



Reception Parent Meeting - September 2025



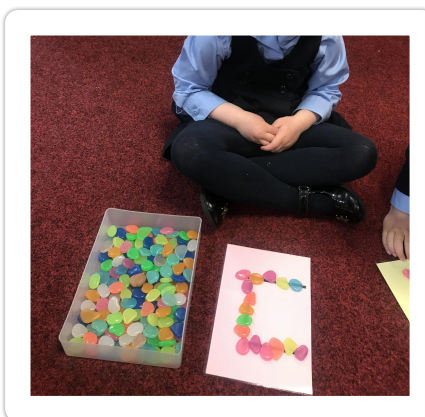
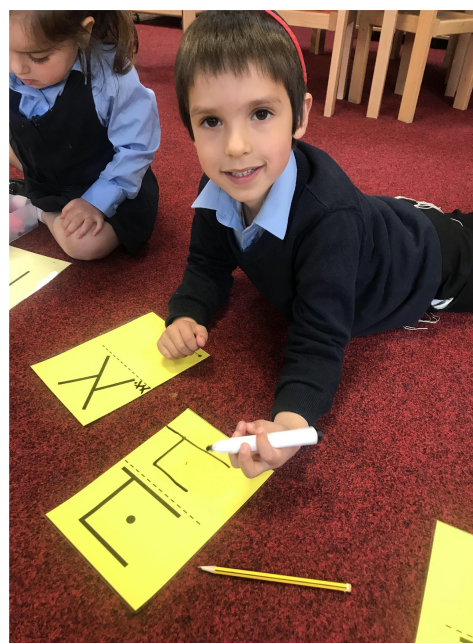
HEBREW READING

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

Mrs Burton, Mrs Nemeti, Aunty Deena, Aunty Ayelet, Mrs Levenson,
Miss Steinhaus

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





Pebbles

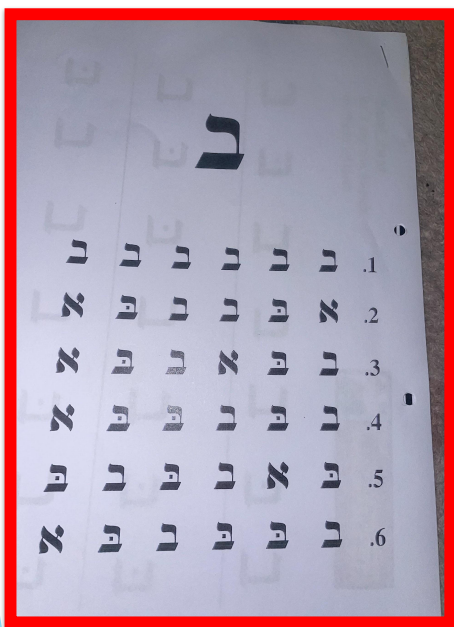


Buttons

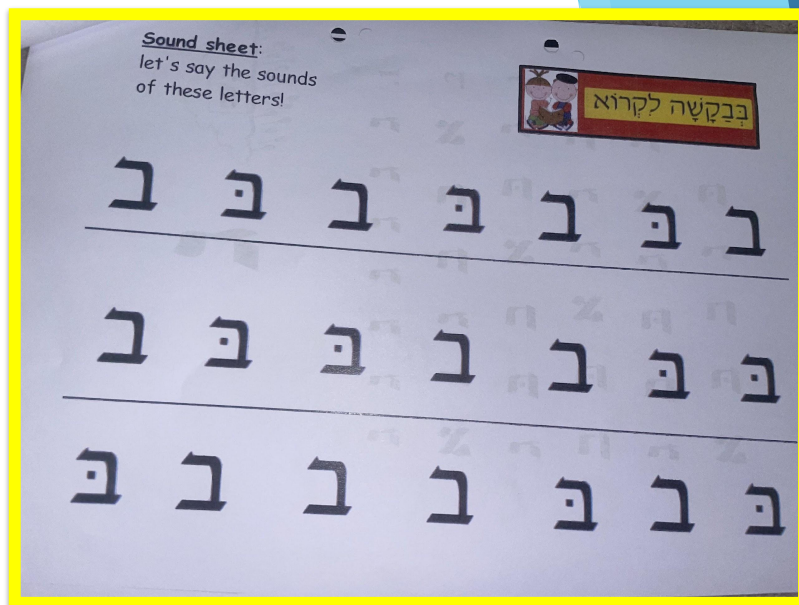


sand

Forming the shape of the letter helps the child to remember it



**Say The Name
of Letter**



Say The Sound

**Please Sign and
Comment**



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.

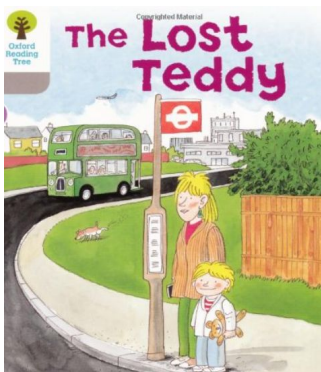
Your child should revise the pages they have done in school as well as any other instructions set by their reading teacher.

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...

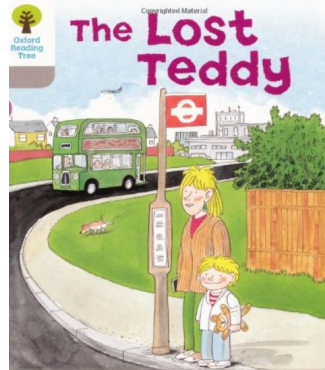


The reading process:

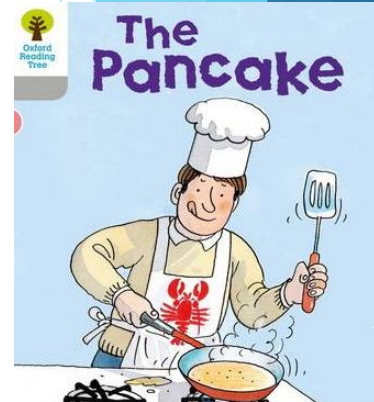
Developing Comprehension skills

Wordless books-

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



Repeating pattern pink 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.



- ▶ We have already sent home flashcards 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. 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.**
- ▶ **Tricky red words** are sight words you cannot sound out but the children need to know and learn by sight.
- ▶ Eg to, I , go , the, you, he, she etc

Blending Pack

- ▶ We will also be sending home some 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 a combination of letters and sounds and the 'Read Write Inc (RWI)' scheme. The children learn a new sound every day and a 'ditty' (rhyme) to help them recall the correct formation or pronunciation - i.e mmmm for mountain, along with a selection of non-decodable words known as **Tricky Red words**.
- ▶ Children learn to blend and segment words by counting sounds using 'Fred Talk' (sound out).
- ▶ Once children have mastered most of set 1 sounds, they learn 'special friends', sounds formally known as digraphs and trigraphs, such as ch, sh, & igh.
- ▶ 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.

On the **first night** your child reads the full book, working on their fluency.

Mark their record with an **F** for fluency.

On the **second night** you read the book to your child using expression and voices for the characters. After you model reading the first sentence your child will copy your tone and expression. Mark their reading record with a **P** for prosody.

On the **third night** your child reads the book for a final time and then retells the story and answers the questions at the end of the book, to ensure they have understood what they read. Mark their reading record with a **C** for comprehension.

These three reads should be read over three nights and not all in one go.

We will put a sticker with this information in the reading records, to help you remember.



Book to share:

- ▶ We will also be offering your child a '**book to share**' to pick and take home to share. These books are for you to read to your child to foster a love for reading. Please make this time for reading as special as possible, we want them to be excited about reading 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.

Book to share: 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 read the book three times 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. Your child will be formally read in school at least once a week, there are no set days for this so we will need your child to bring their reading book, A5 homework file and reading record every day.
- Books to share will be changed once a week, but we can not change these if they are not being read at home. Please look after them. They are labelled "book to share."
- 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, ZED UK)
- 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](#)