Christ the Saviour Phonics Workshop

Wednesday 4th November 2026

Pro Deo et Ecclesia



Dr Kate Dharmarajah
Chair of Governors



Mr Mark Hedges
Vice-Chair of
Governors







Mrs Jolliffe

Head of PE

PE teachers: Mr Tyrer & Coach Bilal

Attendance

CtS whole school attendance 2025 - 2026

96.0%



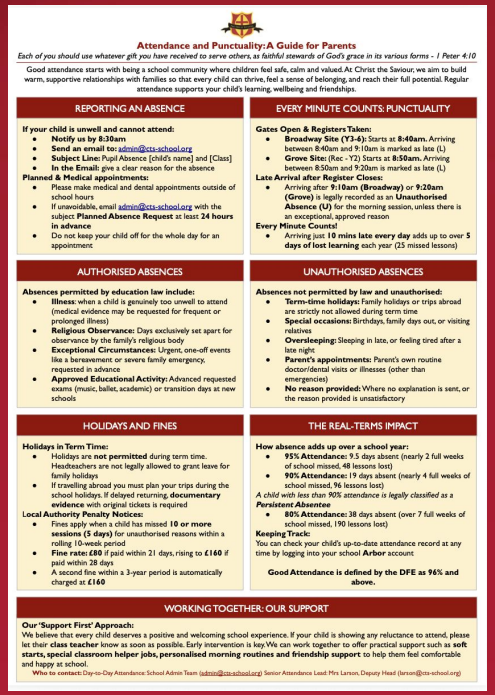
DFE defines this as good attendance.

Attendance

%	What does that look like?
95% attendance	9.5 days, 48 lessons, 10 hours of playtime missed
90% attendance	19 days, 96 lessons, 20 hours of playtime missed
80% attendance	38 days, 190 lessons, 40 hours of playtime missed

Good attendance promotes children's wellbeing, friendships and academic progress

Attendance: Helpful Documents



Attendance and Punctuality: A Guide for Parents

Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms - 1 Peter 4:10

Good attendance starts with being a school community where children feel safe, calm and valued. At Christ the Saviour, we aim to build warm, supportive relationships with families so that every child can thrive, feel a sense of belonging, and reach their full potential. Regular attendance supports your child's learning, wellbeing and friendships.

REPORTING AN ABSENCE

If your child is unwell and cannot attend:
- **Notify us by 8:30am**
- **Send an email to:** admin@cts-school.org
- **Subject Line:** Pupil Absence [child's name] and [Class]
- **In the Email:** give a clear reason for the absence

Planned & Medical appointments:
- Please make medical and dental appointments outside of school hours
- If unavoidable, email admin@cts-school.org with the subject **Planned Absence Request** at least **24 hours in advance**
- Do not keep your child off for the whole day for an appointment

EVERY MINUTE COUNTS: PUNCTUALITY

Gates Open & Registers Taken:
- **Broadway Site (Y3-6):** Starts at **8:40am.** Arriving between 8:40am and 9:10am is marked as late (L)
- **Grove Site:** (Rec - Y2) Starts at **8:50am.** Arriving between 8:50am and 9:20am is marked as late (L)

Late Arrival after Register Closes:
- Arriving after **9:10am (Broadway)** or **9:20am (Grove)** is legally recorded as an **Unauthorised Absence (U)** for the morning session, unless there is an exceptional, approved reason

Every Minute Counts!
- Arriving just **10 mins late every day** adds up to over **5 days of lost learning** each year (25 missed lessons)

AUTHORISED ABSENCES

Absences permitted by education law include:
- **Illness:** when a child is genuinely too unwell to attend (medical evidence may be requested for frequent or prolonged illness)
- **Religious Observance:** Days exclusively set apart for observance by the family's religious body
- **Exceptional Circumstances:** Urgent, one-off events like a bereavement or severe family emergency, requested in advance
- **Approved Educational Activity:** Advanced requested exams (music, ballet, academic) or transition days at new schools

UNAUTHORISED ABSENCES

Absences not permitted by law and unauthorised:
- **Term-time holidays:** Family holidays or trips abroad are strictly not allowed during term time
- **Special occasions:** Birthdays, family days out, or visiting relatives
- **Oversleeping:** Sleeping in late, or feeling tired after a late night
- **Parent's appointments:** Parent's own routine doctor/dental visits or illnesses (other than emergencies)
- **No reason provided:** Where no explanation is sent, or the reason provided is unsatisfactory

HOLIDAYS AND FINES

Holidays in Term Time:
- Holidays are **not permitted** during term time. Headteachers are not legally allowed to grant leave for family holidays
- If travelling abroad you must plan your trips during the school holidays. If delayed returning, **documentary evidence** with original tickets is required

Local Authority Penalty Notices:
- Fines apply when a child has missed **10 or more sessions (5 days)** for unauthorised reasons within a rolling 10-week period
- **Fine rate: £80** if paid within 21 days, rising to **£160** if paid within 28 days
- A second fine within a 3-year period is automatically charged at **£160**

THE REAL-TERMS IMPACT

How absence adds up over a school year:
- **95% Attendance:** 9.5 days absent (nearly 2 full weeks of school missed, 48 lessons lost)
- **90% Attendance:** 19 days absent (nearly 4 full weeks of school missed, 96 lessons lost)

*A child with less than 90% attendance is legally classified as a **Persistent Absentee***
- **80% Attendance:** 38 days absent (over 7 full weeks of school missed, 190 lessons lost)

Keeping Track:
You can check your child's up-to-date attendance record at any time by logging into your school **Arbor** account

Good Attendance is defined by the DFE as 96% and above.

WORKING TOGETHER: OUR SUPPORT

Our 'Support First' Approach:
We believe that every child deserves a positive and welcoming school experience. If your child is showing any reluctance to attend, please let their **class teacher** know as soon as possible. Early intervention is key. We can work together to offer practical support such as **soft starts, special classroom helper jobs, personalised morning routines and friendship support** to help them feel comfortable and happy at school.

Who to contact: Day-to-Day Attendance: School Admin Team (admin@cts-school.org) Senior Attendance Lead: Mrs Larson, Deputy Head (larson@cts-school.org)



CTS Attendance Policy on a Page

NHS Guidance

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.
- To give you an opportunity to ask any questions about phonics.

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

RWI

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

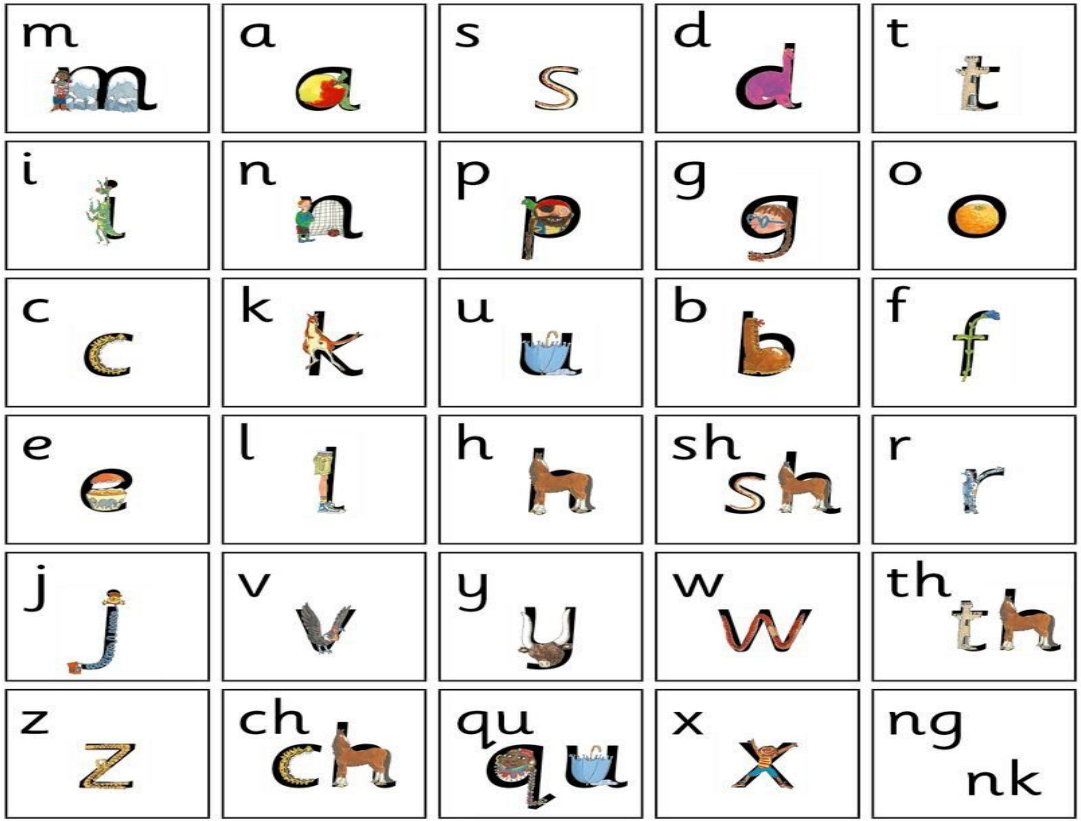
This is a more structured and repetitive approach with writing aspects included.

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.

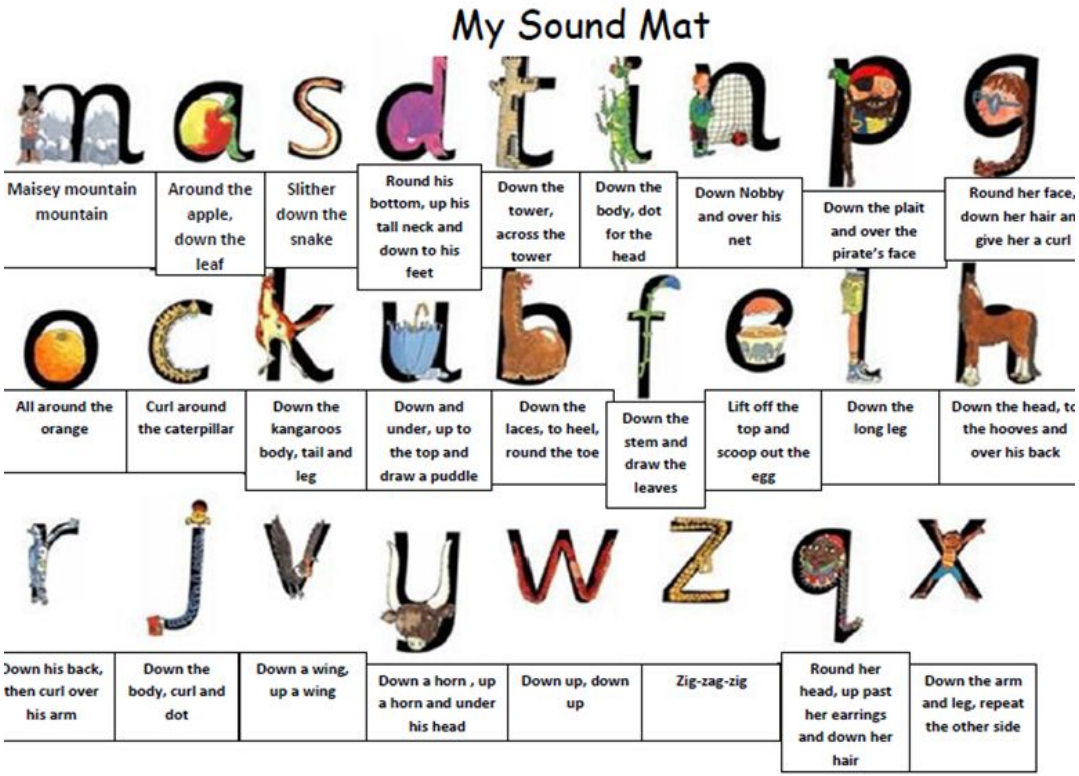
Any children who require additional support will have a period of 1:1 phonics tuition or small group intervention.

Set 1 sounds

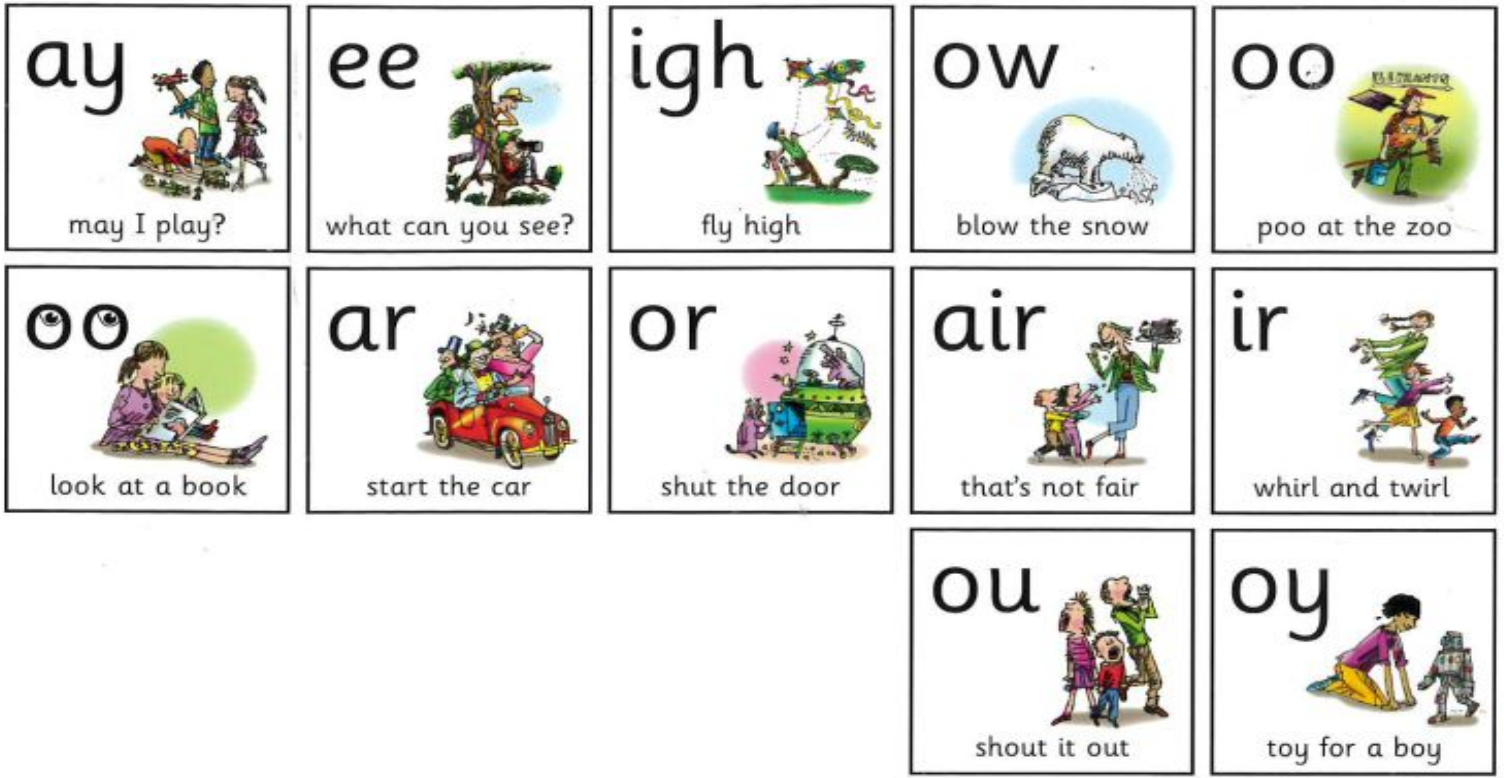


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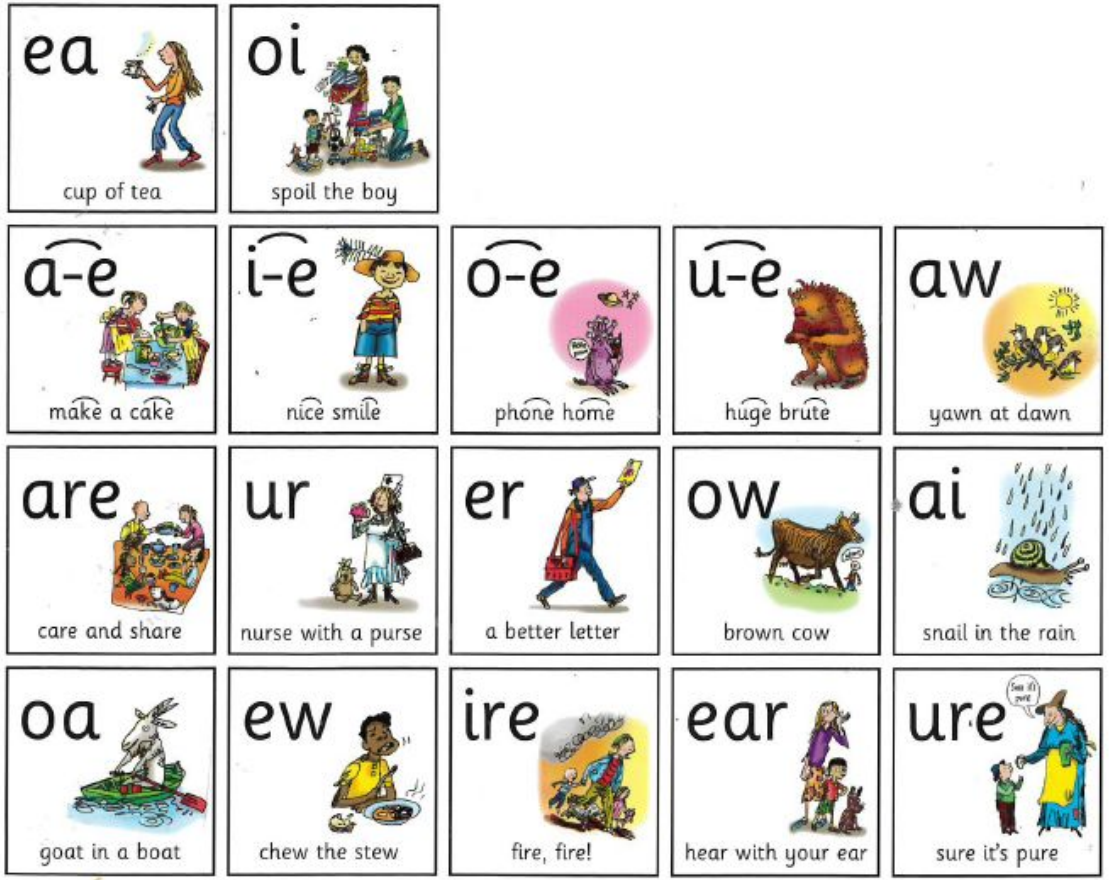
Letter formation rhyme



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
a-e
make a cake
i-e
nice smile
o-e
phone home
u-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

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				a-e	y	i-e	o-e
					ai	ea	ie	oa
						e	i	o
							y	

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

Blending

Blending - joining a series of sounds together to make a word.

To read an unfamiliar word children must link a phoneme 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







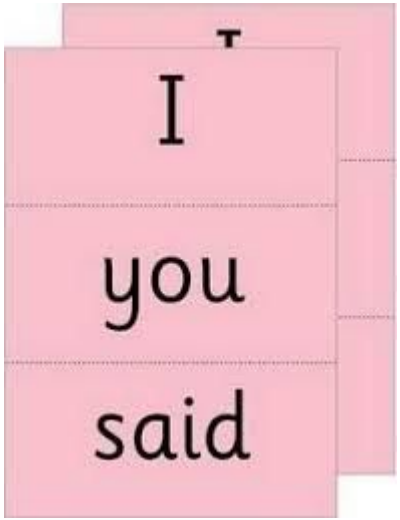


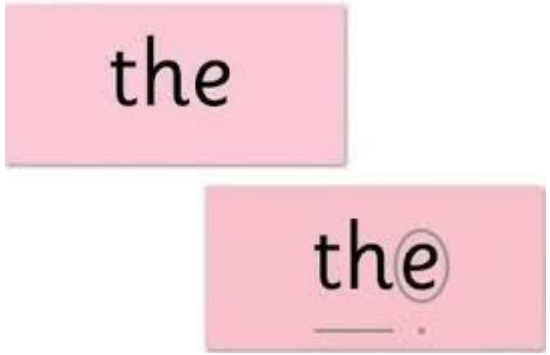
These words are made up.

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!

Red words

Autumn 2	**Spring 1**
I, go, the, no, to,	my, he, she, we,
Spring 2	**Summer 1**
me, be, you, said	are, her, was, all, put
Summer 2	
so, come, was, they	

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)
- Alien words

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



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

<u>Comprehension</u>

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.



I went to
Londn I sor dinosor
bons I went to
the Moysee
m

I hav mayd this sumreeyn
it is speshl

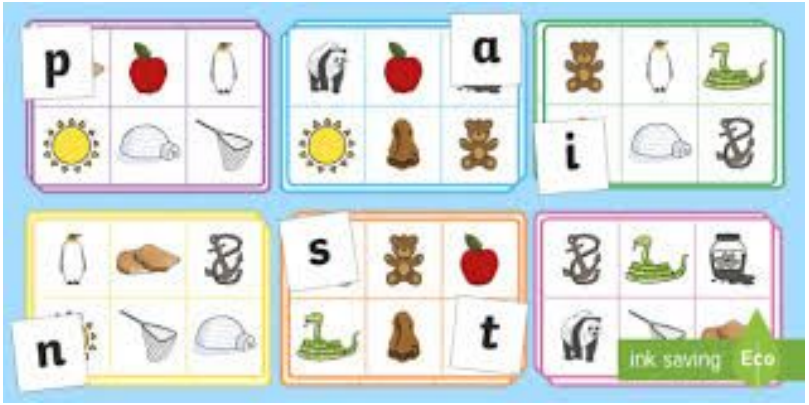
dor tuch!

mum
dad
Gramar
UCL iom
ani m
sashr
Hudsn
cidy

Jordans garg
cas
peess for een
Hoowls
Mcancks
Chocgt

Games and activities

Bingo Sound / Word Lotto





Reading at home

Your child will initially take home word books and the Ditty sheets.

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.

Reading book - Weekly Guide

Reading

Monday - Explore the front cover and make predictions. Go through speed sounds chart

Tuesday - Look at story green words and speedy green words (explore the meaning of words)

Wednesday - Look at red words and read the text

Thursday - Read with punctuation in mind

Friday - Comprehension questions (at the back of the book)

Google Classroom

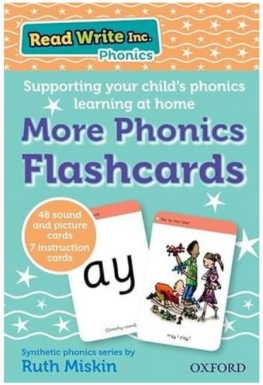
We will upload videos of mini lessons / Fred games that your child can watch.

They will be able to practice the sounds and blending / segmenting skills they have learnt that week at school.

New groups every half term - you will receive a new invitation every half term

Login details are in your child's red reading record

How you can help at home



More Phonics Flashcards (Read Write Inc. Home) Cards –

3 Jan. 2008

by Ruth Miskin (Author), Tim Archbold (Illustrator)

4.8 ★★★★★ 5,798 ratings

See all formats and editions

Save 5% on any 4 Qualifying items › | Terms

Following on from the bestselling *Read Write Inc. Phonics Flashcards*, this second pack is a fun way to introduce more of the letters and sounds that make up words. The 55 cards include Set 2 and Set 3 Speed Sound cards and Green word cards, providing practice to support school learning. Accompanied by humorous illustrations and rhymes, the cards are colour-coded for an easy way to progress from Set 2 to Set 3. With clear guidance for parents throughout, this is a great way to support your child's next steps in getting ready to read.
Read Write Inc., developed by Ruth Miskin, provides a structured and systematic approach to teaching literacy. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers.

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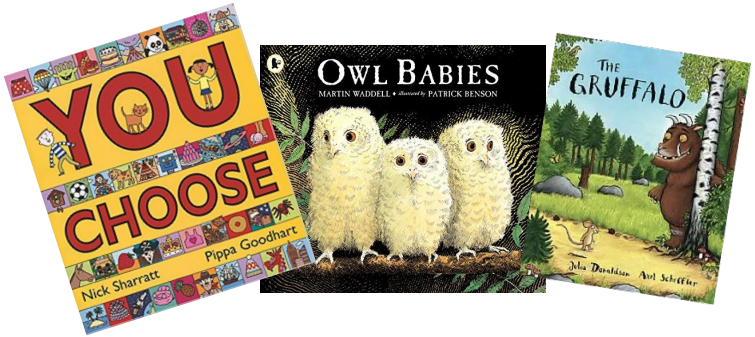
FREE delivery **Monday, 11 November** on

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


OUR RECEPTION BOOKVENT!
30 School Days, 30 Stories!
Countdown to Christmas!
DAILY READING EXCITEMENT!
Starts MONDAY 9th NOVEMBER
CHILDREN BRING ONE WRAPPED STORYBOOK FROM HOME
A favourite story or one to share with friends.
Books will be read together as a class.
The child will share their book.
KEY DATES:
START BRINGING BOOKS:
Friday 6th November
DEADLINE:
Friday 13th November
WRAPPING TIP:
Use any paper! Christmas wrap, newspaper, or ask for tissue paper.
REMINDERS:
PLEASE LABEL with your child's name
BOOKS WILL BE BORROWED and returned home after reading.

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 you c-oa-t? Time for b-e-d!

- 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

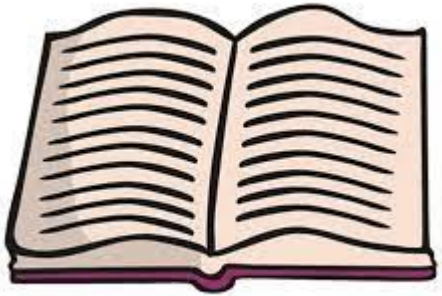
Tapestry

Login and upload videos of any significant events, trips or achievements

TAPESTRY
ONLINE LEARNING
JOURNAL

Parent Volunteers

- If you would like to volunteer reading with children please let me know the day and times.



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