

Reception Summer 2

	Phase 4	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words	
Week 4	root word ending in: –ing, –ed /t/, –ed /ɪd/ /ed/, –ed /d/	
Week 5	root word ending in: –er, –est longer words	

Reception template

Spr 2, Sum 1 and 2

Days 1–4 (Phase 3, Phase 4)

 Revisit and review	 Teach and practise			 Practise and apply		 Read decodable books
GPCs, words and tricky words	Oral blending	Read new words	New 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: Quick review - Tell the children you want them to read the words quickly. - Show each card. - Shuffle. Repeat.	- Use the copy me method to sound-talk each word. - 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.	- Display the sentence. Prepare - 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 the words. - Read the sentence together. - Tell the children to read the sentence one more time.	- 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. Spell the tricky word - Use the same method as above, identifying the ‘tricky bit’ as you spell the word.	

Reception review lesson template

Spr 2, Sum 1 and 2

Day 5 and review lessons (Phase 3, Phase 4)

 Revisit and review					 Practise and apply		 Read decodable books
GPCs	Sort the words	Match the words to the pictures	Quick review	Tricky words	Write 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.	Prepare - Say the sentence. - Use the copy me method to practise saying the sentence until the children are confident. - Write the sentence. Model how you: - use capital letters and punctuation - segment to spell - remember digraphs/trigraphs - remember the ‘tricky bit’ of tricky words. - Hide the sentence. Write - Ask the children to write the sentence. - Check the sentence together. - Ask the children to check and correct their spelling.	- 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.	