

# Reception Parent Meeting - September 2022



# HEBREW READING

## The Aleph Champ Reading Scheme

Your child will read in school twice a week with their reading teacher.

Mrs Burton, Mrs Chocron, Mrs Dnzinger, Aunty Sima, Aunty Nomi

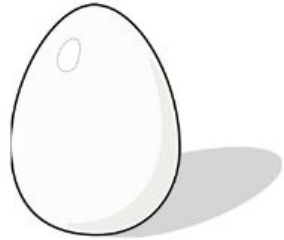
They also have an Aleph Champ lesson every day to learn the 'letter of the week'.



# HEBREW READING

As well as learning the new Hebrew letter we also introduce some new Hebrew words that begin with the letter we are learning.

If your child is struggling with the words, please focus on the letter and sound they are learning.



בִּיצָה



בֵּית



בְּשָׁמַיִם



בְּנָה



בְּנָנָה



בֵּן

3. ב

# HEBREW READING AT HOME

Your child reads in school twice a week with their individual reading teacher.

In order to maximise your child's progress, please try to read for a few minutes every day.

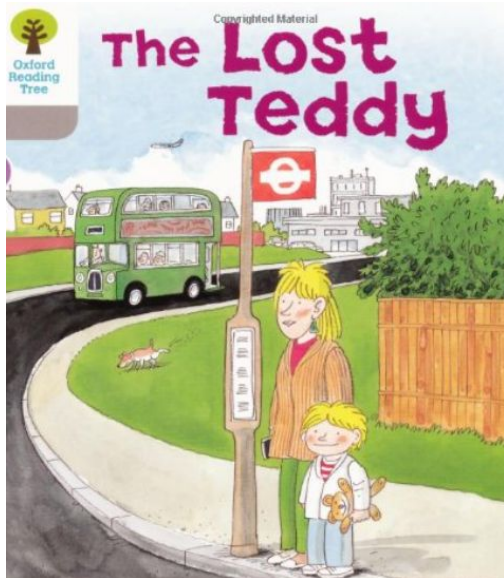
Your child should revise the pages they have done in school as well as any other instructions set by their reading teacher.

If they move forward too quickly it will not help their learning. They must be fluent at each stage.

The learning must be embedded. Please send your child's Hebrew bag and book to school **every** day.

- ▶ Please read at home every day or as often as possible
- ▶ Please sign the yellow reading record book and add relevant comments every time you read.
- ▶ Working together we will maximise your child's progress and build solid foundations for them to become fluent and accurate Hebrew readers.
- ▶ Thank you for your ongoing and continued support

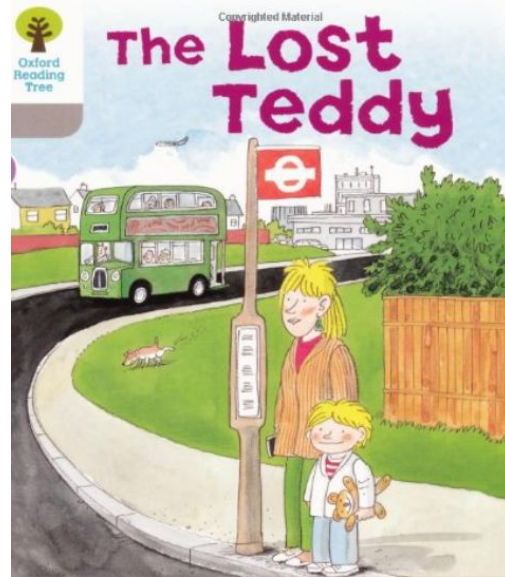
# Secular Reading...



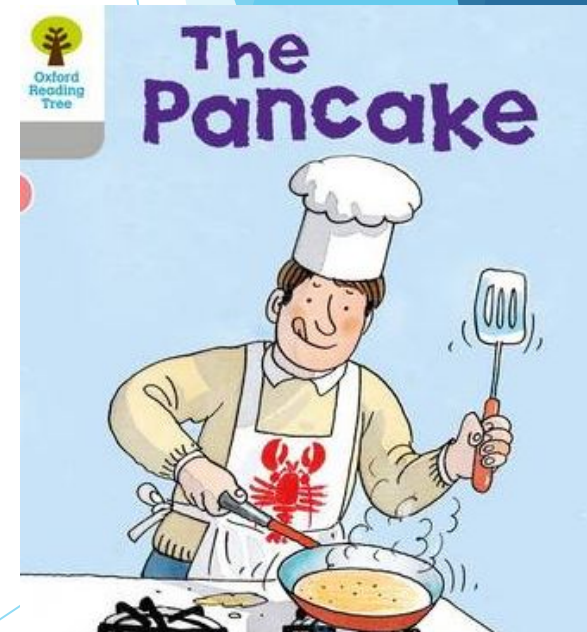
# The reading process: Developing Comprehension skills

Wordless books-

Please read the title to your child and encourage them to discuss what the story is about and what is happening.



Repetition books-Please read the title to your child and encourage them to repeat the words as you say them. Encourage them to use their reading finger. They should use the pictures to anticipate what repeating phrase may come next.





- ▶ Alongside the comprehension books, will be sending home flash cards and tricky red words. These will help your child with their reading skills. Please encourage your child to learn these sounds and build simple words with them to develop their blending skills e.g. **mat, sat, sit, pat, tin, din, pin, etc.** Try and make it as fun as possible. Have a competition to see who can read the most sounds or turn them all over and you can keep the sound if you know it, the winner has the most sounds.
- ▶ **Please look after the flashcards, they are tailored to your child's current learning.**
- ▶ **Tricky red words** are words you cannot sound out but the children need to know and learn by sight. We include some 'red for now' words that can be sounded out using alternative pronunciation, but are best learnt by sight as to not slow children down when reading.
- ▶ Most of the Tricky red words are **red** in the books to help children recognise them.

# Matching Game

- ▶ Some children who need a little extra support to blend will be sent simple words and corresponding pictures. Encourage your child to read the words and then try to find the matching picture. This will further your child's understanding of blending and reading skills, but also helps make the home reading session more engaging.





- ❖ Once your child is confident with blending sounds together they will be moved to phonics books which have simple words and sentences. We would encourage you to read with your child and use the flashcards to make words out of your child's book. These two skills together will help to develop their fluency.

**These are blending story books to develop your child's blending skills before we move them onto the Read Write Inc scheme.**



- ▶ In school we teach phonics using the ‘Read Write Inc’ scheme, children learn a new sound every day and a ‘ditty’ to help them recall the correct formation or pronunciation - i.e m ee, along with a selection of non-decodable words known as **Red words**.
- ▶ Children learn to blend and segment words by counting sounds using ‘Fred Fingers’
- ▶ Once children have mastered most of set 1 sounds, they learn ‘special friends’, sounds formally known as digraphs and digraphs, such as ch, sh, & th.
- ▶ We will read with your children in school and introduce ‘purple blending books’. These are pure blending books with no story, so it’s vital you keep practising comprehension skills with your child using the wordless books.



Stretch: mmmmountain  
Handwrite: Maisie, mountain, mountain



Once your child is confident with blending sounds together they will be moved to **book bag books** which have simple words and sentences. We would encourage you to read with your child and use the flashcards to make words out of your child's book. These two skills together will help to develop their fluency.

The book bag books need to be read in a set order three times over the week to ensure long term retention of the reading skills.

- 1) On the first night your child reads the full book on their own. Mark their record with an **F** for fluency
- 2) On the second night you read each sentence with expression and voices for the characters. Your child copies your tone and expression. Mark their reading record with a **P** for prosody.
- 3) On the third night your child reads the book for a final time and then retells the story using the pictures at the back of the book. You ask them the questions at the back of the book. Mark their reading record with a **C** for comprehension.

We will put a sticker with this order in the reading records.



# Reading process continued:

- ▶ We will also be offering your child a 'sharing book' to pick and take home to share. These books often will be too tricky for your child to read on their own. They are for you to read to your child to foster a love for reading. Please make it as special as possible, we want them to be excited about reading and stories.
- ▶ The skill of learning how to read is not just about blending letters together and reading words, it is about being able to understand what they are reading. By listening to stories, children gain a better understanding of structure, vocabulary, grammar and prosody (the natural rhythm and pattern of speech vs the pattern of speech when reading stories or poetry). Only when they have mastered these skills will they shift from 'learning to read' to 'reading to learn', and better yet, reading for enjoyment.

# Reading Vocabulary:

**Fred Talk:** say the individual sounds out loud.

**Fred in your head:** say the individual sounds in your head.

**Fred Fingers:** The number of sounds a word has.

**Green words:** words made up of sounds that children have been taught. Children use Fred Talk and Fred Fingers to spell these words.

**Red words:** common words with uncommon spellings.

**Ditties:** the formation or pronunciation rhyme for a sound.

**Special friends:** a sound made up of 2 or more letters: ch, sh, oi.

**Sharing Book:** a book to snuggle up and read with your child.

# What to do when you get your book:



1. Read the title. Discuss what they can see on the front cover. Discuss what the book might be about. How do you know? Is there any clues that show this? Ie *“I predict this book is about a crocodile eating cheese”*.
2. Work through inside cover. Read sounds, practise blending and check which tricky words may appear.
3. Check if there are any pre-reading questions or vocabulary to introduce.
4. Read the book and stop periodically to make words with flashcards. Point out “special friends” (two letters sat together that make one sound).

- ▶ Please make sure your child brings their book and flashcards into school **every day!**
- ▶ Please make sure the **reading record book is signed** or the **book will not be changed.**
- ▶ RWI books will only be changed once a week if the children have completed the 3 reads spread over a few days. It's vital they are reading at home so they can progress through the reading books at a good pace to match their growing phonetical knowledge. If they aren't taking books home with the newly taught sounds they will get bored (it's too easy) and lose confidence. In school your child will be formally read with at least once a week, there are no set days for this so we will need your child to bring both their book and record every day.
- ▶ Sharing books will be changed once a week, but we can not change these if they are not being read at home.
- ▶ If you want to raise any concerns or queries please don't hesitate to write a note in your child's reading record book or email the class teacher.

# Resources:

## Websites:

- ▶ Phonics play: <https://www.phonicsplay.co.uk/>
- ▶ Youtube: phonics songs (tricky words song, jolly phonics song, a is for apple UK- ZED version)
- ▶ Mr. Thorne Does Phonics: Letters and Sounds phase 2/3

## Apps

- ▶ Jolly Phonics Letter Sounds, free, [Apple](#) and [Android](#)
- ▶ Jolly Phonics Letter Lessons, free, [Apple](#) and [Android](#)



# Contact us:

**These are our NEW school emails, we no longer have access to our old accounts so please ensure you are emailing the correct address.**

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