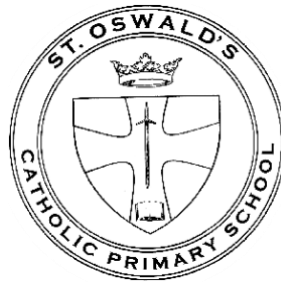




INCLUSION
CHARTER MARK



ST. OSWALD'S CATHOLIC PRIMARY SCHOOL

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English Catch Up Curriculum Vision

Phonics

The starting point of phonics teaching has been carefully planned based on analysis of the previous year's coverage and allowing for a loss of learning over the COVID enforced break.

Reception will be consolidating phase 1 phonics in Autumn 1, moving onto phase 2 teaching when children are ready.

Year 1 will begin by recapping and consolidating phase 2 phonics and ensuring children can apply their learning. Phase 3 phonics will begin as soon as the children are ready. Two phonics lessons will take place each day with small group interventions planned for.

Year 2 have assessed the gaps in children's phonic knowledge from the year 1 phonics programme covering phases 2- 5. Appropriate interventions have been set up to support children when required. Once the year one phonics programme has been caught up, the children will move onto Year 2 Phonics.

Preparation lessons for the phonics screening test in week 11 is a priority for Year 2. Two phonics lessons have been planned per day and intervention groups for phase 2 and phase 3 take place daily for intensive small group support. Phonics resources to reinforce phase 2-5 have been sent home.

Year 3 – Analysis of the previous year's coverage has been taken into account and plans have been adapted to ensure Year 2 phonics and spelling rules are completed. Year 3 have timetabled one phonics lesson per day plus intervention for specific children.

Year 4 – Children performing below age related expectations in English have been assessed and intervention for specific children has been planned for.

Reading and Writing

Staff used the curriculum checker provided by School Improvement Liverpool to identify gaps in the curriculum coverage of English due to lockdown. St Oswald's have used the SIL English Curriculum Recovery plans together with the Curriculum Checker Analysis to ensure gaps in prior knowledge and understanding have been addressed. The framework is based around a range of books and consists of three 2-week modules which tackle the consolidation of previous year objectives and move towards introducing the current year objectives. Module 1 is also written to complement the PSHE framework, based on the same text especially chosen for its pastoral content.

All classes from year 1-6 have completed an extended writing activity which has been used as a baseline to assess writing. Free writing opportunities in year 1 and weekly extended writing activities are timetabled throughout the school.

Class set of reading books have been purchased throughout the school and daily whole class reading sessions have been timetabled for all year groups. Guided reading interventions for ks1 and ks2 have been planned.

There is a daily spelling focus to ensure the previous year's objectives are covered and Intervention groups have been identified to support the development of reading, writing and spelling. Common exception words assessments have been carried out to ensure the children can read and spell the words from the previous year. Lists have been sent home for reinforcement.