

**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
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| **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
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| **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
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| **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
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| **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
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