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Foundation Set 11 ee and ay

Table of Contents
Phonics Companion Pack
Book 1: The Clay Tray (B&W) (Fiction)
Book 1: The Clay Tray (Colour) (Fiction)
Book 2: Three Sheep (B&W) (Fiction)
Book 2: Three Sheep (Colour) (Fiction)
Book 3: Clay (B&W) (Non-fiction)
Book 3: Clay (Colour) (Non-fiction)
Book 4: Seeds (B&W) (Non-fiction)
Book 4: Seeds (Colour) (Non-fiction)



The Clay Tray



Ray has some clay.



Ray can use the tray. Kay can help.



Ray can press this clay.



This tray tips. The clay drops.



"Come, Ray!" Ray and Kay pick up this clay.

The Clay Tray



Ray has some clay.



Ray can use the tray. Kay can help.



Ray can press this clay.

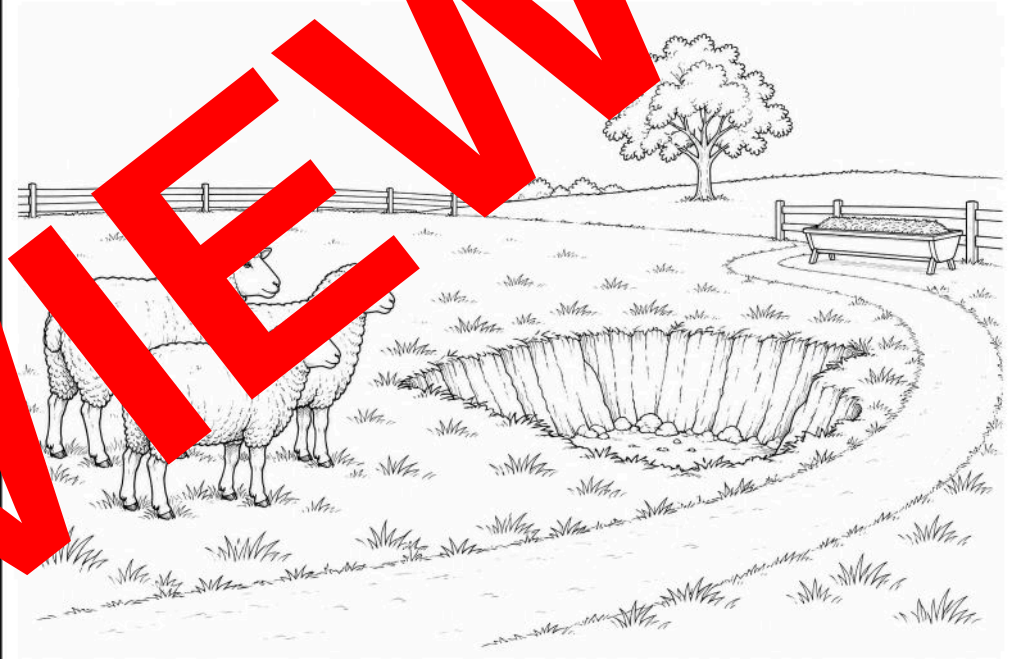


This tray tips. The clay drops.

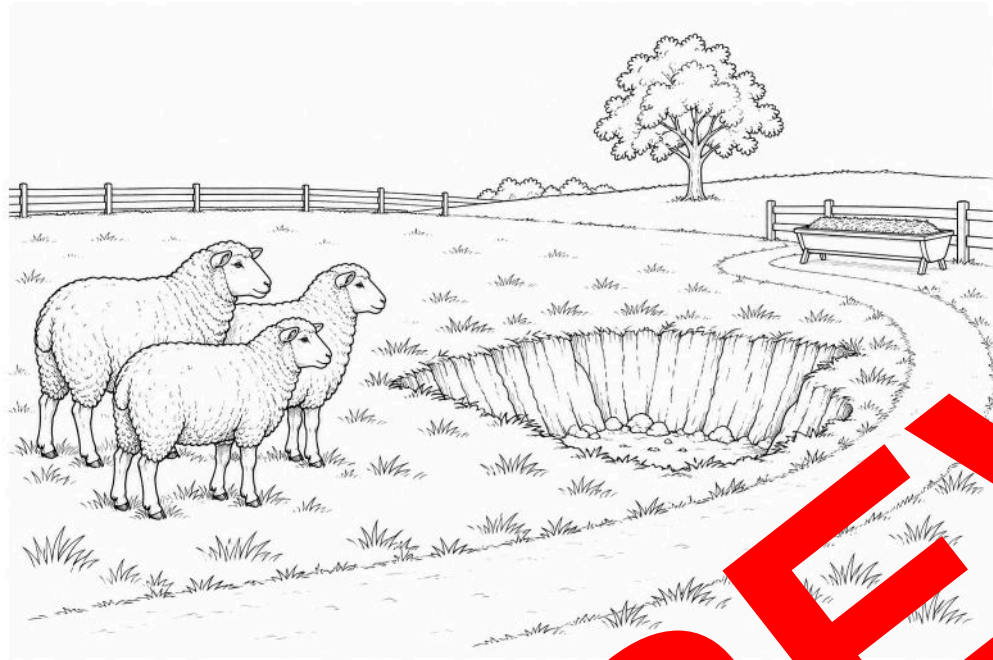


"Come, Ray!" Ray and Kay pick up this clay.

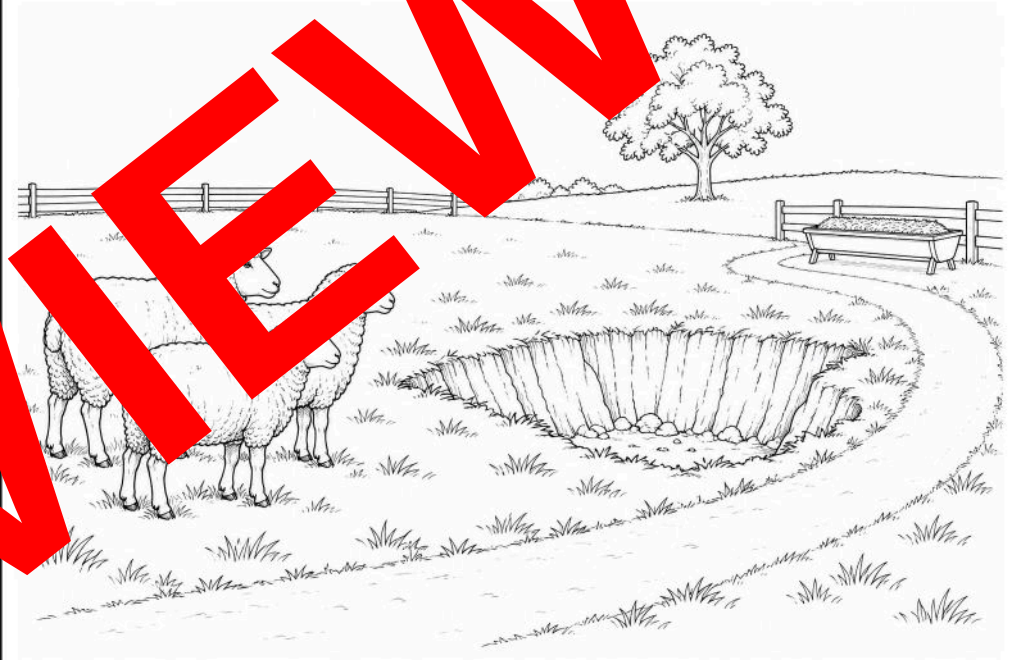
Three Sheep



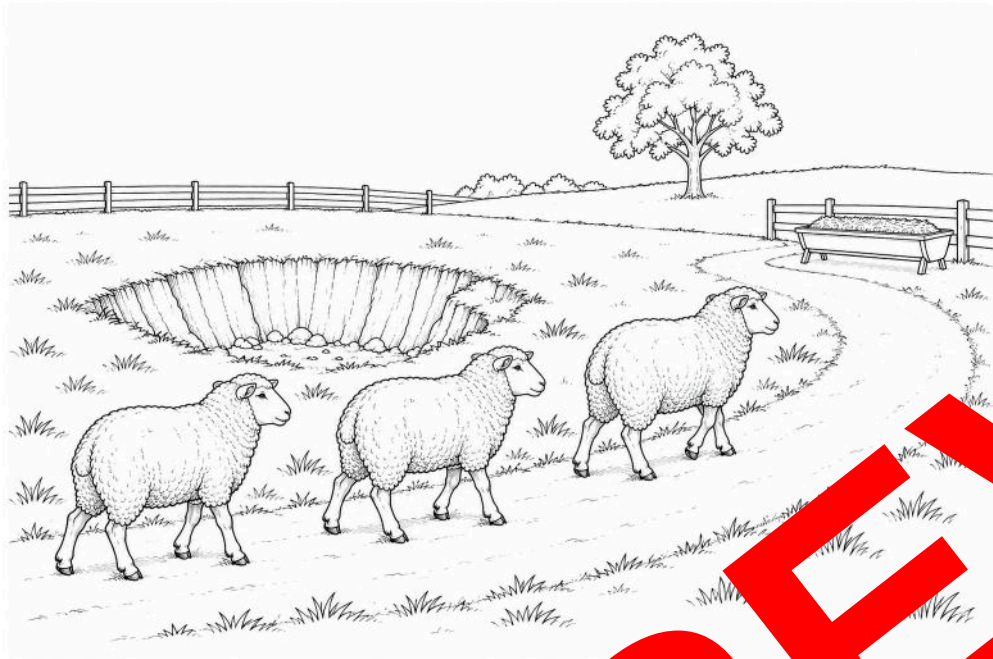
Three sheep see some feed.



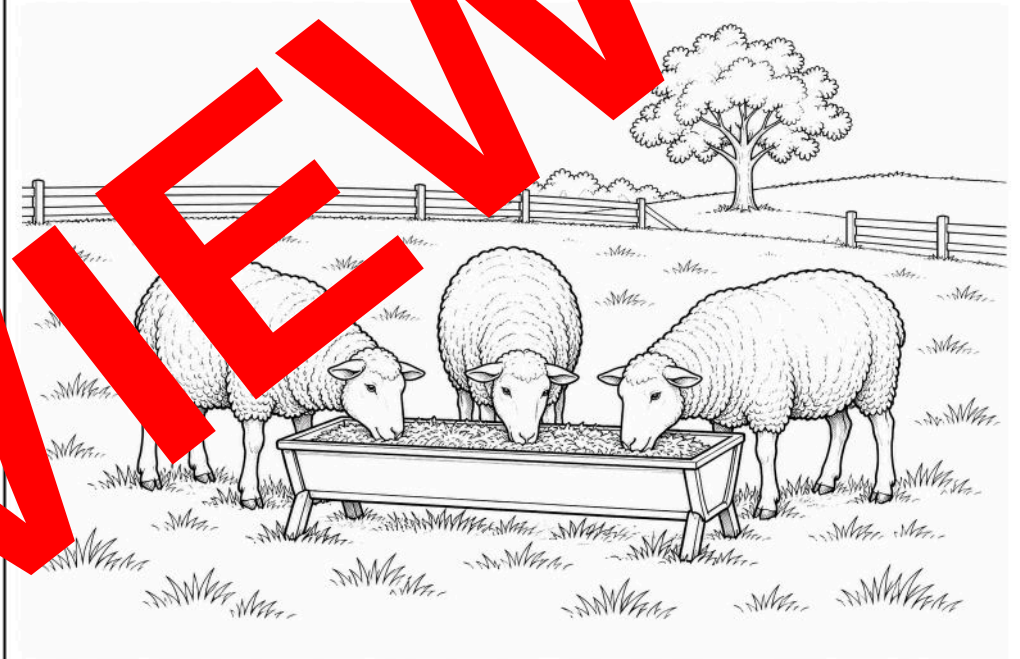
The sheep see this deep pit.



The sheep stay.

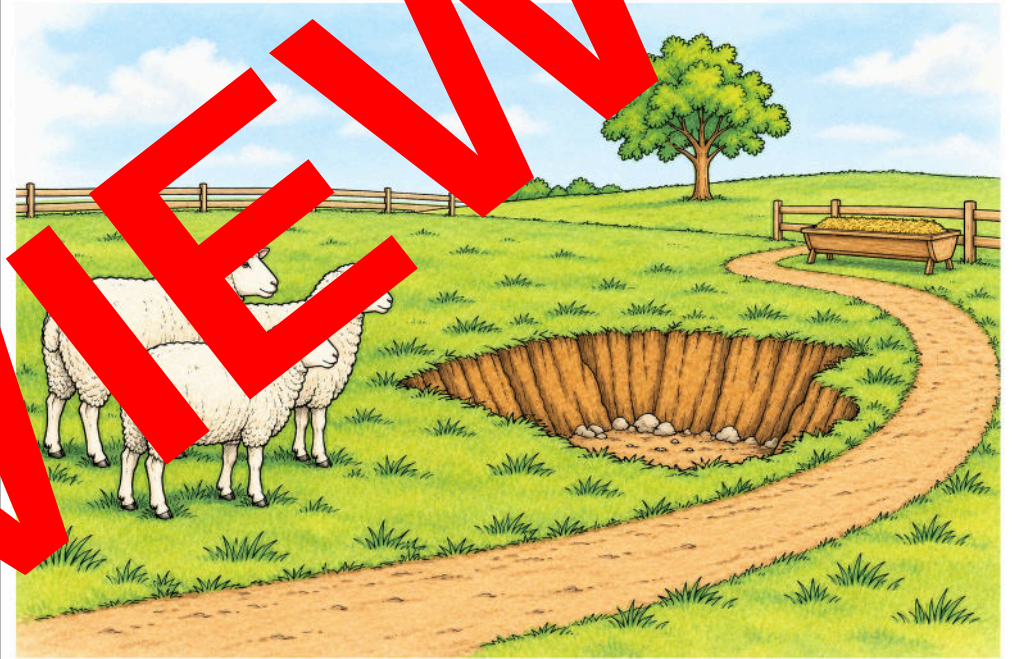
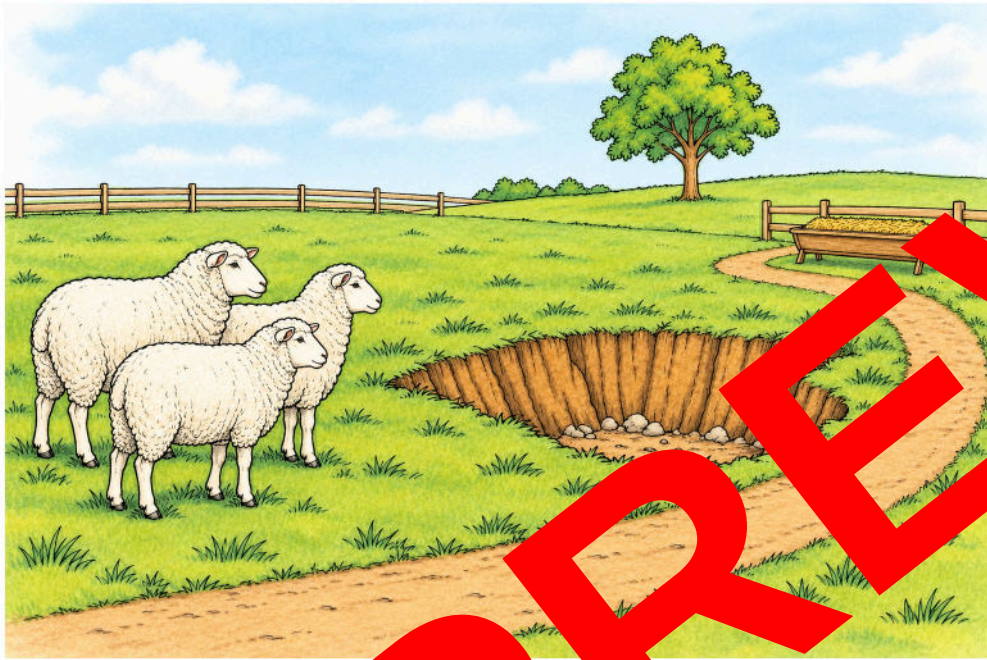


The sheep go the way.

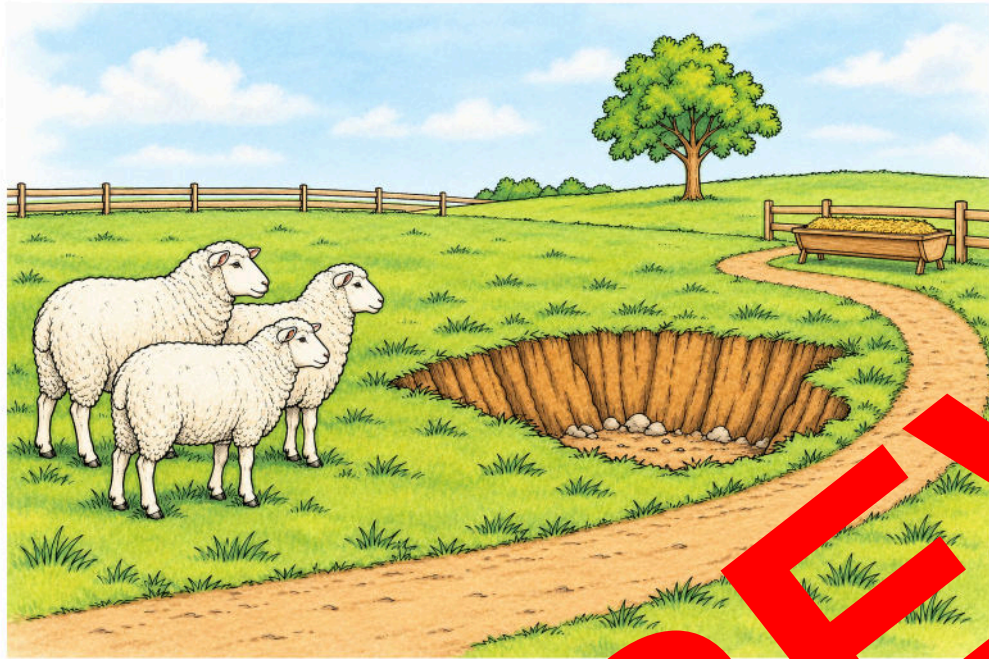


Three sheep get some feed.

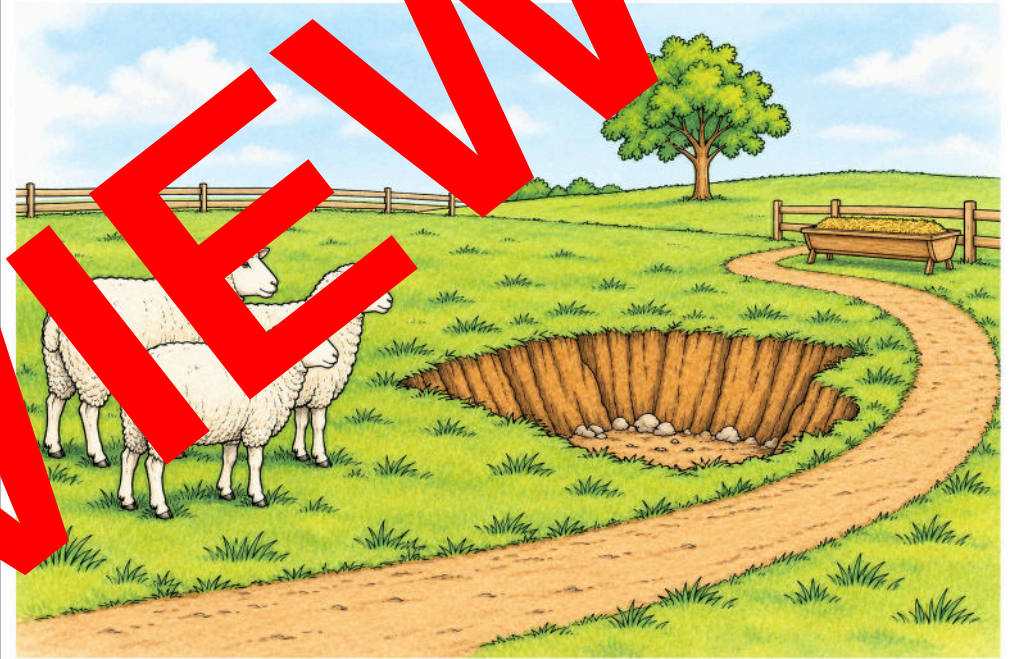
Three Sheep



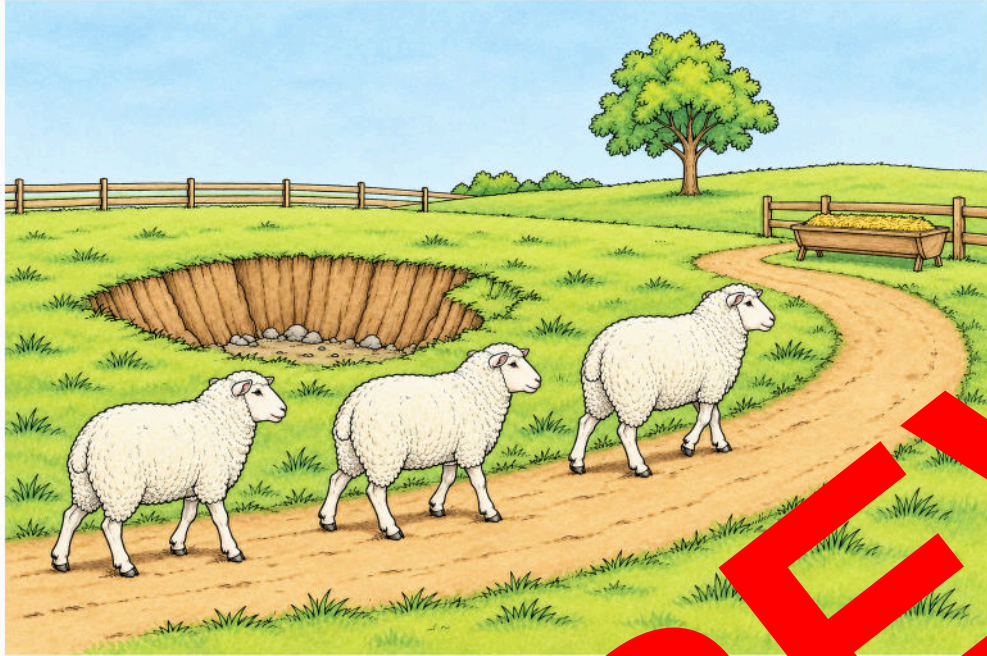
Three sheep see some feed.



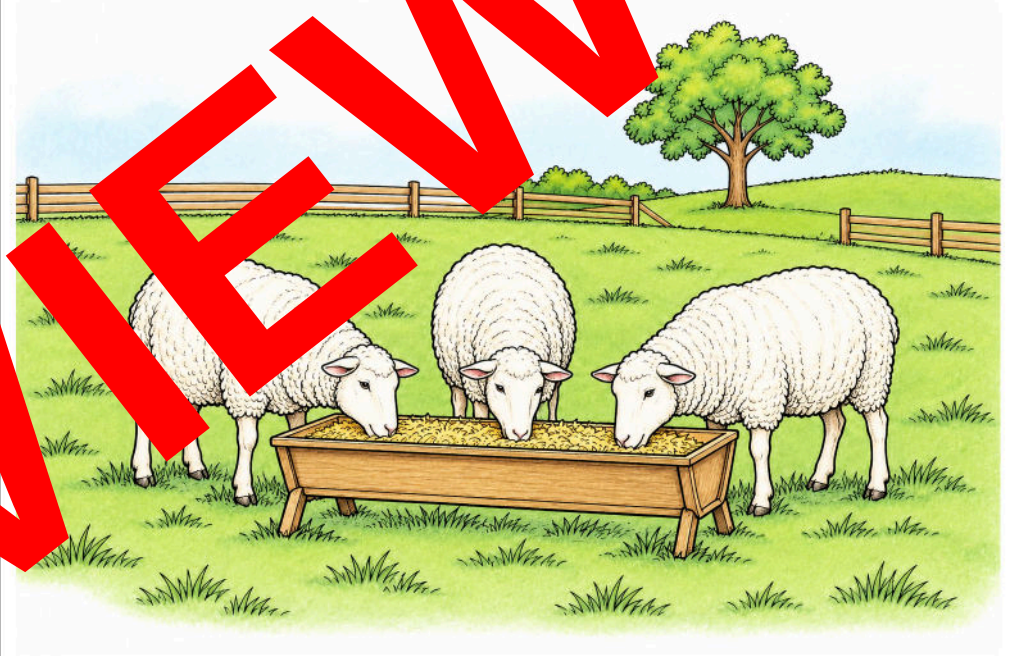
The sheep see this deep pit.



The sheep stay.

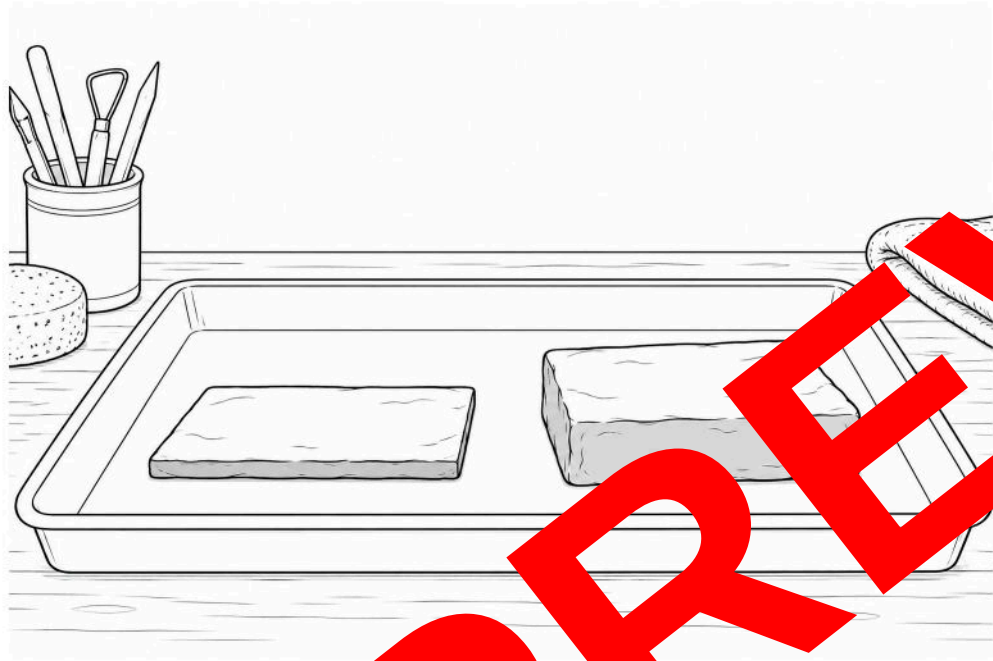


The sheep are on the way.

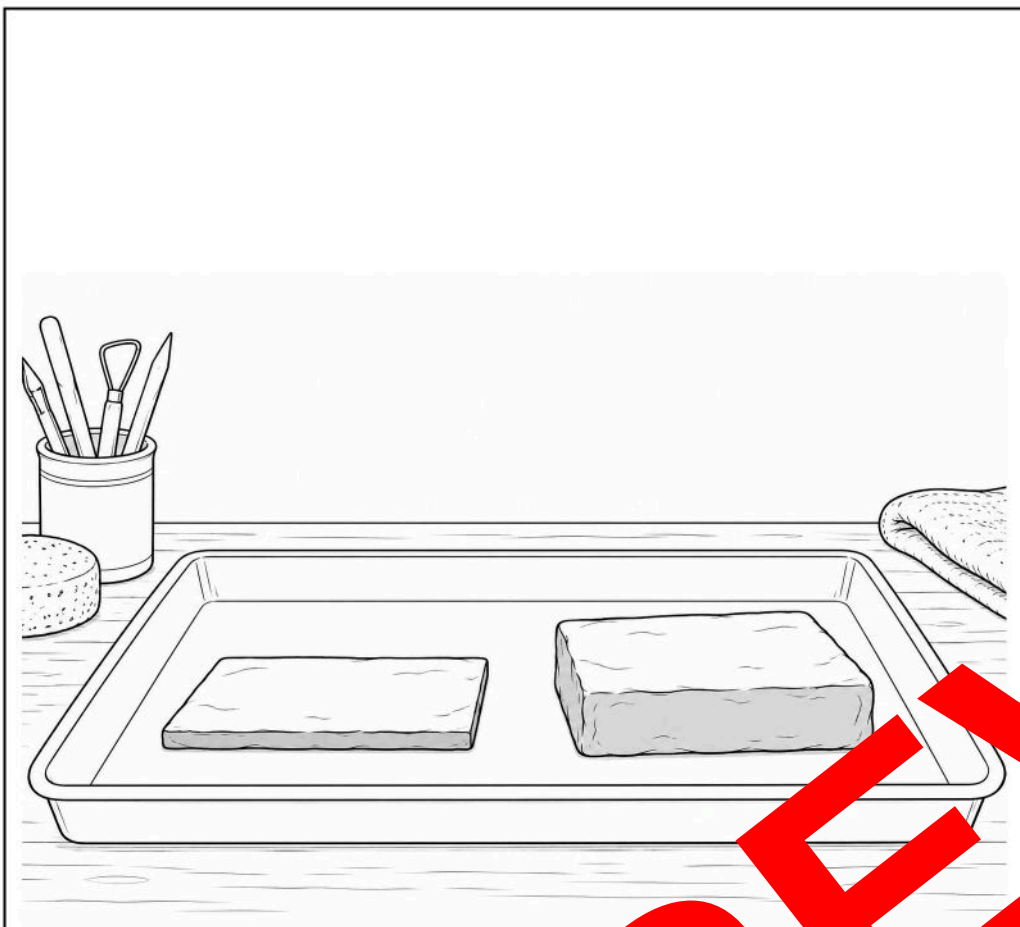


Three sheep get some feed.

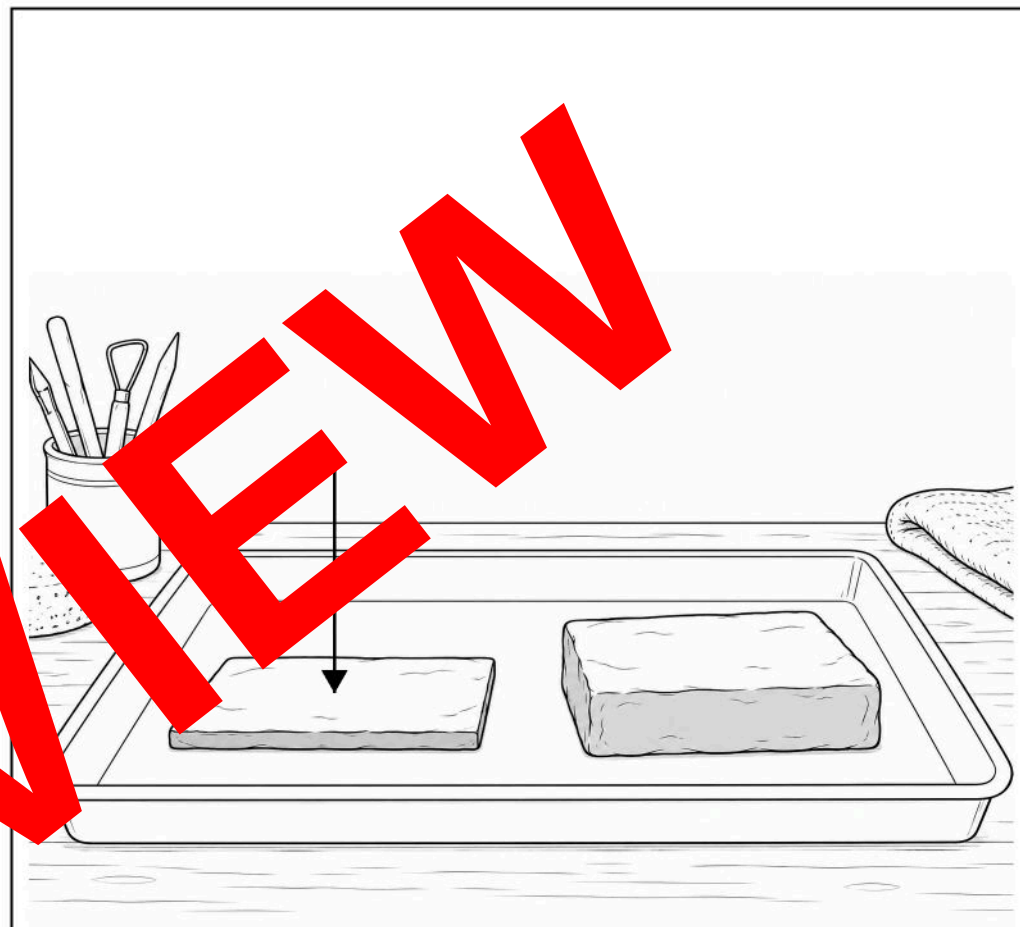
Clay



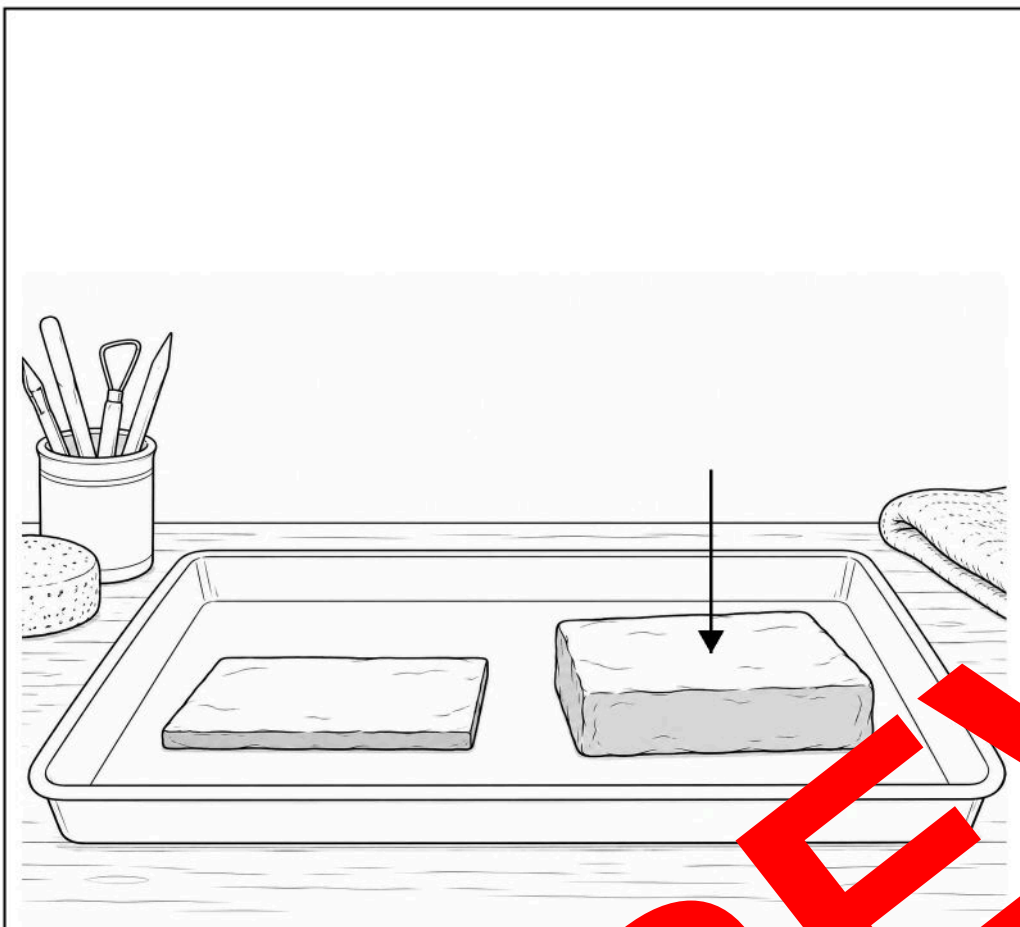
This clay is soft.



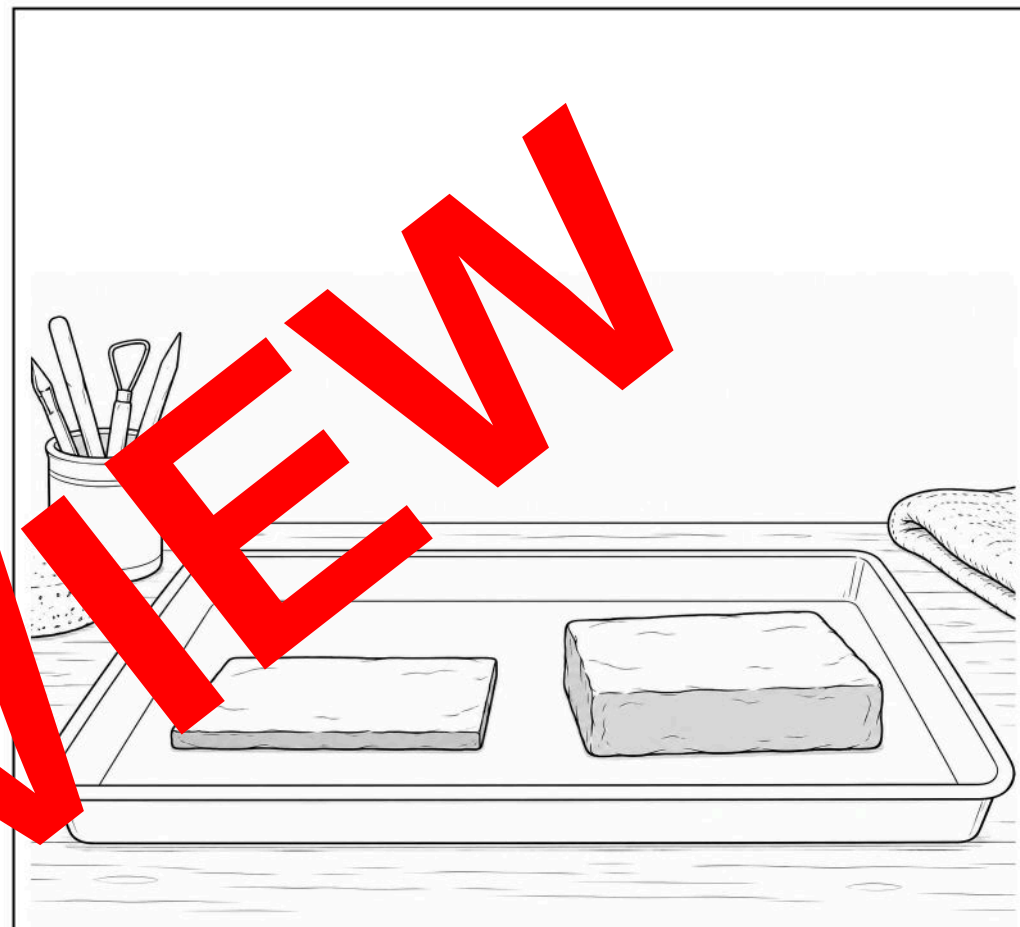
This clay is just.



See this thin clay.

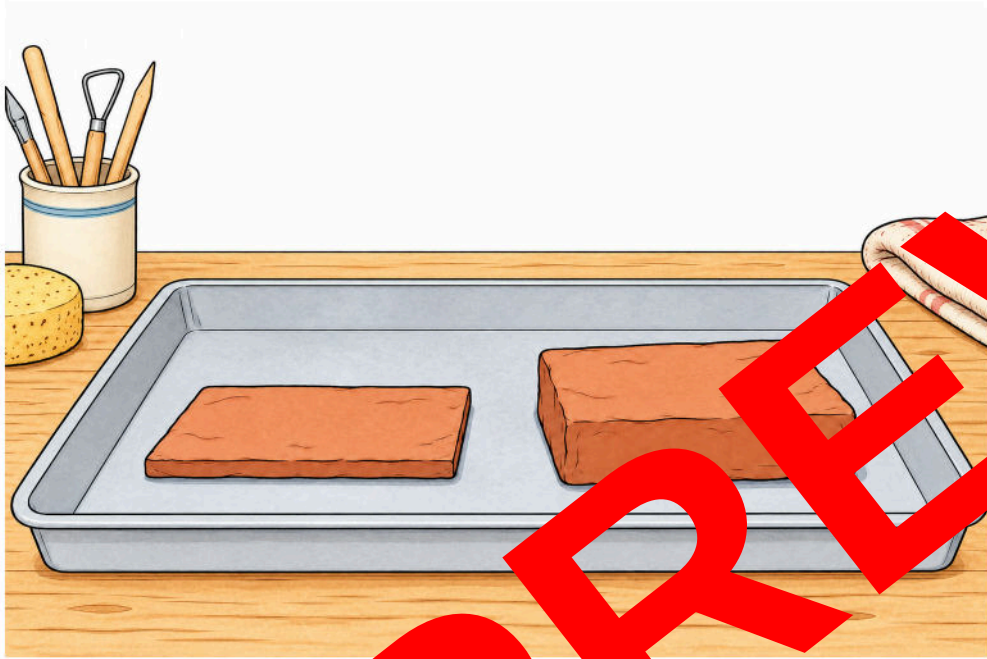


See this thick clay.

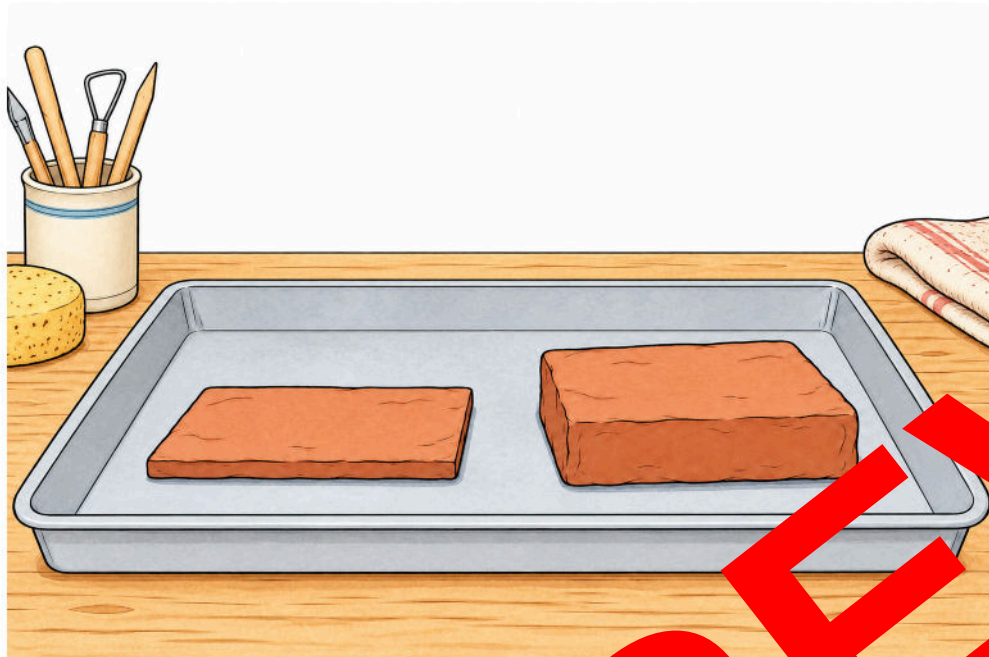


See this clay on this tray.

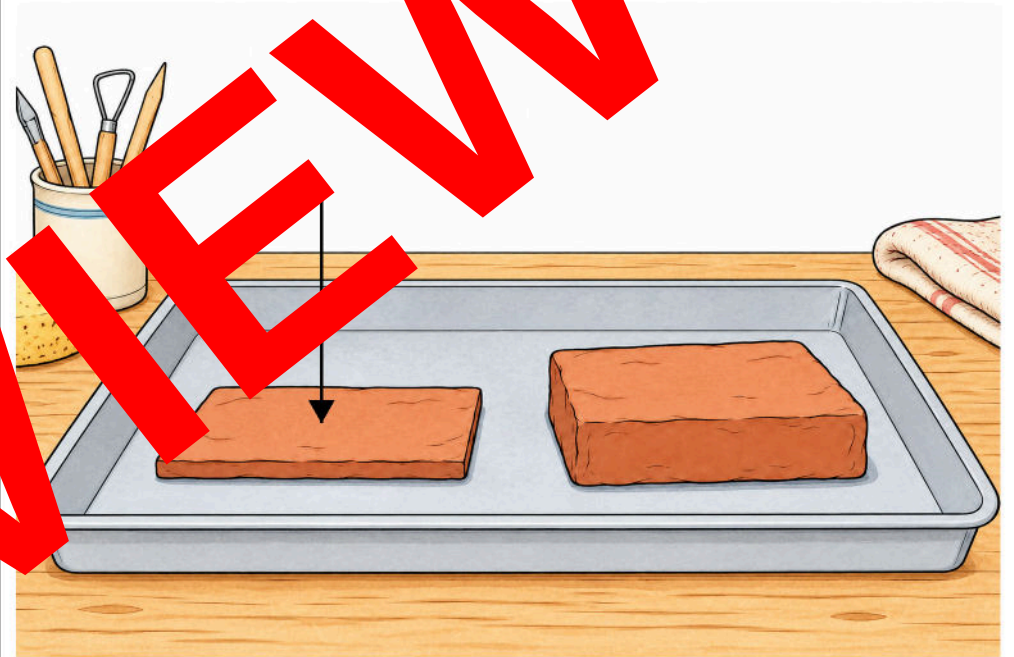
Clay



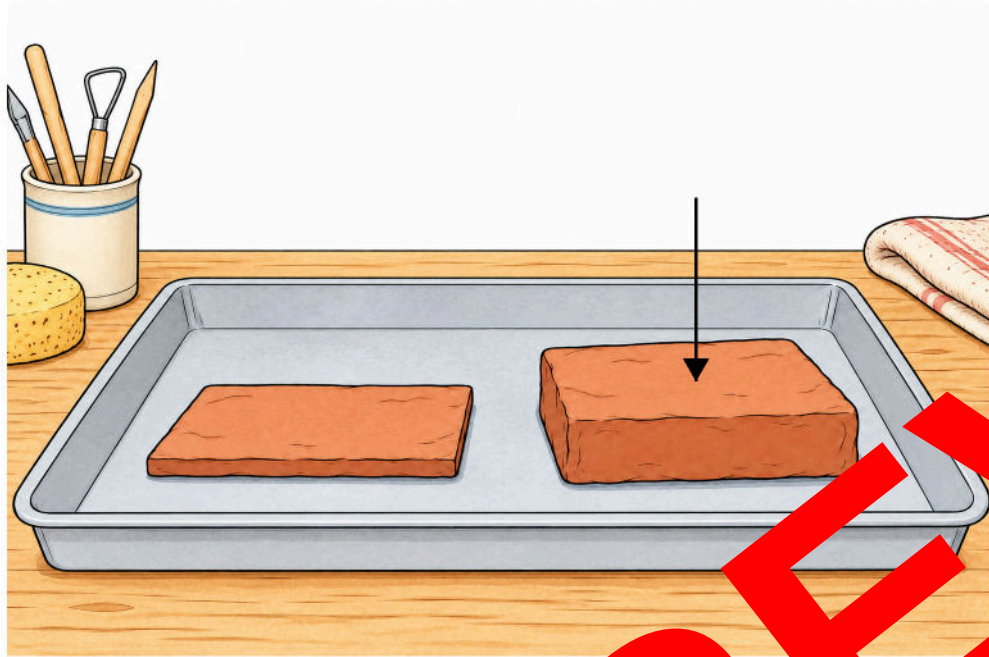
This clay is soft.



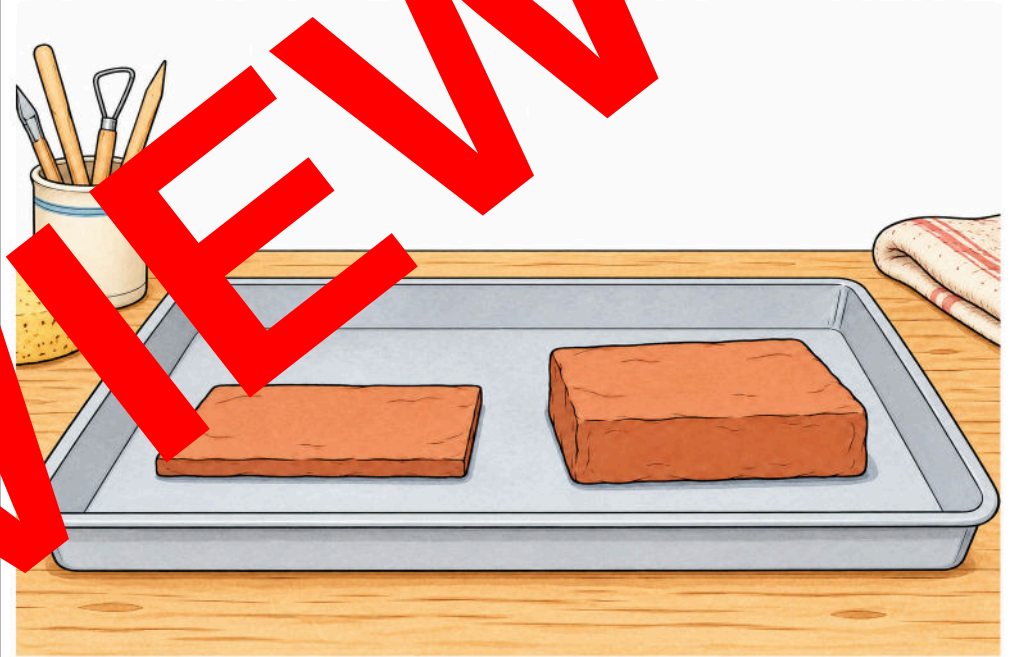
This clay is just.



See this thin clay.

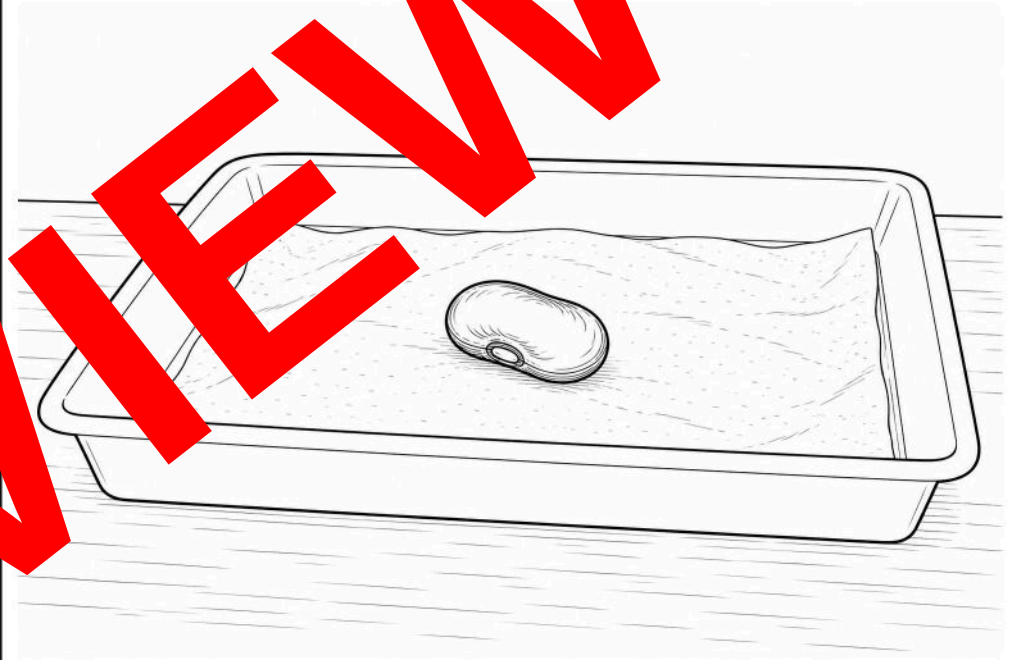


See this thick clay.

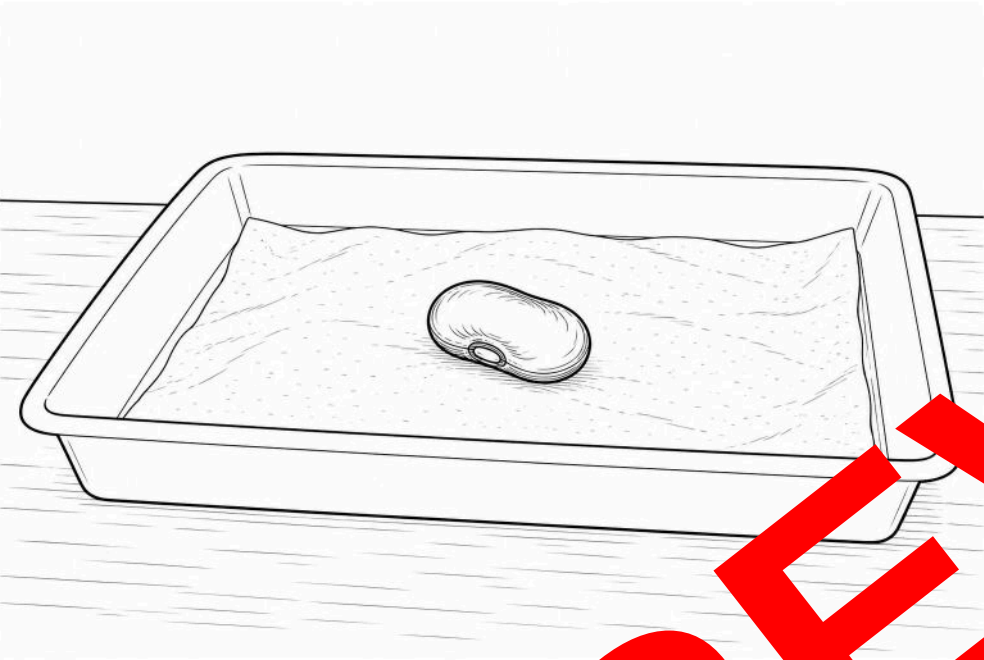


See this clay on this tray.

Seeds



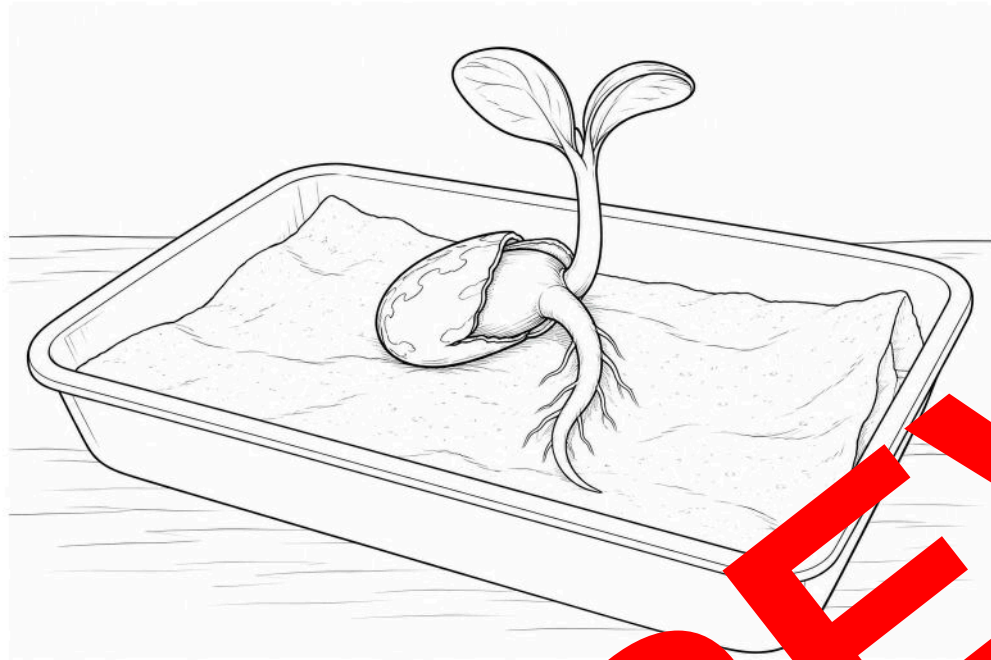
See this seed.



See this seed in this tray.



This seed has a split.

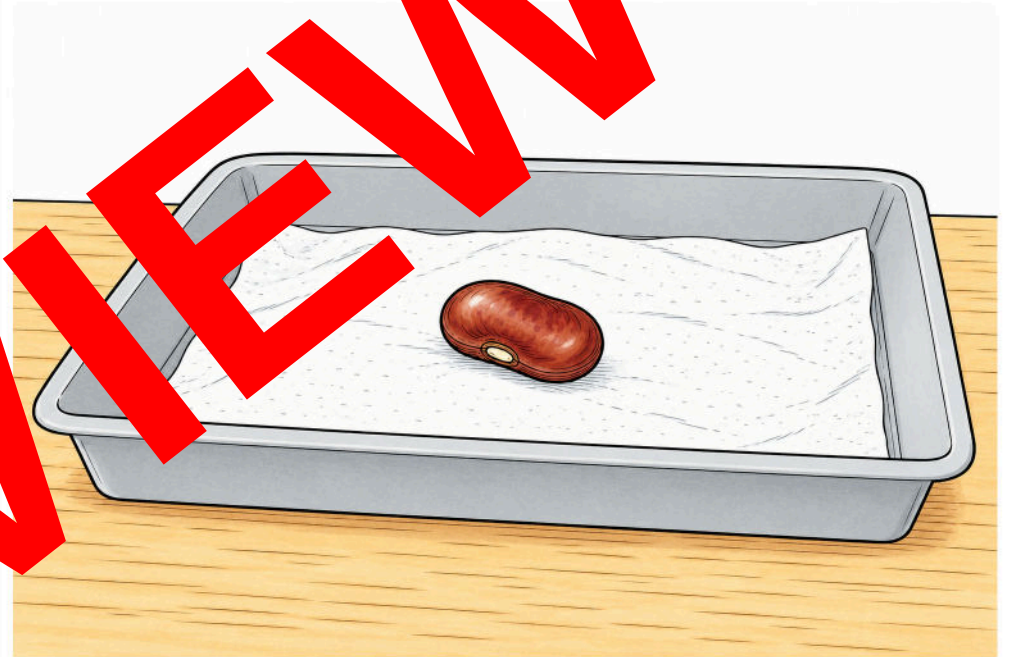
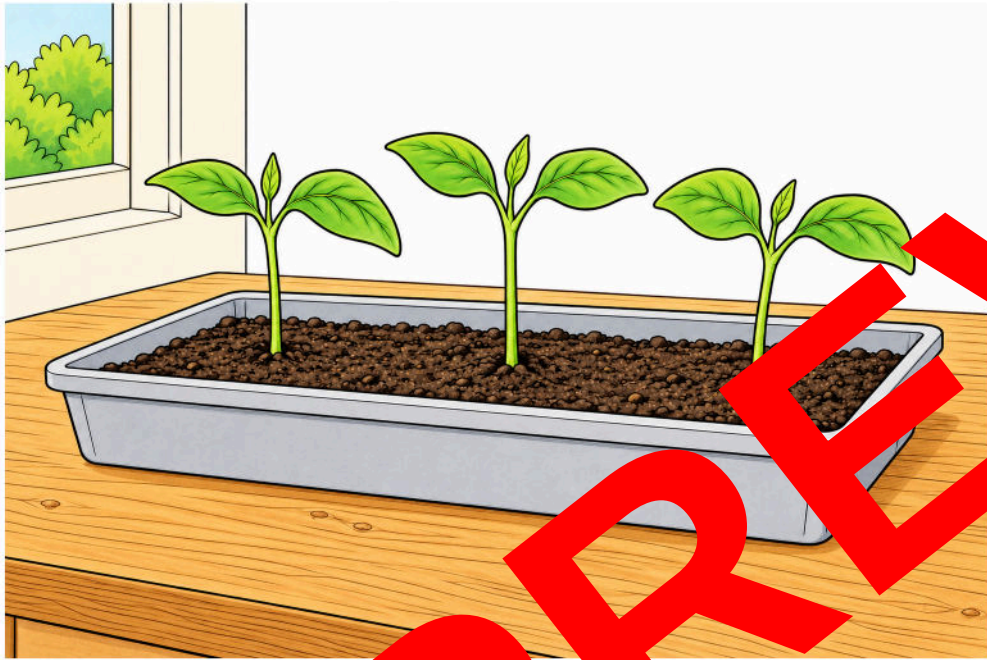


See this green stem.

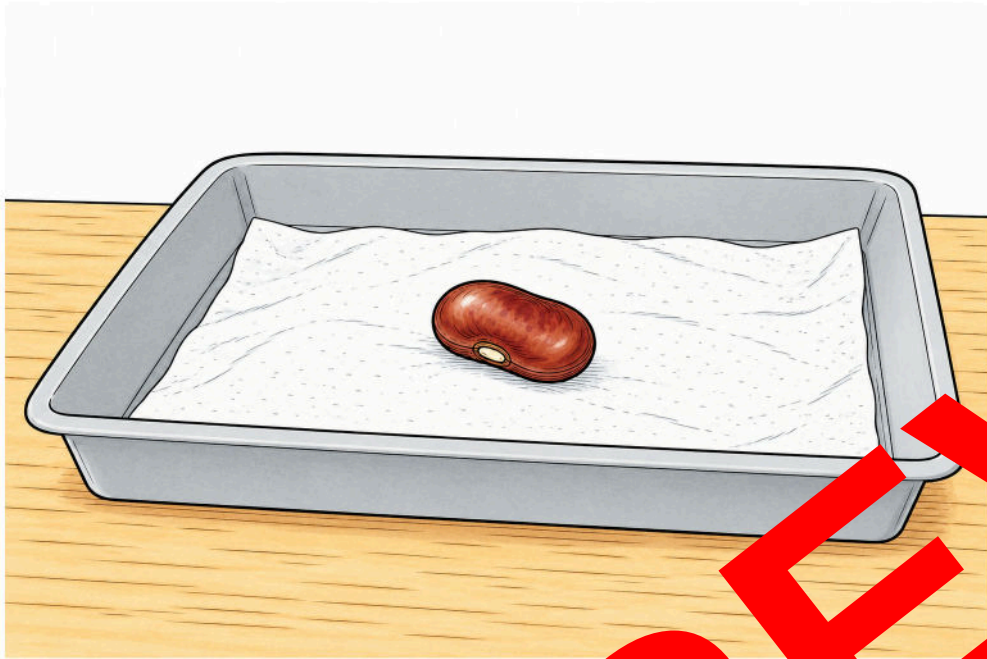


Three green stems stand in this
tray.

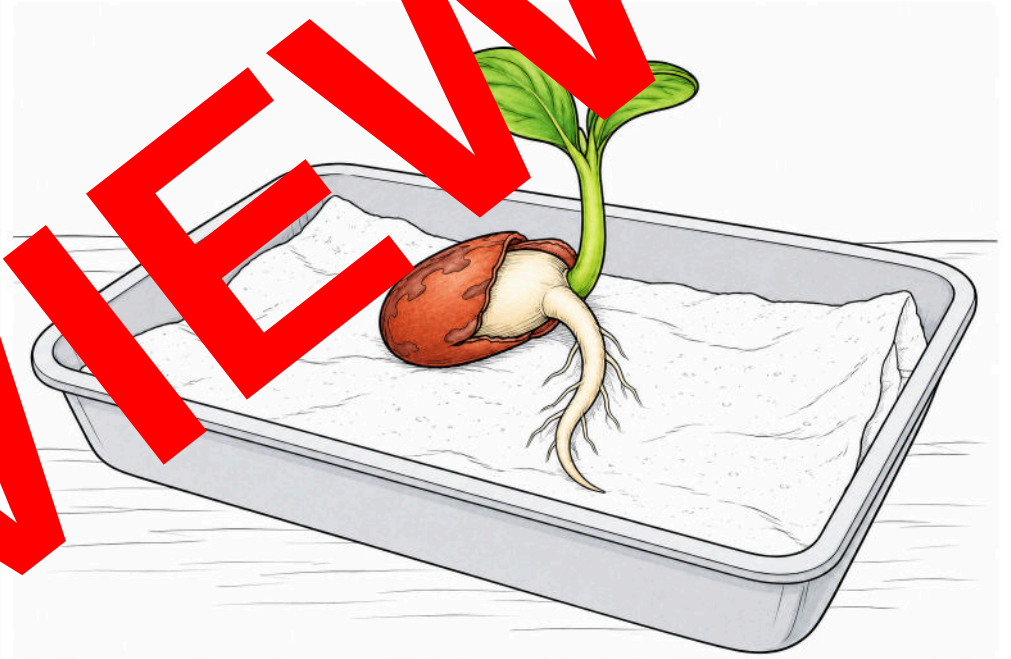
Seeds



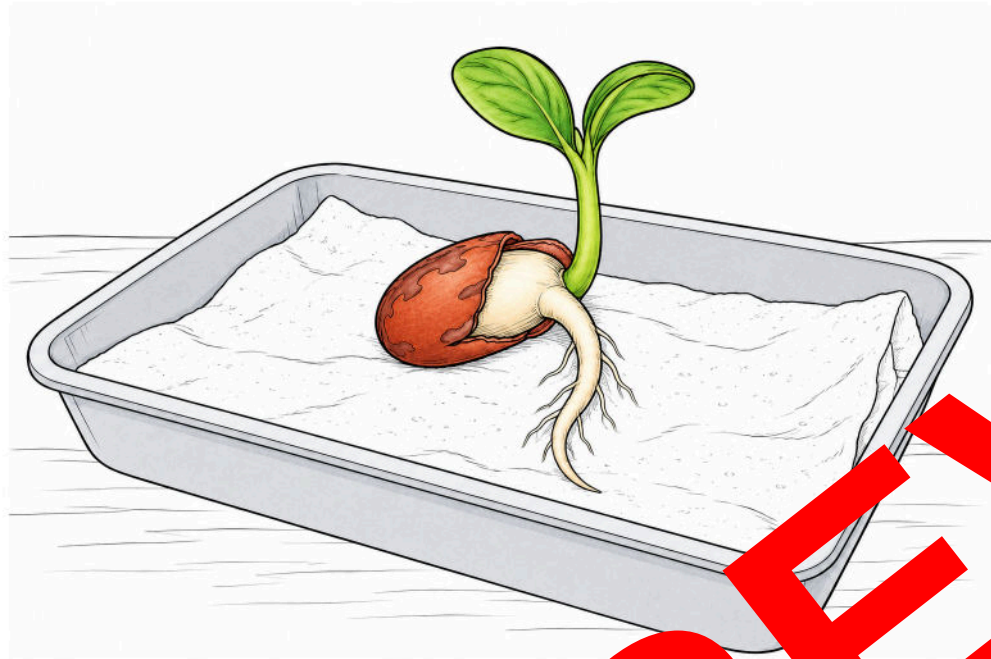
See this seed.



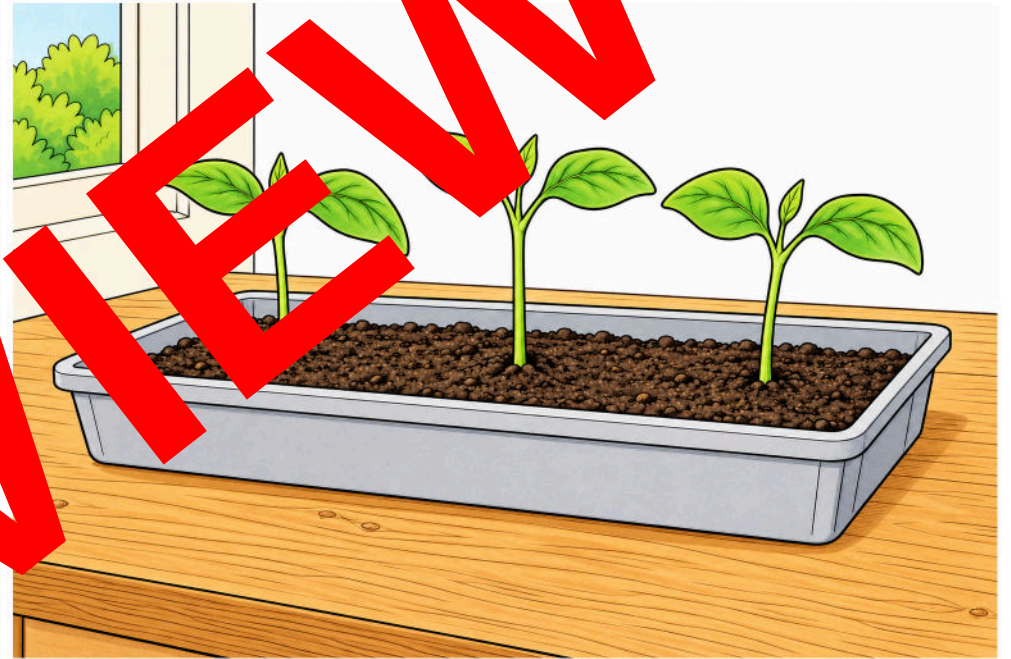
See this seed in this tray.



This seed has a split.



See this green stem.



Three green stems stand in this tray.

Teach, read and check

Focus and prerequisites

Teach all steps through F10 first, including short vowels, consonant digraphs, ng, n before k, taught clusters and simple -s endings. Then introduce ee as /ee/ and ay as /ai/, one spelling at a time.

Teacher words and names

Teach come as /k/ /u/ /m/ and some as /s/ /u/ /m/. The o spelling has /u/ here and final e is silent. Revisit the, go and the article a when their books read them. Read Ray and Kay; show capitals R and K.

Reading and correction

Ask students to point to each sound and blend the whole word. If a word is missed, model its sound map, blend together, then reread the sentence. Use the picture to discuss meaning after decoding. Ask how the clay problem is solved and how thick and thin clay differ.

Assembly, dictation and checking

Print readers landscape A4 at actual size, single-sided. Cut the centre, stack pages 1-6 and staple left. Print this companion portrait A4. Dictate: Come and see some clay. Check vowel spelling, blend accuracy and rereading; note the next teaching step.

Hear and show the sound

Say sheep and day. Stretch the vowel sound. Find its spelling card. Cut out the cards and keep each spelling together.

ee
.

ay
.

ee
.

ay
.

see

say

Say a word with ee. Say a word with ay. Explain which sound you hear. Each spelling on a card represents one sound.

Blend and read

Say each sound under a dot. Blend the whole word, then read it again smoothly.

bee

b e e
• •

see

s e e
• •

day

d a y
• • •

play

p l a y
• • •

green

g r e e n
• • • •

spray

s p r a y
• • • •

Point to ee or ay. Compare the long vowel in deep with the short vowel in dip.

Say, build and write

Read the word. Say its sounds. Write one grapheme in each sound box, then write the whole word on the lines.

bee

--	--

2 sounds

day

--	--

2 sounds

sheer

--	--	--

3 sounds

tray

--	--	--

3 sounds

Change one sound

Read each chain. Change one sound each time. Circle the spelling that changes, then read the new word.

see s e e . .	>	bee b e e . .	>	fee f e e . .
day d a y . .	>	say s a y . .	>	pay p a y . .
dip d i p . . .	>	deep d e e p . . .	>	keep k e e p . . .

Choose a chain. Write its three words, then explain the sound changes.

Sort ee and ay

Cut out the word cards. Read each word and place it under its vowel spelling. Keep every card upright.

ee

ay

PREVIEW

see

day

tree

play

bee

tray

Build a sentence

Cut the word tiles. Make one sentence across two rows. Read it, then write it on the lines.

PREVIEW

this

see

Three

tray.

sheep

Read, listen and check

Read each whole word. In these words, o-e has /u/ and the final e is silent.
The sound maps show three sounds.

come

c o - e m
• • •

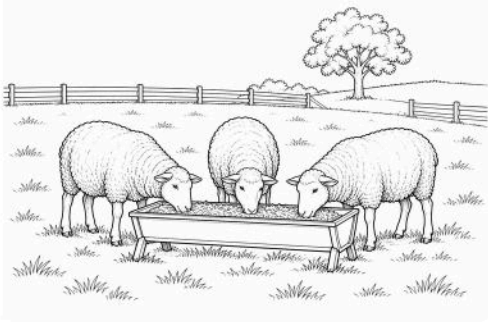
some

s o - e m
• • •

Listen to the sentence your teacher says. Write it. Read it back and check the vowel spellings.

Match and respond

Read the sentence choices. Draw lines to match them to the pictures. Explain your matches.



This seed has a split.

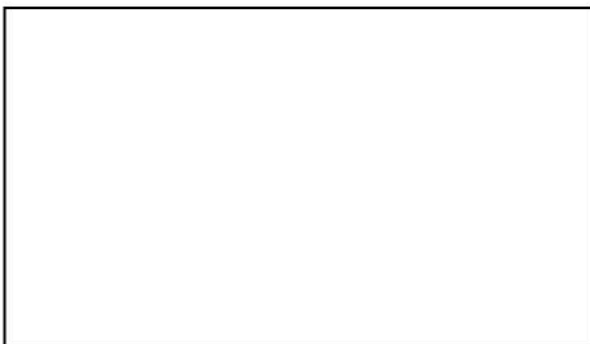


Three sheep get some feed.



The clay drops.

Draw a scene from a reader. Say a sentence about it.



Read again and transfer

Read these new sentences. Find ee and ay. Explain the meaning, then choose one sentence to write.

Three sheep see this tree.

Can Ray see three sheep?

PREVIEW

Choose: ready to reread, or more practice. Say which word or spelling helped you.

Teacher observations

Reads ee and ay: _____

Blends words and rereads: _____

Next teaching step: _____