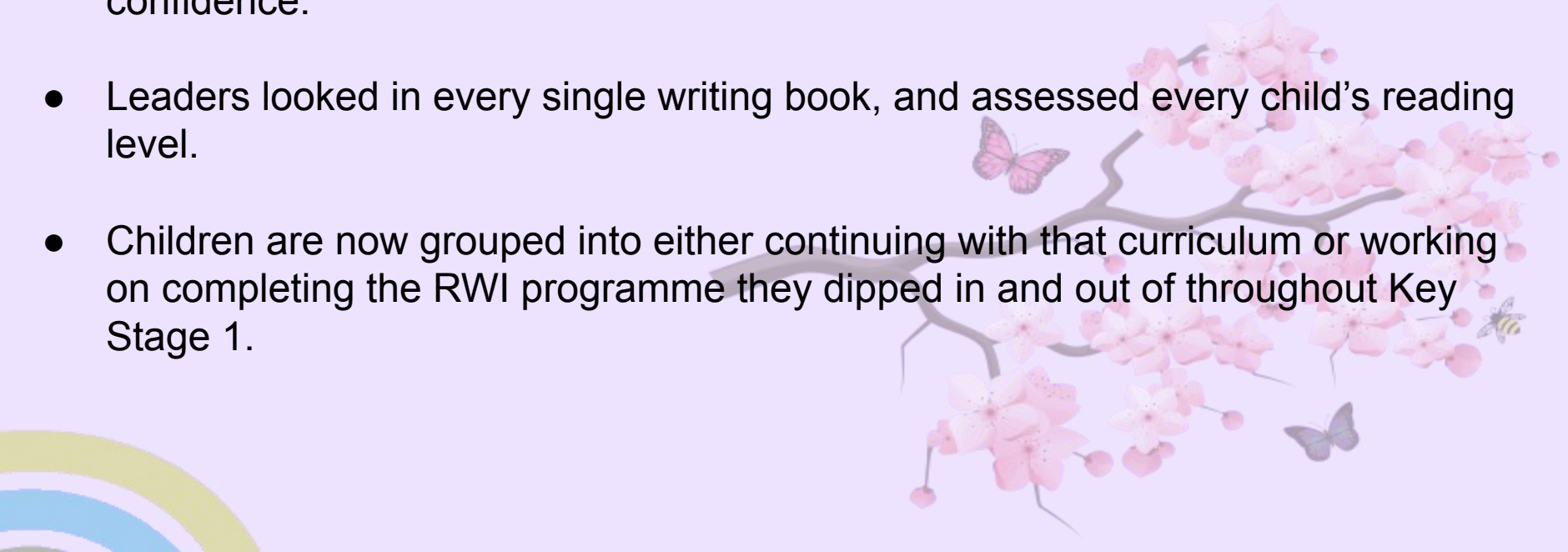


What happened?



- Due to the lockdowns in response to the pandemic, this year group did not get the chance to finish reception. Their year 1 teaching was also interrupted in November 2020 and early 2021. This meant that their introduction to formal education was disrupted. They missed important lessons about self-regulation and, partly due to increased isolation from their teachers and peers, how to manage the academic and emotional challenges of school. These children spent increased time at home with their parents, who were having to juggle the needs of a 5- or 6-year-old with their jobs and family needs. The result is a year group who have to work much harder to access their learning.
- New research into the wellbeing of key stage 2 children shows that year 3 saw the largest reductions in satisfactory responses across every dimension of academic wellbeing – positivity, motivation, resilience and persistence, and self-efficacy. (Wellbeing white paper 2022: academic wellbeing and attitudes to learning of Key Stage 2 pupils following the pandemic)
- 20% of children moved to Year 3 reaching Expected Standard in Writing: 17 children.

- We moved the children onto the Key Stage 2/Year 3 curriculum in September and kept a close eye on progress. For many children, the gaps were too big and continued to grow. We saw children becoming demotivated and lacking in confidence.
- Leaders looked in every single writing book, and assessed every child's reading level.
- Children are now grouped into either continuing with that curriculum or working on completing the RWI programme they dipped in and out of throughout Key Stage 1.

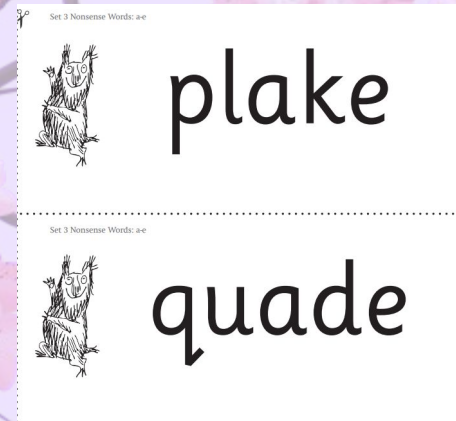
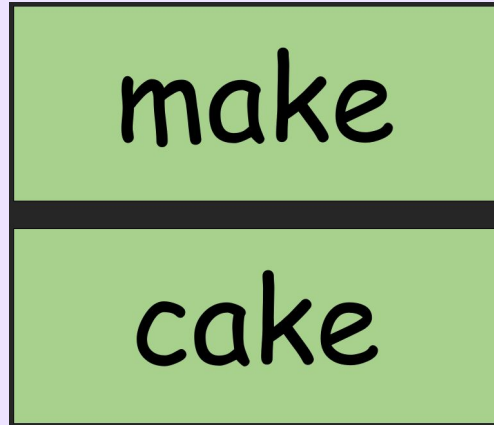
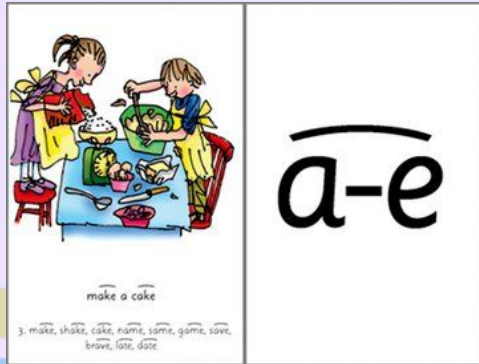


Read Write Inc: Speed Sounds

Speed Sounds Lessons

Children look at how to [say the sound](#) and how to write it. They move on to more complex sounds and spellings as they progress. Children then [blend sounds](#) into words.

As children build up their ability to read sounds, they become more and more able to apply their decoding skills to any unfamiliar word. Every day, children practice their decoding skills by sounding out the letters in 'nonsense words'. They are unable to rely on existing knowledge of real words, and instead have to use their letter-sound knowledge.



The children read storybooks that are closely matched to their phonic knowledge. In order to build confidence and success, they will always read a book which **only** contains the sounds they have been taught. Storybooks consist of green words linked to the sounds they have been learning, red words and challenge words to extend vocabulary. Crossley Hall parents have access to the [Oxford Owl Guide for Parents](#) in order to support learning at home.



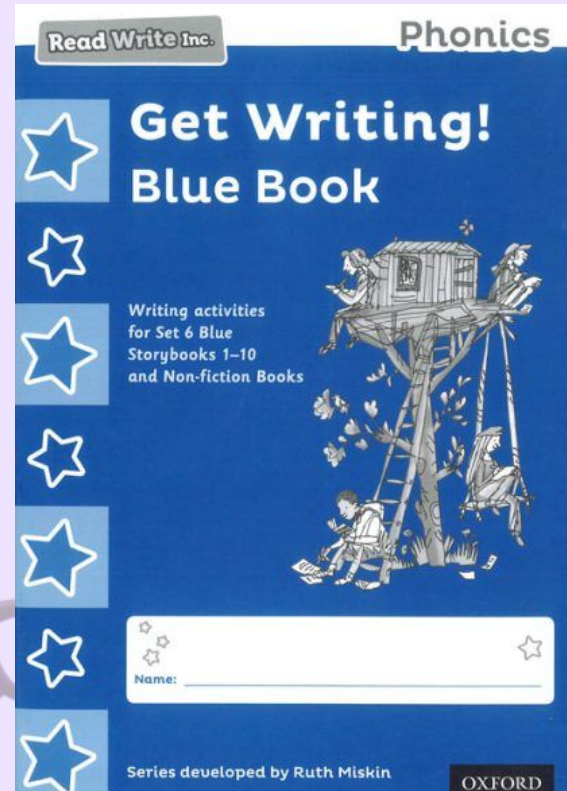
Read Write Inc: Writing

Children write every day, rehearsing out loud what they want to write, and composing sentence by sentence, until they are confident enough to write independently. They write at the level of their spelling knowledge eg they use their knowledge of the alphabetic code and tricky words they have learnt.

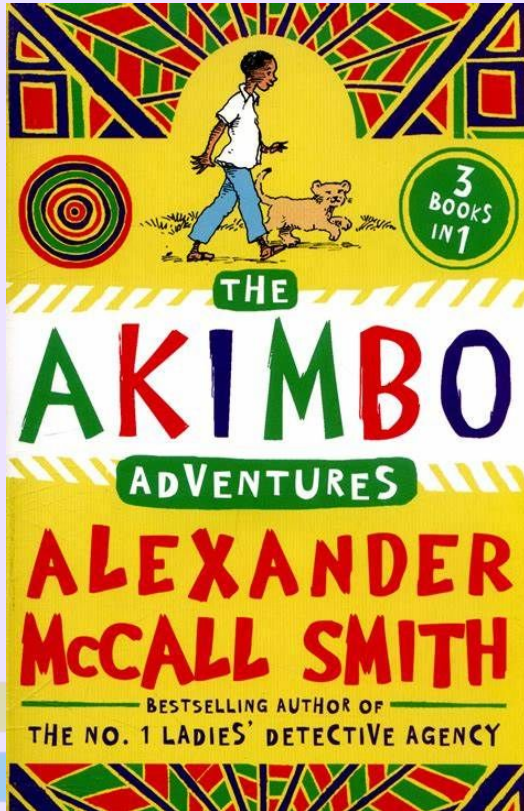
In every lesson, children build up their spelling knowledge so they are able to spell complex words independently. The children have opportunity to use adventurous vocabulary in their writing because they have encountered such language in their reading and have talked about what those words mean.

Writing tasks are linked to the storybook they are reading that day.

We are focusing hard on capital letters, full stops and using different types of conjunctions in order to be able to move on.



What about those children not working on RWI?



This group of children continues to work on the year 3 curriculum - which is actually BUILDING ON AND CONSOLIDATING the year 2 curriculum. There are very new few skills introduced in in Year 3.

Children have a one hour writing lesson every day and a 30 minute reading lesson every day where they can practice and build independence.

Will children working on RWI miss these opportunities?

No! The RWI lesson lasts for one hour - the same as the writing lesson in KS2. Then the groups come back together and take part in a) a shorter version of the Y3 writing lesson or b) the Y3 reading lesson.

