

CHESTNUT LANE PHONICS

Parent Guide



SEPTEMBER 2022

References made to documents in blue hyperlink to other useful resources on our school website.

Words in green are explained in our Phonics Dictionary.

From Little Chestnuts Nursery and beyond, children explore the seven aspects listed below through carefully planned activities, which develop their ability to:

Tune into Sounds



Talk about Sounds







Our overarching aim is for children to experience regular, planned opportunities to listen carefully & talk extensively about what they hear, see and do. We integrate activities according to the developing abilities and interests of the children. Such activities continue throughout children's time at Chestnut Lane School.

Aspect 1: general sound discrimination – environmental sounds

Your child:

- is developing an awareness of sounds in the environment.
- can recognise sounds inside and outside the classroom and note differences and similarities.
- can describe the sounds they hear and imitate sounds.



Aspect 2: general sound discrimination – instrumental sounds

Your child:

- is developing an awareness of sounds made with instruments and noise makers.
- can listen to and recognise differences between sounds made with instruments (when played behind a screen).
- can use a wide vocabulary to talk about the sounds instruments make.



Aspect 3: general sound discrimination – body percussion

Your child:

- is developing an awareness of sounds and rhythms.
- can distinguish between sounds and remember patterns of sound.
- > can talk about sounds we make with our bodies and what the sounds mean.



Aspect 4: rhythm and rhyme

Your child:

- is developing an awareness of rhythm and rhyme in speech.
- can sing or chant a rhyming string along with an adult.
- > can talk about words that rhyme and recognise and produce rhyming words.



Aspect 5: alliteration

Your child:

- is developing an understanding of alliteration.
- > can listen to sounds at the beginning of a word and hear the differences between them.
- can explore making different types of sounds with their voice.



Aspect 6: Voice sounds

Your child:

- is becoming aware of the differences in vocal sounds.
- can talk about the sounds we make with our voices.
- can discriminate between different types of voices, remembering and repeating sound sequences when required.



Aspect 7: oral blending and segmenting*

Your child:

- is beginning to **blend phonemes** and recognise the whole word.
- > can **segment** words into **phonemes**.
- > can say the number of **phonemes** that make up a given word.

*This aspect is taught **after** the other 6 aspects above, which are not progressive and often overlap.



From Reception, children learn **phonemes** (sounds) and the **graphemes** (letters) that represent them. They progress from **orally blending** and **segmenting** to **blending** and **segmenting** letters on the page, to read and spell simple words.

In order for children to be able to **blend** (then read) and **segment** (then write) correctly, it is vital that the **phonemes** are pronounced as **purely** as possible. Children are taught **pronunciation** and **formation phrases** for each sound/letter and we have an interactive **pronunciation** guide for parents on our website.

The order in which the letters and sounds are introduced enable children to quickly build on their existing knowledge and create whole words as soon as possible.

Set 1:					
	S	a t	р		
Set 2:					
	i	n m	d		
Set 3:					
	g	о с	k		
Set 4:					
	ck	e u	r		
Set 5:					
	h b	f/ff I/	ll ss	i	
Set 6:					
	j	v w	X		
Set 7:					
	У	z/zz	qu		

Chestnut Lane Phonics: Phase 3

During this Phase, children learn further **phonemes** (sounds) and the **graphemes** (letters) that represent them, supported by <u>Catch Phrases</u>. They learn that an individual sound can be represented by two (<u>digraph</u>) or three (<u>trigraph</u>) letters. Using 'buttons and bars' supports this new learning – see our <u>video</u> of children applying buttons and bars.

ch	ar	
(as in <i>chip</i>)	(as in farm)	
sh	or	
(as in sh op)	(as in <i>for</i>)	
th	ur	
(as in <i>thin/then)</i>	(as in <i>hurt</i>)	
ng	er	
(as in ri ng)	(as in <i>corner</i>)	
ai	ow	
(as in <i>rain</i>)	(as in <i>cow)</i>	
ee	oi	
(as in f ee t)	(as in <i>coin</i>)	
igh	ear	
(as in <i>night</i>)	(as in <i>dear</i>)	
oa	air	
(as in <i>boat</i>)	(as in fair)	
long oo	ure	
(as in z oo)	(as in <i>pure</i>)	
short oo	Sac Phase 2 interactive pronunciation guide	
(as in <i>book</i>)	See Phase 3 interactive pronunciation guide	

On completion of Phase 3, children will have learnt the 'simple code' i.e. one **grapheme** (letter/s) for each **phoneme** (sound) in the English language.

This Phase gives children the opportunity to practise applying the **phonemes** (sounds) and the **graphemes** (letters) learned in Phases 2 and 3. No new letter-sound correspondences are taught but children are taught to read (**blend**) and spell (**segment**) longer words, containing **adjacent consonants** and those with more than one **syllable**.

Phase 4 Blending and Segmenting Patterns

	Words with 2 cons	sonants at the end	l	
Phase 2 consolidation examples		Phase 3 consolidation examples (including consonant digraphs and vowel digraphs		
tent ne	xt	si	xth joint	
Wo	ords with 2 conson	ants at the beginn	ing	
Phase 2 consolidation	examples		onsolidation exament digraphs and vo	
stop tra	ck	fro	own stair	
Words with 2 cons Phase 2 consolidation		ginning and 2 cons	sonants at the enconsolidation example.	
			nt digraphs and vo	
twist bli	nk	crur	nch shrink	
Words with 3 cons	sonants at the beg	ginning and 2 cons	sonants at the e	nd
		solidation examples aphs and vowel digra		
	spring	scrunch		
(incl		bic Words aphs and vowel digra	phs)	
2 syllable examples	3 syllable examples		4 syllable e	xamples
lunchbox shampoo	chimpanzee fingernail		helico	pter

The 'complex code' is introduced – children learn that **phonemes** (sounds) can be represented in different ways. Due to the complex nature of this Phase, we divide it up into three parts:

Phase 5a: Sound Families

Children explore 'sound families', where they discover that the same **phoneme** (sound) can be represented by **graphemes** (letters) that are different to those they have already been taught. They will use the **Chestnut Lane Sound Families Mat** to support their learning.

Already taught	New member/s of the 'sound family'			
w	wh			
(as in win)	(as in wh en)			
f	ph			
(as in fun)	(as in <i>ph</i> onics)			
ai	ay	eigh	a_e	
(as in <i>rain</i>)	(as in <i>day</i>)	(as in eigh t)	(as in <i>make)</i>	
ee	ea	ey	e_e	
(as in feet)	(as in ea t)	(as in <i>key</i>)	(as in <i>these)</i>	
igh	ie	y	i_e	
(as in <i>night</i>)	(as in <i>tie</i>)	(as in sk y)	(as in <i>like</i>)	
oa	oe		o_e	
(as in <i>boat</i>)	(as in <i>toe</i>)		(as in <i>home</i>)	
long oo	ew	ue	u_e	
(as in <i>zoo</i>)	(as in ch ew)	(as in bl <i>ue</i>)	(as in fl <i>ute)</i>	
long oo (pronounced y-oo)	ew (as in <i>new</i>)	ue (as in <i>rescue)</i>	u_e (as in c <i>ube</i>)	
short oo (as in <i>book)</i>	,	u (as in p <i>ull)</i>		
or	au		aw	
(as in <i>for</i>)	(as in <i>haunt)</i>		(as in <i>saw)</i>	
ur	ir			
(as in <i>hurt</i>)	(as in <i>girl</i>)			
ow	ou			
(as in cow)	(as in <i>out</i>)			
oi	oy			
(as in <i>coin</i>)	(as in <i>boy</i>)			

Children will spend time identifying different ways of representing the same sound, so they become familiar with them when reading. To help apply this knowledge to spelling, children will also discuss where sounds usually fit within a word; for example, **ai** is often in the middle (rain, snail), whereas ay is usually at the end (day, play). Split digraphs are introduced as part of the long vowel families – see children identifying these in our buttons and bars video.

Phase 5b: Alternative Pronunciations

Children discover that sounds which are represented by the same **grapheme** (letter/s) can be pronounced in different ways.

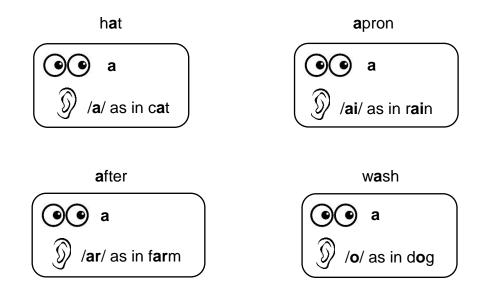
We use eyes and ear symbols to support children's understanding. In this Phase, the 'eyes' (how the letters are written on the page) remain the same, but the 'ear' (what they sound like) changes.

Children will learn alternative pronunciations of the following graphemes (letter/s):

a e i o u ow ie ea er ou y ey ch c g

For example:

When learning the alternative pronunciations of **a**, children will investigate words where the same **grapheme** (letter/s) makes different sounds, such as those below:



Phase 5c: Alternative Spellings

Children discover that sounds can be spelled in a number of different ways. This learning builds upon their knowledge of 'Sound Families' which were introduced in Phase 5a.

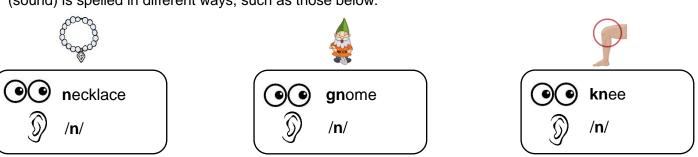
We use eyes and ear symbols to support children's understanding. In this Phase, the 'eyes' (how the letters are written on the page) change, but the 'ear' (what they sound like) remains the same.

Children will learn alternative spellings of the following phonemes (sounds):

/s/ /n/ /m/ /u/ /r/ /j/ /z//zz/ /ch/ /sh/ /ar/ /or/ /ur/ /ear/ /air/

For example:

When learning the alternative spellings of /**n/**, children will investigate words where the same **phoneme** (sound) is spelled in different ways, such as those below:



Tricky Words

There are many common words in the English language which are 'exceptions' to the rules and so cannot be read/spelled using phonic knowledge. At Chestnut Lane School, we call these 'Tricky Words' and teach them explicitly at each Phase so that children become confident reading and spelling them.

Phase 2 Tricky Word Mat	be, by, go, has, he, his, I, into, is, me, my, no, of, the, to
Phase 3 Tricky Word Mat	all, are, does, gone, her, love, put, she, they, was, we, you
Phase 4 Tricky Word Mat	ask, called, come, do, friend, full, have, here, house, like, little, once, once, our, out, please, pull, push, said, saw, says, school, so, some, there, today, very, want, were, what, when, where, your
Phase 5 Tricky Word Mat	any, beautiful, because, break, busy, clothes, eye, great, hour, improve, laughed, many, move, Mr, Mrs, oh, only, people, pretty, prove, steak, their, thought, through, water, who, whole