



Weekly grid Reception phase 2

Autumn 2 week 4

| Lesson focus |  Revisit and review |  Teach and practise | | | | |  Practise and apply | | | | |
|--------------|--|--|--|--|--|--|---|---|---------------------------|----------|---|
| | GPCs | Pronunciation phrase | Initial/end sounds: What's in the box? | New GPC and mnemonic | Catchphrase for digraphs | Oral blending | Teacher-led blending words | Tricky words | Read the sentence | Spelling |  |
| sh shell | z zz qu ch e a i o u x f v n ll | Show me your teeth and push the air out shshshshsh | No more initial sound game | sh shell  | sh Share the shells. (not written on cards) | sh-e-ll sh-o-p f-i-sh | Review: yell quiz van New: shell shop fish Independent: fix fill | New: she push* Review: go no to into | Can I fix a van? | fix fill | Reading practice sessions with decodable reading books three times a week |
| th thumb | zz qu ch sh z a e i o u ck g l m r | Voiced: Tongue on your teeth, teeth almost closed to make a 'buzzing' th Unvoiced: Tongue on your teeth and push the air out th | | th thumb  | th Thumbs up, we're having fun. (not written on cards) | th-i-s th-u-d m-o-th | Review: cats ship quack New: this thud moth Independent: had jug | New: he Review: go no to into she push* | Can a moth quack? | jam leg | |
| ng ring | qu ch sh th z zz a e i o u ll b d g w | Open your mouth a bit and then use your tongue at the back of your mouth to say ng ng ng | | ng ring  | ng Bling on a ring. (not written on cards) | r-i-ng th-i-ng w-i-ng | Review: quick shell chin New: ring thing wing Independent: bell dad | New: of Review: go no to into she push* he | Dad has a big bell. | bell dad | |
| nk pink | ch sh th ng z zz qu a e i o u k s s b g | Open your mouth a bit and then use your tongue at the back of your mouth to say ngk ngk | | nk pink  | nk I think I am pink. (not written on cards) | p-i-nk w-i-nk s-i-nk | Review: much king rush New: pink wink sink Independent: mess bag | Review: go no to into she push* he of | It is a mess in that bag. | mess bag | |
| Review | sh ch ng nk z zz qu th a e i o u f p ck w | Graphemes to display: sh th ng nk | Sort objects by initial/end sound: moth fish king pink | | | Blend from the box sh-e-ll w-i-ng th-u-d w-i-nk | Review: pink sink shop fish that with ring king Independent: wet duck Play Change it: song long lock shock shop chop chip chick think thing sing song (use cards, not words) | Review: go no to into she push* he of | This duck got wet. | wet duck | |

Notes for these lessons

- Use the 'Catchphrase template' for these lessons.
- **Tricky words:** The 'tricky' part of the word is in **bold**.
- *The tricky word 'push' may not be tricky in some regional pronunciations and in which case should not be treated as such. Please add this word to **Revisit and review:** words.
- Lessons 1 and 2: **Read the sentence** – introduce the question mark. Explain that this punctuation tells the reader it is a question.
- 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.

