



## Recovery Strategies Autumn Term 1 2020

### KS2

#### Year 3 to year 4

<u>Area</u>	<u>Concerns</u>	<u>Strategies to overcome concerns</u>
<b>Spelling</b>	Children have forgotten spelling patterns.	<p>Initial spelling assessments to be carried out in the first week by teachers and TAs to highlight gaps.</p> <p>Weekly spellings to be sent home from the first week to address key areas for development.</p>
<b>Reading</b>	Pupils haven't read regularly for up to six months.	<p>Every pupil to be heard reading 1:1 <b>once a week</b> by class teacher. Those working below ARE to be heard <b>at least 3 times</b> per week to close the ARE gap.</p> <p><b>VIPERS</b> Children to complete Vipers tasks daily, covering at least 4 separate VIPERS strands weekly.</p>
<b>Handwriting</b>	Pupils have not completed structured writing tasks for up to six months which will almost certainly have affected letter (and number) formation.	Pupils to <b>complete 3 short handwriting sessions per week</b> , covering the key joins and target areas related to their class.
<b>Writing</b>	Pupils are unable to write at length and with less coherence.	<p>Children to have <b>key linguistic features displayed on working wall</b> throughout writing cycle.</p> <p><b>Every piece of writing to have an age related model displayed or provided</b>, containing the key features of focus.</p>

<p><b>Maths</b></p>	<p>Based on our White Rose Maths yearly overview, gaps in these areas are highly likely (in order of appearance on the overview):</p> <ul style="list-style-type: none"> <li>- Statistics</li> <li>- Measurement (length and perimeter)</li> <li>- Fractions</li> <li>- Measurement (time)</li> <li>- Geometry (properties of shape)</li> <li>- Measure (Mass and Capacity)</li> </ul>	<p>Whole school strategy to be implemented:</p> <p style="text-align: center;"><b><u>The Big Five</u></b></p> <p><b>Every day (at 12:45) staff will deliver a short, concise maths intervention that tackles 1 of the main 5 areas of mathematics.</b></p> <ul style="list-style-type: none"> <li>- <b>Number/ Place Value</b></li> <li>- <b>Statistics</b></li> <li>- <b>Measurement</b></li> <li>- <b>Fractions/Decimals/ Percentages</b></li> <li>- <b>Geometry/Shape</b></li> </ul> <p>These lessons can vary from core fluency elements to whole class problem solving sessions. Research shows that this style of lesson spacing allows information to be transferred into long term memory.</p> <p>A folder containing all five elements will be stored on the Teachers Drive; we will build a bank of resources that can be tweaked age appropriately.</p>
	<p>Times table knowledge fading.</p>	<p>Times table games and activities to be played at every opportunity e.g. at the end of maths lessons/ at the end of the school day.</p> <p><b><i>Teachers to completely relaunch Times Tables Rockstars</i></b>, with every child being set specific times tables based on attainment.</p>
<p><b>Personal, social and emotional</b></p>	<p>Not used to routines</p> <p>Children haven't seen peers in a long time</p>	<p>Establish rules and routines from first day, with visual timetables in place.</p> <p>Every class in KS2 to have a welcome back morning,</p>

		sharing experiences and discussing feelings and emotions moving forward.
	Possible deaths in the family	<b>CM to train GS and TJ on philosophy for children</b> to tackle sensitive issues in a structured manner.
<b>Communication and Language</b>	Listening	Philosophy for children will tackle this through turn taking and questioning methods.
	Communication skills	<b>Collaborative learning to be embedded</b> across the school, with partner talk a big priority in all lessons.