



Weekly Bulletin

JCEH... where the magic happens

Key Training Dates

Reading Leader Meeting for all Wave 6
Graduated partner schools RLs and
Headteachers - Tuesday 10th November
1.30-3.30pm @ AGTT Training Centre.

Reading Leader full day Conference for all
Wave 7 partner schools RLs and
Headteachers - Friday 27th November
9-3.30pm @ AGTT Training Centre.

Reading Leader full day Conference for all
Wave 8 partner schools RLs and
Headteachers - Friday 27th November
9-3.30pm @ AGTT Training Centre.



MAGICAL MOMENTS

A busy week full of CPD here at the Hub. This week we welcomed delegates on the first of our Early Language Development programme as well as welcoming our RWInc trainer for our first Partner school CPD around making a strong start in Reception. It was wonderful to connect with all our schools as we embark on another exciting year. We can't wait to see the developments over the year and look forward to hearing how you have already started to have an impact back at your schools.

We are now at the end of week 4 of the Autumn Term, so we need to be informally assessing our children in Reception. Remember to use this to re-group and focus on those children who are not currently learning the sounds quickly enough. We want every child in Reception to have learned their 16 single letter sounds by October half term. Adding in tutoring time will ensure that these children keep up rather than needing to catch up.

Have a fabulous week everyone,

Sally Mayman (Hub Delivery Lead)

& Team JCEH

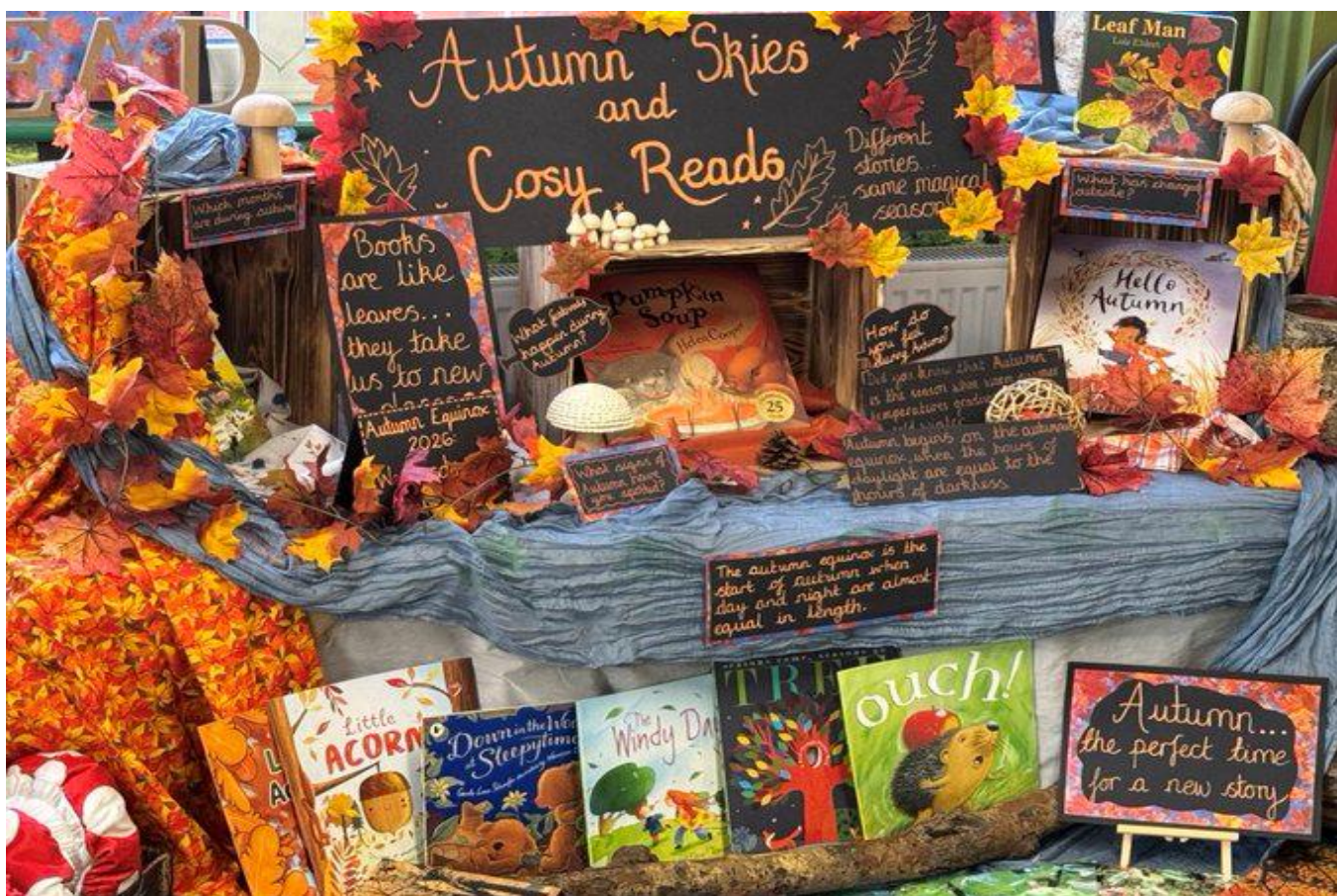
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Spotlight Reception

A key aim for this year is to make sure that as many reception pupils as possible start Year One in September on track to pass the phonic screening. This will have a positive impact on how this year group can be staffed next year and will enable more time to be given to those pupils in the first 20%. The aim is that next September, Year One will have less far to travel, with more children on track, than they have had this year.

Key points:

- Make sure the silent routines and phrases from your SSP are embedded in all aspects of YR.
- Make sure that the SSP is taught in the correct sequence and that pace is not slowed by incidental talk – silent routines help with this.
- Make sure that when children move to tables to write in their lined books, that they have sufficient space to do this and develop good seating habits from the start.
- Make sure any modelling or scaffolds are visible to the children when they are at their tables so that they can use them.
- Be persistent about pencil grip and formation so that children develop the correct muscle memory from the start.



ASSESSMENT NEWS

Data Collection: Data Collection 1 Autumn 1: WC 12/10/26

Data deadline: 16/10/26

YR and Y1 assessed using the SSP Programme Assessment.

Google Form: to be released WC 05/10/26