





## Reception Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

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

# Reception review lesson template

A 1 and 2

Day 5 and review lessons (Phase 2)

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