

**KS1 Priorities 2020-2021**

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| **Key Focus** | **Overview** |
| **To raise attainment in Reading and Writing.** | * Improve fluency- regular monitoring of reading * Guided Reading sessions following ‘reading VIPERS’ strands * Guided Reading sessions to focus on modelling segmenting, blending, word-reading, intonation and expression * Class ‘Reading for pleasure’ sessions each week to introduce a range of text types, genres and vocabulary * Families to be provided with books and question stems in duel languages where English is an additional language to encourage reading at home * Google classroom used to promote stories in different languages for families where the first language is not English * Use of word banks and sentence substitute tables to support EAL learners in Writing * Improve spelling- weekly tests, common exception word lists sent home, teaching of phonics and word patterns * Emphasis on spelling- weekly spelling session in Year 2 additional to Phonics taught, embedded into English lessons, included in homework * Phonics embedded in all areas of the curriculum and modelled consistently by staff both verbally and in written form * Interventions in place for target pupils * Promote reading at home- sticker charts, prizes and certificates |
| **To raise % of children passing phonic screening check.** | * Daily teaching of Phonics * Whole class teaching of Phonics for Year 1, following pace and progression document to ensure coverage * Year 2 grouped for Phonics lessons to plug gaps in knowledge of phoneme/grapheme correspondences * Interventions in place for target pupils * Phonic trackers to be kept up to date and gaps identified throughout the year * Real/Pseudo word lists to be sent home * Test children termly * Google classroom Phonics activities to focus on revisiting/revising phonemes as well as practicing segmenting/blending skills * Recovery hour used to boost targeted individuals in Phonics and Reading * Phonics starters introduced in English lessons * Golden grapheme introduced- 1 per day |
| **To strengthen communication with parents to build on links between home and school learning.** | * Phone calls home each term to communicate pupil progress, behaviour and curriculum expectations * Google classroom updated daily for pupils absent/self-isolating, reflecting classroom practice * ‘Teacher Talk –Q & A’ section added to Google classroom as a means of communication for parents with the class teacher * Year 1 homework to cover ’50 things to do before you’re five’ to encourage more parental interaction * Regularly listen to pupils read and update home reading records * Half termly newsletters sent home * Homework and spellings set weekly on GC |
| **To ensure that behaviour is well managed throughout the phase and expectations are of a consistently of a high standard.** | * Follow school behaviour policy * Use of positive reinforcement and restorative practice * Observations of colleagues * Share good practise * Calm corner introduced in each classroom for pupils to access if anxious around school return * PSHE sessions taught weekly and class daily check-in to support with pupil’s emotional well-being |
| **To work collaboratively with EYFS staff to discuss assessments at the end of F2 and to bridge the gap between the EYFS and Year 1 curriculum.** | * Share findings from Year 1 pupil progress meetings with EYFS staff- termly meeting * Improve understanding of EYFS assessment * Share end of Year 1 and 2 expectations with EYFS staff- highlight areas which need emphasis * Transition meetings/ moderation * Year 1 to take on Early Years approach to teaching and learning in Autumn term * Peer observations across EYFS and Year1 to allow staff to share good practise, offer advice and feedback |