



English Recovery Plan

The information below outlines our school's recover plan for English (Reading, Writing and SPaG).

Our recovery curriculum for English focuses on re-engaging our children with their learning through building on their confidence and capturing their interest with exciting and engaging texts.

Writing

During the first half-term, the focus will be on basic sentence structure and punctuation. Aspects of SPaG have also been identified to be taught through explicit lessons and focused on through scaffolding and writing. Consultant support will be provided to class teachers to match objectives that are not secure from the previous year to the current year's learning plan. This will enable teacher to secure the previous year's learning whilst addressing the age appropriate curriculum. It is important that pace when writing is reinforced at the start of the year with the children completing increasing amounts of writing within a lesson.

Reading

In reading, the focus will be on question types and analysing the texts in different ways with specific attention paid to the pace of children's reading alongside expression and sight-reading skills. The school has adopted shared reading as a tool for ensuring coverage of all question types across the year. The learning is sequenced and progressive using language rich texts to support the teaching of vocabulary whilst supporting foundation subject knowledge. All elements of comprehension are taught sequentially with a clear focus on the skills and strategies needed to be a proficient and confident reader. Engaging fiction, non-fiction texts and poetry have been carefully selected to promote a lifelong love of reading that enhance learning across the curriculum.

Phonics will continue to be the focus for EYFS and KS1 – with daily sessions in addition to shared reading lessons.

SPaG

SPaG teaching will be addressed through starter activities and modelling in English lessons as well as discrete SPaG lessons for the first half term. These discrete lessons will ensure that objectives from the previous year are secure.

Spellings will be based upon the high frequency and common exception words included in the National Curriculum. Spelling will be taught discreetly and as part of daily lessons. Initially, there will be a focus on high frequency words and these will be identified and corrected in children's work until these are spelt correctly. It may be necessary to revisit spellings from earlier year groups where gaps become apparent. Weekly spelling homework will be set and spelling tests will be used to assess future needs.