

Welcome to Reception





The Senior Team

**Katie
Tramoni**

Headteacher



**Geraldine
Valentin**

Deputy
Headteacher
Grove site



**Su
Larson**

Deputy
Headteacher
Broadway site



**Shavonne
Rajaratnam**

Assistant
Headteacher
Nursery & Reception



**Eve
Goodman**

Assistant
Headteacher
Years 1 & 2



**Tanya
Gallagher**

SENCO



School Website

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TEACHING & LEARNING

[Curriculum Intent & Implementation](#)[Our School Day](#)[Global Learning](#)[Home Learning](#)[Remote Learning](#)[Online Safety](#)[Google Classroom](#)[Spellings](#)

CORE SUBJECTS

[Phonics](#)[Reading](#)[Writing](#)[Mathematics](#)[Religious Education](#)[Science](#)

FOUNDATION SUBJECTS

[Art](#)[Design Technology](#)[Geography](#)[History](#)[Computing](#)[PSHE](#)[Music](#)[Physical Education](#)[Languages](#)

EXTENDED SCHOOL

[Our Offer](#)[School Clubs](#)

Behaviour





Collective Worship at CtS

Monday: Christian values worship

Tuesday: Mass or Father Richard video

Wednesday: Class reflection on a hymn

Thursday: Class collective worship

Friday: Celebration worship

Statutory Primary Assessment



- **Reception Baseline Assessment**
- **Reception Early Years Profile**
- **Year 1: Phonics Screener**
- **Year 4: Online MTC**

Multiplication Times tables Check

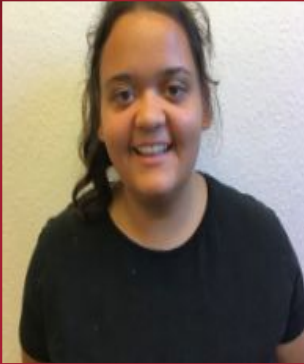
- **Year 6: KS2 SATs Reading, Maths, GPS**
Teacher Assessment Levels in writing and science

School Data 2022/2023



KS2	EXS	National 2023	GDS	National 2022	Progress Where 0 is average progress nationally
Reading	89%	73%	48%	28%	+2.9
Maths	84%	73%	42%	23%	+1.8
Writing	86%	71%	38%	13%	+3.5

The Reception Team



Ms Francis
Head of Year



Miss Davies



Miss Benson



Ms Breen

Teacher Assistants

Ms Allen, Miss Baptiste, Ms Des Vignes, Ms Hill



Structure of the Day

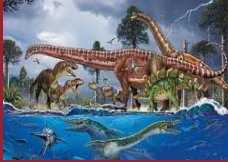
8:35 - 8.50am	Soft Start Activities
8:50- 9:00am	Register and move to phonics
9:00- 9.30am	Phonics
9:30 - 11:00 am	Free Flow
11:00- 11:30 am	Maths
11:30- 12:30pm	Lunch
12:30- 12:35pm	Registers
12:35- 1:00pm	Topic
1:00- 2:45 pm	Free Flow
2:45- 3:00 pm	Story, Songs and Snack
3:00pm - 3.20pm	Collective worship
3:20pm	Parent Pick Up

Reception Curriculum

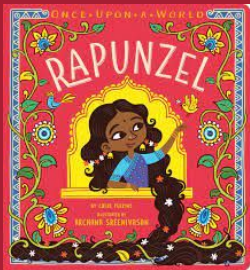


CURRICULUM MAP 2023-24	RECEPTION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Christian Values	Friendship and Endurance	Love and Peace	Hope and Wisdom	Justice and Service	Trust and Humility	Creation and Thankfulness
	Global Learning	Exploring similarities and differences between our local community and other communities around the world					
	Topic/Theme	Marvellous Me / Dinosaurs	Celebrations and Seasons	People who help us	Once upon a time	Minibeasts	Transport and Journeys
	Communication and Language	Taking turns to speak and listen and following simple instructions	Participating in discussions	Asking relevant questions	Expressing and explaining thoughts and feelings	Showing awareness of the listener	Using correct tenses when speaking in full sentences
	PSED	New routines and forming relationships	Self-help skills	Healthy living	Taking turns and sharing	Self-confidence	Transition
	Physical Development	Experimenting with movement	Letter formation	Using a variety of tools	Balancing and using climbing equipment	Ball skills	Obstacle courses and Sports Day
	Reading	Listening and responding to stories	Recognising individual sounds and oral blending	Blending sounds to read simple words	Blending sounds to read captions	Reading simple sentences	Reading with fluency and expression
	Writing	Name writing	Hearing and writing the initial sound in words	Segmenting to write simple words	Segmenting to write captions	Writing sentences	Using capital letters
	Mathematics	Baseline	Numbers to 5	Numbers 6-10	Numbers Beyond 10	Numbers to 20	Numbers Beyond 20
		Pattern, 2D Shapes, Capacity and Weight	Positional Language, Time	Length and Height, 2D Shapes	3D Shapes, Spatial Reasoning	Doubling, Sharing, Grouping, Even and Odd	Capacity, Weight, Money
	Understanding of the World	Compare and contrast things in the past and present	Talking about similarities and differences between different religious and cultural communities.	Showing an interest in different occupations and ways of life	Compare and contrast life in this country and other countries	Observations of animals and the natural world	Compare and contrast the surrounding environment and other environments
	Expressive Art and Design	Learning Songs	Creating own songs and dances	Exploring different tools and techniques	Junk modelling and exploring narratives	Sharing and explaining creations and the process	Performance skills
	Computing	Being aware of and operating technology at home and school		Completing a simple program		Selecting and using technology for a particular purpose	
	Religious Education	God's World	God's Family	Getting to Know Jesus	Sorrow and Joy	New Life	The Church
	Music	Move to the Music	Follow the Leader	Singing Skills	Rhymes, Poems and Songs Old and New	Noticing Patterns and Describing the Music	Exploring Musical Worlds

Topics



Marvellous Me / Dinosaurs



Traditional Tales with a twist



Celebrations and Seasons



Minibeasts



People Who Help Us



Transport

Reception

Celebrations & Festivals

Autumn 2



What is a celebration?

How do people celebrate Diwali?

How do people celebrate birthdays?

Why do people celebrate Christmas?

How do people celebrate Christmas around the world?

What is similar and different about Diwali and Christmas?

Key Knowledge - Diwali

Diwali is a Hindu festival to celebrate good over evil. Many Hindus go to the temple to celebrate Diwali. Some people celebrate Diwali by lighting diva lamps, having rangoli patterns and decorating their hands with mehndi patterns.



mandir



Rangoli



diva lamp



mehndi

Key Vocabulary

celebration
festival
festive
traditions
decorations
fireworks
Bonfire night
Diwali

Hindu
diva lamp
temple
henna
Rama
Sita
Hanuman
Ravana

harvest
Giving
Change
Seasons
Autumn
Winter
Hibernate

birthday
decorations
cake
invitations
candles
gifts
presents

Nativity
Jesus
Mary
Joseph
wise men
shepherds
angel Gabriel
manger
stable

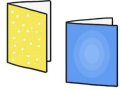
Christmas
Santa
Reindeer
Elf
Christmas
tree
Turkey
Mince pie

Key Knowledge - Birthdays

Birthdays celebrate the day that someone was born. People can celebrate birthdays with a party. They sometimes receive cards and presents.



presents



cards

Key Knowledge - Christmas

Christmas is traditionally a Christian festival to celebrate when Jesus was born. Some people celebrate Christmas by putting up lights and decorations around their home and giving and receiving gifts and cards. People eat special foods at Christmas, such as mince pies and turkey. Many Christians go to church to celebrate Christmas. All around the world, Christmas is celebrated in different ways. Some people believe that Santa brings gifts to children.



mince pie



turkey



Santa



Christmas tree

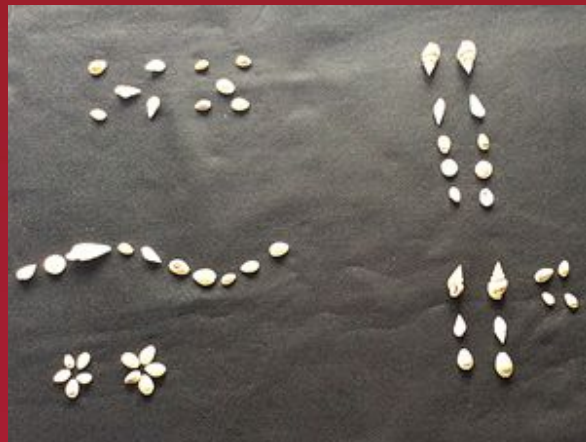
Maths



Subitise to 5



**Count to and
beyond 20**

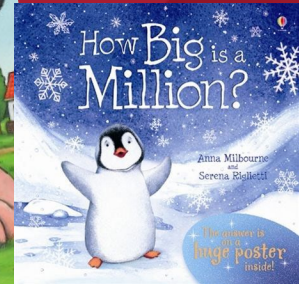


**Have a deep
understanding of
numbers to 10
(compare, compose,
add and subtract)**

Maths



Maths is EVERYWHERE!





Home Learning

Setting a routine

Daily reading recorded in red reading diaries. Children should bring their red reading diaries on their designated reading days. These should be signed at least once a week by a parent, who has listened to their child read.

Free Choice Reading Book This is a book for you to read to your child

Online phonics classroom: The Google Classroom where phonic videos are posted.

Online WOW book: This is on Tapestry. Please upload any videos, photos or comments.





Fostering Independence



Dressing
themselves



Self help skills



Responsibility for belongings



Tidying up



Personal Care



Tapestry



Christ the Saviour Phonics Workshop

Thursday 2nd November 2023

Aims of this workshop

- To develop your understanding of phonics.
- To share how phonics is taught in school.
- To develop your confidence so that you can support your child.
- To show examples of activities and resources you can use at home.

The “expected” reading level for the end of Reception

Word Reading

Say a sound for each letter in the alphabet and at least 10 digraphs;

Read words consistent with their phonic knowledge by sound-blending;

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

The “expected” reading level for the end of Reception

Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

Anticipate – where appropriate – key events in stories;

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

The “expected” reading level for the end of Reception

Writing

Write recognisable letters, most of which are correctly formed;

Spell words by identifying sounds in them and representing the sounds with a letter or letters;

Write simple phrases and sentences that can be read by others.

RWI



We are using the Read Write Inc (RWI) scheme as our phonics programme.

This is a more structured and repetitive approach with writing aspects included.

What is phonics?

Phonics is the link between letters and the sounds they make.

Although there are 26 letters in our alphabet the English language has 44 phonemes (speech sounds).

A phoneme is the smallest unit of **sound** that makes a difference to a word

The children are regularly assessed and then split into smaller groups tailored to their needs where focused teaching using the storybooks alongside the phonics will enable them to read with increasing accuracy and fluency. When the children can read fluently they are much better equipped to understand the text.

The children work through this programme from Nursery to Year 2.

Any children who require additional support will have a period of 1:1 phonics tuition or small group intervention.

Children learn a simple code first

Simple Speed Sounds

Consonants: stretchy

f	l	m	n	r	s	v	z	sh	th	ng
										nk

Consonants: bouncy

b	c	d	g	h	j	p	qu	t	w	x	y	ch
	k											

Vowels: bouncy

a	e	i	o	u	ay	ee	igh	ow
---	---	---	---	---	----	----	-----	----

Vowels: stretchy

Vowels: stretchy

oo	oo	ar	or	air	ir	ou	oy
----	----	----	----	-----	----	----	----

The complex English alphabet code

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					






























b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				<u>a-e</u>	y	<u>i-e</u>	<u>o-e</u>
					ai	ea	ie	oa
						e	i	o
							y	



























oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
<u>u-e</u>			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Set I sounds

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng nk

Letter formation rhyme

My Sound Mat

								
Maisey mountain mountain	Around the apple, down the leaf	Slither down the snake	Round his bottom, up his tall neck and down to his feet	Down the tower, across the tower	Down the body, dot for the head	Down Nobby and over his net	Down the plait and over the pirate's face	Round her face, down her hair and give her a curl
								
All around the orange	Curl around the caterpillar	Down the kangaroos body, tail and leg	Down and under, up to the top and draw a puddle	Down the laces, to heel, round the toe	Down the stem and draw the leaves	Lift off the top and scoop out the egg	Down the long leg	Down the head, to the hooves and over his back
								
Down his back, then curl over his arm	Down the body, curl and dot	Down a wing, up a wing	Down a horn , up a horn and under his head	Down up, down up	Zig-zag-zig	Round her head, up past her earrings and down her hair	Down the arm and leg, repeat the other side	

Set 2 sounds

ay



may I play?

ee



what can you see?

igh



fly high

ow



blow the snow

oo



poo at the zoo

oo



look at a book

ar



start the car

or



shut the door

air



that's not fair

ir



whirl and twirl

ou



shout it out

oy



toy for a boy

Set 3 sounds

ea



cup of tea

oi



spoil the boy

ā-e



make a cake

i-e



nice smile

ō-e



phone home

ū-e



huge brute

aw



yawn at dawn

are



care and share

ur



nurse with a purse

er



a better letter

ow



brown cow

ai



snail in the rain

oa



goat in a boat

ew



chew the stew

ire



fire, fire!

ear



hear with your ear

ure



sure it's pure

Blending

Blending - joining a series of sounds together to make a word.
To read an unfamiliar word children must link a phoneme (sound) to each grapheme, digraph or trigraph in a word and then merge them together to say the word.

/b/ /e/ /d/ = bed

/ch/ /i/ /n/ = chin

/m/ /u/ /g/ = mug

/l/ /igh/ /t/ = light

Fred

At school we use a puppet called 'Fred'

Fred helps children to read.

Fred can only talk in sounds e.g. c-a-t

This is called Fred talk.

If children can understand Fred then they can orally blend.



Fred games



I Spy

Fred says 'I spy something beginning with r-e-d. Children blend the sounds and find something beginning with red.

What's in Fred's fridge?

Sound talk items you may find in a fridge, e.g. h-a-m, j-oo-s

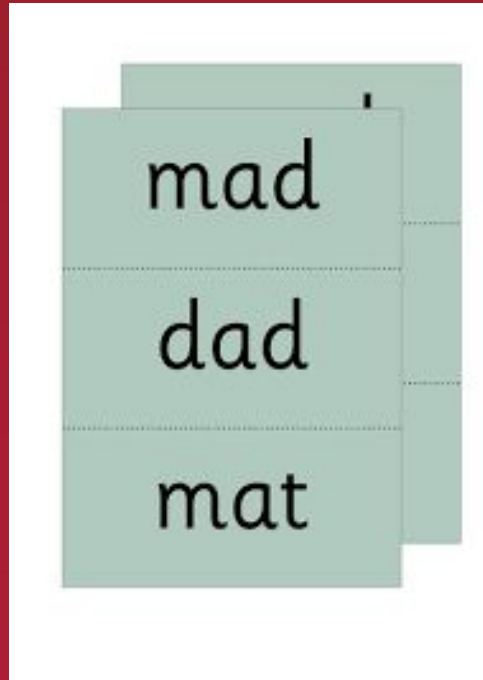
Fred says...

Touch your l-e-g, can you h-o-p?

Fred has a farm

Replace Old McDonald with Fred and sound talk animals, e.g. c-ow, h-or-s

Children learn to read green words. These are words that we can Fred talk (are phonetically plausible) eg. play and night



Your turn

m a d



Your turn

sh i p



Alien words

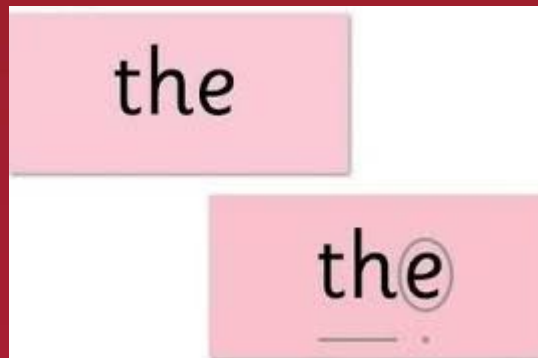
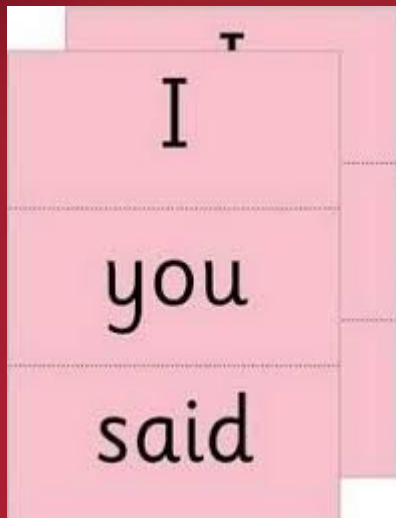
These words are made up.

They ensure that all children understand the sounds and don't just memorise words.

We assess children on real words and nonsense words to ensure that they have a full understanding



Red words are tricky words that we cannot Fred talk e.g. I, the, no



Remember you can't Fred a red!

Segmenting

Segmenting - breaking up words into their individual sounds to spell a word.

pan = /p/ /a/ /n/

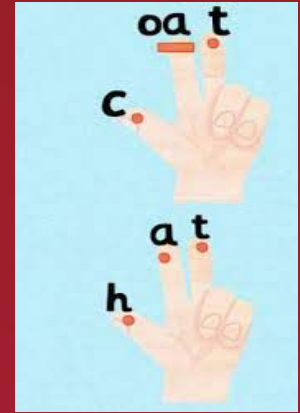
bag= /b/ /a/ /g/

rain= /r/ /ai/ /n/

Fred

Fred is also used for spelling.

This is called Fred fingers.



Children say the word then hold up a finger per a phoneme (sound)

They then pinch and say each sound and write them down.

Daily Phonics lesson

Speed sound lesson:

- Introduce new sound
- Spot the sound
- Quickwrite
- Reading green words (blending)
- Spelling green words (segmenting)

Storybooks

Children read each Read Write Inc. Storybook three times in class with their partner.

Re-reading the same book helps children to become confident readers. Each time they re-read, they build their fluency/speed and comprehension. They love reading and want to read because they can read all of the words in the Storybook.

There is a focus for each re-read in school.

1. The first read focuses on reading every word accurately.
2. The second on reading the story more quickly.
3. The third read on comprehension - understanding what they read.

They complete activities such as discussion and role play which help to develop ideas and vocabulary for writing.

Get Writing

Complete writing activities linked to the core Storybook. These build on the reading activities.

Prompts in books to use:

- Finger spaces
- Capital letters
- Full stops
- Red words





I went to
 Land I saw dinos
 bong I went to
 the moyst
 m

I haf mayd his sumreeyn
 it is speshe

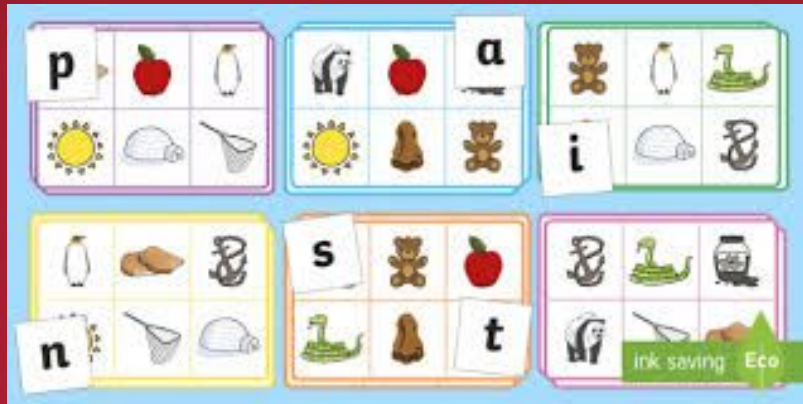
dot EVCH!

mum
 dad
 Gramar
 UCL Tom
 ani- m
 Sashr
 Huddsn
 cidy

Jordan's garg
 cas
 Peess for en
 1-00wls
 Mcanck's
 Cholgt

Games and activities

Bingo Sound / Word Lotto



Reading at home

Once your child can read the story books they will bring home a book bag book which is matched to their phonetic knowledge and they will bring home the **same book** that they have been reading in their phonics group.

We do not send stories home the children cannot read because we always want them to be set up to succeed in their reading. We want to make sure they enjoy reading so that they want to read. The more they read, the faster progress they will make.

How you can help at home

- Read, Read, Read!
 - Ask lots of questions and share opinions
 - Encourage speaking and listening skills
- Talk about the things you see and do when you're out

They need to be able to say it to write it!



You're never too old, too wacky, too wild, to pick up a book and read to a child.

Dr Seuss

How you can help at home

Talk to your child as much as possible and ‘feed’ them new and ambitious vocabulary.

“Let’s **eat** our lunch now.”

“Let’s **munch** our lunch now.”

“Let’s **scoff** our lunch now.”

“Let’s **devour** our lunch now!”

How you can help at home

Enrich conversations through description:

“Look at that rain. It looks like little diamonds sparkling on the window pane!”

Have fun with words and language.

“I’m as hot as a spud in a cooking pot!”

Praise your child for using new words or interesting phrases

How you can help at home

- Sound talk words

Where is your coat?

Time for bed!

- Print in the environment e.g. recipes and street signs
- Flashcards - snap
- Magnetic letters
- Practise letter formation
- Purpose for writing - shopping list, postcards, letters to family or teacher

Helpful resources

CtS website - phonics

RWI - RWI for parents

Reading feeds the imagination, it expands horizons and offers new and exciting ways of seeing and making sense of our lives and of the world around us.

Michael Morpurgo