



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](#).

Chestnut Lane Phonics: Phase 1

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



Listen and Remember 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.

<p>Aspect 1: general sound discrimination – environmental sounds</p> <p>Your child:</p> <ul style="list-style-type: none">➤ 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.	
<p>Aspect 2: general sound discrimination – instrumental sounds</p> <p>Your child:</p> <ul style="list-style-type: none">➤ 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.	
<p>Aspect 3: general sound discrimination – body percussion</p> <p>Your child:</p> <ul style="list-style-type: none">➤ 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.	
<p>Aspect 4: rhythm and rhyme</p> <p>Your child:</p> <ul style="list-style-type: none">➤ 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.	
<p>Aspect 5: alliteration</p> <p>Your child:</p> <ul style="list-style-type: none">➤ 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.	
<p>Aspect 6: Voice sounds</p> <p>Your child:</p> <ul style="list-style-type: none">➤ 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.	
<p>Aspect 7: oral blending and segmenting*</p> <p>Your child:</p> <ul style="list-style-type: none">➤ 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. <p>*This aspect is taught after the other 6 aspects above, which are not progressive and often overlap.</p>	

Chestnut Lane Phonics: Phase 2

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 p
Set 2:	i n m d
Set 3:	g o c k
Set 4:	ck e u r
Set 5:	h b f/ff l/l ss
Set 6:	j v w x
Set 7:	y 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 **Catch Phrases**. They learn that an individual sound can be represented by two (**digraph**) or three (**trigraph**) letters. Using **'buttons and bars'** supports this new learning – see our **video of children applying buttons and bars**.

ch (as in <i>chip</i>)	ar (as in <i>farm</i>)
sh (as in <i>shop</i>)	or (as in <i>for</i>)
th (as in <i>thin/then</i>)	ur (as in <i>hurt</i>)
ng (as in <i>ring</i>)	er (as in <i>corner</i>)
ai (as in <i>rain</i>)	ow (as in <i>cow</i>)
ee (as in <i>feet</i>)	oi (as in <i>coin</i>)
igh (as in <i>night</i>)	ear (as in <i>dear</i>)
oa (as in <i>boat</i>)	air (as in <i>fair</i>)
long oo (as in <i>zoo</i>)	ure (as in <i>pure</i>)
short oo (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.

Chestnut Lane Phonics: Phase 4

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 consonants at the end		
Phase 2 consolidation examples tent next	Phase 3 consolidation examples (including consonant digraphs and vowel digraphs) sixth joint	
Words with 2 consonants at the beginning		
Phase 2 consolidation examples stop track	Phase 3 consolidation examples (including consonant digraphs and vowel digraphs) frown stair	
Words with 2 consonants at the beginning and 2 consonants at the end		
Phase 2 consolidation examples twist blink	Phase 3 consolidation examples (including consonant digraphs and vowel digraphs) crunch shrink	
Words with 3 consonants at the beginning and 2 consonants at the end		
Phase 2 and 3 consolidation examples (including consonant digraphs and vowel digraphs) spring scrunch		
Polysyllabic Words (including consonant digraphs and vowel digraphs)		
2 syllable examples lunchbox shampoo	3 syllable examples chimpanzee fingernail	4 syllable examples helicopter

Chestnut Lane Phonics: Phase 5

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 (as in <i>win</i>)	wh (as in <i>when</i>)		
f (as in <i>fun</i>)	ph (as in <i>phonics</i>)		
ai (as in <i>rain</i>)	ay (as in <i>day</i>)	eigh (as in <i>eight</i>)	a_e (as in <i>make</i>)
ee (as in <i>feet</i>)	ea (as in <i>eat</i>)	ey (as in <i>key</i>)	e_e (as in <i>these</i>)
igh (as in <i>night</i>)	ie (as in <i>tie</i>)	y (as in <i>sky</i>)	i_e (as in <i>like</i>)
oa (as in <i>boat</i>)	oe (as in <i>toe</i>)		o_e (as in <i>home</i>)
long oo (as in <i>zoo</i>)	ew (as in <i>chew</i>)	ue (as in <i>blue</i>)	u_e (as in <i>flute</i>)
long oo (pronounced <i>y-oo</i>)	ew (as in <i>new</i>)	ue (as in <i>rescue</i>)	u_e (as in <i>cube</i>)
short oo (as in <i>book</i>)	u (as in <i>pull</i>)		
or (as in <i>for</i>)	au (as in <i>haunt</i>)		aw (as in <i>saw</i>)
ur (as in <i>hurt</i>)	ir (as in <i>girl</i>)		
ow (as in <i>cow</i>)	ou (as in <i>out</i>)		
oi (as in <i>coin</i>)	oy (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:

<p>hat</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: fit-content; margin: auto;"><p> a</p><p> /a/ as in cat</p></div>	<p>apron</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: fit-content; margin: auto;"><p> a</p><p> /ai/ as in rain</p></div>
<p>after</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: fit-content; margin: auto;"><p> a</p><p> /ar/ as in farm</p></div>	<p>wash</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: fit-content; margin: auto;"><p> a</p><p> /o/ as in dog</p></div>

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/ /l/ /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:

 <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: fit-content; margin: auto;"><p> necklace</p><p> /n/</p></div>	 <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: fit-content; margin: auto;"><p> gnome</p><p> /n/</p></div>	 <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: fit-content; margin: auto;"><p> knee</p><p> /n/</p></div>
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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