



Welcome to St Thomas of Canterbury Catholic Primary School

Being the best that we can be



**Welcome
to EYFS!**

Senior Leaders at St Thomas



Leadership Team



Kate Carter
Headteacher
Deputy Designated
Safeguarding Lead
ECT mentor



Amy Grove
Assistant
Headteacher:
Teaching and Learning
Year 6, St Mary
Online safety Lead
SLT



Mark Jones
Assistant
Headteacher: Pupil
behaviour, Community
and Extended Schools
PE Leader, EVCo
Deputy Designated
Safeguarding Lead
PTA Liaison
SLT



Esther Sharpe
Assistant
Headteacher: Data
and Assessment
Designated
Safeguarding Lead
Year 6, St Mary
English Team Leader
SLT



Nikki Davis
Year 1, St David
RE Leader
Pupil Voice
SLT



Sam Sumsion
EYFS, St Salvatore
EYFS Leader
S=P+A+C+E for
EVERYONE
SLT



Caroline McNiff
Inclusion Leader
SENDCo
Deputy Designated
Safeguarding Lead
SLT

EYFS Teaching Team



Mrs Sumsion
EYFS Lead - St Salvatore Class



Mrs Morgan
St Henry
Monday and Tuesday



Mrs Hills
St Henry
Wednesday to Friday

LSAs (Learning Support Assistants)

Mrs Hernandez
Mrs Kamzol
Miss Kolonko



What is the Early Years Foundation Stage?

The Early Years Foundation Stage (EYFS) is the statutory framework in England that sets the learning, development, and care standards for children from birth to age five, including reception year.



Characteristics of Effective Learning



At St Thomas of Canterbury we promote high expectations with the children by encouraging them to have a growth mind-set and a can-do attitude.

We discuss with the children the importance of our Characteristics of Effective Learning. Research shows these attitudes help children to become resilient and lifelong learners.



Ellie



Marvin



Connie

Concepts we like to foster to encourage a growth mindset:

Playing and exploring – engagement

Active learning – motivation

Creating and thinking critically – thinking

Early Learning Goals



- Set out what most children are expected to achieve by the end of the Early Years Foundation Stage
- There are 7 areas of learning made up of 3 prime areas and 4 specific areas of learning



The Prime Areas



- Personal, Social & Emotional development (PSED)
- Communication & Language (C&L)
- Physical Development (PD)



Specific Areas of Learning



- Mathematics - Number and Numerical Patterns
- Expressive Arts and Design
- Literacy – Comprehension, Word Reading and Writing
- Understanding the World



Literacy



Word Reading:

- Reading books, story sacks and eBooks.

Comprehension:

- Demonstrate an understanding of what has been read to them, anticipate key events and use and understand recently introduced vocabulary.

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.

Mathematics



Number

- Maths mastery; counting and understanding number.

Numerical Patterns

- Children will develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Statutory Assessments



At the end of the school year each child's level of development must be assessed against the Early Learning Goals (ELG). These reflect what a child is expected to have achieved by the end of their Reception year. On your child's report they will receive Emerging or Expected against each ELG.

Reception Baseline



We have had a lovely first couple of weeks getting to know your children and this has given us the chance to carry out a short, interactive and practical assessment (RBA). The RBA became statutory in schools in September 2021. It is an activity-based assessment of pupils' starting points in: language, communication and literacy and Mathematics. Schools are required to carry out the assessment within the first 6 weeks of pupils starting reception. The RBA is not about judging or labelling your child or putting them under any pressure. Your child cannot 'pass' or 'fail' the assessment. Its main purpose is to create a starting point to measure the progress schools make with their pupils. The assessment will enable the government to create school-level progress measures for primary schools which show the progress pupils make from reception until the end of key stage 2 (KS2).

<https://www.gov.uk/government/publications/reception-baseline-assessment-information-for-parents/reception-baseline-assessment-information-for-parents>

RE: RED Curriculum



Our branches covered throughout the year:

Creation and Covenant

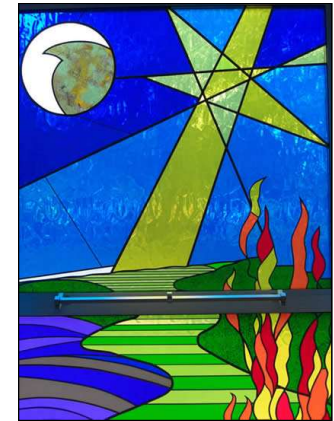
Prophecy and Promise (Advent – Jesus' birth)

Galilee to Jerusalem (Jesus's life)

Desert to Garden (Lent – Jesus' death and resurrection)

To the ends of the earth (Ascension and Early Church)

Dialogue and Encounter (Other Christian faiths and other faiths)



RE: Prayer and Liturgy bags



These will be sent home on a **Monday** or **Thursday**.

If you receive the Prayer and Liturgy bag on a **Monday**, please return it on **Thursday**.

If you receive the Prayer and Liturgy bag on a **Thursday**, please return it on the following **Monday**.

Reading



The most important thing you can do is read with your child

Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.

Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J



**A love of reading is the biggest indicator
of future academic success.**

OECD (The Organisation for Economic Co-operation and Development)



Phonics



Little Wandle Letters and Sounds Revised



Our school uses *Little Wandle Letters and Sounds Revised* as our systematic, synthetic phonics (SSP) programme to teach early reading and spelling.





Phonics is:

making connections between the sounds of our spoken words and the letters that are used to write them down.



Terminology



Phoneme

The smallest unit of sound that can be identified in words. We sometimes simply call this a 'sound', although it is helpful for children to understand and use the term 'phoneme'.

Children are first helped to identify the separate sounds in words through oral blending and segmenting.

Terminology



Grapheme

A letter or group of letters used to represent a particular phoneme when writing. With children, we sometimes call this 'a sound written down', although, as with 'phoneme', it is helpful for children to learn to use the correct term from the beginning. The way graphemes are used to represent phonemes in our written language is known as the 'alphabetic code'.

Terminology



GPC

This stands for grapheme–phoneme correspondence, the sound–letter relationship between each element of the alphabetic code. Written English is quite complex and does not have one-to-one grapheme–phoneme correspondence. The same phoneme can be represented by different graphemes in different words, and the same grapheme can represent different phonemes in different words. To ensure learning is systematic, and to avoid cognitive overload, this programme generally teaches one fairly common grapheme representation of each phoneme first. Alternative spellings of the same phoneme, and alternative pronunciation of the same grapheme are usually taught later, mostly in Phase 5 in Year 1.

Terminology



Blend

To combine individual phonemes into a whole word, working all the way through from left to right. Once the GPCs involved have been learned, blending is the key process involved in reading words effectively. It is a skill that needs lots of practice. Practice in oral blending is very helpful in the process of learning to read. It is important to understand that blending sounds into a word is not simply a matter of saying them more quickly. Phonemes need to be joined into one continuous stream of sound to make a spoken word.



Terminology



Segment

To identify each of the individual phonemes in a word, working all the way through from left to right. This is an important first stage of writing (spelling) a word but needs to be practised orally first. Counting the phonemes is often helpful in reinforcing this process.

Terminology

Digraph

A grapheme using two letters to represent one phoneme. With the children, we will be reinforcing it with the mantra 'two letters, one sound'.



Terminology



Trigraph

A grapheme using three letters to represent one phoneme. With the children, we will be reinforcing it with the mantra 'three letters, one sound'.

Terminology

Sound button



A graphic device to help children recognise the separate phonemes in a printed word. Sound buttons can be used as a support in the early stages of learning. For each word, a dot is placed under any single-letter grapheme and a short horizontal line under the group of letters that form a digraph or trigraph, as shown above.

We teach blending so your child learns to read



- Teacher-led blending is taught throughout each Phase 2.
- Our aim to is to teach every child to blend by Christmas.
- We will inform you if your child needs additional practice.



Blending to read words



<https://www.youtube.com/watch?v=IL5YUCPyC5I>

Tricky Words

- These words have unusual spellings e.g. he, the, was.
- They are taught in a systematic way.



Reading Tricky Words



<https://www.youtube.com/watch?v=3C1KTDag0ZA>



Reading and spelling

Spelling



- Say the word.
- Segment the sounds.
- Count the sounds.
- Write them down.

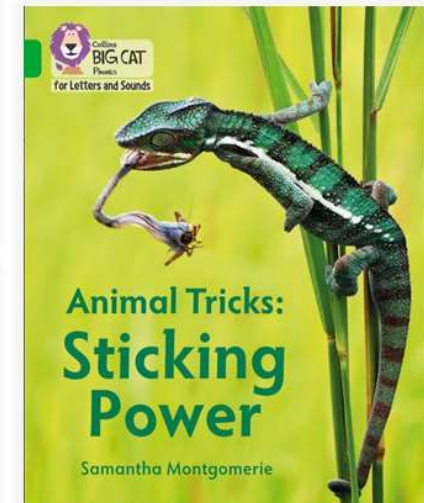
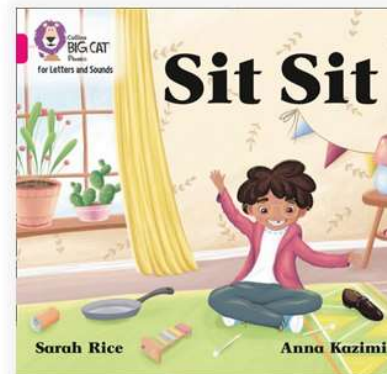


How do we teach reading in books?



Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.



We use assessment to match your child the right level of book

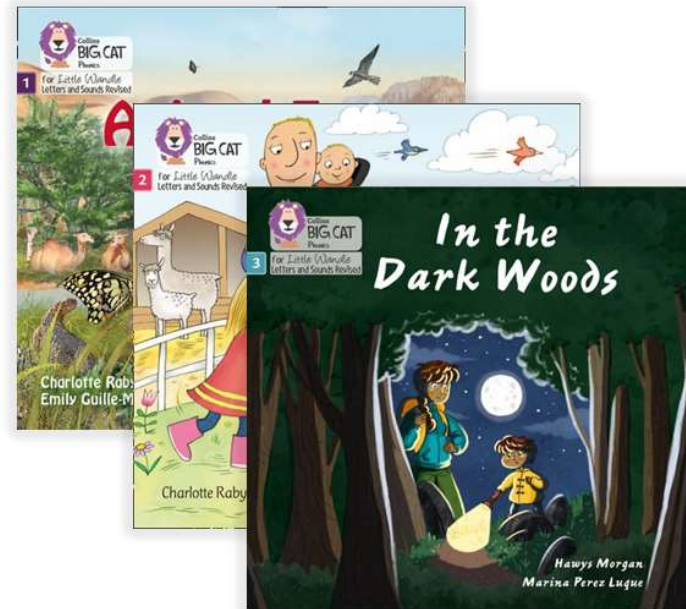


**Little Wandle Letters and Sounds Revised Reception
Child assessment**

Autumn 1

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

sat man hug red peck



Reading a book at the right level



This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.





Reading at home



The most important thing you can do is read with your child



Reading a book and chatting had a positive impact a year later on children's ability to...

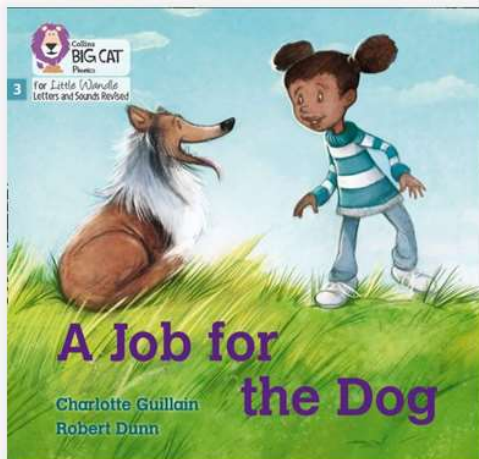
- understand words and sentences
- use a wide range of vocabulary
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Books going home



Your child will bring their reading book home on a **Friday**, after reading it 3 times in school. Please return it in their wallet along with their completed reading record each **Monday**.



Reading ebooks at home



As your child progresses through the scheme, each book they bring home will be available as an ebook for them to access at home.

Log in details for the Collins ebook website can be found in your child's reading record.

Reading wordless books



Wordless books are invaluable as they teach reading behaviours and early reading skills to children who are not blending – yet!

- Talk about the pictures.
- Point to the images in the circles and find them on the page.
- Encourage your child to make links from the book to their experiences.



Reading books






- As we progress through the phonics scheme and the children are introduced to the first sounds and Tricky Words, they will bring home books which feature these sounds (and only these sounds) so that they are able to de-code them for reading.
- This sets the children up to succeed.

Reading promise

- Reading record books will be looked at and signed once a week by the teacher.
- We have talked to the children about the importance of looking after our lovely new reading books.
- **In view of the considerable financial costs involved, we will be asking parents to reimburse the school for any lost books. The reading books for EYFS are £5 per copy.**
- Please can you use the questions in the back of each reading book to develop your child's comprehension.
- Please can you record the title and any comments about how much you have enjoyed reading with your child in their reading record each week.



 **St Thomas of Canterbury Catholic Primary School**
Where every child is special. 

Reading Promise 


- Reading is the key to all areas of learning.
- Children are expected to practise their sounds daily using the flashcards sent home.
- A reading book that your child has read at school that week will come home on a **Friday** so that your child can celebrate their learning with you. Please return it on a **Monday**.
- From half term onwards, a reading for pleasure book (in a story sack) will come home on a **Monday** for you to read to your child. Please return it on the **Friday**.
- Reading Record Books will be looked at and signed once a week by the teacher.
- We have talked to the children about the importance of looking after our lovely new reading books. Please can you support this at home.
- Please can you use the questions in the back of each reading book to develop your child's comprehension skills.
- To show your support, please countersign below. Thank you.

My Reading Promise

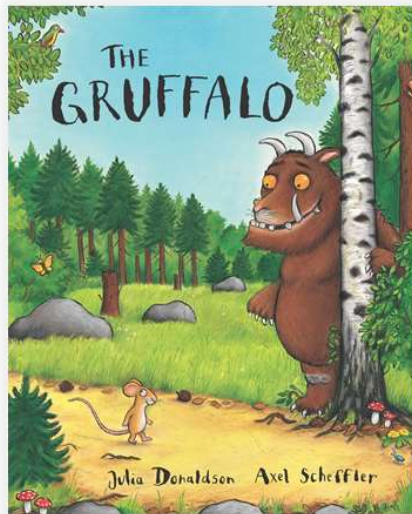
I promise to practise my sounds each day with an adult and read my reading book each week. I shall ask the adult to write the date, pages read and a short comment in my reading record.

Child's signature: _____

I support my child's promise.
Signature of Parent/Carer: _____



Story Sacks going home



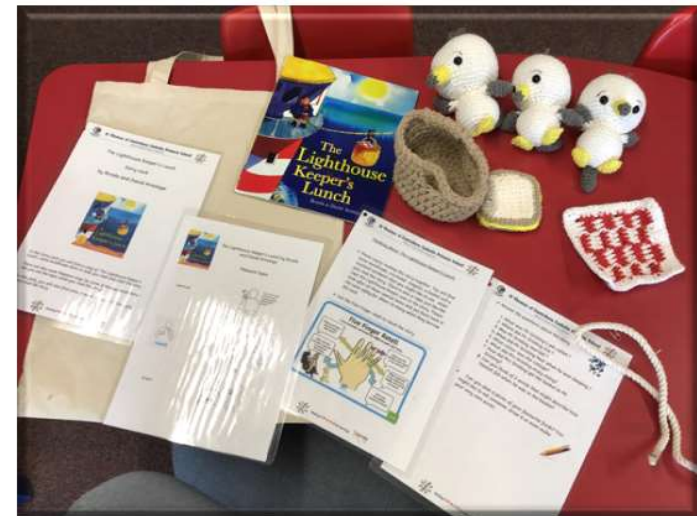
After half term your child will bring home a reading for pleasure book in a story sack on a **Monday**. Please return it on **Friday**. In each sack there is a photo of the contents to help you make sure that all the items are returned intact.

Read to your child



The reading for pleasure (story sack) book is for YOU to read to your child:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see
 - Try the activities provided in the story sack.



Top tips



- Make reading and phonics as much fun as possible.
- Use the flashcards for games – snap/Kim’s game/hiding them around the house/using them to make words.
- Look out for environmental print.
- Play ‘robot speak’ games: “Please put on your h-a-t, can you see my ‘s-o-ck-s’?”
- Play ‘I spy’ with segmented words for your child to blend e.g. “I spy with my little eye a black ‘c-a-t’.”
- Choose the right time and place for your child to read to you.
- Encourage your child to hold the book, turn the pages, point to the pictures/words – these are all important early reading skills.

Supporting your child with phonics



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



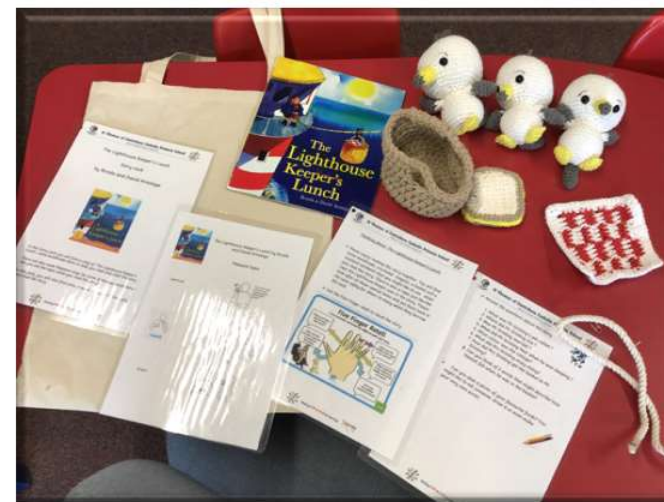
**Phase 3 sounds taught in
Reception Spring 1**

English as an additional language



- Please continue to talk and read to your child in your first language, in addition to reading their school book in English.

EVERYONE is...
Different and unique
Equal and respected
Loved and belongs
I am EVERYONE



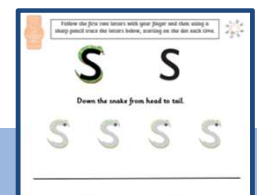
Home learning



Phonics and Tricky words: Your child will be bringing home the sounds and Tricky Words that as they learn them. These can be used in a fun way to support your child and embed their learning at home.

Phonics home learning sheet: This is a useful sheet to help support your child with the sounds that they have learnt in school that week. It includes how to pronounce the sound and some words and sentences to read.

Letter formation sheet: After Christmas we will be sending home a letter formation sheet that matches the sounds that have been taught in school.



Year group key information



- Please bring in one small piece of whole fruit (no chopped up fruit) to go into the class fruit bowl.
- Hair bobbles are to be white and blue only please and can it please be tied back.
- Please ensure that your child is not wearing any jewellery (including earrings) on Monday or Wednesday (P.E. days).
- To ensure a smooth and quick handover please support your child to walk from the gate with their backpack on their back.

Banjo Robinson



The children will have the pleasure of taking Banjo home for the weekend. He will come home on Friday and needs to be back in school by the following Wednesday, in order to be washed in time for the next person. We ask you to record your weekend fun. We do not mind who does the writing and ask you to keep to one page only.



Birthday celebration



This year we have several children with medical needs and allergies so we are not able to allow birthday sweets to be brought in from home. Instead you may wish to donate a classroom resource on behalf of your birthday child that all their friends can enjoy (please see link below).

https://www.amazon.co.uk/hz/wishlist/ls/2VW8SSMG5RYU9?ref=wl_share

However, please do not feel you have to contribute. We always ensure that the birthday child has a wonderful day and is made to feel special with our special stickers and birthday song.

Other Reminders



- Early to bed! (e.g. 6-6.30pm)
- At the end of the day can we please ask the children to walk up the path with their adult and resist the temptation of playing in the EYFS garden

S=P+A+C+E for ME

Each week 'On the Learning at a Glance' we will ask a colour group to bring in an item linked to any aspect of our learning that week.

Year group key information



Learning at a Glance



St Thomas of
Canterbury Catholic
Primary School

[Home](#) [Our School](#) [Learning](#) [Catholic Life](#) [Admissions](#) [Parents](#) [Policies](#) [PTA](#) [Contact Us](#)



This Week's Learning at a Glance

Annual Calendar 2025-26

Weekly Newsletters 2025 - 26

School Uniform

The School Day

School Clubs and Activities

Breakfast and After School Club

School Meals and Packed Lunches

Home Learning with Google Classrooms

Parent Learning Workshops

Parent Evening Dates this year



Autumn Term:

Wednesday 15th October (remote)

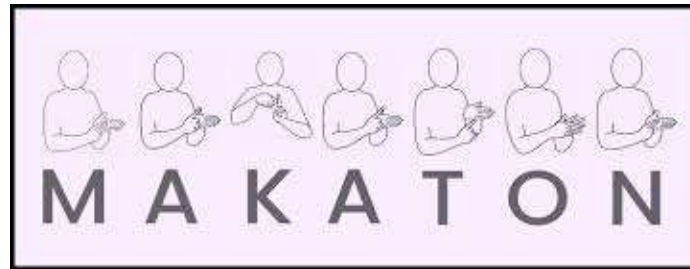
Monday 20th October (in person)

Spring Term

Tuesday 10th February (in person)

Wednesday 25th February (remote)

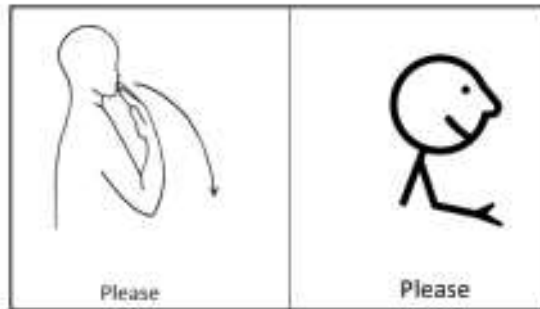
Makaton



Good morning



Good morning



Please

Please



Thank you



Thank you



To sit



To sit



Toilet



Toilet

Weekly Awards



- Successful and Confident St Thomas' Learners: Making **S=P+A+C+E** for learning
- GOLDEN RULE: Following our **GOLDEN THREADS**
- Making **S=P+A+C+E** for **EVERYONE**
- Making **S=P+A+C+E** for **ME**: Healthy choices
- Being a Responsible Role Model
- Wonderful Writing
- **GREEN AWARD** Looking after the environment



**Mrs Carter has an open
door policy**

**Please always feel you can call,
email or meet to talk**

THANK YOU!

