

Recovery Curriculum – Reading and Writing



Objectives from school year 2019-2020 which need to be covered

Our plan for missed learning due to school closure

Due to Covid 19 and the closure of schools, our children have missed a range of objectives across the curriculum. Although home learning was planned and provided for by teachers, as a school we want to ensure that all children have equal opportunities to learn all areas of the curriculum. Therefore, to ensure that our children do not miss any learning due to the school closure, we have created opportunities throughout the school year to ensure that our children are taught any missed objectives.

For the maths curriculum, we are following 'The White Rose' maths scheme which will ensure that any missed objectives will be revisited/retaught throughout the school year.

For the English curriculum, we have dedicated short slots, 4 days a week, to teach/revisit any missed objectives. We have used both the National Curriculum and our assessment tracking system (Target Tracker) to decide which objectives need to be taught or revisited. Teachers will be teaching the decided objectives in these slots. If more time is needed for objectives to be embedded, then teachers will plan for this accordingly.

By the end of Autumn 2, the pupils at Ashton West End Academy would have 'caught up' and will have been taught all of the Reading and Writing objectives that they may have missed due to the school being closed.

	Monday	Wednesday	Thursday	Friday
Year 2 will cover:				
Week 2	Writing objective/s: Form most lower-case letters correctly Form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters	Writing objective/s: Form most lower-case letters correctly Form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters	Writing objective/s: Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these	Reading objective/s: Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
Week 3	Writing objective/s: Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound	Writing objective/s: Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound	Writing objective/s: Spell the days of the week Form digits 0-9	Reading objective/s: Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of

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				poems, stories and non-fiction at a level beyond that at which he/she can read independently
Week 4	<p>Writing objective/s:</p> <p>Spell the days of the week</p> <p>Form digits 0-9</p>	<p>Writing objective/s:</p> <p>Spell the days of the week</p> <p>Spell some common exception words</p>	<p>Writing objective/s:</p> <p>Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun I</p>	<p>Reading objective/s:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to talk about events in what is read or heard read and link them to his/her own experiences</p>
Week 5	<p>Writing objective/s:</p> <p>Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun I</p>	<p>Writing objective/s:</p> <p>Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun I</p>	<p>Writing objective/s:</p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>Apply simple spelling rules and guidance, as listed in (English Appendix 1)</p>	<p>Reading objective/s:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to talk about events in what is read or heard read and link them to his/her own experiences</p>
Week 6	<p>Spell words containing each of the 40+ phonemes already taught</p> <p>Apply simple spelling rules and guidance, as listed in (English Appendix 1)</p>	<p>Spell words containing each of the 40+ phonemes already taught</p> <p>Apply simple spelling rules and guidance, as listed in (English Appendix 1)</p>	<p>Separate words with spaces</p> <p>Use capital letters and full stops to demarcate sentences in some of his/her writing</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>Reading objective/s:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases</p>
Week 7	<p>Writing objective/s:</p> <p>Separate words with spaces</p>	<p>Writing objective/s:</p> <p>Separate words with spaces</p>	<p>Writing objective/s:</p> <p>Separate words with spaces</p>	<p>Reading objective/s:</p>

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	<p>Use capital letters and full stops to demarcate sentences in some of his/her writing</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>Use capital letters and full stops to demarcate sentences in some of his/her writing</p> <p>Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher</p>	<p>Use capital letters and full stops to demarcate sentences in some of his/her writing</p> <p>Write down one of the sentences that he/she has rehearsed</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p>
	<p>Writing objective/s:</p> <p>Compose and write sentences independently to convey ideas</p> <p>Use capital letters and full stops to demarcate sentences in some of his/her writing</p>	<p>Writing objective/s:</p> <p>Compose and write sentences independently to convey ideas</p> <p>Use capital letters and full stops to demarcate sentences in some of his/her writing</p>	<p>Writing objective/s:</p> <p>Write sentences by re-reading what he/she has written to check that it makes sense</p> <p>Use capital letters and full stops to demarcate sentences in some of his/her writing</p>	<p>Reading objective/s:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart</p>
Half term				
Week 1	<p>Writing objective/s:</p> <p>Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher</p>	<p>Writing objective/s:</p> <p>Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher</p>	<p>Writing objective/s:</p> <p>Join words and clauses using and</p>	<p>Reading objective/s:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known</p>
Week 2	<p>Writing objective/s:</p> <p>Join words and clauses using and</p>	<p>Writing objective/s:</p> <p>Begin to punctuate work using question marks and exclamation marks</p>	<p>Writing objective/s:</p> <p>Begin to punctuate work using question marks and exclamation marks</p>	<p>Reading objective/s:</p> <p>Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done</p>
Week 3	<p>Writing objective/s:</p> <p>Begin to punctuate work using question marks and exclamation marks</p>	<p>Writing objective/s:</p> <p>Add prefixes and suffixes using the prefix un-</p>	<p>Writing objective/s:</p> <p>Add prefixes and suffixes using the prefix un-</p>	<p>Reading objective/s:</p> <p>Understand both the books he/she can already read accurately and fluently and</p>

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				those he/she listens to by predicting what might happen on the basis of what has been read so far
Week 4	<p>Writing objective/s:</p> <p>Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest</p>	<p>Writing objective/s:</p> <p>Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest</p>	<p>Writing objective/s:</p> <p>Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p>	<p>Reading objective/s:</p> <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say</p>
Week 5	<p>Writing objective/s:</p> <p>Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun</p>	<p>Writing objective/s:</p> <p>Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun</p>	<p>Writing objective/s:</p> <p>Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper</p>	<p>Reading objective/s:</p> <p>Answer questions in discussion with the teacher and make simple inferences.</p>
Week 6	<p>Writing objective/s:</p> <p>Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper</p>	<p>Writing objective/s:</p> <p>Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat</p>	<p>Writing objective/s:</p> <p>Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat</p>	<p>Reading objective/s:</p> <p>Answer questions in discussion with the teacher and make simple inferences.</p>

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	Monday	Tuesday	Wednesday	Friday
Year 3 will cover:				
Week 2	<p>Writing objective/s:</p> <p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others</p>	<p>Writing objective/s:</p> <p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others</p>	<p>Writing objective/s:</p> <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p>	<p>Reading objective/s:</p> <p>Read words containing common suffixes</p>
Week 3	<p>Writing objective/s:</p> <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p>	<p>Writing objective/s:</p> <p>Spell most common exception words</p> <p>Form lower-case letters of the correct size relative to one another in most of his/her writing</p>	<p>Writing objective/s:</p> <p>Spell most words with contracted forms</p> <p>Form lower-case letters of the correct size relative to one another in most of his/her writing</p>	<p>Reading objective/s:</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p>
Week 4	<p>Writing objective/s:</p> <p>Spell most words with contracted forms</p> <p>Form lower-case letters of the correct size relative to one another in most of his/her writing</p>	<p>Writing objective/s:</p> <p>Spell by learning the possessive apostrophe (singular) e.g. the girl's book</p>	<p>Writing objective/s:</p> <p>Spell by learning the possessive apostrophe (singular) e.g. the girl's book</p>	<p>Reading objective/s:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p>
Week 5	<p>Writing objective/s:</p>	<p>Writing objective/s:</p>	<p>Reading objective/s:</p>	<p>Reading objective/s:</p>

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	<p>Spell by distinguishing between homophones and near-homophones</p> <p>Use the diagonal and horizontal strokes needed to join letters</p> <p>Understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p>	<p>Spell by distinguishing between homophones and near-homophones</p> <p>Use the diagonal and horizontal strokes needed to join letters</p> <p>Understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p>
Week 6	<p>Writing objective/s:</p> <p>Add suffixes to spell most longer words correctly (e.g. -ment, -ness, -ful, -less, -ly)</p>	<p>Writing objective/s:</p> <p>Add suffixes to spell most longer words correctly (e.g. -ment, -ness, -ful, -less, -ly)</p>	<p>Writing objective/s:</p> <p>Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional)</p>	<p>Reading objective/s:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related</p>
Week 7	<p>Writing objective/s:</p> <p>Write about real events, recording these simply and clearly</p>	<p>Writing objective/s:</p> <p>Write poetry to develop positive attitudes and stamina for writing</p>	<p>Writing objective/s:</p> <p>Write poetry to develop positive attitudes and stamina for writing</p>	<p>Writing objective/s:</p> <p>Write poetry to develop positive attitudes and stamina for writing</p>
Half Term				
Week 1	<p>Writing objective/s:</p> <p>Read aloud what he/she has written with appropriate intonation to make the meaning clear</p>	<p>Writing objective/s:</p> <p>Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman</p>	<p>Reading objective/s:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>Reading objective/s:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>
Week 2	<p>Writing objective/s:</p>	<p>Writing objective/s:</p>	<p>Reading objective/s:</p>	<p>Reading objective/s:</p>

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	Form adjectives using suffixes such as -ful, -less	Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done	Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done
Week 3	Writing objective/s: Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses	Writing objective/s: Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses	Reading objective/s: Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say	Reading objective/s: Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say
Week 4	Writing objective/s: Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon	Writing objective/s: Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Writing objective/s: Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Reading objective/s: Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself
Week 5	Writing objective/s: Use present and past tense mostly correctly and consistently	Writing objective/s: Use present and past tense mostly correctly and consistently	Reading objective/s: Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself	Reading objective/s: Explain what has happened so far in what he/she has read
Week 6	Writing objective/s: Use commas to separate items in a list	Writing objective/s: Use commas to separate items in a list	Writing objective/s: Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma	Writing objective/s: Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma

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	Monday	Tuesday	Thursday	Friday
Year 4 will cover:				
Week 2	<p>Writing objective/s:</p> <p>Use the prefixes un-, dis-, mis-, re-, pre-</p>	<p>Writing objective/s:</p> <p>Use the prefixes un-, dis-, mis-, re-, pre-</p>	<p>Writing objective/s:</p> <p>Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited</p>	<p>Writing objective/s:</p> <p>Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited</p>
Week 3	<p>Writing objective/s:</p> <p>Use the suffix -ly</p>	<p>Writing objective/s:</p> <p>Use the suffix -ly</p>	<p>Reading objective/s:</p> <p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1)</p>	<p>Reading objective/s:</p> <p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1)</p>
Week 4	<p>Writing objective/s:</p> <p>Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature</p>	<p>Writing objective/s:</p> <p>Spell words with endings which sound like 'zhun' e.g. division, decision</p>	<p>Reading objective/s:</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)</p>	<p>Reading objective/s:</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p>
Week 5	<p>Writing objective/s:</p> <p>Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane</p>	<p>Writing objective/s:</p> <p>Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane</p>	<p>Writing objective/s:</p> <p>Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym</p>	<p>Reading objective/s:</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p>
Week 6	<p>Writing objective/s:</p>	<p>Writing objective/s:</p>	<p>Writing objective/s:</p>	<p>Reading objective/s:</p>

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	Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double	Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine	Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they	Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books
Week 7	Writing objective/s: Use the first two or three letters of a word to check its spelling in a dictionary	Writing objective/s: Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions	Writing objective/s: Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions	Reading objective/s: Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books
Half Term				
Week 1	Writing objective/s: Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly	Writing objective/s: Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly	Writing objective/s: Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Writing objective/s: Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Week 2	Writing objective/s: Form nouns using a range of prefixes e.g. super-, anti-, auto-	Writing objective/s: Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box	Writing objective/s: Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble	Reading objective/s: Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts
Week 3	Writing objective/s: Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of	Writing objective/s: Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of	Writing objective/s: Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of	Reading objective/s: Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and perform play scripts
Week 4	Writing objective/s:	Writing objective/s:	Writing objective/s:	Reading objective/s:

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	Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play	Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play	Begin to use inverted commas to punctuate direct speech	Understand what he/she reads independently by asking questions to improve his/her understanding of a text
Week 5	Writing objective/s: Begin to use inverted commas to punctuate direct speech	Writing objective/s: Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks')	Writing objective/s: Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks')	Reading objective/s: Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Week 6	Writing objective/s: Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks')	Reading objective/s: Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these	Reading objective/s: Retrieve and record information from non-fiction	Reading objective/s: Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech

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	Monday	Wednesday	Thursday	Friday
Year 5 will cover:				
Week 2	<p>Writing objective/s:</p> <p>Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-</p>	<p>Writing objective/s:</p> <p>Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-</p>	<p>Writing objective/s:</p> <p>Understand and add suffixes -ation, -ous</p>	<p>Writing objective/s:</p> <p>Understand and add suffixes -ation, -ous</p>
Week 3	<p>Writing objective/s:</p> <p>Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician</p>	<p>Writing objective/s:</p> <p>Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician</p>	<p>Writing objective/s:</p> <p>Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique</p>	<p>Writing objective/s:</p> <p>Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique</p>
Week 4	<p>Writing objective/s:</p> <p>Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's</p>	<p>Writing objective/s:</p> <p>Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's</p>	<p>Reading objective/s:</p> <p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1)</p>	<p>Reading objective/s:</p> <p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1)</p>
Week 5	<p>Writing objective/s:</p> <p>Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1)</p> <p>Spell words with the 's' sounds spelt 'sc' e.g. science, scene</p>	<p>Writing objective/s:</p> <p>Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's</p>	<p>Writing objective/s:</p> <p>Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's</p>	<p>Reading objective/s:</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p>
Week 6	<p>Writing objective/s:</p>	<p>Writing objective/s:</p>	<p>Writing objective/s:</p>	<p>Writing objective/s:</p>

Recovery Curriculum – Reading and Writing



Objectives from school year 2019-2020 which need to be covered

Our plan for missed learning due to school closure

	Use the first three or four letters of a word to check its spelling in a dictionary	Draft and write by organising paragraphs around a theme	Draft and write by organising paragraphs around a theme	Draft and write by organising paragraphs around a theme
Week 7	<p>Writing objective/s:</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials</p>	<p>Writing objective/s:</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials</p>	<p>Writing objective/s:</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials</p>	<p>Reading objective/s:</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally</p>
Half Term				
Week 1	<p>Writing objective/s:</p> <p>Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials</p>	<p>Writing objective/s:</p> <p>Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials</p>	<p>Writing objective/s:</p> <p>Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials</p>	<p>Reading objective/s:</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination</p>
Week 2	<p>Writing objective/s:</p> <p>Understands the grammatical difference between plural and possessive -s</p>	<p>Writing objective/s:</p> <p>Understands the grammatical difference between plural and possessive -s</p>	<p>Writing objective/s:</p> <p>Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done</p>	<p>Reading objective/s:</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry</p>
Week 3	<p>Writing objective/s:</p> <p>Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done</p>	<p>Writing objective/s:</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair</p>	<p>Reading objective/s:</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry</p>	<p>Reading objective/s:</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books</p>
Week 4	<p>Writing objective/s:</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher</p>	<p>Writing objective/s:</p> <p>Use fronted adverbials e.g. Later that day, I heard the bad news.</p>	<p>Writing objective/s:</p> <p>Use fronted adverbials e.g. Later that day, I heard the bad news.</p>	<p>Reading objective/s:</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books</p>

Recovery Curriculum – Reading and Writing



Objectives from school year 2019-2020 which need to be covered

Our plan for missed learning due to school closure

	expanded to: the strict maths teacher with curly hair	Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial	Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial	
Week 5	<p>Writing objective/s:</p> <p>Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Writing objective/s:</p> <p>Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Writing objective/s:</p> <p>Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas</p>	<p>Reading objectives/s:</p> <p>Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text</p>
Week 6	<p>Writing objective/s:</p> <p>Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas</p>	<p>Writing objective/s:</p> <p>Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial</p>	<p>Writing objective/s:</p> <p>Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial</p>	<p>Reading objective/s:</p> <p>Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these</p>

Recovery Curriculum – Reading and Writing



Objectives from school year 2019-2020 which need to be covered

Our plan for missed learning due to school closure

	Tuesday	Wednesday	Thursday	Friday
Year 6 will cover:				
Week 2	<p>Writing objective/s:</p> <p>Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious</p>	<p>Writing objective/s:</p> <p>Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious</p>	<p>Reading objective/s:</p> <p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling</p>	<p>Reading objective/s:</p> <p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling</p>
Week 3	<p>Writing objective/s:</p> <p>Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial</p>	<p>Writing objective/s:</p> <p>Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial</p>	<p>Reading objective/s:</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p>	<p>Reading objective/s:</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p>
Week 4	<p>Writing objective/s:</p> <p>Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance</p>	<p>Writing objective/s:</p> <p>Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance</p>	<p>Writing objective/s:</p> <p>Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly</p>	<p>Reading objective/s:</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices</p>
Week 5	<p>Writing objective/s:</p>	<p>Writing objective/s:</p>	<p>Writing objective/s:</p>	<p>Reading objective/s:</p>

Recovery Curriculum – Reading and Writing



Objectives from school year 2019-2020 which need to be covered

Our plan for missed learning due to school closure

	Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough	Spell some words with 'silent' letters e.g. knight, psalm, solemn	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1)	Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing
Week 6	Writing objective/s: Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus	Writing objective/s: Draft and write by précising longer passages	Writing objective/s: Draft and write by précising longer passages	Reading objective/s: Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book
Week 7	Writing objective/s: Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly	Writing objective/s: Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly	Reading objective/s: Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book	Reading objective/s: Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book
Half term				
Week 1	Writing objective/s: Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before	Writing objective/s: Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before	Reading objective/s: Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context	Reading objective/s: Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context
Week 2	Writing objective/s: Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing	Writing objective/s: Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing	Writing objective/s: Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity	Writing objective/s: Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity
Week 3	Writing objective/s: Proof-read for punctuation errors, including use of brackets, dashes or commas to	Writing objective/s: Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify	Writing objective/s: Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify	Reading objective/s: Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Recovery Curriculum – Reading and Writing



Objectives from school year 2019-2020 which need to be covered

Our plan for missed learning due to school closure

	indicate parenthesis; use of commas to clarify meaning or avoid ambiguity			
Week 4	<p>Writing objective/s:</p> <p>Understand verb prefixes e.g. dis-, de-, mis-, over- and re-</p>	<p>Writing objective/s:</p> <p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>	<p>Writing objective/s:</p> <p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>	<p>Reading objective/s:</p> <p>Distinguish between statements of fact and opinion</p>
Week 5	<p>Writing objective/s:</p> <p>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</p>	<p>Writing objective/s:</p> <p>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</p>	<p>Writing objective/s:</p> <p>Use commas to clarify meaning or avoid ambiguity</p>	<p>Reading objective/s:</p> <p>Retrieve, record and present information from non-fiction</p>
Week 6	<p>Writing objective/s:</p> <p>Use commas to clarify meaning or avoid ambiguity</p>	<p>Writing objective/s:</p> <p>Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity</p>	<p>Writing objective/s:</p> <p>Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity</p>	<p>Writing objective/s:</p> <p>Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity</p>