

Reception Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee igh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure
Week 5	longer words	

Reception template

Spr 1

Days 1–4 (Phase 3)

 Revisit and review	 Teach and practise				 Practise and apply	 Read decodable books	
GPCs, words, tricky words	New GPC	Oral blending	Read new words GPC	Tricky words	Read the sentence	Spelling	Please see the Reading practice templates.
GPCs - Ask the children to read speedy sounds. - Look at the children (not the cards) and assess. Quick review - Shuffle. Repeat. Words - Ask the children to read speedy words. - Ask the children to identify the digraphs. Take feedback. - Point and sweep to indicate blending. - Chunk longer words. Quick review - Shuffle. Ask the children to read without blending. Tricky words For each word: - Ask the children to recall the 'tricky bit'. Take feedback. - Ask the children to read the word. Quick review - Shuffle. Repeat.	- 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.	- Show each word. - Tell the children to sound-talk each grapheme and blend the word. Point to each grapheme and then sweep. - Read the word together. - Use the example definitions and sentences on the weekly grid, if needed. Quick review - Shuffle. Ask the children to read without blending.	- 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.	- Use the copy me method to: - Say the word. - Segment it. - Segment and count the sounds. Model spelling the word - Say the word and how many sounds you need to spell it. - Write each grapheme. - Hide the word. - Ask the children to spell the word. - Check the word together. - Ask the children to check and correct their spelling. - Repeat for the second word. Grow the code - Show the children the grapheme card for the day’s GPC. - Find the new grapheme on the wall frieze and grapheme chart.	

Reception review lesson template

Spr 1

Day 5 and review lessons (Phase 3)

 Revisit and review					 Practise and apply		 Read decodable books
GPCs	Sort the words	Match the words to the pictures	Quick review	Tricky words	Read the sentence	Spelling	Please see the Reading practice templates.
- Ask the children to read speedy sounds. - Look at the children (not the cards) and assess. Quick review - Shuffle. Repeat.	- Tell the children that they are sorting the words they read by the two different graphemes. - Display the catchphrase side of the grapheme cards for the children to sort the words under. - Ask the children to read each word. - Ask them to sort the word by grapheme/sound. Quick review - Shuffle. Ask the children to read without blending.	- Display the numbered pictures. For each word: - Ask the children to identify the digraphs. Take feedback. - Ask the children to read the word. - Ask them to tell you which picture matches the word by holding up the appropriate fingers. Quick review - Shuffle. Ask the children to read without blending. - 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.	- Ask the children to identify the digraphs. Take feedback. - Point and sweep to indicate blending. - Chunk longer words. Quick review - Shuffle. Ask the children to read without blending.	- Ask the children to read the tricky words. Quick review - Shuffle. Repeat.	- 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.	- Use the copy me method to: - Say the word. - Segment it. - Segment and count the sounds. Model spelling the word - Say the word and how many sounds you need to spell it. - Write each grapheme. - Hide the word. - Ask the children to spell the word. - Check the word together. - Ask the children to check and correct their spelling. - Repeat for the second word.	