




# Weekly grid Reception Phase 3

# Spring 2 week 1

Lesson focus	 Revisit and review			 Teach and practise			 Practise and apply	
	GPCs	Words	Tricky words	Oral blending	Teacher-led blending Focus words	Example definitions and sentences	Read/write the sentence	Spelling
ai ee igh	Play the <b>Grapheme game</b> with the focus GPCs.	with pocket lemon think ribbon carpet	the l	m-ai-n d-ee-p r-igh-t	<b>Teacher-led:</b> tail  <b>Independent:</b> tail main feel deep right fight	<b>tail</b> Some animals – like horses, dogs and cats – have tails. <b>main</b> The most important or biggest – I like to have my main meal at lunchtime. <b>deep</b> Going a long way down – The water in the ocean is very, very deep!	The cat has a ribbon on its tail.	feel deep + the
oa oo ar		that carrot bucket sail march meet	the l	l-oa-d f-oo-d h-ar-d	<b>Teacher-led:</b> load  <b>Independent:</b> load soap food boot hard bar	<b>load</b> A lot – I took a load of toys to the charity shop. Also, to put a large number of things somewhere – Dad loaded up the car when we went on holiday. <b>boot</b> I love putting on my welly boots and squelching through the mud! <b>hard</b> You are working so hard today – well done! Also, something that's not soft, like a rock.	He has loads of carrots in his bucket.	food hard + of
or ur oo		this cannot exit quack boat card	the l put** pull** full**	s-or-t c-ur-l f-oo-t	<b>Teacher-led:</b> born  <b>Independent:</b> born sort surf curl foot took	<b>born</b> Ahhhh! I saw some lambs being born last time I was at the farm. <b>surf</b> The white foam on waves. Also, the sport of standing on a board and riding the waves. <b>took</b> I took my dog for a walk.	This duck got in the boat – quack!	sort took + put
ow oi ear		then rabbit wink cook horn turn	the l put** pull** full**	d-ow-n j-oi-n h-ear	<b>Teacher-led:</b> down  <b>Independent:</b> down town join coil hear beard	<b>coil</b> A set of loops – The snake coiled around the tree branch. <b>beard</b> Hair on someone's chin.	We put the rabbit down on the carpet.	down join + full
Review all Phase 3 GPCs		<b>Sort the oo/oo words:</b> boot zoom food wood hook foot	the l put** pull** full**		<b>Match the words to the pictures:</b> coat tail boot moon beard sheep	<b>Quick review:</b> burp turn zoom hook ribbon feet near	<b>Write:</b> I can put the coat on.	coat moon



Reading practice sessions with decodable reading books three times a week




### Notes for these lessons

- \*Phase 3 GPCs covered in Spring 1 are: ai ee igh oa oo oo ar or ur ow oi ear air er.
- Use the word cards without sound buttons to check that the children can easily recognise the digraphs and trigraphs.
- Model reading the longer words using the chunking method. Ensure the children can read these longer words using this method. When this method is secure, model reading the longer words in one go.
- There are no new tricky words for Spring 2. Continue to review any additional tricky words that the children have not secured in **Revisit and review: Tricky words**.
- \*\*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. Instead, add the words to **Revisit and review: Words**.
- Review lesson: **Sort the oo/oo words** – use the 'Images for Sort the words' downloads for this activity.



# Weekly grid Reception Phase 3

# Spring 2 week 2

Lesson focus	 Revisit and review			 Teach and practise			 Practise and apply	
	GPCs	Words	Tricky words	Oral blending	New words	Example definitions and sentences	Read/write the sentence	Spelling
er air	er air	will pink thing turn road light	full** push** and	ch-air b-o-x-er r-u-bb-er	<b>Teacher-led:</b> fair  <b>Independent:</b> fair bigger chair hair rubber boxer	<b>rubber</b> Something that gets rid of pencil marks – I used my rubber to get rid of the wrong answer. <b>boxer</b> Someone who does the sport of boxing.	This pink chair is bigger than the red chair.	bigger chair + and
Double letters	ee er	see chicken rabbit rubber chair bigger	full** push** and go	b-u-zz-er m-u-tt-er sh-i-mm-er	<b>Teacher-led:</b> shimmer  <b>Independent:</b> shimmer buzzer mutter better butter supper	<b>shimmer</b> To sparkle or shine – The stars shimmered in the night sky. <b>buzzer</b> Something you press that makes a buzzing noise to get someone’s attention. <b>mutter</b> To talk in a quiet voice – My brother muttered something after Mum told him off.	We feed the chicken and rabbit supper.	better buzzer + go
Double letters	ai igh	for check yell hammer shimmer cannot	full** push** and go no	p-a-tt/er-n ch-a-tt-er m-u-ff/i-n	<b>Teacher-led:</b> muffin  <b>Independent:</b> muff/in patt/ern chatter dinner rubb/ish	<b>pattern</b> A set of repeated shapes, marks or colours. <b>muffin</b> Savoury muffins are flat, round and can be toasted. Sweet muffins are small cakes flavoured with things like blueberries or chocolate. <b>chatter</b> Talking fast or about something that’s not very important. Also, your teeth might chatter if you’re really cold.	He has muffins for dinner.	dinner pattern + no
Longer words	oa ear	now sink moth laptop buzzer chatter muffin	full** push** and go no of	f-a-n/t-a-s/t-i-c s-e-v/e-n h-e-l/m-e-t	<b>Teacher-led:</b> habit  <b>Independent:</b> hab/it fan/tas/tic sev/en hel/met com/ic tim/id	<b>habit</b> Something that you do often – It was a habit to always put my left shoe on first. <b>timid</b> Shy and nervous – The new girl looked very timid, so I offered to show her around. <b>comic</b> A type of magazine which uses pictures to tell a story. Also, someone who makes people laugh.	This timid moth sits on my laptop.	seven comic + of
Review	All GPCs	<b>Sort the tt/bb words:</b> rubber rubbish pattern better chatter rabbit	full** push** and go no of		<b>Match the words to the pictures:</b> chair rubbish muffin comic seven butter	<b>Quick review:</b> boxer fair shimmer dinner habit timid bigger	<b>Write:</b> This duck is bigger than a rabbit.	butter rubbish

 Reading practice sessions with decodable reading books three times a week

### Notes for these lessons

- Play the **Grapheme game** with the **Revisit and review GPCs**. Review all Phase 3 GPCs and any wobbly Phase 2 GPCs in a quick Shuffle time. Phase 3 GPCs are: ai ee igh oa oo oo ar or ur ow oi ear air er.
- Model reading the longer words using the chunking method. When this method is secure, model reading the longer words in one go. Sound-talk and read words ending in -er in one go. Do not chunk them up – it is not needed.
- Review any additional tricky words that the children have not secured in **Revisit and review: Tricky words**. \*\*The tricky words ‘full’ and ‘push’ may not be tricky in some regional pronunciations. If this is the case, add these words to **Revisit and review: Words**.
- Additional double letter grapheme cards are available to download and print in the Reception planning area.
- If the children are finding the spelling words too challenging, offer them these alternatives for decodable words: lesson 1 – hair; lesson 2 – chair, buzz; lesson 3 – check, yell; lesson 4 – now, moth; lesson 5 – fair, chat.
- Review lesson: **Sort the tt/bb words** – use the ‘Images for Sort the words’ downloads for this activity.



# Weekly grid Reception Phase 3

# Spring 2 week 3

Lesson focus	Revisit and review			Teach and practise			Practise and apply		Reading practice sessions with decodable reading books three times a week
	GPCs	Words	Tricky words	Oral blending	New words	Example definitions and sentences	Read/write the sentence	Spelling	
Words with two or more digraphs	ar ee	down sunset habit shimmer pattern rubbish	no of to into	sh-ar-p m-ar-ch h-ar-sh	<b>Teacher-led:</b> sharp <b>Independent:</b> sharp harsh shark march sheep sheet	<b>sharp</b> Something that has an edge or point which can cut – Be careful with those sharp scissors! <b>harsh</b> Rough, difficult or not very nice. <b>march</b> To walk with regular steps.	The sheep march up the hill and into the sunset.	sharp sheet + to	
	oo air	look magnet seven harsh chatter shark	no of to into she	ch-ee-p qu-ee-n ch-ar-t	<b>Teacher-led:</b> cheep <b>Independent:</b> cheep queen teeth chain chart tooth	<b>cheep</b> Noise that a baby bird might make. <b>chart</b> A written table that shows information.	The queen has seven sheep and a shark.	tooth chart + into	
	ow or	too market helmet buzzer chain tooth	no of to into she he	t-or-ch th-i-nk-er s-i-ng-er	<b>Teacher-led:</b> short <b>Independent:</b> short torch garden singer thinker powder	<b>short</b> Not tall – My little brother is short. Also, not a long time – We went for a short walk. <b>torch</b> Something that gives light so you can see – Mum shone the torch in the dark garden so we could find the ball. <b>powder</b> Lots of little bits of something – I'm putting talcum powder on the baby.	The singer has a helmet with a torch.	short thinker + she	
	oo oi	chair velvet fantastic timid thinker torn	no of to into she he we	c-or-n-er sh-or-t-er p-ow-er	<b>Teacher-led:</b> corner <b>Independent:</b> corner farmer shorter shower power torch	<b>corner</b> The place where two lines meet – Eeek! There's a spider in the corner of the room. <b>shower</b> A little bit of rain. Also, a place where you stand up to wash under a spray of water. <b>power</b> Strength or energy. Also, ability to do something – The head has the power to shut the school in heavy snow.	We tell the farmer that his goat has got into the shower.	corner shorter + we	
Review	All GPCs	<b>Play Change it:</b> sharp sheep sheet short thorn thin think pink sink sing singer (use cards, not words)	no of to into she he we		<b>Match the words to the pictures:</b> shark queen teeth torch farmer magnet	<b>Quick review:</b> short power chart helmet thinker chain powder	<b>Write:</b> I can put seven cats in a boat.	shower march	

### Notes for these lessons

- Play the **Grapheme game** with the **Revisit and review GPCs**.
- Review all Phase 3 GPCs and any wobbly Phase 2 GPCs in a quick Shuffle time. Phase 3 GPCs are: ai ee igh oa oo **oo** ar or ur ow oi ear air er.
- Model reading the longer words using the chunking method. Ensure the children can read these longer words using this method. When this method is secure, model reading longer words in one go.
- Review any additional tricky words that the children have not secured in **Revisit and review: Tricky words**.
- If the children are finding the **Spelling** words too challenging, offer them these alternatives for decodable words in lessons 3–5: lesson 3 – think; lesson 4 – torn, torch; lesson 5 – shark.
- Review lesson: **Change it** – see the 'Change it' prompt card and 'How to' video for support with this activity.



# Weekly grid Reception Phase 3

# Spring 2 week 4

Lesson focus	Revisit and review			Teach and practise			Practise and apply		Reading practice sessions with decodable reading books three times a week
	GPCs	Words	Tricky words	Oral blending	New words	Example definitions and sentences	Read/write the sentence	Spelling	
Longer words	ur igh	sharp seven corner farmer garden cheep	he we me be was	m-ar-k/e-t f-i-ng-er w-oo-d/e-n	<b>Teacher-led:</b> market  <b>Independent:</b> market finger towel cornet river wooden	<b>market</b> An outdoor place where things are sold – Dad always buys fruit and vegetables from the market. <b>cornet</b> A cone to hold a scoop of ice cream. Also, a musical instrument, like a trumpet. <b>wooden</b> Made of wood – The handles of my skipping rope are wooden.	A wooden boat sails down the river.	river finger + was	
Words ending in -ing	oa ow	tooth finger river market rubbish wooden	he we me be was you	l-oo-k/i-ng m-ar-ch/i-ng w-ai-t/i-ng	<b>Teacher-led:</b> looking  <b>Independent:</b> looking marching farming cooking waiting morning	<b>march</b> To walk with regular steps. <b>morning</b> The first part of the day before lunch – She woke up in the morning.	We are up at night looking at the moon.	looking waiting + you	
Words ending in -ing	oo ai	singer towel looking marching waiting morning	he we me be was you they	f-igh-t/i-ng z-oo-m/i-ng ch-a-tt/i-ng	<b>Teacher-led:</b> zooming  <b>Independent:</b> zooming winking singing fighting chatting	<b>winking</b> Closing and opening one eye – Grandad was winking when he gave me the sweet without Mum seeing.	She is zooming down the hill.	singing zooming + they	
Compound words	ar ear	farm yard roof top car park corn	he we me be was you they all	f-ar-m/y-ar-d r-oo-f/t-o-p	<b>Teacher-led:</b> rooftop  <b>Independent:</b> rooftop farmyard carpark popcorn	<b>farmyard</b> An outside area surrounded by farm buildings – The sheepdog ran around the farmyard. <b>rooftop</b> The top of a roof – A bird was sitting on the rooftop. <b>popcorn</b> I like eating salty popcorn while I'm watching a film.	It is fun chatting and singing in the rooftop garden.	carpark + all	
Review	All GPCs	<b>Read longer words:</b> fantastic helmet wooden zooming winking chatting morning	he we me be was you they all		<b>Match the words to the pictures:</b> finger towel river farmyard popcorn cornet		<b>Write:</b> The goat was born this morning.	towel fantastic	

### Notes for these lessons

- Review all Phase 3 GPCs and any wobbly Phase 2 GPCs in a quick Shuffle time.
- Play the **Grapheme game** with the **Revisit and review GPCs**.
- \*Phase 3 GPCs are: ai ee igh oa oo oo ar or ur ow oi ear air er.
- Model reading the longer words using the chunking method. Ensure the children can read these longer words using this method. When this method is secure, model reading longer words in one go.
- Review any additional tricky words that the children have not secured in **Revisit and review: Tricky words**.
- If the children are finding the **Spelling** words too challenging, offer them these alternatives for decodable words: lesson 1 – sharp, cheep; lesson 2 – look wait; lesson 3 – sing, zoom; lesson 4 – car park; lesson 5 – march, roof.
- Lesson 4: Check the children can read with ease the root words that make up the compound words. After they read the compound words, talk about how the two root words create a new word with a new meaning.



# Weekly grid Reception Phase 3

# Spring 2 week 5

Lesson focus	🧠 Revisit and review			🎓 Teach and practise			📝 Practise and apply		📖 a week Reading practice sessions with decodable reading books three times
	GPCs	Words	Tricky words	Oral blending	New words	Example definitions and sentences	Read/write the sentence	Spelling	
Longer words	oi er	winking waiting wooden farmyard marching garden	they all by my	l-igh-t/n-i-ng m-a-mm/o-th ear/r-i-ng	<b>Teacher-led:</b> vanish <b>Independent:</b> van/ish light/ning mammoth/ear/ring	<b>lightning</b> A flash of bright light during a storm. <b>vanish</b> Disappear – The cat jumped over the fence and vanished. <b>mammoth</b> Very large. Also, an elephant-like creature with long tusks that lived long ago.	My mammoth is quick as lightning!	vanish mammoth + my	
/z/ –s	or ur	singing chatting vanish lightning shark timid	they all by my are	v-i-z/i-t qu-ee-n-z p-oi-z/o-n	<b>Teacher-led:</b> queens <b>Independent:</b> queens vis/it chairs chains pois/on	<b>visit</b> We visit my aunt every weekend. <b>poison</b> Something that can hurt or kill.	We had a visit to see the queen.	visit poison + are	
/s/ –s	air oo	chatting rooftop earring visit poison chains velvet	they all by my are sure	f-igh-t-s s-ur-f-s c-oo-k-s	<b>Teacher-led:</b> coats <b>Independent:</b> coats fights cheeps boots cooks surfs		You need to put on coats and boots to go into the garden.	coats cooks + sure	
/iz/ –es	ow ur	popcorn fighting fights cheeps cooks surfs mammoth	they all by my are sure pure	t-or-ch-i-z (torches) f-i-sh-i-z (fishes) f-o-x-i-z (foxes)	<b>Teacher-led:</b> torches <b>Independent:</b> torches fishes wishes foxes boxes fizzes		The cooks pop the popcorn and pop it into the boxes!	wishes boxes + pure	
Review	All GPCs		they all by my are sure pure		<b>Match the words to the pictures:</b> mammoth chairs fishes boxes torches queens	<b>Quick review:</b> lightning earring vanish poison visit boots fizzes fights wishes	<b>Write:</b> I can zoom down the hill.	fizzes fishes	

### Notes for these lessons

- Play the **Grapheme game** with the **Revisit and review GPCs**.
- Review all Phase 3 GPCs and any wobbly Phase 2 GPCs in a quick Shuffle time. Phase 3 GPCs are: ai ee igh oa oo oo ar or ur ow oi ear air er.
- Review any additional tricky words that the children have not secured in **Revisit and review: Tricky words**.
- Lesson 2: The grapheme ‘s’ can make the sound /z/ within words and at the end of words as a suffix. Draw the children’s attention to how the grapheme ‘s’ makes the sound /z/ in these words.
- Lessons 3 and 4: The suffix ‘-s’ and ‘-es’ at the end of words can create plurals and the present tense of verbs.
- If the children are finding the **Spelling** words too challenging, offer them these alternatives for decodable words: lesson 1 – wink, light; lesson 2 – queens, chairs, buzz; lesson 3 – as shown in the grid; lesson 4 – wish, torch; lesson 5 – fights, boots.

