

# Reception Weekly Learning Update

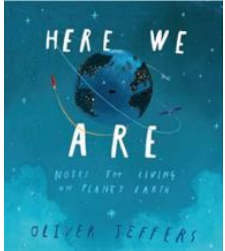
Summer 1, Week 1

## Phonics



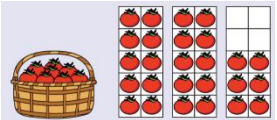
We are revising all previously learnt graphemes and phonemes  
We are learning to read short vowels in CVCC (consonant, vowel, consonant, consonant) words  
We are learning to read these tricky words: **said so have like**  
We are learning to spell words with sounds we know.

## Literacy



We are reading the story 'Here We Are'.  
We are learning to answer questions about what we have heard.  
We are learning the words 'Earth', 'ocean', 'land', 'float' and 'sandy'.

## Maths



We are learning to continue patterns beyond 10.  
We are learning to verbally count beyond 20.  
We are learning to create verbal counting patterns.  
We are learning the concept word 'between'.





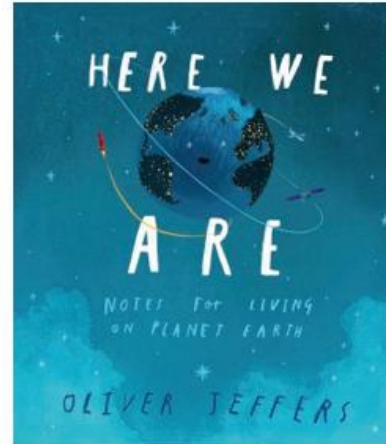
# Word Mat



The children are reading the story, *Here We Are* by Oliver Jeffers. Please support them in their understanding of the story by talking about these words together at home.



Earth



float



ocean



land



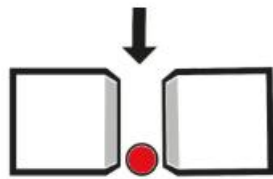
sandy



# Maths Concept Words



This half term we are learning these words during maths lessons. Please support the children in their understanding of the vocabulary by talking about these words together at home.



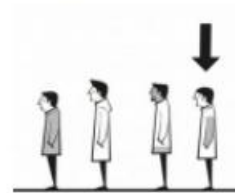
between



around



near



last



half

## How to write letters

Use this document to ensure correct letter formation.

Letter	Letter formation phrase
a	Around the astronaut's helmet and down into space.
b	Down the bear's back, up and around its tummy.
c	Curl around the cat.
d	Around the duck's body, up to its head and down to its feet.
e	Around the elephant's eye and curl down its trunk.
f	Down the flamingo to its foot and across its wings.
g	Around the goat's face and curl under its chin.
h	Down, up and over the helicopter.
i	Down the iguana and dot the leaf.
j	Down the jellyfish and dot its head.
k	Down the kite, up to the top corner and down to the bottom corner.
l	Down the lollipop stick.
m	Down, up and over the mouse's ears.
n	Down, up and over the net.
o	All around the octopus.
p	Down the penguin's back, up and around its head.
q	Around the queen's face, down her robe and a flick at the end.
r	From the cloud to the ground and over the rainbow.
s	Down the snake from head to tail.
t	Down the tiger and across its neck.
u	Down and around the umbrella and back to the ground.
v	Down to the bottom of the volcano and back up to the top.
w	Down and up and down and up the waves.
x	From the top, across the box to the bottom. From the top again, across the box to the bottom.
y	Down, around the yo-yo and curl around the string.
z	Across the top of the zebra's head, zig-zag down its neck and along.

ck	<b>c</b> Curl around the heel of the sock. <b>k</b> Down the sock, up and back down to the toe.
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## Support for Phase 3 tricky words

Tricky words are words that cannot be decoded easily. We use many of these tricky words often and they are used early on in decodable books, so it is important for children to be able to read them fluently. We teach tricky words by identifying the 'tricky part' and the sound it makes, then sounding out and blending the word as normal.

The tricky words for *Little Wandle Letters and Sounds Revised* are the original tricky words from Letters and Sounds, combined with the Common Exception Words from the English National Curriculum Year 1 and 2 Spelling appendix.

The table below lists all the Phase 3 tricky words. It includes tricky words taught at Phase 3 but also Phase 2 tricky words that are still not decodable. Phase 2 tricky words that are decodable at the beginning of Phase 3 are excluded.

The words for each phase are listed in order of progression. Some of them become decodable later in the programme as children learn more GPCs.

### Taught in Phase 3

	Tricky word	Why is it tricky?	How to teach <b>Say:</b> <i>This is the tricky bit.</i> Then ...
R Spr1 wk2	<u>w</u> gs	The grapheme 'a' makes the sound <b>o</b> . <i>Children have only learned the sound a as in 'cat' at this stage.</i>	Point to 'a'. <b>Say:</b> <i>This grapheme says o.</i>
R Spr1 wk2	y <u>ou</u>	The digraph 'ou' is not yet decodable.	Point to 'ou'. <b>Say:</b> <i>This digraph says oo.</i>
R Spr1 wk2	the <u>y</u>	The digraph 'ey' is not yet decodable.	Point to 'ey'. <b>Say:</b> <i>This digraph says ai.</i>
R Spr1 wk3	m <u>y</u>	The grapheme 'y' makes the sound <b>igh</b> . <i>Children have only learned the sound y as in 'yap' at this stage.</i>	Point to 'y'. <b>Say:</b> <i>This grapheme says igh.</i>
R Spr1 wk3	b <u>y</u>	The grapheme 'y' makes the sound <b>igh</b> . <i>Children have only learned the sound y as in 'yap' at this stage.</i>	Point to 'y'. <b>Say:</b> <i>This grapheme says igh.</i>
R Spr1 wk3	<u>a</u> ll	The grapheme 'a' makes the sound <b>or</b> . <i>Children have only learned the sound a as in 'cat' at this stage.</i>	Point to 'a'. <b>Say:</b> <i>This grapheme says or.</i>
R Spr1 wk4	<u>a</u> re	The trigraph 'are' makes the sound <b>ar</b> . <i>This is a rare GPC.</i>	Point to 'are'. <b>Say:</b> <i>This trigraph says ar.</i>
R Spr1 wk4	<u>s</u> ure	The word 'sure' has two tricky parts: the grapheme 's' makes the sound <b>sh</b> and the trigraph 'ure' makes the sound <b>or</b> . <i>These are rare GPCs. Pronunciation of 'ure' varies. Always teach according to children's regional pronunciation.</i>	Point to 's'. <b>Say:</b> <i>This grapheme says sh.</i> Point to 'ure'. <b>Say:</b> <i>This trigraph says or.</i>
R Spr1 wk4	<u>u</u> re	The trigraph 'ure' makes the sounds <b>y-or</b> . <i>This is a rare GPC. Pronunciation varies. Always teach according to children's regional pronunciation.</i>	Point to 'ure'. <b>Say:</b> <i>This trigraph says yor.</i>

### Tricky words that become decodable in Phase 3

her	Children are taught the digraph 'er' in <b>Reception Spring 1 week 4</b> .
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