



Recovery Strategies Autumn Term 1 2020

Nursery to Reception

<u>Area</u>	<u>Concerns</u>	<u>Strategies to overcome concerns</u>
Phonics	Poor listening skills	Listening with Lola intervention Listening games at snack time
	Sounds taught forgotten	Start from Phase 2 for all children
Number	Poor basic number skills	Counting everyday Count to 10 and backwards, progress onto 20
Personal, social and emotional	Not used to routines	Establish rules and routines from first day
	Children haven't seen peers in a long time	Play ring games Circle time Name games
	Possible deaths in the family	Stories around death Cards to make to make people smile
Communication and Language	Low listening, attention and understanding skills	Book of the week to read each day Learn new words from the book each week Use VIPERS style activities each day to support the book e.g. predicting from the front cover on Monday, reading and stopping for children to use the clues in the book to predict what will happen next, write story maps to show their understanding of the story, retell the story using their story map. Kim's game and other attention games
	Communication skills	Children are involved or referred to Speech and Language Many opportunities to talk

Physical development	Toilet training	Work with parents to encourage children to be toilet trained – refer to School Nurse if required
	Poor self-care and not as independent	Staff to reward children who are independent and when they can do something, like fastening coat with a marble
	Poor gross and fine motor skills	Squiggle while you wiggle Dough gym Fine motor skills station in environment Large blocks/large paper to develop strength and gross motor skills

Reception to Year 1

<u>Subject</u>	<u>Concerns</u>	<u>Strategies to overcome concerns</u>
Writing	Letter formation	Squiggle while you Wiggle and Read Write Inc letter formation (are we still using this, Lisa wanted it?)
	Quality of writing	Guided writing in small groups Writing books to continue in Year 1 Target group to do name writing
Phonics	Not all sounds taught	Teach sounds in Phase 3 from sh.
	Target children	Small group to have daily phonics intervention
Reading	Not reading at secure Phase 3	Continue with reading books at each child's phonic ability.
Number	Concepts were not revisited	Teach from ELG for first half term to revisit each concept.
	Not all children confident with numbers to 20	Target group given to teacher to support. Majority of the children are doing well in Maths.
Shape, space and measure	Weight	Did not teach. Target this area in first half term.
	Money	Did not directly teach. Teach during first half term.
Health and self-care	Being healthy	Recap healthy eating and exercise.
Personal, social and emotional development	Solving problems together to support sharing and prevent telling tales	The children use the timer to share. They discuss how they will share the toy or they won't play with it at all.

		They tell the person if they have hurt then and it gets solved.
	Possible deaths in the family	Stories around death Cards to make to make people smile
Communication and Language	Low listening, attention and understanding skills	Book of the week to read each day Learn new words from the book each week Use VIPERS style activities each day to support the book e.g. predicting from the front cover on Monday, reading and stopping for children to use the clues in the book to predict what will happen next, write story maps to show their understanding of the story, retell the story using their story map.
	Communication skills	Children are involved or referred to Speech and Language Many opportunities to talk
The world	Growing	What will a bean grow into? Didn't get to complete these activities
	Floating or sinking	Didn't complete activity but helps support basic scientific skills, plan in first half term.
Computing	Children to log onto the computer	Did not get chance to practise logging onto the computers We were developing mouse control- click and drag and double clicking.