

# Reception Weekly Learning Update

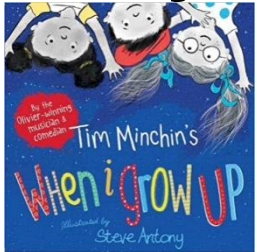
Summer 2, Week 1

## Phonics



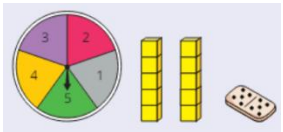
We are revising all previously learnt graphemes and phonemes  
We are learning to read long vowel sounds CVCC CCVC  
We are learning to read and spell all previously learnt tricky words.  
We are learning to spell words with sounds we know.

## Literacy



We are reading the story 'When I Grow Up', by Tim Minchin,  
We are learning to answer questions about what we have heard.  
We are learning the words 'adult', 'child', 'strong', 'change' and 'smart'.

## Maths



We are exploring grouping.  
We are learning about sharing with odd and even numbers.  
We are learning to play with and build doubles.  
We are learning the concept word 'bigger'.



After reading stories such as *Bean Thirteen* by Matthew McElligott, give children a number of beans. Do they have an odd number or an even number? How do they know?



Prompt them to share the beans equally between two groups to investigate.





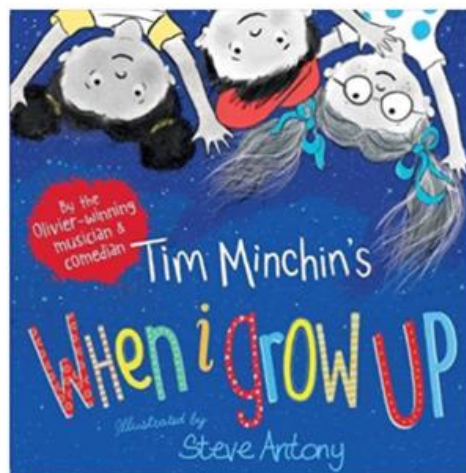
# Word Mat



The children are reading the story, *When I Grow Up*, Tim Minchin. Please support them in their understanding of the story by talking about these words together at home.



adult



child



strong



change



smart

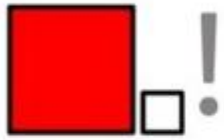


# Concept Words

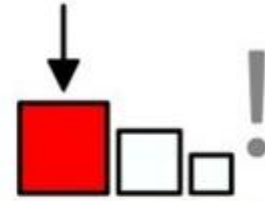


This half term we are learning these concept words during Maths.

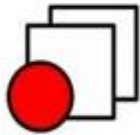
## The Concept Cat!



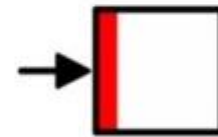
bigger



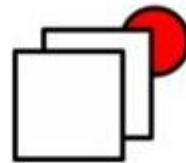
biggest



front



side



back

## Taught in Phase 4

	Tricky word	Why is it tricky?	How to teach Say: <i>This is the tricky bit.</i> Then ...
R Su1 wk1	<u>s</u> aid	The digraph 'ai' makes the sound <b>e</b> . <i>This is a rare GPC.</i>	Point to 'ai'. <b>Say:</b> <i>This digraph says e.</i>
R Su1 wk1	s <u>o</u>	The grapheme 'o' makes the sound <b>oa</b> . <i>Children have only learned the sound o as in 'dog' at this stage.</i>	Point to 'o'. <b>Say:</b> <i>This grapheme says oa.</i>
R Su1 wk1	h <u>av</u> e	The digraph 've' is not yet decodable.	Point to 've'. <b>Say:</b> <i>This digraph says v.</i>
R Su1 wk1	l <u>ik</u> e	The split digraph 'i-e' is not yet decodable.	Point to 'i-e'. <b>Say:</b> <i>These letters say igh.</i>
R Su1 wk2	s <u>om</u> e	The split digraph 'o-e' is not yet decodable. <i>Here, the split digraph makes the sound u.</i>	Point to 'o-e'. <b>Say:</b> <i>These letters say u.</i>
R Su1 wk2	c <u>om</u> e	The split digraph 'o-e' is not yet decodable. <i>Here, the split digraph makes the sound u.</i>	Point to 'o-e'. <b>Say:</b> <i>These letters say u.</i>
R Su1 wk2	l <u>ov</u> e	The split digraph 'o-e' is not yet decodable. <i>Here, the split digraph makes the sound u.</i>	Point to 'o-e'. <b>Say:</b> <i>These letters say u.</i>
R Su1 wk2	d <u>o</u>	The grapheme 'o' makes the sound oo (as in 'food'). <i>This is a rare GPC.</i>	Point to 'o'. <b>Say:</b> <i>This grapheme says oo.</i>
R Su1 wk3	w <u>er</u> e	The trigraph 'ere' makes the sound <b>ur</b> . <i>This is a rare GPC.</i>	Point to 'ere'. <b>Say:</b> <i>This trigraph says ur.</i>
R Su1 wk3	h <u>er</u> e	The trigraph 'ere' makes the sound <b>ear</b> and is not yet decodable.	Point to 'ere'. <b>Say:</b> <i>This trigraph says ear.</i>
R Su1 wk3	l <u>it</u> tle	The digraph 'le' is not yet decodable.	Point to 'le'. <b>Say:</b> <i>This digraph says l.</i>
R Su1 wk3	s <u>ay</u> s	The digraph 'ay' makes the sound <b>e</b> . <i>This is a rare GPC.</i>	Point to 'ay'. <b>Say:</b> <i>This digraph says e.</i>
R Su1 wk4	th <u>er</u> e	The trigraph 'ere' makes the sound <b>air</b> and is not yet decodable.	Point to 'ere'. <b>Say:</b> <i>This trigraph says air.</i>
R Su1 wk4	w <u>h</u> en	The digraph 'wh' makes the sound <b>w</b> and is not yet decodable.	Point to 'wh'. <b>Say:</b> <i>This digraph says w.</i>
R Su1 wk4	w <u>h</u> at	The word 'what' has two tricky parts that are not yet decodable: the grapheme 'wh' makes the sound <b>w</b> and the grapheme 'a' makes the sound <b>o</b> .	Point to 'wh'. <b>Say:</b> <i>This digraph says w.</i> Point to 'a'. <b>Say:</b> <i>This grapheme says o.</i>

	Tricky word	Why is it tricky?	How to teach Say: <i>This is the tricky bit.</i> Then ...
R Su1 wk4	<u>o</u> ne	The word 'one' has two tricky parts: the grapheme 'o' makes the sounds <b>w-u</b> and the digraph 'ne' makes the sound <b>n</b> . <i>*This is a rare GPC</i>	Point to 'o'. <b>Say:</b> <i>This grapheme says wu.</i> Point to 'ne'. <b>Say:</b> <i>This digraph says n.</i>
R Su1 wk5	<u>ou</u> t	The digraph 'ou' is not yet decodable.	Point to 'ou'. <b>Say:</b> <i>This digraph says ow.</i>
R Su1 wk5	t <u>o</u> day	The word 'today' has two tricky parts: the 'o' is an unstressed oo (as in 'food') that makes the schwa sound*; the digraph 'ay' is not yet decodable. <i>This is a rare GPC.</i>	Point to 'o'. <b>Say:</b> <i>This grapheme says oo.</i> Point to 'ay'. <b>Say:</b> <i>This digraph says ai.</i>

## Taught in Phase 3

### Phase 3 tricky words that remain tricky in Phase 4

	Tricky word	Why is it tricky?	How to teach Say: <i>This is the tricky bit.</i> Then ...
R Spr1 wk2	<u>was</u>	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	<u>you</u>	The digraph 'ou' is not yet decodable.	Point to 'ou'. <b>Say:</b> <i>This digraph says oo.</i>
R Spr1 wk2	<u>they</u>	The digraph 'ey' is not yet decodable.	Point to 'ey'. <b>Say:</b> <i>This digraph says ai.</i>
R Spr1 wk3	<u>my</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>by</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>all</u>	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>are</u>	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>sure</u>	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>pure</u>	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>

## Taught in Phase 2

### Phase 2 tricky words that remain tricky in Phase 4

	Tricky word	Why is it tricky?	How to teach Say: <i>This is the tricky bit.</i> Then ...
R Au1 wk4	l	The grapheme 'i' makes the sound <b>igh</b> . Children have only learned the sound <b>i</b> as in 'pin' at this stage.	Point to 'l'. Say: <i>This grapheme says igh.</i>
R Au1 wk5	the	The grapheme 'e' makes the schwa sound 'uh'. The schwa sound is very common but is rarely represented by the grapheme 'e' at the end of a word.	Point to 'e'. Say: <i>This grapheme says uh.</i>
R Au2 wk1	put*	The grapheme 'u' makes the sound <b>oo</b> (as in 'book'). Children have only learned the sound <b>u</b> as in 'cup' at this stage.	Point to 'u'. Say: <i>This grapheme says oo.</i>
R Au2 wk1	pull*	The grapheme 'u' makes the sound <b>oo</b> (as in 'book'). Children have only learned the sound <b>u</b> as in 'cup' at this stage.	Point to 'u'. Say: <i>This grapheme says oo.</i>
R Au2 wk1	full*	The grapheme 'u' makes the sound <b>oo</b> (as in 'book'). Children have only learned the sound <b>u</b> as in 'cup' at this stage.	Point to 'u'. Say: <i>This grapheme says oo.</i>
R Au2 wk3	go	The grapheme 'o' makes the sound <b>oa</b> . Children have only learned the sound <b>o</b> as in 'dog' at this stage.	Point to 'o'. Say: <i>This grapheme says oa.</i>
R Au2 wk3	no	The grapheme 'o' makes the sound <b>oa</b> . Children have only learned the sound <b>o</b> as in 'dog' at this stage.	Point to 'o'. Say: <i>This grapheme says oa.</i>
R Au2 wk3	to	The grapheme 'o' makes the sound <b>oo</b> (as in 'food') or the schwa sound. This is a rare GPC.	Point to 'o'. Say: <i>This grapheme says oo.</i>
R Au2 wk3	into	The grapheme 'o' makes the sound <b>oo</b> (as in 'food') or the schwa sound. This is a rare GPC.	Point to 'o'. Say: <i>This grapheme says oo.</i>
R Au2 wk4	she	The grapheme 'e' makes the sound <b>ee</b> . Children have only learned the sound <b>e</b> as in 'egg' at this stage.	Point to 'e'. Say: <i>This grapheme says ee.</i>
R Au2 wk4	push*	The grapheme 'u' makes the sound <b>oo</b> (as in 'book'). Children have only learned the sound <b>u</b> as in 'cup' at this stage.	Point to 'u'. Say: <i>This grapheme says oo.</i>
R Au2 wk4	he	The grapheme 'e' makes the sound <b>ee</b> . Children have only learned the sound <b>e</b> as in 'egg' at this stage.	Point to 'e'. Say: <i>This grapheme says ee.</i>
R Au2 wk4	of	The grapheme 'f' makes the sound <b>v</b> . This is a rare GPC.	Point to 'f'. Say: <i>This grapheme says v.</i>
R Au2 wk5	we	The grapheme 'e' makes the sound <b>ee</b> . Children have only learned the sound <b>e</b> as in 'egg' at this stage.	Point to 'e'. Say: <i>This grapheme says ee.</i>
R Au2 wk5	me	The grapheme 'e' makes the sound <b>ee</b> . Children have only learned the sound <b>e</b> as in 'egg' at this stage.	Point to 'e'. Say: <i>This grapheme says ee.</i>
R Au2 wk5	be	The grapheme 'e' makes the sound <b>ee</b> . Children have only learned the sound <b>e</b> as in 'egg' at this stage.	Point to 'e'. Say: <i>This grapheme says ee.</i>

\*The words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case they should not be taught as such.