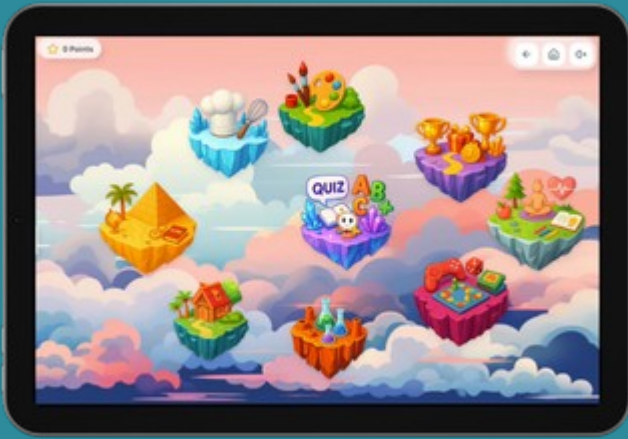




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Year 1 Set 01 ea, Final e and ee

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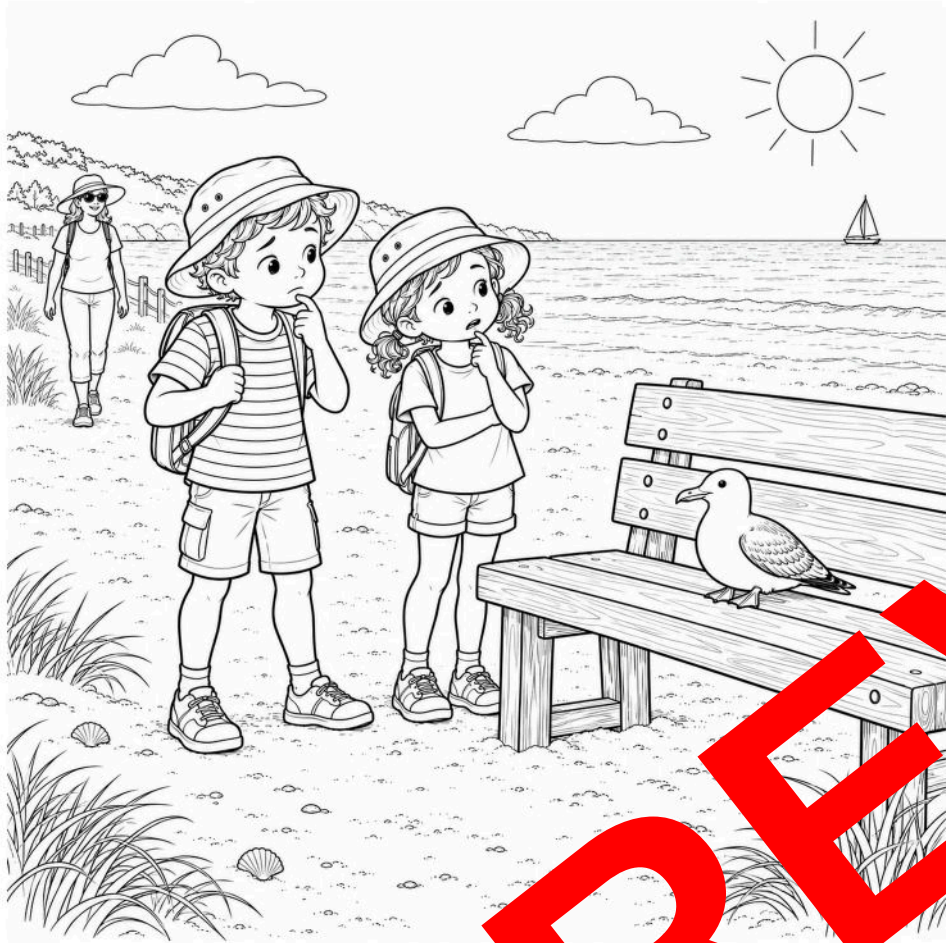


The Beach Seat

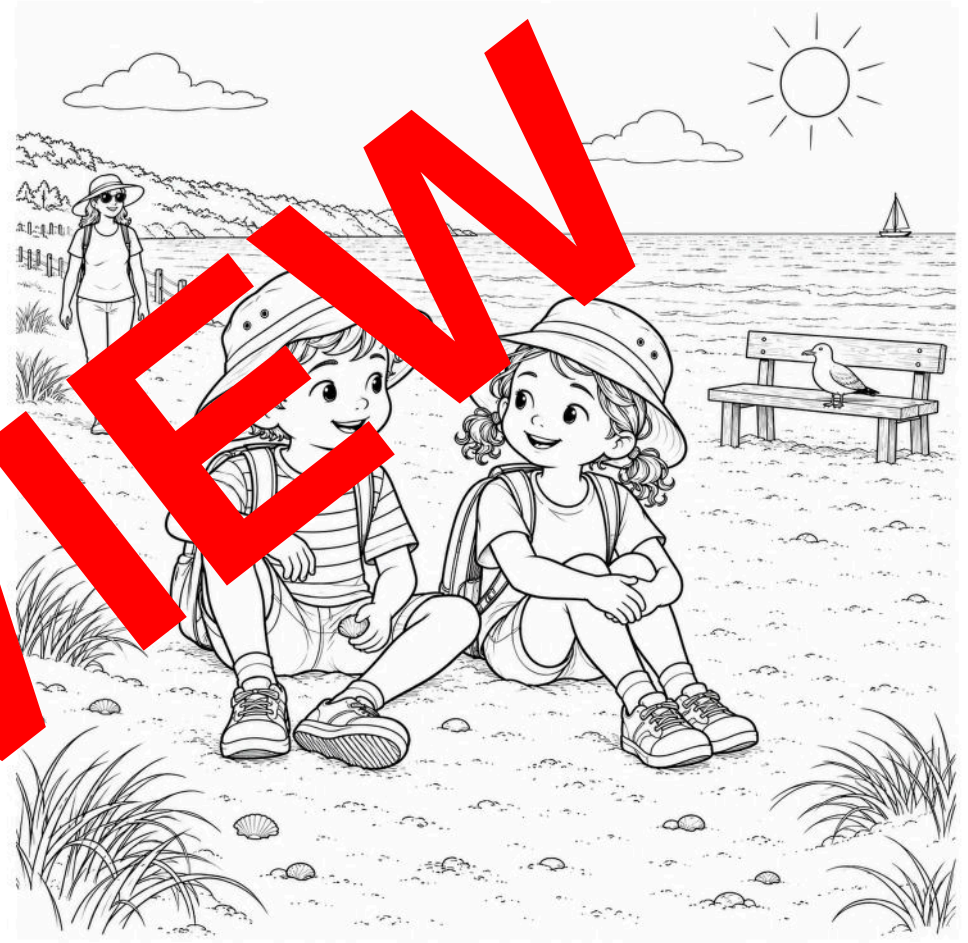


We reach the beach.

The sea is green.



We need a seat.
A gull is on the seat.



He can sit on the sand.
She can sit on the sand.



We put the sand flat.

We each get a seat.



We eat a peach each.

The gull can keep the seat.

The Beach Seat

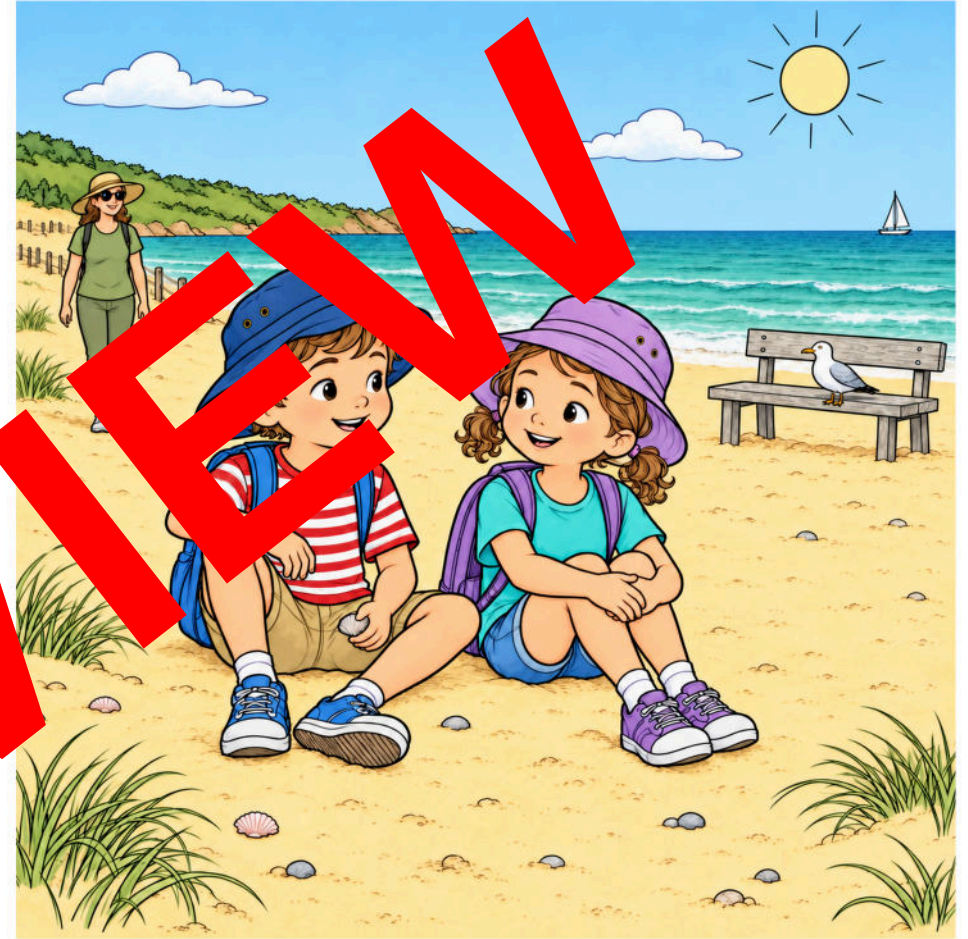


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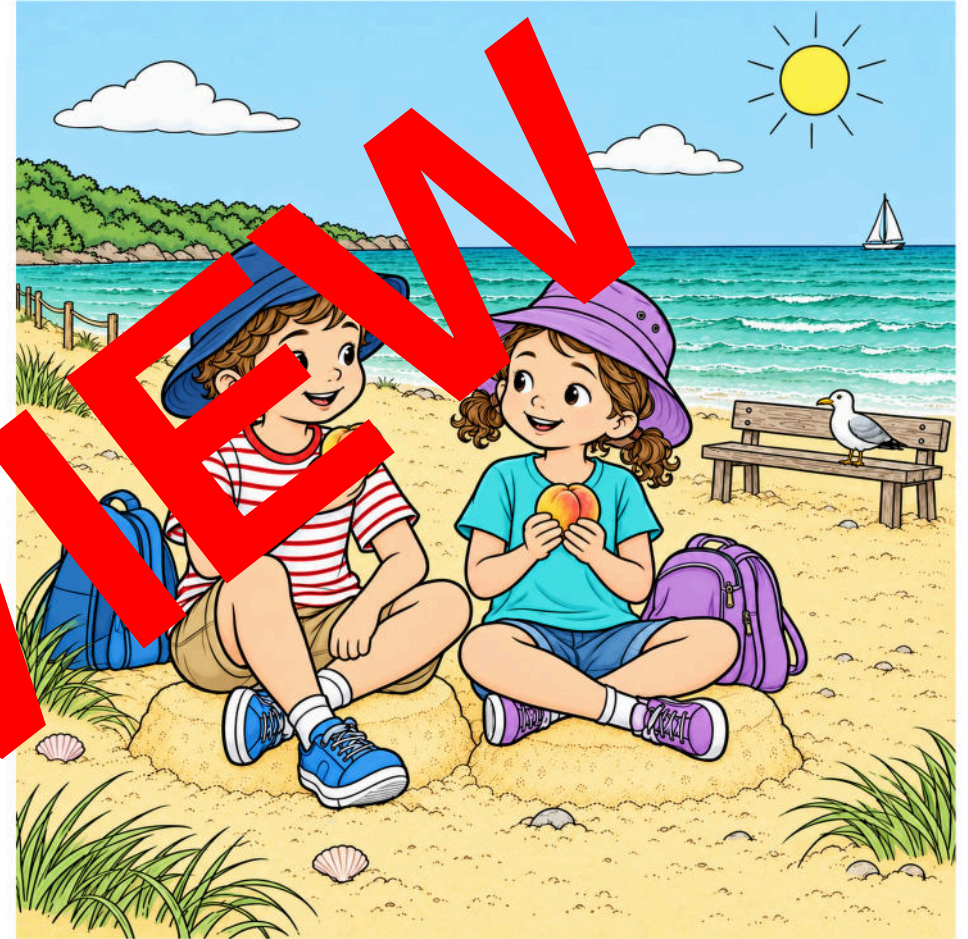


He can sit on the sand.
She can sit on the sand.



We put the sand flat.

We each get a seat.



We eat a peach each.

The gull can keep the seat.

The Tea Shop



We can be the team.
We set up the tea shop.



He can sell tea.
She can sell food.



Who can reach the cups?
We need two cups.



He can reach the cups.

She can get the tea.



We each get tea.

The team can help.

The Tea Shop



We can be the team.
We set up the tea shop.



He can sell tea.
She can sell food.



Who can reach the cups?
We need two cups.



He can read the cups.

She can get the tea.



We each get tea.

The team can help.

Peas and Beans



We see peas.
Each pea is green.



We see beans.
Each bean is a seed.



A pea can be a seed.
A seed can be in a pod.



We split the pod.
We see each pea.



We see a pea and a bean.
Each can be a seed.

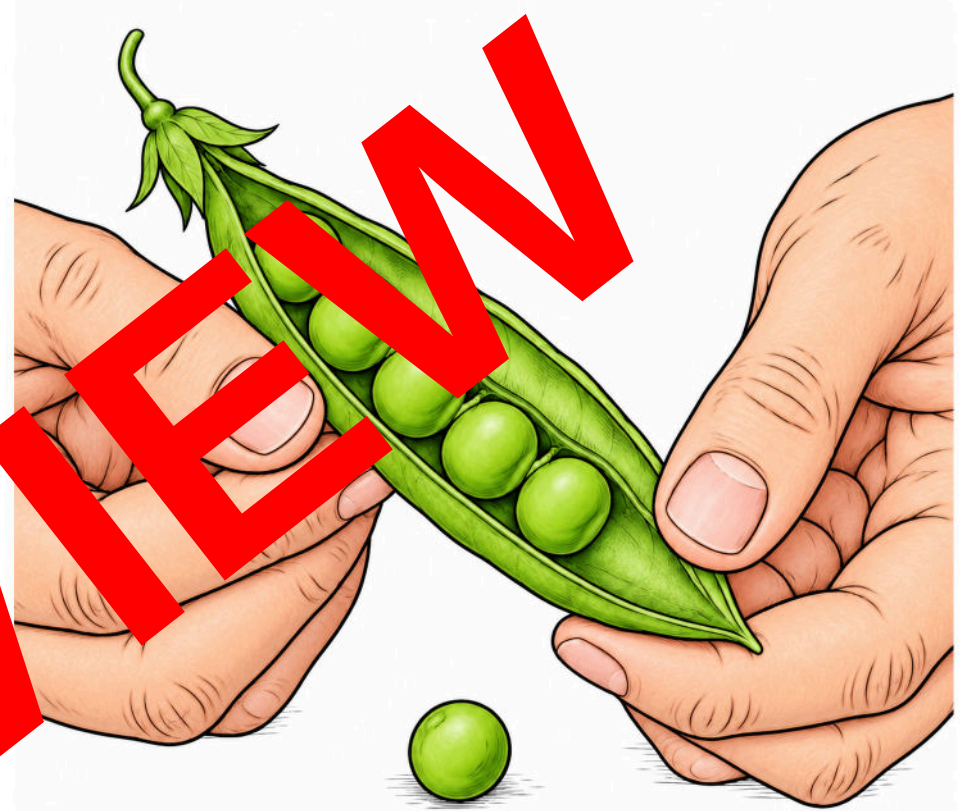
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We see each pea.

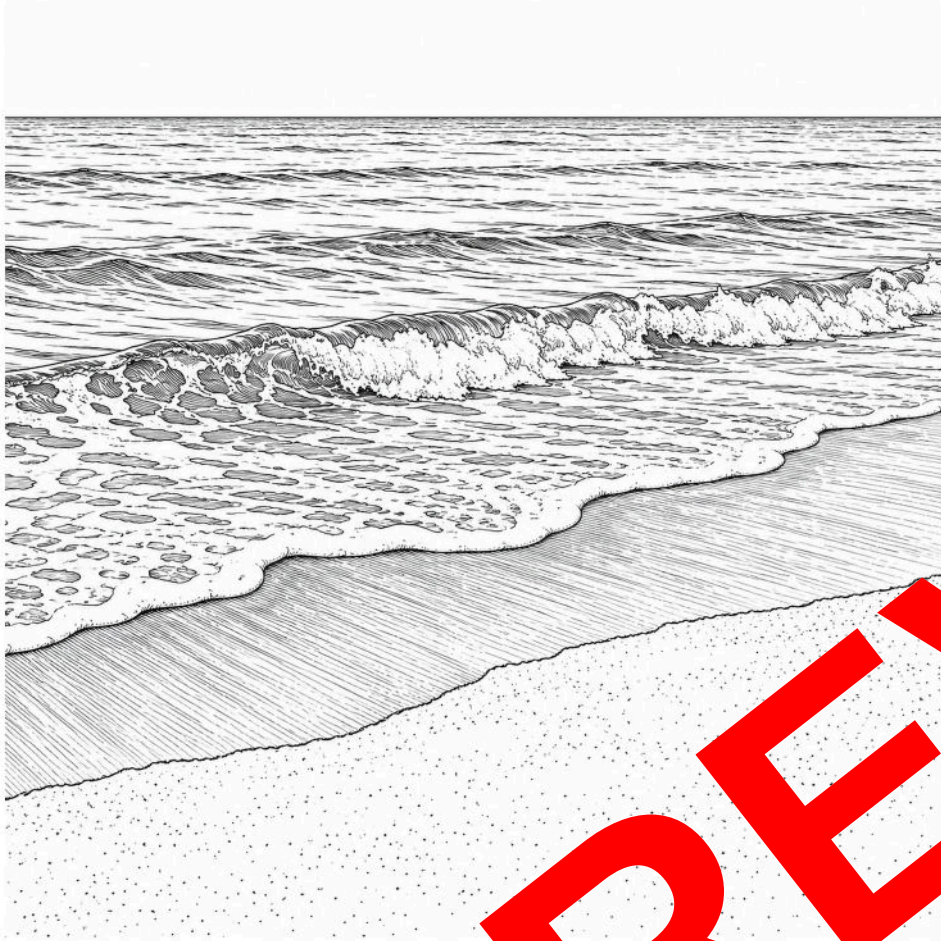


We see a pea and a bean.
Each can be a seed.

At the Beach



We see the sea.
We see the beach.



The sea can reach the sand.

We see wet sand.



We see two shells.

Each shell is on the beach.



We see the shell in the sand.

We can see the rim.



We see the sea and the beach.

We can be on the sand.

At the Beach



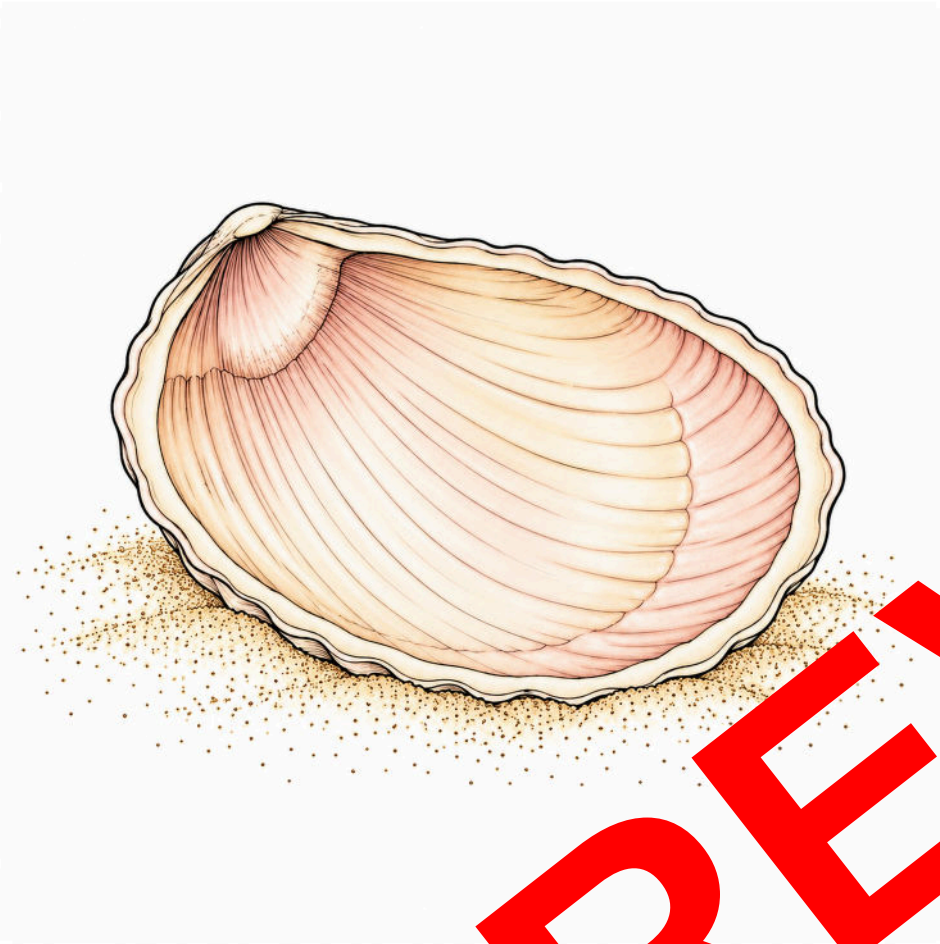
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We can see the rim.



We see the sea and the beach.

We can be on the sand.

Teacher guidance

Support the instructions orally. Students read the controlled words and sentences after explicit teaching; use pictures for discussion after decoding.

Focus and prerequisites

Teach ea as /ee/ and final e as /ee/ in he, me, be, we and she; review ee. Require all prior Foundation teaching through F12: short vowels, taught consonants/digraphs, clusters, ee, ay, both oo readings and simple plural -s. Check blending, segmenting and capital partners.

Teacher words and word meaning

Teach two: t is regular; w is silent and o says long oo. Teach who: wh says /h/ and o says long oo; both parts need special teaching. Revisit a and the with their natural peak vowels. He/me/be/we/she and is are regular only in their fully taught recipes. Teach the word meanings and endings for books, peas, beans and shells.

Books and correction

The Beach Seat and The Tea Shop are fiction; the shop is a pretend play. Peas and Beans and At the Beach show real identification and observations. Prompt to spelling: supply a missed sound, blend and reread. Do not guess from pictures. Explain to family: vocabulary orally after reading.

Print and assemble

Choose BW or Colour. Print readers landscape at actual size (100%), single-sided. Cut at the centre guide; stack A5 pages 1-6 and start left. Do not fold or use duplex booklet settings. Print this ten-page companion portrait.

Oral work, building and dictation

Page 2: blend and segment sea and he; compare spellings. Page 4 prompts 1-4: beach, bean, she, seat. Build spelling: per sound; write the whole word on its guide. Page 8 prompts 1-4: two; who; We see two books. Who can read? Say each naturally, repeat, write and reread.

Checking and response

Pages 3/5: dots on ant sounds; each chain changes one sound, even when /ee/ changes spelling. Page 6: sort by the spelling of /ee/ and keep every card upright below its heading. Page 7: use every tile, a capital first and a full stop last. Page 9: match meaning, then respond to The Tea Shop or Peas and Beans on the full-sentence guide.

Rereading and next teaching

Page 10 transfer: meat, neat, heat. Explain meat as food, neat as tidy, and heat as warmth after decoding. Students write one chosen word and draw its meaning. Note accurate new spellings, useful support and a specific next step. Give an oral explanation or word-by-word support as needed.

Compare spellings

Say /ee/. Find each spelling and read its example. Cut the cards. Final e is /ee/ in the named one-syllable words, not a silent ending.

ea

sea

ee

see

e

me

ea

team

ee

seed

e

me

Blend and read

Touch each dot and say its sound. Blend, then reread the whole word. Each ea, ee and sh unit has one sound here; dots count sounds, not letters.

b e a c h

t e a m

p e a c h

s h e

s e e d

h e

e a t

g r e e n

Say, build, write

Use the four page 1 prompts in order. Say and segment each word. Build it, write one spelling per sound box, then write the whole word on its wide guide.

1

--	--	--

2

--	--

3

--	--

4

--	--	--

Change one sound

Read left to right. Only ONE sound changes each time; /ee/ may have a different spelling. Circle the spelling for the changed sound. Build and reread a chain.

bean → beat → seat → heat

he → he → see → tea

bin → bean → beach → teach

Sort /ee/ spellings

Cut out the word cards. Read each word and sort by its spelling for /ee/. Place ALL cards upright below the matching heading, with space between them.

sea

see

he

team

seed

peach

she

tree

bean

ea

ee

e

Build two sentences

Cut each set. Arrange its tiles into one sentence. Read it, then write the WHOLE sentence on its own wide guide. Check the capital and full stop.

1

bean.

We

a

see

can

2

team.

on

She

a

be

can

Listen, write, check

Read the teacher words; underlines mark their exceptional spellings. Use page 1 prompts 1-4. Listen, write each whole answer on its guide, then reread and check.

t w o
• •

wh o
• •

1

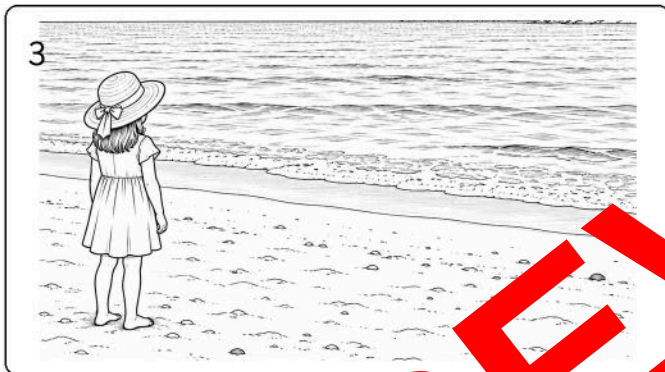
2

3

4

Match and respond

Read each word. Write its picture number in the small box. The picture order is jumbled. Discuss the meaning after reading; then complete the reader response.



beach

peas

team

beans

Choose The Tea Shop or Peas and Beans. Read its matching sentence; write it below.

We see a bean.

We can be the team.

Reread and transfer

Reread one book smoothly. Read the three new practice words below. Choose ONE word to write on the guide, then draw its meaning in the large area.

meat

neat

heat

PREVIEW

Reread smoothly. Discuss what helped and what to practise next.

Teacher observations
