



## **Phonics Support – Chunking – ‘Chunk it Up’**

When a word is longer, blending after sound talking is difficult for children as there are too many individual sounds to remember to easily blend together.

For example: blackbird – b/l/a/ck/b/ir/d

Therefore, we teach the children to ‘Chunk it Up’. This can be done in different ways and is dependent on the word. Below are some examples of ways children might ‘Chunk it Up’. This can be done in their heads or by physically covering up part of the word to start with to help them to focus on the part they need to decode first. To start with, children need adult guidance with where to chunk but they do become more confident to do this themselves over time.

As adults, we often do this when faced with an unfamiliar word, especially when it is longer. We will often use phonics to decode the word in sections (chunking) and then piece it all back together. In school, we explicitly teach this to children so that they can confidently use a strategy to support them when reading longer unfamiliar words.

Below are some examples of how this may be done. Please note, the words below may not all be decodable for your child yet, it will depend on their stage of the phonics programme. They are purely given as examples to illustrate the method.

### **Compound words (words made from two other words):**

blackbird -> black / bird -> b/l/a/ck = black      b/ir/d = bird -> black + bird = blackbird

Other examples of this might include:

rainbow – rain/bow

fireplace – fire/place

toothbrush – tooth/brush

### **Prefixes and/or suffixes (the units added to the start or end of a word to change the meaning)**

kindness -> kind/ness -> k/i (igh)/n/d = kind      n/e/ss = ness -> kind + ness = kindness

Other examples of this might include:

unhappy – un/happy

playing – play/ing

unhelpful – un/help/ful

**Syllables (a unit of pronunciation – e.g. egg = 1 syllable, cornflake = 2 syllables, potato = 3 syllables)**

elephant -> el/e/phant -> e/l =el e = e ph (f)/a/n/t = phant -> el + e +phant = elephant

Other examples of this might include:

December - De/cem/ber

triangle - tri/an/gle

**Note:** We use a similar strategy when reading plural words ending in 's' or 'es'. Often children find pronouncing the 's' at the end confusing when blending. Therefore, we initially cover the 's' or 'es' to help children to successfully decode the root word then they add on the 's'/'es'.

For example:

pigs – pig/s

boxes – box/es

donkeys – don/key/s

cupcakes – cup/cake/s

If you would like any further advice about chunking or would like any other support regarding helping your child to read, please do not hesitate to speak to the class teacher or the Phonics and Early Reading Lead.

Videos and supporting documents can also be found on the Little Wandle website under the parent section, which is free to access without a login.

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

