

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	- 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.
- Reinforce four recently learned GPCs: mnemonic and grapheme (black GPCs on the weekly grid). Quick review - Ask the children to read speedy sounds. - Use all cards – grapheme side only. (Only show the mnemonic side if the children are unsure.)	- 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.	- 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.	- Use the copy me method to blend three words with the new sound. - Ensure the children understand the meaning of each new word.	Teacher-led blending - Use the grapheme cards to make the words. For each word: - 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. Independent reading - Use the word cards. - Show the word. - Point to each grapheme and then sweep to indicate blending. Do NOT help the children. - 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.	- 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.	- Display the phrase/sentence. Prepare - For sentences only: Draw the children’s attention to the capital letter – say the sound it makes (e.g. ‘<i>R</i>’ says /r/). - Identify digraphs – do not read the words. Read - Ask the children to read aloud as you point to each word. - Read the phrase/sentence together at a steady pace.	Prepare - Use the grapheme cards to spell the word. - Use extra grapheme cards as distractors. - Use the copy me method to: - Say the word (e.g. <i>hug</i>). - Segment it (e.g. h-u-g). - Segment and count the sounds (e.g. h-u-g – three sounds). Model spelling the word with the grapheme cards - 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. Grow the code - 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	Please see the Reading practice templates.
- 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.	- 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. <i>jelly</i>) or the end sound (e.g. <i>bell</i>). - Ask the children to help you match the sound to the corresponding grapheme.	- 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.	Teacher-led blending - Use the grapheme cards to make the words. For each word: - 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. Independent reading - Use the word cards. - Show the word. - Point to each grapheme and then sweep to indicate blending. Do NOT help the children. - 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. - 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. Do NOT help the children. - 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.	Review previously taught tricky words quickly.	- Show the phrase/sentence. Prepare - 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. Read - Ask the children to read aloud as you point to each word. - Read the phrase/sentence together at a steady pace.	Prepare - Use the grapheme cards to spell the word. - Use extra grapheme cards as distractors. - Use the copy me method to: - Say the word (e.g. <i>hug</i>). - Segment it (e.g. h-u-g). - Segment and count the sounds (e.g. h-u-g – three sounds). Model spelling the word with the grapheme cards - 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.	

Reception catchphrase template

A 2

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.
- 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.)	- Introduce the new phoneme. - Teach pronunciation. - Use the copy me method to practise pronunciation. - Repeat.	- 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.	- Use the copy me method to blend three words with the new sound. - Ensure the children understand the meaning of each new word.	Teacher-led blending - Use the grapheme cards to make the review and new words. For each word: - 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. Independent reading - Use the word cards. - Show the word. - Point to each grapheme and then sweep to indicate blending. Do NOT help the children. - 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.	- 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.	- Display the sentence. Prepare - 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. Read - Ask the children to read aloud as you point to each word. - Read the sentence together, at a slightly quicker pace.	Prepare - Use the grapheme cards to spell the word. - Use extra grapheme cards as distractors. - Use the copy me method to: - 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). Model spelling the word with the grapheme cards - 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. Grow the code - Show the children the grapheme card for the day's GPC. - Find the new grapheme on the wall frieze.	