

Weekly grid Recepton phase 2

Autumn 2 week 5

Lesson focus	 Revisit and review	 Teach and practise			 Practise and apply	
	GPCs	Oral blending practice	Teacher-led blending words Independent reading	Tricky words	Read the sentence	Spelling
Words with 's' at the end (plurals and verb forms)	s a t p i n m d g o c k c k e u r h f l l s s f f j v w y z z z q u t h s h c h n g n k	Blend from the box z-i-p-s sh-i-p-s d-u-ck-s ch-i-p-s	New: ducks ships shuts Review: quack thing chick Independent: cups pots win	New: we Review: she push* of he	She has six ducks.	cups pots ship
Words with 's' /z/ at the end (plurals and verb forms)	s a t p i n m d g o c k c k e u r h f l l s s f f j v w y z z z q u t h s h c h n g n k	Blend from the box b-a-g-s d-o-g-s p-i-n-s r-i-n-g-s	New: rings shells sings Review: quack with pink Independent: bags dogs pins [has his as is]	New: me Review: we she push* of he	He has pink shells.	bags dogs ring
Review	s a t p i n m d g o c k c k e u r h f l l s s f f j v w y z z z q u t h s h c h n g n k s/z/	Blend from the box c-a-t-s d-u-ck-s b-a-g-s sh-e-ll-s	Review: ducks long chip think quick mix Independent: cats bags get	New: be Review: we me she push* of he	His cats get on the bed to nap.	cats bags long
Review	s a t p i n m d g o c k c k e u r h f l l s s f f j v w y z z z q u t h s h c h n g n k s/z/	Can you do the actions/sounds? qu-a-ck b-u-zz n-o-d s-i-p	Review: rush pink thank chop much thick Independent: nod buzz mum	Review: be we me she push* of he	Can a pink moth buzz?	nod buzz mum
Review	s a t p i n m d g o c k c k e u r h f l l s s f f j v w y z z z q u t h s h c h n g n k s/z/	Blend from the box w-i-n-g ch-i-ck f-i-sh z-i-p	Review: shops wing chicks link digs that Independent: zip fish well Play Change it: ship chip chin thin think sink sing thing this (use cards, not words)	Review: the put* pull* full* I and go no to into be we me she push* he her	His chick has pink wings.	zip fish chick



Reading practice sessions with decodable reading books three times a week

Notes for these lessons

- Review all GPCs taught so far. Use your assessment to choose which GPCs need extra practice.
- Tricky words:** The 'tricky' part of the word is in **bold**.
- *The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations and in which case should not be treated as such. Please add these words to **Revisit and review:** words.
- Lesson 1: Teach children to **orally blend words** ending in 's'.
 - Blend the word without the 's'. Then go through the same process with the 's' at the end.
 - Teach **reading words** ending in 's' using the same process.
 - When using the independent cards, hide the 's' and ask the children to read the word. Then reveal the 's' and ask the children to read the whole word.
- Lesson 2: Teach children to **orally blend words** ending in 's' when 's' makes the /z/ sound.
 - Blend the word without the 's'. Then go through the same process with the 's' at the end. Help the children to hear the sound that 's' /z/ makes.
 - Teach **reading words** ending in 's' /z/, using the same process.
 - When using the independent cards, hide the 's' and ask the children to read the word. Then reveal the 's' and ask the children to read the whole word.
- Lesson 2: Words in **red** and brackets are tricky words that are now decodable.
- Lesson 3: **Blend from the box** – the objects are all plurals. Tell the children to listen carefully to the final sound of the word. Is it /z/ or /s/?
- Lessons 3–5: Use the 'Review template' for these lessons.
- Now that you have taught all the letters of the alphabet, you can teach letter names to the children outside of the phonics lessons. Use the 'Letter formation: Capital letters' phrases whenever you are to teach correct formation and whenever you are modelling writing a capital letter.

