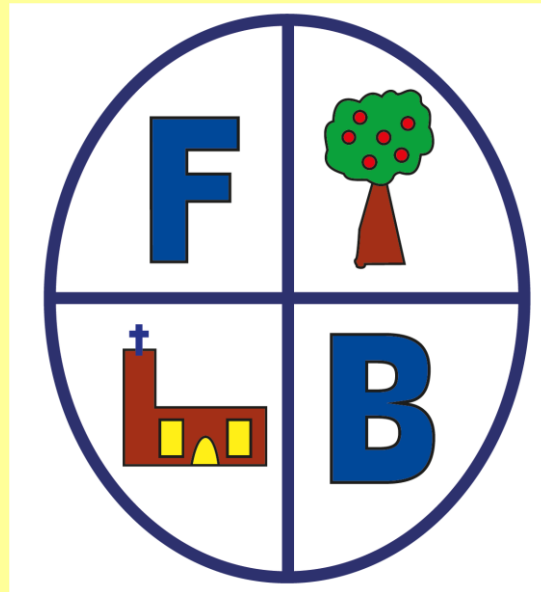
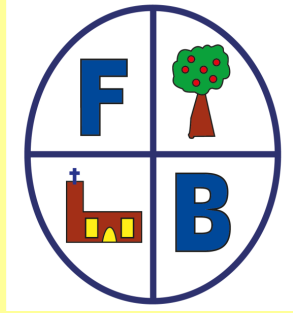


# Reception

## Phonics, Spelling and Reading



# Overview of phonics teaching in Reception

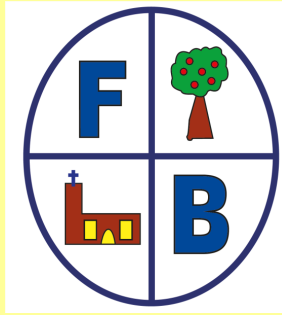


## **Phase 1:**

- Playing with sounds and words to develop language skills, spotting rhythm, rhyme and alliteration in songs and stories shared.
- Begin to explore the skill of oral blending and segmenting.
- This phase forms the bedrock of developing children's early reading ready for when they start school.

## **Phase 2:**

- Learn 19 letters and to move on from oral blending and segmentation to blending and segmenting with letters.
- Each week four new GPCs are taught
- Read some VC and CVC words and to spell them.
- Introduction of reading two-syllable words and simple captions.
- Learn to read some common exception words: I, the, to, go, no, into.



### Phase 3:

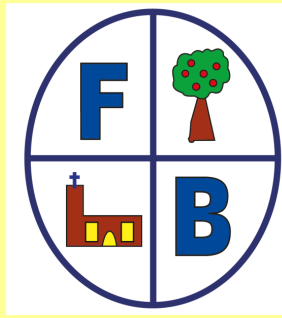
- Learn 25 graphemes, most of them comprising two letters (e.g. oa)
- Practise CVC blending and segmentation & apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.
- Learn letter names
- Learn to read some more common exception words and also begin to learn to spell some of these words.

***Phase 3 Mastery*** then gives all children the opportunity to develop a deep understanding and competence in the phase.

### Phase 4:








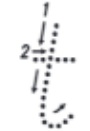




- Consolidate knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words.

## Phase 2 - Grapheme Phoneme Correspondence (GPCs)

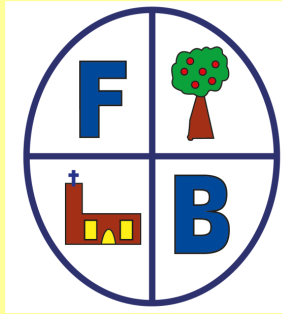


Phase 2

s	a	t	p	i	n	m	d
g	o	c	k	ck	e	u	r
h	b	f	ff	l	ll	ss	

GPC	Image	Action	Lower Case Letter Formation		Upper Case Letter Formation	
s		<b>Snake</b> – Slithering snake action with arm	Up and over, around the other way		Up and over, around the other way	
a		<b>Arrow</b> – Firing an arrow	Around, up, down and flick		Down, down, lift and across	
t		<b>Tap</b> – Twisting a tap	Down and round, pencil off, across		Down from the top, lift and left to right across the top	
p		<b>Paint</b> – Painting with a paintbrush	Down, up to the top, round to the middle		Down and back up, around to the middle	

# Phase 3 - Grapheme Phoneme Correspondence (GPCs)



Phase 3

j	v	w	x	y	z	<u>zz</u>	<u>qu</u>	<u>ch</u>
<u>sh</u>	<u>th</u>	ng	ai	<u>ee</u>	<u>igh</u>	<u>oa</u>	<u>oo</u>	<u>ar</u>
or	<u>ur</u>	ow	oi	ear	air	<u>ure</u>	er	

th		<b>Thank</b> – Hand to chin then move out and down (BSL)
ng		<b>Ring</b> – Put ring on a finger
ai		<b>Rain</b> – Rain action with fingers
ee		<b>Feet</b> – Point to feet
igh		<b>Light</b> – Hand opening from above (BSL)

## Phase 2 , 3 & 4 – Common Exception Words Reading (CEWs) “Sight / Tricky Words”



**the**

**to**

**I**

**no**

**go**

**into**

Common exception words



**me**

**we**

**be**

**he**

**she**

**was**

**you**

**they**

**all**

**are**

**her**

**they**

Common exception words

**said**

**have**

**like**

**so**

**do**

**some**

**come**

**were**

**there**

**little**

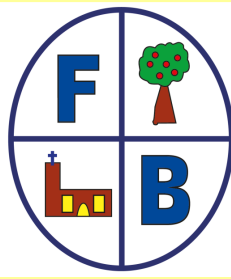
**one**

**when**

**out**

**what**

# Phase 3 & 4 – Common Exception Words Spelling (CEWs) “Tricky Words”



**the**

**to**

**I**

**no**

**go**

**into**

Common exception words

**me**

**we**

**be**

**he**

**she**

**was**

**you**

**they**

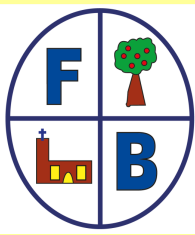
**all**




**are**



**her**

**they**

# Key word Lists / Helping at Home - Tapestry

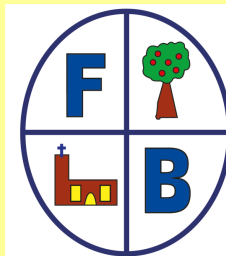


		
at	sit	the
sat	is	gas
tap	pip	pig
sap	pan	tag
pat	nap	mop
	man	dog
	mat	cap
	map	act
	dim	cot
	and	kip
	sad	Kim
	tan	gap
	sip	cog
		pot

		
some	were	little
come	there	one
risk	brag	grip
dusk	blur	glad
cost	clog	plum
fist	clip	prod
vests	clam	pram
text	drop	skid
kept	drag	scar
fact	flap	snag
pact	from	snub
desk	flat	smut
resting	bran	hunted
	crop	buzzed



## Phase 2 Lesson Plans – Set 2 letters



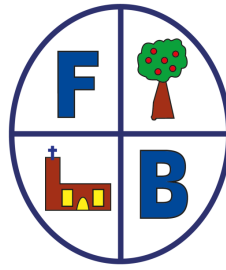
Lesson	6	7	8	9	10
<b>Revisit</b>	Sing the alphabet song – point to each letter in turn. Recap the graphemes already learned so far, clicking through the grapheme slides at a good pace. Recap the CEW already learned so far, clicking through the CEW slides.				
	Revisit blending to read <b>at</b> <b>sat</b>	Revisit blending to read <b>sit</b> <b>tip</b>	Revisit blending to read <b>in</b> <b>pan</b> <b>pin</b>	Revisit blending to read <b>am</b> <b>man</b> <b>mat</b>	Revisit blending to read <b>and</b> <b>dip</b> <b>sad</b>
	Revisit oral blending <b>ink</b> <b>igloo</b> <b>big</b>	Revisit oral blending <b>nut</b> <b>nose</b> <b>pan</b>	Revisit oral blending <b>map</b> <b>man</b> <b>jam</b>	Revisit oral blending <b>drum</b> <b>dress</b> <b>mad</b>	Revisit oral blending <b>pig</b> <b>nap</b> <b>moat</b> <b>digger</b>
<b>Teach</b>	Teach new GPC <b>i</b>	Teach new GPC <b>n</b>	Teach new GPC <b>m</b>	Teach new GPC <b>d</b>	Focus GPCs <b>i n m d</b>
<b>Practise</b>	Blending for reading <b>sit pip</b>  Segment and write for spelling: <b>pit tip</b>	Blending for reading <b>pan nap</b>  Segment and write for spelling: <b>in tin pin</b>	Blending for reading <b>man mat map</b>  Segment and write for spelling: <b>am mat</b>	Blending for reading <b>dim and</b>  Segment and write for spelling: <b>dip sad</b>	Blending for reading <b>sad tan sip</b>  Segment and write for spelling: <b>dad Sam</b>
<b>Apply</b>	Write the caption <b>a sip</b>	Read the caption <b>a pan</b>	Write the caption <b>a map in a mat</b>	Read the caption <b>dad and nan</b>	Write the caption <b>a tin man</b>
<b>Revise</b> Address misconceptions	<b>i</b>	<b>n</b>	<b>m</b>	<b>d</b>	<b>i n m d</b>



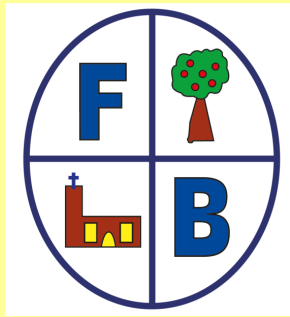
Lesson	16	17	18	19	20
Revisit	<p>Sing the alphabet song – point to each letter in turn.</p> <p>Recap the graphemes already learned so far, clicking through the grapheme slides at a good pace.</p> <p>Recap the CEW already learned so far, clicking through the CEW slides.</p>				
	Revisit blending to read <b>fish</b> <b>king</b> <b>that</b>	Revisit blending to read <b>aim</b> <b>main</b> <b>wait</b>	Revisit blending to read <b>see</b> <b>week</b> <b>meet</b>	Revisit blending to read <b>tight</b> <b>right</b> <b>high</b>	Revisit blending to read <b>oak</b> <b>coat</b> <b>road</b>
	Revisit oral blending <b>mail</b> <b>rainbow</b> <b>brain</b>	Revisit oral blending <b>sheep</b> <b>jeep</b> <b>see saw</b>	Revisit oral blending <b>high</b> <b>bright</b> <b>fright</b>	Revisit oral blending <b>croak</b> <b>throat</b> <b>roast</b>	Revisit oral blending <b>fail</b> <b>bleed</b> <b>might</b> <b>float</b>
Teach	Teach new GPC <b>ai</b>	Teach new GPC <b>ee</b>	Teach new GPC <b>igh</b>	Teach new GPC <b>oa</b>	Focus GPCs <b>ai ee igh oa</b>
Practise	Teach new CEW <b>was</b>		Teach new CEW <b>you</b>		Focus CEWs <b>was you</b>
	Blending for reading <b>pain wait tail</b>  Segment and write for spelling: <b>sail chain</b>	Blending for reading <b>feel sheet</b>  Segment and write for spelling: <b>beep sheep seed</b>	Blending for reading <b>sigh light tight</b>  Segment and write for spelling: <b>high night</b>	Blending for reading <b>coach goat soap</b>  Segment and write for spelling: <b>toad loaf</b>	Blending for reading <b>tail week toad</b>  Segment and write for spelling: <b>sight main</b>
Apply	Write the question <b>Will the rain be a pain?</b>	Read the question <b>Was the jeep deep in the mud?</b>	Write the sentence <b>The night is not light.</b>	Read the sentence <b>Toad sat in his coat on the road.</b>	Write the sentence <b>I will go to the main road.</b>
Revise Address misconceptions	<b>ai</b> <b>was</b>	<b>ee</b>	<b>igh</b> <b>you</b>	<b>oa</b>	<b>ai ee igh oa</b> <b>was you</b>



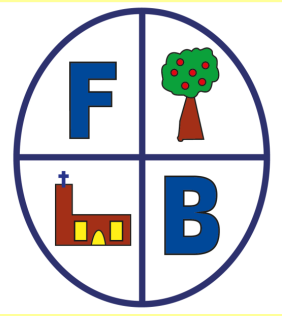
## Phase 4 Lesson Plans



Lesson	11	12	13	14	15
<b>Revisit</b>	Sing the alphabet song – point to each letter in turn. Recap the graphemes already learned so far, clicking through the grapheme slides at a good pace.				
	Revisit blending to read <b>tent jumping fond</b>	Revisit blending to read <b>tusk risk rusk</b>	Revisit blending to read <b>mist mast west</b>	Revisit blending to read <b>next fact wept</b>	Revisit blending to read <b>dusk list kept</b>
	Recap the CEW already learned so far, clicking through the CEW slides.				
<b>Teach</b>	Teach and read <b>some</b>	Revisit and spell <b>they</b>	Teach and read <b>come</b>	Revisit and spell <b>all</b>	Revisit and spell <b>are</b>
	Teach blending of words containing the adjacent consonants <b>s</b> and <b>k</b> as in <b>musk</b>	Teach blending of words containing the adjacent consonants <b>s</b> and <b>t</b> as in <b>rust</b>	Teach blending of words containing the adjacent consonants <b>c</b> and <b>t</b> as in <b>duct</b> <b>p</b> and <b>t</b> as in <b>adapt</b> <b>x</b> and <b>t</b> as in <b>next</b>	Teach blending of words containing the adjacent consonants introduced this week	Teach blending of words containing the adjacent consonants introduced this week
<b>Practise</b>	Blending for reading <b>risk dusk</b>  Segment and write for spelling: <b>desk tusk busk</b>	Blending for reading <b>cost fist vests</b>  Segment and write for spelling: <b>list nest</b>	Blending for reading <b>text kept fact</b>  Segment and write for spelling: <b>wept act</b>	Blending for reading <b>pact desk resting</b>  Segment and write for spelling: <b>list kept</b>	Blending for reading <b>musk text</b>  Segment and write for spelling: <b>fact vest skin</b>
<b>Apply</b>	Read the sentence <b>They busk until dusk.</b>	Write the sentence <b>It will be best if I rest now.</b>	Read the sentence <b>You can come to my farm next.</b>	Write the sentence <b>She had a rest at her desk.</b>	Read the sentence <b>It is a fact that we all have skin.</b>
<b>Revise</b> Address misconceptions	<b>sk</b> <b>some</b>	<b>st</b> <b>they</b>	<b>ct pt xt</b> <b>come</b>	<b>sk st ct pt xt</b> <b>all</b>	<b>sk st ct pt xt</b> <b>are</b>



# Unlocking Letters and Sounds Daily Lesson – Phase 3



Reading



## Guided (group) reading – All children, once per week.

All children will read a book with the teacher that includes the phonemes they have been taught. The teacher will use this as an opportunity to hear children read individually and also to teach specific reading skills.

## Individual reading – Reading book brought home.

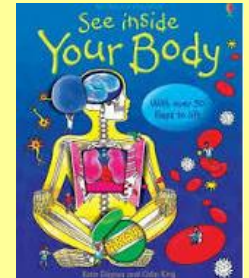
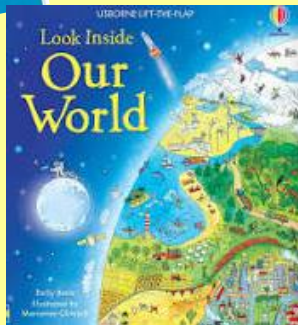
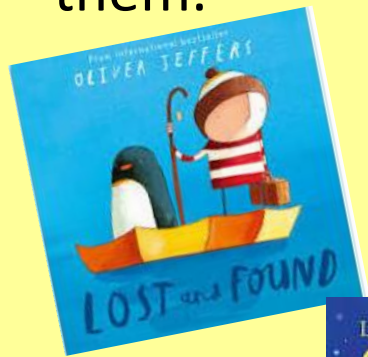
Each child will have a **reading book matched** to their particular reading level. If your child is keeping up with the phonic teaching and is able to recall their learning from that week, they will be given a book that introduces the new phonemes and Common Exception Words. However, if your child is not quite ready for that and needs some consolidation, we will ensure they have a book matched to their current attainment. We will only be sending home **one reading books each week**. The idea is that they **read the same book 2 or 3 times** to consolidate their new learning.

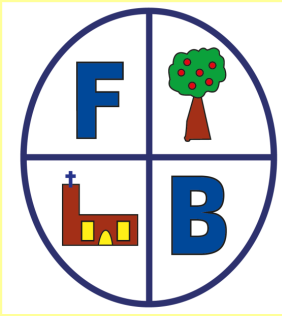




# Sharing Picture Books – Fiction & Non-Fiction books brought home.

These books will be changed weekly (Wednesday) and are for you to share with your child (you read to them). These will be appropriate for bedtime reading and to instil a love of books in your child. Please talk about the pictures, explore the vocabulary, make predictions and ask questions to ensure your child has understood what has been read to them.





Questions  
???