



Covid 19 Update to English Policy

The following additions to our policy have been made in light of guidance published by the Government regarding Covid 19 and the wider opening of school.

(<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools> July 2nd 2020). All of the following expectations have been put in place to ensure the safety of our whole school community.

English priorities in EYFS

Early Years

Foundation Stage 1

FS1 will prioritise on the Prime Areas of learning which include:

Communication and Language

Personal, Social and Emotional Development

Physical Development

All of the above need to be planned throughout the school day to ensure that all groups have access to outdoor provision before moving into other areas of the EYFS curriculum.

Foundation Stage 2

Teachers will assess gaps in language and maths, to ensure focused teaching and learning is on early reading and maths, with particular emphasis on phonics knowledge to extending children's vocabulary.

All of the above need to be planned throughout the school day to ensure that all groups have access to outdoor provision before moving into other areas of the EYFS curriculum.

Key Stage 1 and 2

There will be a greater emphasis of time spent on the English Curriculum.

Reading

Reading widely will be a focus across the school to quickly develop children's vocabulary and language skills and for children to develop a real sense of Reading for Pleasure.

School has purchased a new reading system called Accelerated Reader to enable teachers to baseline the children in September 2020 which will give an accurate reading age and a diagnostic assessment of the reading domain skills:

- Inference and deduction

- Word recognition
- Comprehension
- Language response

Children will be allocated the correct level reading book and on completion will answer multiple choice questions about the book on an ICT device and earn rewards as an incentive. Reading will be assessed termly and teachers will be able to track children's reading skills, range of reading material and reading for pleasure more closely to support their accelerated progress and know which Key Objectives need to be taught for the child to further their progress.

Children will be able to access their logins at home to continue with their daily reading and are encouraged to bring their books into school daily.

Guided Reading

Due to the layout of the classroom, guided reading will not be able to take place in its current form, however there will still be directed times within the class timetable where children will be able to read a range of genres, differentiated to ability with a specific focus; eg. inference.

Shared reading

Our English curriculum will continue to allow children to study a book unit, however using the diagnostic analysis from Accelerated Reader and the baseline of GPS Progress Tests, planning will focus on these Key Objectives to ensure children are able to plug their gaps in learning quickly.

Writing

Children need to be taught GPS daily - in the Early Years/Years 1 through modelled oral and written work and Year 2 to 6 through GPS daily teaching discreetly and through English lessons.

Teachers will deliver writing lessons to explore the different genres of writing:

- Narrative including poetry
- Instructions
- Discussion
- Persuasion
- Report
- Recount
- Explanation (Key Stage 2)

These will be derived from the Shared reading, focussed 'class guided reading' or opportunities through the Jigsaw program or materials/resources provided by Calm Central.

