

Reading in Reception



Parent Meeting

ST. OSWALD'S

Religious Education

This year, we are beginning to introduce **The Way:**

The RE Curriculum, developed by the Diocese of Hexham and Newcastle in response to the new Religious Education Directory, The curriculum places Scripture at the heart of learning and helps children deepen their knowledge of the Catholic faith, develop a relationship with God, and understand how faith can guide their daily lives.



Through engaging lessons, prayer, reflection and discussion, children will explore key teachings of the Church and grow in their understanding of what it means to live as followers of Jesus. We look forward to working with parents as we embark on this exciting journey of faith together.

The Way
to know you
more clearly



The ZONES of Regulation



The Zones of Regulation helps children to manage difficult emotions, known as 'self-regulation'.
Self-regulation is best described as the best state of alertness for a situation.

The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

At St Oswald's, we are use the Zones of Regulation throughout the whole school. We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. We want children at St Oswald's to grow into successful adults. Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

Handwriting

We have recently introduced a new handwriting scheme throughout the school.

Children have began their Letterjoin lessons and we are keen to encourage the highest possible standard of presentation, embedding correct formation and fluency from the Early Years upwards.

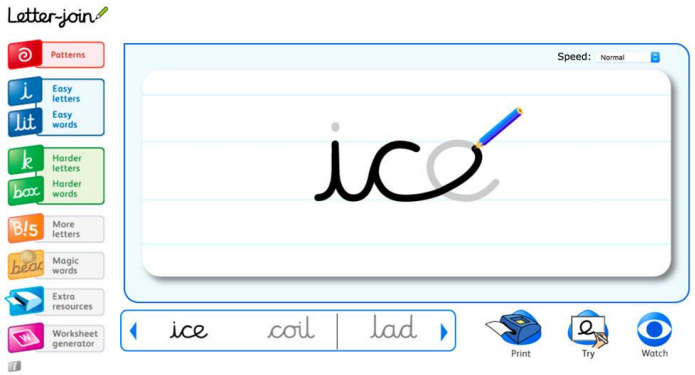
Alongside their handwriting lessons in school, children are able to access the programme at home by downloading the Letterjoin app for their tablet or by visiting letterjoin.co.uk

Children will be encouraged to use the programme at home as part of their homework, playing some of the interactive games or practising their spelling lists for the week.

Home log in details

Username-kh12529

password-'home' or if using a tablet an L swipe



Our Focus on Oracy

This year, we are placing a strong focus on **oracy** - developing children's ability to communicate effectively through speaking and listening. Strong oracy skills help children express ideas clearly, listen to others, build confidence and explain their thinking. They are essential across the curriculum and support the development of English and writing skills, particularly as children learn to talk through and rehearse ideas before writing.

Some ways in which this will be implemented are;

- **Progressive stem sentences across all year groups and subjects**, helping children to reason, explain their thinking and give fuller, more justified answers.
- **Opportunities for public speaking** across the curriculum.
- **Talking Tuesday** will encourage children, staff and families to discuss engaging questions such as *"What superpower would you have and why?"* Together, these opportunities will help our children become confident, thoughtful and effective communicators.

Relationships and Health Education/Personal Social Health Education

We continue to follow the diocesan recommended programme for RHE , which is called 'Life to the Full Plus'. It is produced by a company called Ten: Ten, whose resources we use for our daily classroom prayer.

This scheme of work covers the both the PSHE and RHE National Curriculum objectives, delivering key messages about themes such staying healthy, positive relationships and online safety in an age appropriate way and in line with the teachings of the Catholic church.

This year, there has been an update to the RHE/PSHE statutory guidance, therefore some new lessons and units of work have been added to the pathway for each year group. To ensure clear progression, some lessons may have changed year groups within phases too. These have been highlighted on a updated curriculum overview which is available on our website.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Handmade with Love -I Am Me -Head, Shoulders, Knees and Toes -Ready Teddy	-Let The Children Come to Me -God Loves You -Special People -Treat Others Well -And Say Sorry	-Let the Children Come to Me -I Am Unique -Girls and Boys -Clean and Health	-Get Up -The Sacraments -Jesus, My Friend -Family, Friends and Others… -*When Things Feel Bad* -Balancing Need	-Get Up -We Don't Have to Be the Same -Respecting Our Bodies -*What Is Puberty?** -*Changing Bodies** -*Male/Female Discussion groups**	-Calming the Storm -God Is Calling You -*Under Pressure* -Do You Want A Piece Of Cake? -Self Talk	-Calming the Storm -Gifts and Talents -Spots and Sleep -*Body Image* -*Peculiar Feelings* -Emotional Changes -Seeing Stuff Online (
-I Like, You Like, We All Like -All the Feelings -Let's Get Real -Growing Up -New People and Places -Role Model -Who's Who -You've Got A Friend In Me -Forever Friends -What Is the Internet? -Playing Online	-*Good Secrets and Bad Secrets** -*Physical Contact** -*Harmful Substances* -Can You Help Me? (Part 1 and 2)	-Feelings, Likes and Dislikes -Feelings Inside and Out -Super Susie Gets Angry -*The Cycle of Life** -Beginnings and Endings -Change Is All Around	-*Sharing Online* -*Chatting Online* -*Safe In My Body* -Recognising Risk -Drugs, Alcohol and Tobacco* -First Aid Heroes -Rights and Responsibility	-What Am I Feeling? -What Am I Looking At? -I Am Thankful -Life Cycles* -A Time For Everything -Big Changes, Little Changes	-Sharing Isn't Always Caring -Cyberbullying -Types of Abuse* -*Impacted Lifestyles ** -*Making Good Choices* -Giving Assistance	-Menstruation -Making Babies Part 1 * -Making Babies Part 2 -Hope Beyond Death -Coping With Change
-Safe Inside and Out -My Body, My Rules -Feeling Poorly -People Who Help Us -God Is Love -Loving God, Loving Others -Me, You, Us -When I Grow Up -Money Doesn't Grow on Trees	-Three in One -Who Is My Neighbour? -The Communities We Live In -Who Will I Be?	-Real Life Online -Rules to Help Us -Three in One -Who is My Neighbour? -The Communities We Live in -Needs and Wants	-A Community of Love -What is the Church? -How Do I Love Others? -Working Together	-A Community of Love -What is the Church? -How Do I Love Others? -Money Matters	-The Holy Trinity -Catholic Social Teaching -Reaching Out -The World of Work -Girls' Bodies* -Boys' Bodies*	-Confidence vs Control -Build Others Up -The Holy Trinity -Catholic Social Teaching -Reaching Out -Money and Me

PSHE curriculum specific content Year group change Parents to be informed *statutory requirement *Parents may wish to view materials online*

Reception		
Autumn	Spring	Summer
-Handmade with Love (Mod1 Unit 1 Story Sessions) **-I Am Me** (Mod2 Unit 2.1) **-Head, Shoulders, Knees and Toes** (Mod2 Unit 2.2) **-Ready Teddy** (Mod2 Unit 2.3)	**-I Like, You Like, We All Like** (Mod1 Unit 3.1) **-All the Feelings** (Mod1 Unit 3.2) **-Let's Get Real** (Mod1 Unit 3.3) **-Growing Up** (Mod1 Unit 4.1) **-New People and Places** (Mod1 Unit 4.2) **-Role Model** (Mod2 Unit 1.1) **-Who's Who** (Mod2 Unit 2.1) **-You've Got A Friend In Me** (Mod2 Unit 2.2) **-Forever Friends** (Mod2 Unit 2.3) **-What Is the Internet?** (Mod2 Unit 3.1) **-Playing Online** (Mod2 Unit 3.2)	**-Safe Inside and Out** (Mod2 Unit 4.1) **-My Body, My Rules** (Mod2 Unit 4.2) **-Feeling Poorly** (Mod2 Unit 4.3) **-People Who Help Us** (Mod2 Unit 4.4) **-God Is Love** (Mod3 Unit 1.1) **-Loving God, Loving Others** (Mod3 Unit 1.2) **-Me, You, Us** (Mod3 Unit 2.1) **-When I Grow Up** (Mod3 Unit 2.2) **-Money Doesn't Grow on Trees** (Mod3 Unit 2.3)

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Controversial or sensitive issues

We would like to reassure parents that we are aware of the sensitive issues and questions that may arise as part of the teaching of this subject.

Our RHE policy dictates that staff would deal with these issues in a sensitive and age appropriate manner, in line with the teachings of the Church.

Parents would be informed of any questions posed or follow up conversations they may need to have with children at home and (where appropriate) any safeguarding issues that may arise in light of lessons taught.

For more information regarding Relationship and Health Education, please visit the RHE section on the Curriculum Tab of our website.

The Aims of this Guide:

- To explain what Phonics is and how we cover it in Reception Class.
- To introduce our reading approach in school and how the children will progress through it.
- To identify the key ways in which you can help your child at home with their reading.

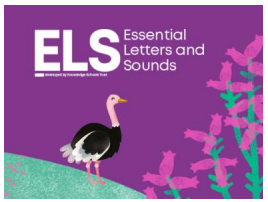
Programme of Study:

- In school, we currently follow the 'Essential Letters and Sounds' programme.
- Essential Letters and Sounds is a Systematic Synthetic Phonics (SSP) programme, **validated by the Department for Education.** It consists of 5 phases.
- By distilling Letters and Sounds to its purest form, – its essence – we ensure every phonics lesson is taught to the highest standard. Essential Letters and Sounds is an SSP where only the **essential elements** are included.
- The name reflects the key principles of the programme; **simplicity and consistency.**



Programme of Study:

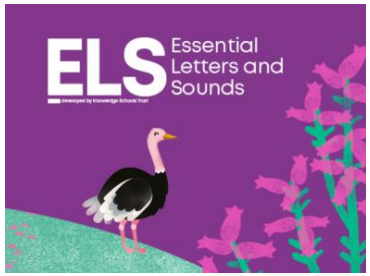
- Children in Reception Class will begin their learning of Phonics once they have settled in to school which will continue throughout the year, into Year 1 and beyond. They have a formal Phonics Screening assessment in the summer term of Year 1. However, every child will carry their knowledge of phonics long past their first two years in school and it is the most essential tool to form their foundations in reading, writing and comprehension.



Programme of Study:

- Essential Letters and Sounds…

- is delivered to the **whole class**
- combines continuous and reactive **assessment**
- provides robust **intervention**
- is **rigorous** and **engaging**
- aligns with books from Oxford University Press
- provides **immediate**, in the lesson intervention



Phonic Jargon:

- **Phoneme** – There are 44 phonemes (word sounds) in the English Language and 26 letters which can be used to represent them.
- **Digraph** - two letters which makes one sound eg: sh, th, ch
- **Trigraph** - three letters which makes one sound eg: igh
- **Grapheme** - how the phoneme appears when written

Staff and children use this vocabulary regularly in our phonics sessions and reinforce their meanings continuously.

Phonic Jargon:

- When letters are used to represent sounds they are called 'grapheme-phoneme correspondences' (GPC).
- The phonemes (sounds) can be represented by individual letters or groups of letters (graphemes).
- 1 letter eg: c
- 2 letters eg: ch
- 3 letters eg: air
- The same phoneme (sound) can be represented by different graphemes (letters). Eg: c, k and ck all represent the same sound.

Phase 1:

- There are 7 aspects.
- A1 - Environmental
- A2 - Instrumental sounds
- A3 - Body Percussion
- A4 - Rhythm and rhyme
- A5 - Alliteration
- A6 - Voice sounds
- A7 - Oral blending and segmenting

Phase 2:

s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss

Phase 3:

j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa, -es with no change to root word, oo (book), ar, ur, oo (food), or, ow (growl), oi, ear, air, ure, er, ow (slow)

Phase 4:

- This phase consolidates all the children have learnt in the previous phases.
- It builds on children's word knowledge by adding word endings and looking at doubling consonants within words. Eg big, bigger, biggest.
- It also focuses on having a word ending that makes a different sound depending on the root word it is added to. Eg dropped, called, started.

Phase 5:

ay, ou, ie, ea, -le, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e-, o-e, u-e, c (cycle)

Harder to Read and Spell Words:

These are words that can't be sounded out, this may be because the word doesn't follow the standard sounds that would be classed as decodable or it is a common word that they children may start to see in their reading books but haven't been taught the GPC yet.

For example:

The, I, no, go, to, he, me, be, my

Children will need to learn these words by sight.

Blending:

sh o p



shop

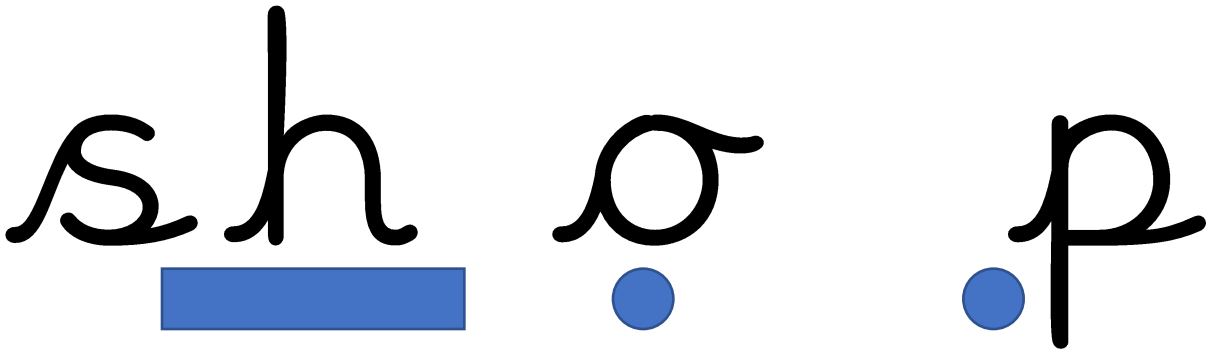
When we blend it requires us to recognise each grapheme within a word, say the corresponding sounds and then merge all those sounds together to form a word. We do this orally in class using our Robot Arms and Blending Hands.

Try to avoid putting 'uh' at the end of each sound when saying them, so instead of 'muh', 'luh' and 'suh' we say 'mmm', 'lll' and 'sss'. Using the pure sounds (no 'uh') makes it easier to blend the sounds together.

Segementing:

- Breaking down words for spelling (encoding):

shop



We break each word down into it's individual graphemes and say each phoneme/digraph/trigraph individually. We put a sound button (the lines and dots) under each grapheme so the child can see how many sounds make up each word.

What a Phonics lesson looks like:

Review	Flashcards to practice phonemes learnt so far. Revisit recently taught HRS Words and decodable words.
Teach	Teach new GPC
Practice	Say the sound with a corresponding picture, practice forming grapheme.
Apply	Read words/captions/sentences with new sound. Complete task in Apply book.

Graphic Cues:

Children will miscue on some words because they recognise part of a word.

e.g. they say **ship** for **shop**
because they know the **sh** sound.

they say **chip** for **chop**
because they know the **ch** sound

Praise efforts then get the child to look at the whole word again - sound it out/look at picture cue/ read to end of the sentence and try to work out.

If your child can still not work out the word tell them it.

School Reading Scheme:

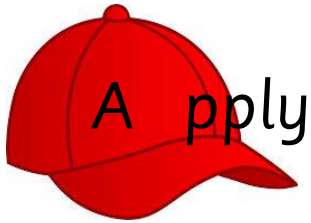
- Our school uses the Oxford Reading Tree Scheme for our home reading material. This scheme contains different subcategories of books for children to read at home.
- The scheme caters for both fiction and non fiction books.
- Our books are completely phonetically decodable and matched to the week's teaching progression. Children will only see the GPCs and Harder to Read and Spell words they have been taught that week and the week's previous in their texts. We want them to succeed at and enjoy reading!



Let's Put on Our Reading Caps:

- Children working **within Phonics Phases 2-5** will take home 3 reading books a week.
- These books are designed to consolidate, challenge and encourage a love of reading.
- Consolidate Book - a completely phonetically decodable book which will consolidate the phonics phase children are currently working at.
- Apply Book - designed to challenge children at an appropriate level. This book will contain the child's most up to date phonic knowledge.
- Pleasure Book - a book chosen by your child from our class/school library for them to enjoy at home. This book can be read by the child or the parent and is designed to promote a love of reading and an ownership over children's reading development.







Homework:

- Reading folders will come home every day and should be returned the following school day.
- The children will get new books to read each week.
- Books will be sent home on a Friday and collected back in the following Thursday.
- Sometimes they might re-read what they have read in school.
- To develop fluency and comprehension skills, we recommend books are read 4 times each throughout the week. That way a text that starts out being quite challenging for a child will become more accessible with each read. We want every child to feel like they have succeeded with their books when they come to handing them back in again.

- Reading Diary- An important link between home and school.
- Please make a brief comment as to how your child has managed with an activity.
- We appreciate the time you spend at home on reading practise.

Tips to Support Reading at Home:

- Choose an appropriate time. If your child is very tired when they get home from school leave it until after tea or they may even be brighter in the morning.
- Don't make it a chore make it an enjoyable experience. Make it quality time that you spend with your child.
- Always praise and aim to build your child's confidence.
- Read the story through yourself first and then let your child read the story. The inner cover is always helpful.
- Let your child use the pictures to help them to decode words.
- Don't cover the pictures up as they do give your child support.
- If your child is stuck on a word give them the initial letter of the word.
- If they still don't get it help your child to sound it out (if it can be sounded out) If they are still struggling give them the word. Then if the word comes up again later in the text see if they mandge to read it without support. If the word comes up numerous times in the text and they struggle each time make a note of it as a word to practise.
- Don't let your child lose their confidence. If they are finding reading a struggle put the book away and have a word with their class teacher the next day.
- Most important of all HAVE FUN! It is exciting. Enjoy it.

Terms to Encourage:

- Print Direction - going left to right and top to bottom
- Front cover of book - Title /Author and Illustrator/Who are the characters in this story? What do you think the story will be about?
- Comment on the back of a book tells us a little more information about the story before we read it. (the blurb / a synopsis)
- Characters in a story
- Events in a story
- Punctuation - capital letters, full stops, commas, speech marks and speech bubbles

Comprehension:

- Always encourage your children to discuss what is happening in a story, predict what they think might happen next and retell what has happened when they get to the end of a story.
- This will enable you to tell if the child has an understanding of what they have read.

Expression:

Once the children become accurate and confident readers encourage them to use expression and to take note of punctuation:

. , pause

! “” expression/intonation

large writing - a big voice

Letter Formation:

To develop writing skills children need to develop their gross and fine motor skills and a pincer grip.

We form letters

- on the carpet-using huge body movements
- in the air using a magic pencil
- in the sand
- with paint
- outside using chalk and brushes with water
- with many different writing implements

Letter Shapes:

When children are asked what a given letter looks like they need to be able to visualise and form the letter shape.
Children need to be taught the correct pencil grip (tripod grip)

Children need to be taught the correct movement through a letter - letters start at the top and they are formed in a certain way. All letters belong to one of four families.

Curly Caterpillar - c a d e g o q f s

(anti-clockwise movement-if children master this action they can write one third of letters)

One-armed Robot - b h k m n p r
(top to bottom bounce back up and over)

Long Ladder - i j l t u
(top to bottom)

Zigzag - v w x y z

Reading is Fun!

Please enjoy watching your child develop.
All children are individuals and will learn at their own pace.

