to be baselined for reading in first weeks back gain reading age, correct

	<p>a range of cultures</p> <p>Instructions</p> <p>Poems on a theme</p> <p>Information text</p>	<p>use other strategies to work out words</p> <ul style="list-style-type: none"> 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 where these occur in the word 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>Reading – Comprehension:</p> <ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> discussing word meanings, linking new meanings to those already known recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> Read the first 100 HFW 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 Relates reading to own experience Re-reads if reading does not make sense Knows the difference between fiction and nonfiction Comments on plot, setting & characters in familiar stories. <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. Sequence sentences to form short 	<p>book band level and to 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. Author focus texts used each term to expose the children to rich vocabulary from T1. Word of the Week to teach new vocabulary from T1. A focus on individual reading and shared reading in replace of guided reading from T1. Intervention groups established for children not on track to meet Phonics Check T1 informed by assessments. Active Learn used to support catch up reading. <ul style="list-style-type: none"> Focus on skills work initially to secure basic
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	<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 <p><i>Handwriting</i></p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. <p>Writing - Composition:</p>	<p>narratives.</p> <ul style="list-style-type: none"> • Using present and past tense with some accuracy • Using some adjectives to add description. • Leaves spaces between words. • Joins words and joins clauses using ‘and.’ • Begins to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. • Uses a capital letter for names of people, places, the days of the week and the personal pronoun I. • Uses words containing each of the 40+ phonemes already taught. • Uses the common exception words. • Knows the days of the week. • 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. • Beginning to use diagonal joins 	<p>sentences and recap GPS from year one such as exclamation and question marks and using and.</p> <ul style="list-style-type: none"> • Focus on first 100 high frequency words from T1. • Teachers to baseline letter formation and have recap of previous joins from year one. Handwriting lessons to happen x3 sessions per week 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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Pupils should be taught to:

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils

read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – Vocabulary, Grammar, Punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
 - words combine to make sentences
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
 - learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

Terminology for children:

		Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark		
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