



English Curriculum Recovery Programme

To ensure appropriate English curriculum coverage for all year groups, a number of approaches are employed.

Due to COVID-19, teaching and learning for the Summer Term 2019-2020 has not been fully delivered as normal. As a result, CHPA have reviewed curriculum content for each year group, with the following in place, to not only address any lost concept learning and knowledge, but to also enhance future learning.

English is taught using the text based Power of Reading approach we have used at CHPA since January 2019. This enables all pupils to be fully-immersed in each text, whilst being taught the fundamental knowledge, concepts and skills of English.

Reading

- All pupils engage in Book study. This focuses upon the teaching of reading comprehension and fluency to improve reading stamina.
- All pupils are book banded to ensure accurate pitch of reading book is assigned at all times (this also links to accessible nooks within Bug Club).
- Teaching staff, particularly in the stages of early reading, will read regularly with pupils to facilitate accelerated progress and address any misconceptions.
- All pupils have access to Bug Club to support home reading, with the CHPA expectation remaining at a minimum of 4 home reads per week.
- To support the identification of misconceptions and gaps in learning, pupils in year groups Y2-Y6 will undertake reading assessments in week 3 (WB 14.9.20). This will be the previous year's, end of year assessment. The analysis will enable staff structure future teaching and any required additional intervention as appropriate to need.

Phonics

- Pupils in YR, Y1 and Y2 will be taught phonics daily to support the development of their early reading skills and phonetic knowledge.
- Phonetically appropriate reading books are provided to support application of these skills and improve their confidence and understanding.

The following is the schedule to catch up learning in phonics across EYFS and KS1

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Phase 1	Phase 2	Phase 2 or Phase 3	Phase 3	Phase 3	Phase 3 or Phase 4
Y1	Phase 3	Phase 4	Phase 5	Phase 5	Phase 5	Phase 5
Y2	Phase 5	Phase 5	Spelling	Spelling	Spelling	Spelling

- A Phonics Screening Check (PSC) will take place in week 3 (14.9.20) and at the end of the Autumn Term for Y1, Y2 and those pupils who had not passed the PSC previously.
- An overview of phoneme recognition and High Frequency Words (HFW) will also be undertaken for all year groups. These words are accessible to parents in the Pupil Learning Diaries.

Writing

- In Autumn 1, the focus is to embed learning from the previous year (Y2-6). From Autumn 2, the expectation for learning relevant to that year group are planned, to ensure that by the end of the academic year, pupils will have accessed learning at the expected age related standard.
- To support the rapid improvement of writing, to address missed learning, increased opportunities to practise writing in a variety of contexts are planned.

Punctuation & Grammar

- Within EYFS-R and Y1, the initial focus is embedding sentence construction. Using finger spaces, full-stops and capital letters, as well as ensuring sentence coherence.
- Analysis of punctuation and grammar taught in 2019-2020, has identified missed learning and this forms the starting point for 2020-2021.
- To support the identification of misconceptions and gaps in learning, pupils in year groups Y2-Y6 will undertake reading assessments in week 3 (WB 14.9.20). This will be the previous year's, end of year assessment. The analysis will enable staff structure future teaching and any required additional intervention as appropriate to need.
- In Autumn 1, the focus is to embed learning from the previous year (Y2-6). From Autumn 2, the expectation for learning relevant to that year group are planned, to ensure that by the end of the academic year, pupils will have accessed learning at the expected age related standard.

Spelling

- All year groups will undertake assessment of the previous year's common exception words in week 3 (14.9.20). These words are all available within the Pupil Learning Diary.
- To support pupil learning over the summer break within PLP's, common exception words, will be highlighted and shared.
- In Autumn 1, the focus is to embed learning from the previous year (Y2-6). From Autumn 2, the expectation for learning relevant to that year group are planned, to ensure that by the end of the academic year, pupils will have accessed learning at the expected age related standard.

Remote Learning Contingency

Guidance and expectations regarding Remote Learning Contingency is available within its own document.