

Friday 4th November 2022

Phonics Workshop Information

Dear Parent/Carer,

Thank you to everyone who joined us in our Phonics Workshop. We hope that we were able to effectively share information with our families about Phonics and how it is taught at Mulberry Wood Wharf. As there was a lot of information shared during the session, we have compiled the main points into this letter.

At Mulberry Wood Wharf we are using the phonics scheme Read Write Inc. It's a scheme that supports and teaches children to read accurately and fluently with good comprehension. Phonics teaches children the link between letters and the sounds they represent. It has its own vocabulary which can make it sound more complicated than it really is.

In phonics we use specific vocabulary when speaking to the children about the sound of a letter and what the letter looks like. The word '**grapheme**' is used when we talk about the letters on the page and the word '**phoneme**' is used when we talk about the sounds those letters represent.

We use the word 'segment' or 'segmenting' when we are referring to *separating the sounds in words* e.g. c-a-t or b-o-a-t . We use Fred Talk to sound out the word before reading, using our fingers.

We use the work blending when we are referring to *putting the letter sounds together to make the word*; blending the sounds together.

All the children participate in a daily Phonics Lesson – four days for revising and introducing sounds and one day for a Big Write.

During the phonics lessons the children have opportunities to revise sounds they already learned, learn a new sound, practice segmenting and blending words orally and by reading them, and writing letters and words.

When the children have learnt the Set 1 sounds and are blending words with confidence, they start to read the phonics readers. We spoke about how each child is on their own reading journey and to not worry if their child does not take a book home at this time. Children can be supported at home by reading signs and symbols in the environment, as well as, playing games like 'I-spy' or musical statues with sounds they have learnt.

Read Write Inc has a reader guide that are colour banded. The colour bands go as followed:

Sound Blending Books

Red Ditty Books

Green Books

Purple Books

Pink Books

Orange Books

Yellow Books

Blue Books

Grey Books

We spent some time exploring mark-making and handwriting. Each child is on their own journey for writing and they are learning to form letters. During their phonics lessons they are provided opportunities to form letters individually and in words. During their Big Write on Fridays the children are encouraged to label their work with initial sounds in the words. Some children write very big and this is perfectly normal. They are developing their fine motor skills to form letters.

We spoke about ways to support the fine and gross motor development of the children at home. Some examples are:

- Playing with playdough – squeezing, pinching, squishing with individual fingers.
- Threading or using tweezers to pick up pasta/pebbles/conkers/pom poms, etc...
- Cutting and scissor skills
- Writing or mark-making on baking trays with flour/salt.
- Climbing
- Drawing with chalk or painting with water on the pavement – big movements

During the session we shared some resources online to support the reading development of the children.

[Phase 1 Phonics](#) is important for the development of speaking and listening skills.

[Read Write Inc Parents Guide](#) has many useful videos about phonics and early reading. It has a pronunciation guide and Speed Sounds Practice sheets for at home use.

Attached are the handwriting phrases we use with the children.


We would like to thank you again for joining us in our Phonics Workshop. If you have any queries, please do not hesitate to speak to us.

Thank you for your continued support.

The Reception Team

Commented [KH1]: ????

Handwriting Phrases

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>q</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				