

Chestnut phonics for week beginning 17th January

	Revisit and review	Teach	Practise	Apply
Monday	Practise reading high frequency words house and about and spelling tricky word people .	Teach your child how to read compound words (see Appendix 1). Then ask them to read the words playground, farmyard, bedroom, blackberry .	Teach your child how to spell compound words (Appendix 1). Now ask your child to try spelling the words cannot, today, laptop, Sunday .	Ask your child to write the following sentences: Her laptop is in her bedroom. His hairbrush is in his bedroom. Once they have finished ask them to check, have they used a capital letter, have they used a full stop? Can they spot the compound words are? Can they spot any digraphs where two letters make one sound in the sentences?
Tuesday	See if your child can remember last week's sounds: ay, ou, ie.	Read one of the phoneme spotter postcards / story to your child and see if they can hear when the relevant sound (ay / ou / ie) occurs.	Let your child look at the postcard / story, can they find, highlight and read any words that contain the relevant sound.	Read the following words out to your child. Can they spell the words; they have to decide which way to make this week's sounds – the first way they were taught last year or the new way. Remind them to have a go and then look at the word. Does it look right? If not try the other way of making the sound. Tail, play, Cloud, down, Light, tried
Wednesday	See if your child can remember the following sounds:	Show your child the ea sound and compare to ee . Show them how	Ask your child to draw a phoneme frame (see Appendix 2).	Ask your child to read the following sentence.

	Ee, igh, ay, ou, ie.	to use this sound to read the word bean . Play What's in the box? Ask your child to read each of the words provided and to find the matching picture.	Then ask them to write the following words: treat, steam, sea, read, meat, least.	Jay eats peas with his meat. Then rewrite the sentence but substitute one of the following words and ask them to read it again. Together make up sentences that are sensible or funny, it's up to you! Beans/reads/plays/pie/tie/people.
Thursday	Practise reading high frequency words house and about and spelling tricky word people .	Explain how to read the tricky words oh, their and by . Show them the sound oy and compare with oi . Explain that the oy digraph is usually at the end of a word whereas oi is usually in the middle. Play Countdown (see Appendix 3):	Ask your child to draw a phoneme frame (see Appendix 2). Then ask them to write the following words in it: boy, toy, joy, enjoy, royal, Roy.	Ask your child to read the following sentence. Loud sounds can be annoying. Then rewrite the sentence but substitute one of the following words and ask them to read it again. Together make up sentences that are sensible or funny, it's up to you! Singing, frightening, noises, people, boys, toys, screaming, eaten, weak
Friday	See if your child can remember the following sounds: ay, ow, ie, ea, oy	Show them the sound ir and compare with er . Then play Buried Treasure (See Appendix 4): sir, fird, girl, bird, skirk.	Ask your child to use today's digraph to write the following words: fir, skirt, shirt, girl, bird, birthday.	Ask your child to read the following sentence and then draw a quick picture to match it. The girl got a toy bird for her birthday.

Appendix 1: Compound words

Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own. Teach your child how to 'chunk' or break up compound words to spell. For example, to spell 'football' first segment and spell 'foot' then 'ball'. Teach your child how to cover part of a word to help read. Sound out and blend the first part then reveal the next part of the word and blend that then put together. Make sure your child continues to read from left to right across a word.

Appendix 2: Phoneme frame

Ask your child to draw a phoneme frame on an A4 sheet, they should be familiar with what a phoneme frame looks like. For example, if you were going to ask them to write the word *cat* or *paid* you would first ask them to draw a phoneme frame with three sections. Then give them the word to spell. If they miss out a letter they can see that there is a letter missing and know they must try again. This makes children listen more carefully for the sounds in a word and is extended as the words they are spelling become more complicated.

c		a		t
p		ai		d

Appendix 3: Countdown - time your child for 60 seconds, see how many of the following words they can read in that time. Record the number of words they read, and see if next time they play they can beat their score:

annoy, annoying, oyster, destroy, boy, toy, people, house, our, about, pie, tie, cried, tried, playground, farmyard, bedroom, blackberry, cannot, today, laptop, Sunday.

Appendix 4: Buried Treasure – Write the words, one at a time on a piece of paper, and ask your child to decide if it is a 'treasure' word (a real word) in which case they keep it or if it is a 'rubbish' word (nonsense word) and therefore it belongs in the recycling bin.