

Key Skills Missed (Nursery/Reception/Year 1)	Key Skills Needed this year	Catch up plan	Initial assessment suggestions*	Notes - and highlighted risk (Red will need to be planned explicitly in addition to usual topics, Green will fit readily into current units)
Phonics				
Reception				
Children have missed being taught the initial set 1 sounds in the Summer term of Nursery. Children new to BA may not have any experience of RWI phonics at all.	Children need to be secure in their phonics knowledge to the end of Set 2 to achieve AREX.	- Whole class phonics teaching until October half term to enable the set 1 single sounds to be taught to all. - Children formally assessed into groups at October half term and taught according to their ability. - Interventions provided for those who enter Reception at a more advanced level. - Whole class phonics sessions taught by experienced RWI teachers. LSA's to watch and support to enable them to run their own group after October half term. - All staff following Bradford Academy Early Reading Policy to ensure Quality First Teaching and high quality phonics practices. - Continuing support provided from the English/phonics hub.	First formal assessment done just before October half term. Initial formative assessments made in whole class phonics sessions and in the learning environment.	The teaching of phonics in this way fits into the plan of phonics teaching normally run in Reception in the autumn term. Interventions for those at a more advanced level will need to be planned explicitly. Staff need to be highly aware of ensuring phonics is embedded across the curriculum and learning environment.
Year 1				

The key phonics skills missed depends on the RWI group of the child. The majority of children have missed being taught set 2 sounds and having set 1 digraphs embedded.	Children need to be secure in their phonics knowledge to the end of Set 3 to achieve AREX.	- Children assessed within two days of their return to school. - RWI groups to begin the following week to ensure children are taught effectively. - Thorough staff training provided by phonics and English leads for all staff in KS1. - Bottom 20% and target children taught by the most experienced staff members. - Children assessed every half term and groups/interventions amended accordingly.	Formal RWI assessment done within 2 days. Initial formative assessment can be done in all curriculum lessons, in continuous provision. Formative assessment in RWI GR done through reading assessment tick sheets.	Interventions will need to be planned explicitly. Opportunities for recap and practice of set 1 sounds in continuous provision will need to be planned explicitly. Additional phonics practice will need to be timetabled and planned explicitly. All other elements of the catch up plan fit into teaching as it normally would be.
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		• Interventions provided for bottom 20% and target children. • Bottom 20% read with 1-1 daily. All other children read with 1-1 <u>at least</u> once a week. • Set 1 single sounds and set 1 digraphs a focus in provision activities. • At least 2-3 provision activities in year 1 classrooms will have a phonics/reading focus. • Opportunities for additional phonics practice will be provided e.g on a morning, end of the day, when lining up for lunch etc. • All staff following Bradford Academy Early Reading Policy to ensure Quality First Teaching and high quality phonics practices. • Continuing support provided from the English/phonics hub.		
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Year 2

The key phonics skills missed depends on the RWI group of the child. The majority of children have missed being taught the entirety of the set 3 sounds.	Children need to be secure in their phonics knowledge to the end of set 3 and reading books matched to their phonics ability fluently before moving onto the Year 2 word reading objectives from the national curriculum.	- Children assessed within two days of their return to school. - RWI groups to begin the following week to ensure children are taught effectively. - Thorough staff training provided by phonics and English leads for all staff in KS1. - Bottom 20% and target children taught by the most experienced staff members. - Children to remain in RWI phonics groups until secure with all of set 3 and then will commence Year 2 curriculum (anticipate the majority will have moved on by Christmas). - Interventions provided for bottom 20% and target children. - Bottom 20% read with 1-1 daily. All other children read with 1-1 <u>at least</u> once a week. - Children to sit a PSC in accordance with government guidelines in Autumn term. - Children to access high quality provision activities linked to phonics and reading. Focus on set 3 sounds in Autumn term. - At least 2-3 provision activities with a phonics/reading focus. - All staff following Bradford Academy Early Reading Policy to ensure Quality First Teaching and high quality phonics practices.	Formal RWI assessment done within 2 days. Initial formative assessment can be done in all curriculum lessons, in continuous provision. Formative assessment in RWI GR done through reading assessment tick sheets.	Interventions will need to be planned explicitly. Opportunities for recap and practice of set 3 sounds in continuous provision will need to be planned explicitly. Children to be taught in RWI groups by Year 2 staff until ready to progress to Year 2 reading curriculum – this differs from the usual teaching at the start of Year 2. Regular assessment is key – move children on as soon as they are able to.
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| | | <ul style="list-style-type: none"> Continuing support provided from the English/phonics hub. | | |
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Key general points

- Hub support will be provided throughout the year and reading leaders will keep regular contact with Charlotte and access all virtual training information and share this with staff.
- Information will be given to staff regarding reading records and how these should be kept to ensure 1-1 reading is effective.
- Staff training will be regular starting in the first week back and regularly reviewed and updated throughout the year by both reading leaders and members of the English hub/RWI.
- Phonics will continue to be embedded across the curriculum.
- Staff will continue to work collaboratively to support each other to be outstanding teachers of phonics and reading throughout EYFS and KS1.
- All staff have access to RWI online and continued support from reading leaders and SLT.
- The planning and teaching of phonics will be regularly monitored using triangulation.
- The Early reading policy will be shared with all staff in EYFS and KS1 and staff members will be held accountable with regards to following the policies and procedures set out in the document.