





# Weekly grid Reception phase 2

# Autumn 2 week 1

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	Formation phrase	Oral blending	Teacher-led blending words Independent reading	Tricky words	Read the phrase	Spelling
ff puff	<i>i e u o a r c k p t</i> h b f l	Put your teeth on your bottom lip and push the air out <b>ffff</b>	puff out – puff a piece of cotton wool – fluff a flower (to sniff) cliff	n/a – refer to 'flamingo'	Down the flamingo's neck, all the way to its foot, then across its wings.	h-u-ff o-ff p-u-ff	<b>Review:</b> fat hut peck  <b>New:</b> huff off puff  <b>Independent:</b> big cat	<b>New:</b> put*  <b>Review:</b> is	a big cat	cat
ll bell	<i>i e u o a h b t g d</i> f r l ff	Put your tongue to the top of your mouth behind your teeth and press <b>llll llll</b>	bell hill shell	n/a – refer to 'lollipop'	All the way down the lollipop.	b-e-ll h-i-ll t-e-ll	<b>Review:</b> off dig hit  <b>New:</b> bell hill tell  <b>Independent:</b> hat top	<b>New:</b> pull*  <b>Review:</b> is put*	a red hat	top
ss mess	<i>i e u o a h b m g r</i> l s ff ll	Show your teeth and let the <b>s</b> hiss out <b>sssss</b>	mess dress class (of children)	n/a – refer to 'snake'	Under the snake's chin, slide down and round its tail.	m-e-ss h-i-ss f-u-ss	<b>Review:</b> bell hug back  <b>New:</b> mess hiss fuss  <b>Independent:</b> cup bed	<b>New:</b> full*  <b>Review:</b> the is put* pull*	a bell in a bed	bed
j jellyfish	<i>ck i e u o a h b f r l</i> ff ll ss	Pucker your lips and show your teeth; use your tongue as you say <b>j j j</b>	jam jug jellyfish	j jellyfish 	All the way down the jellyfish. Dot on its head.	j-u-g j-a-m j-e-t	<b>Review:</b> sock hiss kid  <b>New:</b> jug jam jet  <b>Independent:</b> ten red	<b>New:</b> as  <b>Review:</b> I the is put* pull* full*	a red sock	ten
Review	<i>ck s a t p i n m d g</i> o c k ff ll ss j	<b>Graphemes to display:</b> ff ll ss j	<b>Match initial/end sound of object to grapheme:</b> bell mess fluff jellyfish			<b>Blend from the box</b> p-u-ff m-e-ss h-i-ll j-a-m	<b>Review:</b> puff mess hill jam luck sock  <b>Independent:</b> hen mud	<b>Review:</b> is as the put* pull* full* I	jam on a hen	sock



Reading practice sessions with decodable reading books three times a week

### Notes for these lessons

- Use the GPCs in red for **Quick review**. Use the Prompt card and 'How to' video 'Revisit and Review: GPCs' for support.
- **Tricky words:** The 'tricky' part of the word is in **bold**.
- \*The tricky words 'put', 'pull' and 'full' 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: Teacher-led blending words**.
- Lessons 1–3: Use the digraph mantra 'two letters, one sound' to remind the children that 'ss', 'll' and 'ff' are digraphs. When writing, use the formation phrase twice for each of the double letters. Remind children that these are digraphs before you write them.

