



Udston Primary School Recovery Curriculum – Parent/Carer Guide



Rationale

The aim of our Core Recovery Curriculum is to support learners requiring consolidation of learning and teaching whilst challenging those who have remained on track. Maximising use of learning & teaching time is a top priority, whilst remaining realistic about what can be achieved in a school day and by the end of this session. Continuing to prioritise the Health & Wellbeing of all pupils and staff, through our SWAN approach (Safe, Welcoming, All Together, Nurturing), remains our

number one priority. Literacy & English and Numeracy & Mathematics continues to be the focus of learning and teaching across the school, both through subject-specific lessons and through interdisciplinary learning opportunities. We will regularly review the suitability of the pace and progress of our Recovery Curriculum using assessment information.

For the remainder of this session, we all recognise the need for injecting a bit of fun and creativity into school to motivate our learners and end the school year in a positive way, therefore each teacher will be able to respond to the needs and interests of their class when planning opportunities for Learning Across the Curriculum. In order to generate some ideas, teachers will ask their class “what did you miss about school whilst you were learning from home?”.



Numeracy & Mathematics

In the first instance, Number & Number Processes will be the focus of assessment, using a variety of formative and summative approaches. Teachers will use the assessment information collected to identify any common gaps in learning and teaching. They will meet with a member of the Senior Leadership Team to discuss next steps.

Mathematics will be used as a context to deepen knowledge and understanding of Numeracy concepts, e.g. revising addition and subtraction through money or measure. This will provide the opportunity for active learning, allow use of the outdoor environment and put learning in a real-life context.

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Learn Together, Laugh Together, Achieve Together



How to develop your child's Numeracy & Mathematics skills at home (age & stage appropriate):

- ✓ Please ensure your child completes any assigned Numeracy & Mathematics homework each week. Now more than ever, it is essential for all children to consolidate what they learn in class.
- ✓ Encourage your child to practise their 'number bonds' and times tables – secure knowledge and quick recall of these really help children in many areas of Numeracy & Mathematics.
- ✓ Incorporate opportunities for telling the time in your daily routine. This can be as simple as discussing what time key events happen in your daily routine, pointing out what time it is, asking your child to tell you the time, working out the duration between times, etc.
- ✓ Involve your child in simple, real-life learning opportunities at home – e.g. shopping budgets, counting money, measuring ingredients, identifying numbers and shapes around the home/outdoor environment, dividing items equally between family members, etc.
- ✓ Support your child's problem solving skills through basic word problems. A word problem is a few sentences describing a 'real-life' scenario where a problem needs to be solved using mathematical calculation. For example, I have 98 marbles. I share them equally between 6 friends. How many marbles does each friend get? How many marbles are left over?

Literacy & English

Phonics & Spelling



Teachers will use Active Literacy assessments to gauge children's knowledge and understanding of their phonemes (sounds) and common words. This includes instant recognition, reading and writing of phoneme words and common words. Children's daily writing will also be used to check they can apply their knowledge and to identify areas for revision.

Using the assessment information gathered, teachers will create a common list of phonemes and common words for their existing groups to be taught which will cover the remainder of this session – this may be a combination of revision and new learning. All children will be supported and challenged in appropriate ways. Children who already receive additional support will continue working at their staged intervention level.

Teachers will meet with a member of the Senior Leadership Team to review the assessment information and discuss next steps.

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Reading



All children who are currently reading Book Banded texts will be assessed using the PM Benchmarking Kit before the end of this session. Book Banded texts will be used for independent/instructional reading opportunities. To make full use of time during lessons, learning and teaching activities will aim to maximise active participation and engagement through whole-class teaching of reading comprehension strategies. The focus of comprehension will be on oral rather than written outcomes initially, through the use of skilled questioning to deepen thinking and identify potential issues with comprehension. There will be a balance of teachers reading aloud to their class and children independently reading their own suitable texts, with a focus on building reading fluency. We will continue to promote and encourage reading for enjoyment throughout the school.

Writing



The focus for writing for the remainder of this session will be on consolidating children's Core Writing skills through a variety of free-flow and structured writing activities. Teachers will review children's written work and plan follow-up activities to address any areas for development. Children's Core Writing Targets will vary depending on their age and stage but may include things like remembering capital letters, full stops and finger spaces, using connectives to join sentences, spelling most common and tricky words correctly, etc. Handwriting focuses will be decided based on evidence from children's classwork.

Listening & Talking



Prioritising wellbeing, social interactions, friendships and classroom routines will create opportunities for quality spoken language and dialogue. Activities will be planned which allow children to reconnect with each other. Children will be encouraged to talk about their experiences of learning from home and to discuss similarities and differences between school and home learning. Children will work with their teachers to co-construct high expectations within the classroom and wider school, prioritising and re-establishing the protocols for classroom talk – e.g. listening signals, partner/group voices, etc. In all listening and talking activities, turn-taking, respectful responses and active, engaged listening will be reinforced. All children will develop their listening and talking skills through shared reading opportunities, poetry and rhyme.

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How to develop your child's Literacy & English skills at home (age & stage appropriate):

- ✓ Please ensure your child completes all assigned Literacy homework tasks each week.
- ✓ Encourage your child to carefully check their homework and remind them of their Core Writing Targets – do they have capital letters, full stops, finger spaces, correct spelling of common words, etc.
- ✓ Please support your child to revise their phonemes and common words, secure knowledge of these help them improve their reading and writing skills. This can be done in lots of simple and fun ways, e.g. set a timer on your phone and ask your child to write their words as many times as they can in a minute – can they beat their record?
- ✓ Identify letters/words/text in the home and outdoor environment. Read a variety of texts, as much as possible. This could be a menu, a leaflet that has come through the letter box or a sign when you are out and about. Show your child that reading is important.
- ✓ **READ, READ and READ SOME MORE!** Along with their home reading books, please encourage your child to read a variety of other texts, both fiction and non-fiction. Reading aloud to your child is an excellent way of modelling fluency and expression. Encourage siblings to read to each other. If you do not have books available at home, please contact the school and we can help.
- ✓ Summarise and recap the text regularly. Also, encourage your child to develop this skill, by asking them for summaries and recaps.
- ✓ Encourage your child to talk about what they are reading:
 - Who is their favourite character?
 - What do they think will happen next?
 - Does this story remind them of anything they have read before? If so, why?
 - Can they relate the story to any personal experiences?
 - Have they ever felt the same way as the characters in the story?
 - What happened at the beginning/middle/end of the story?
- ✓ Children's comprehension skills (understanding what they have read) can also be developed using simple resources found in their environment:
 - Road signs – what do they think the sign means? Why do they think that?
 - Listening to songs on the radio is another useful way of developing comprehension skills – what is the song about? How does it make them feel? Does it remind them of any other songs they have heard before?
 - Photographs – what is happening in the photo? How is the person feeling? Where were they when the photo was taken? Is it an old or new photo?
 - TV/Films – encourage your child to talk about what they are watching. What happened? Who are the main characters? Where is it set? What was their favourite part?
 - Instructions/Recipes – ask your child to explain the various steps in a simple set of visual instructions or recipes. What do they need? What happens first/next/last?
 - Lego – ask your child to explain how they built a Lego model. See if they can explain it step-by-step to help you build one too.
- ✓ Encourage your child to write for a purpose at home – birthday cards, letters, shopping lists, etc.
- ✓ Chat to your child about everything and anything!