

Chestnut phonics for week beginning 24th January

	Revisit and review	Teach	Practise	Apply
Monday	Practise reading high frequency words house and about and spelling tricky word people	Show your child how to spell the tricky words have and like . Show your child the ue sound and compare to oo . Explain that ue usually comes at the end of a word. Play Countdown (see Appendix 2):	Ask your child to draw a phoneme frame (see Appendix 1). Then ask them to write the following words: clue, blue, issue, Sue, tissue, clue.	Ask your child to read the following sentence. The glue is blue.
Tuesday	See if your child can remember the following sounds: ay, ow, ie, ea, oy, ir, ue (oo)	Teach the alternative sound for ue and compare to the word you Ask your child to use this new knowledge to read: cue, due, value, statue, rescue, hue.	Ask your child to try spelling the words: venue, due, rescue, value, cue, argue.	Ask your child to write the following sentences: Sue argues with you.
Wed	See if your child can remember the following sounds: ay, ow, ie, ea, oy, ir, ue (oo / you)	Teach the high frequency word old . Show your child that if they can read 'old' they can read the following words bold, cold, told, hold, fold.	Play Countdown (see Appendix 2)	Then play Buried Treasure (See Appendix 3): dold, frold, stold, vold, told, gold.
Thursday	Practise reading high frequency words house and about and spelling tricky word people, have, like	Teach the high frequency word don't (explain that it is 'do not' squashed together and the apostrophe shows something is missing) Show your child the aw sound and compare to or . Play What's in the box? Ask your child to read each of the words provided and to find the matching picture.	Ask your child to have a go at spelling these words. Remind them to sound them out loud slowly: jigsaw, crawl, straw, jaw, prawn.	Ask your child to read the following sentence. I will crawl on the lawn.

Friday	See if your child can remember the following sounds: ay, ow, ie, ea, oy, ir, ue (oo / you), aw	Explain how to read the tricky words Mr, Mrs. Teach your child the wh sound and talk about the difference between this and w. wh comes at the start of the word. w can come at start, middle or end. Play Countdown (see Appendix 3)	Ask your child to have a go at spelling these words. Remind them to sound them out loud slowly: whisper, where, what, when, which, wheel.	Ask your child to read the following sentence. Where is the wheel?
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Appendix 1: 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 2: 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:

Monday: clue, blue, issue, true, glue, Sue, annoy, annoying, oyster, destroy, boy, toy, people, house, our, about, pie, tie, cried, tried, playground, farmyard, bedroom, blackberry, cannot, today, laptop, Sunday.

Wednesday: bold, cold, told, hold, fold, sold, clue, blue, issue, true, glue, Sue, annoy, annoying, oyster, destroy, boy, toy, people, house, our, about, pie, tie, cried, tried, playground, farmyard, bedroom, blackberry, cannot, today, laptop, Sunday.

Friday: when, which, wheel, whisper, where, what, bold, cold, told, hold, fold, sold, clue, blue, issue, true, glue, Sue, annoy, annoying, oyster, destroy, boy, toy, people, house, our, about, pie, tie, cried, tried, playground, farmyard, bedroom, blackberry, cannot, today.

Appendix 3: 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.