



Recovery Strategies Autumn Term 1 2020

KS1

Year 1 to Year 2

<u>Area</u>	<u>Concerns</u>	<u>Strategies to overcome concerns</u>
Phonics PRIORITY	Sounds taught forgotten	Assess all children within first week back and group accordingly.
		Daily phonics interventions for those pupils not secure with phonics. (Likely to be most pupils initially).
Spelling	Children have forgotten spelling patterns	Those pupils who have completed their phonics to begin a structured spelling lesson daily.
Reading PRIORITY	Pupils haven't read regularly for up to six months.	Every pupil to be heard reading 1:1 once a week by class teacher. Those working below ARE to be heard at least 3 times per week to close the ARE gap.
		Guided Reading Pupils to complete a guided session with a group of their peers of similar ability with class teacher 1xweekly. Other groups to complete VIPERS tasks during these times (see below)
		VIPERS Pupils to complete VIPERS tasks based on their GR text while class teacher is working with guided group.
Handwriting	Pupils have not completed structured writing tasks for up to six months and have forgotten basics including pencil grip and formation.	Each day, pupils to complete handwriting session to practise pencil control, letter size and formation and to build up their writing stamina.
Writing	Pupils are unable to write at length	Children to have good quality modelled writing

		within lessons and WAGOLL on display. Class Teachers to include guided writes within lessons for certain groups (changing groups each time). Children to spend time building up to a piece of writing every 2 weeks.
Number	Poor basic number skills	<p>Maths lessons for first half term to have warm ups/starters which focus on the basic skills: counting, addition, subtraction and timestables.</p> <p>Use White Rose Maths Summer Term Y1 planning to support with missed lessons from previous year for main part of lessons in first half term.</p>
Personal, social and emotional	Not used to routines	Establish rules and routines from first day
	Children haven't seen peers in a long time	AM and PM break times Circle time Name games
	Possible deaths in the family	PSHE lessons 2/3 times per week for first half term. Focus on skills such as: resilience, perseverance, communication, organisation etc. Stories around death Cards to make to make people smile
Communication and Language	Low listening, attention and understanding skills	<p>Favourite 5 Story Time at end of each day to increase concentration and attention. Introduce Favourite 5 books to pupils. Over the half term, pupils to listen to class teacher read/reread one of these texts in order to learn and retain vocabulary and read a wider range of high quality texts for their year group.</p> <p><i>Reading for enjoyment</i> to be the focus of this story time.</p>

	Communication skills	Plan for interactive lessons which include pair talk or group talk at some point during each lesson.
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Recovery Strategies Autumn Term 1 2020

KS1

Year 2 to Year 3

<u>Area</u>	<u>Concerns</u>	<u>Strategies to overcome concerns</u>
Phonics PRIORITY	Sounds taught forgotten	Assess all children within first week back and group accordingly.
		Daily phonics interventions for those pupils not secure with phonics sounds.
Spelling	Children have forgotten spelling patterns	Those pupils who have completed their phonics to begin a structured spelling lesson daily.
Reading PRIORITY	Pupils haven't read regularly for up to six months.	Every pupil to be heard reading 1:1 once a week by class teacher. Those working below ARE to be heard at least 3 times per week to close the ARE gap.
		Guided Reading Pupils to complete a guided session with a group of their peers of similar ability with class teacher 1xweekly. Other groups to complete VIPERS tasks during these times (see below)
		VIPERS Pupils to complete VIPERS tasks based on their GR text

		while class teacher is working with guided group.
Handwriting	Pupils have not completed structured writing tasks for up to six months and have forgotten basics including pencil grip and formation.	Each day, pupils to complete handwriting session to practise pencil control, letter size and formation and to build up their writing stamina.
Writing	Pupils are unable to write at length	Children to have good quality modelled writing within lessons and WAGOLL on display. Class Teachers to include guided writes within lessons for certain groups (changing groups each time). Children to spend time building up to a quality piece of writing every 2 weeks.
SPaG	Pupils have forgotten basic grammar.	English lessons to include grammar focus
Number	Poor basic number skills	<p>Maths lessons for first half term to have warm ups/starters which focus on the basic skills: counting, addition, subtraction and times tables.</p> <p>Use White Rose Maths Summer Term Y2 planning to support with missed lessons from previous year for main part of lessons in first half term.</p>
Personal, social and emotional	Not used to routines	Establish rules and routines from first day
	Children haven't seen peers in a long time	AM and PM break times Circle time Name games
	Possible deaths in the family	PSHE lessons 2/3 times per week for first half term. Focus on skills such as: resilience, perseverance, communication, organisation etc. Stories around death Cards to make to make people smile
Communication and Language	Low listening, attention and understanding skills	Favourite 5 Story Time at end of each day to increase

		<p>concentration and attention. Introduce Favourite 5 books to pupils. Over the half term, pupils to listen to class teacher read/reread pone of these texts in order to learn and retain vocabulary and read a wider range of high quality texts for their year group.</p> <p><i>Reading for enjoyment</i> to be the focus of this stroytime.</p>
	Communication skills	<p>Plan for interactive lessons which include pair talk or group talk at some point during each lesson.</p>