

Reception Autumn 2





	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<ul style="list-style-type: none">• words with s /s/ added at the end (hats sits)• words ending s /z/ (his) and with s /z/ added at the end (bags)	we me be

*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Reception template

A 1 and 2




Days 1–4 (Phase 2)

 Revisit and review	 Teach and practise				 Practise and apply		 Read decodable books	
GPCs	New phoneme	New GPC	Oral blending	Teacher-led blending and Independent reading	Tricky words	Read the phrase/sentence	Spelling	Please see the Reading practice templates.
<ul style="list-style-type: none"> Reinforce four recently learned GPCs: mnemonic and grapheme (black GPCs on the weekly grid). <p>Quick review</p> <ul style="list-style-type: none"> Ask the children to read speedy sounds. Use all cards – grapheme side only. (Only show the mnemonic side if the children are unsure.) 	<ul style="list-style-type: none"> Introduce the new phoneme. Teach pronunciation. Use the copy me method to practise pronunciation. Repeat. Play What's in the box? Emphasise the initial/end phoneme of the word. Check the children know what the object is. 	<ul style="list-style-type: none"> Use the copy me method as you say the phoneme and draw your finger around the grapheme in the mnemonic (e.g. d d d duck). Repeat several times. Use the copy me method as you show the grapheme and say its sound. Repeat several times. Play the Grapheme game. Show alternate sides of the card as the children call out. Repeat several times. Teach the formation phrase. Use the copy me method to model using the formation phrase on paper and in the air. Teach grapheme formation without the phrase. Use the copy me method to model on paper and in the air. Add the new grapheme card to the review pack. Play Grapheme spotter with the new GPC. 	<ul style="list-style-type: none"> Use the copy me method to blend three words with the new sound. Ensure the children understand the meaning of each new word. 	<p>Teacher-led blending</p> <ul style="list-style-type: none"> Use the grapheme cards to make the words. <p>For each word:</p> <ul style="list-style-type: none"> Model: Read and point to each grapheme. Sweep and blend. Use the copy me method to repeat the process with the children. Check and read each word together – giving less support. Watch and assess the children. <p>Independent reading</p> <ul style="list-style-type: none"> Use the word cards. Show the word. Point to each grapheme and then sweep to indicate blending. <p>Do NOT help the children.</p> <ul style="list-style-type: none"> Look at the children (not the card). Read the word together. <ul style="list-style-type: none"> Use pictures, props and simple definitions to ensure the children understand the meaning of each new word. 	<ul style="list-style-type: none"> Show the tricky word on the card. Read the graphemes the children know. Identify the tricky grapheme (in bold on the weekly grid). Read the tricky word. Ask the children to read the tricky word with you. Ask the children to read the word independently. Review previously taught tricky words quickly. 	<ul style="list-style-type: none"> Display the phrase/sentence. <p>Prepare</p> <ul style="list-style-type: none"> For sentences only: Draw the children's attention to the capital letter – say the sound it makes (e.g. <i>'R' says /r/</i>). Identify digraphs – do not read the words. <p>Read</p> <ul style="list-style-type: none"> Ask the children to read aloud as you point to each word. Read the phrase/sentence together at a steady pace. 	<p>Prepare</p> <ul style="list-style-type: none"> Use the grapheme cards to spell the word. Use extra grapheme cards as distractors. Use the copy me method to: <ul style="list-style-type: none"> Say the word (e.g. <i>hug</i>). Segment it (e.g. <i>h-u-g</i>). Segment and count the sounds (e.g. <i>h-u-g</i> – three sounds). <p>Model spelling the word with the grapheme cards</p> <ul style="list-style-type: none"> Say the word (e.g. <i>hug</i>) and how many sounds you need to spell it (e.g. <i>three sounds for 'hug'</i>). Say each sound as you get the letters you need (e.g. <i>h u g</i>). Repeat the above, writing the letters. Ask the children to spell the word. Check the word together. Show the word and check the children's spellings. <p>Grow the code</p> <ul style="list-style-type: none"> Show the children the grapheme card for the day's GPC. Find the new grapheme on the wall frieze. 	

Reception review lesson template





A 1 and 2

Day 5 and review lessons (Phase 2)

 Revisit and review				 Practise and apply		 Read decodable books	
GPCs	Match GPCs to initial/end sounds of words	Oral blending	Teacher-led blending and Independent reading	Tricky words	Read the phrase/sentence	Spelling	
<ul style="list-style-type: none"> Reinforce recently learned GPCs: mnemonic and grapheme (black GPCs on the weekly grid). Ask the children to read speedy sounds. Use all cards – grapheme side only. (Only show the mnemonic side if the children are unsure.) Review writing a few GPCs from the week – with and without the formation phrase. 	<ul style="list-style-type: none"> Display the graphemes taught in the week (black GPCs on the weekly grid). Show the object. Say the word, emphasising either the initial sound (e.g. jelly) or the end sound (e.g. bell). Ask the children to help you match the sound to the corresponding grapheme. 	<ul style="list-style-type: none"> Play Blend from the box. Hide the objects. Tell the children they are going to help you work out what each object is by sound. Use the copy me method to blend each word. Show the object. 	<p>Teacher-led blending</p> <ul style="list-style-type: none"> Use the grapheme cards to make the words. <p>For each word:</p> <ul style="list-style-type: none"> Model: Read and point to each grapheme. Sweep and blend. Use the copy me method to repeat the process with the children. Check and read each word together – giving less support. Watch and assess the children. <p>Independent reading</p> <ul style="list-style-type: none"> Use the word cards. Show the word. Point to each grapheme and then sweep to indicate blending. <p>Do NOT help the children.</p> <ul style="list-style-type: none"> Look at the children (not the card). Read the word together. <ul style="list-style-type: none"> Use pictures, props and simple definitions to ensure the children understand the meaning of each new word. <ul style="list-style-type: none"> Play Change it (if on the weekly grid). Put out each word using the grapheme cards. Point to each grapheme and then sweep to indicate blending. <p>Do NOT help the children.</p> <ul style="list-style-type: none"> Look at the children (not the card). Model reading the word. Change one grapheme in the word (see the weekly grid for order) and repeat. 	<ul style="list-style-type: none"> Review previously taught tricky words quickly. 	<ul style="list-style-type: none"> Show the phrase/sentence. <p>Prepare</p> <ul style="list-style-type: none"> For sentences only: Draw the children's attention to the capital letter – say the sound it makes (e.g. 'R' says /r/). Identify digraphs – do not read the words. Ask the children to identify any tricky words they can see. Point to the tricky words and read them together. <p>Read</p> <ul style="list-style-type: none"> Ask the children to read aloud as you point to each word. Read the phrase/sentence together at a steady pace. 	<p>Prepare</p> <ul style="list-style-type: none"> Use the grapheme cards to spell the word. Use extra grapheme cards as distractors. Use the copy me method to: <ul style="list-style-type: none"> Say the word (e.g. hug). Segment it (e.g. h-u-g). Segment and count the sounds (e.g. h-u-g – three sounds). <p>Model spelling the word with the grapheme cards</p> <ul style="list-style-type: none"> Say the word (e.g. hug) and how many sounds you need to spell it (e.g. three sounds for 'hug'). Say each sound as you get the letters you need (e.g. h u g). Repeat the above, writing the letters. <ul style="list-style-type: none"> Ask the children to spell the word. Check the word together. Show the word and check the children's spellings. 	<p>Please see the Reading practice templates.</p>

Reception catchphrase template

Weeks 3 and 4 (Phase 2)

 Revisit and review	 Teach and practise				 Practise and apply		 Read decodable books	
GPCs	New phoneme	New GPC	Oral blending	Teacher-led blending and Independent reading	Tricky words	Read the sentence	Spelling	Please see the Reading practice templates.
<ul style="list-style-type: none"> Show the children a review digraph and remind them that it is 'two letters, one sound'. Ask the children to read speedy sounds. Use all cards – grapheme side only. (Only show the catchphrase side if the children are unsure.) 	<ul style="list-style-type: none"> Introduce the new phoneme. Teach pronunciation. Use the copy me method to practise pronunciation. Repeat. 	<ul style="list-style-type: none"> Show the mnemonic side of the grapheme card – make a connection between the image and the sound. Use the mantra 'two letters, one sound' and then say the sound. Teach the catchphrase. Repeat several times. Use the copy me method as you show the grapheme, and trace over it as you say its sound. Repeat. Play the Grapheme game. Show alternate sides of the card as the children call out the object or the grapheme. Repeat several times. Remind the children of the catchphrase! Add the new grapheme card to the review pack. Play Grapheme spotter with the new GPC. 	<ul style="list-style-type: none"> Use the copy me method to blend three words with the new sound. Ensure the children understand the meaning of each new word. 	<p>Teacher-led blending</p> <ul style="list-style-type: none"> Use the grapheme cards to make the review and new words. <p>For each word:</p> <ul style="list-style-type: none"> Model: Read and point to each grapheme. Sweep and blend. Use the copy me method to repeat the process with the children. Check and read each word together – giving less support. Watch and assess the children. <p>Independent reading</p> <ul style="list-style-type: none"> Use the word cards. Show the word. Point to each grapheme and then sweep to indicate blending. <p>Do NOT help the children.</p> <ul style="list-style-type: none"> Look at the children (not the card). Read the word together. Use pictures, props and simple definitions to ensure the children understand the meaning of each new word. 	<ul style="list-style-type: none"> Show the tricky word on the card. Read the graphemes the children know. Identify the tricky grapheme (in bold on the weekly grid). Read the tricky word. Ask the children to read the tricky word with you. Ask the children to read the word independently. Review previously taught tricky words quickly. 	<ul style="list-style-type: none"> Display the sentence. <p>Prepare</p> <ul style="list-style-type: none"> Draw the children's attention to the capital letter – say the sound it makes (e.g. 'R' says /r/). Ask the children to identify any digraphs they can see. Take feedback. Ask the children to identify any tricky words they can see. Point to the tricky words and read them together. <p>Read</p> <ul style="list-style-type: none"> Ask the children to read aloud as you point to each word. Read the sentence together, at a slightly quicker pace. 	<p>Prepare</p> <ul style="list-style-type: none"> Use the grapheme cards to spell the word. Use extra grapheme cards as distractors. Use the copy me method to: <ul style="list-style-type: none"> Say the word (e.g. <i>chin</i>). Segment it (e.g. ch-i-n). Segment and count the sounds (e.g. ch-i-n – three sounds). <p>Model spelling the word with the grapheme cards</p> <ul style="list-style-type: none"> Say the word (e.g. <i>chin</i>) and how many sounds you need to spell it (e.g. <i>three sounds for 'chin'</i>). Say each sound as you get the letters you need (e.g. <i>ch i n</i>). Repeat the above, writing the letters. Ask the children to spell the word. Check the word together. Show the word and check the children's spellings. <p>Grow the code</p> <ul style="list-style-type: none"> Show the children the grapheme card for the day's GPC. Find the new grapheme on the wall frieze. 	