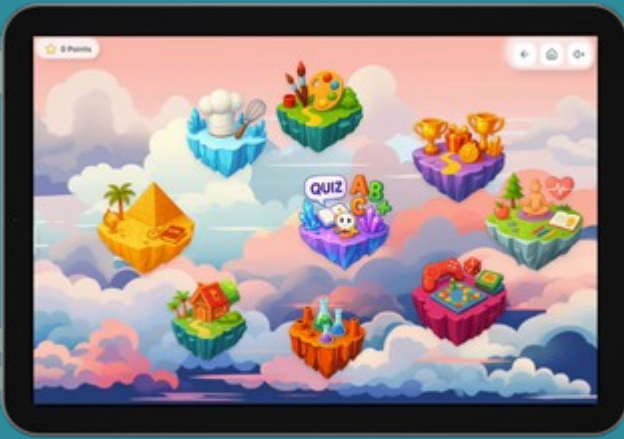


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Year 1 Set 06 o-e, u-e and e-e

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Eve and the Flute



Eve has a flute at home.
It has a low note and a high note.



Eve can not play the flute.
She has to stop and think.



Eve can see fluff at the tip.
The fluff is in the flute.



Eve can get the flute.
The flute is for her.



Eve can play the high note.
She has a big smile.

Eve and the Flute



Eve has a flute at home.
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Eve can see fluff at the tip.
The fluff is in the flute.



Eve can get the flute.
The flute is for Eve.



Eve can play the high note.
She has a big smile.

The Mule and the Rope



A cute mule is in the pen.
Eve has to take the mule home.



The rope is on a hook.
Eve can not reach the rope.



Eve can see a low box.
She can step up on the box.



Eve can get the mule.
She can lead the mule.



The mule is home with Eve.
Eve and the mule can rest.

The Mule and the Rope



A cute mule is in the pen.
Eve has to take the mule home.



The rope is on a high wall.
Eve can not reach the rope.



Eve can see a low box.
She can step up on the box.



Eve can get the mule.
She can lead the mule.



The mule is home with Eve.
Eve and the mule can rest.

These Cones



These cones look thin at the tip.
These cones look wide at the base.



A road cone can mark a danger zone.
This cone is on the road.



This pine cone has seeds in it.
It is on a pine tree.



A seed can grow.
It can make a pine tree.



The road cone has no seed.
These cones have a use.

These Cones



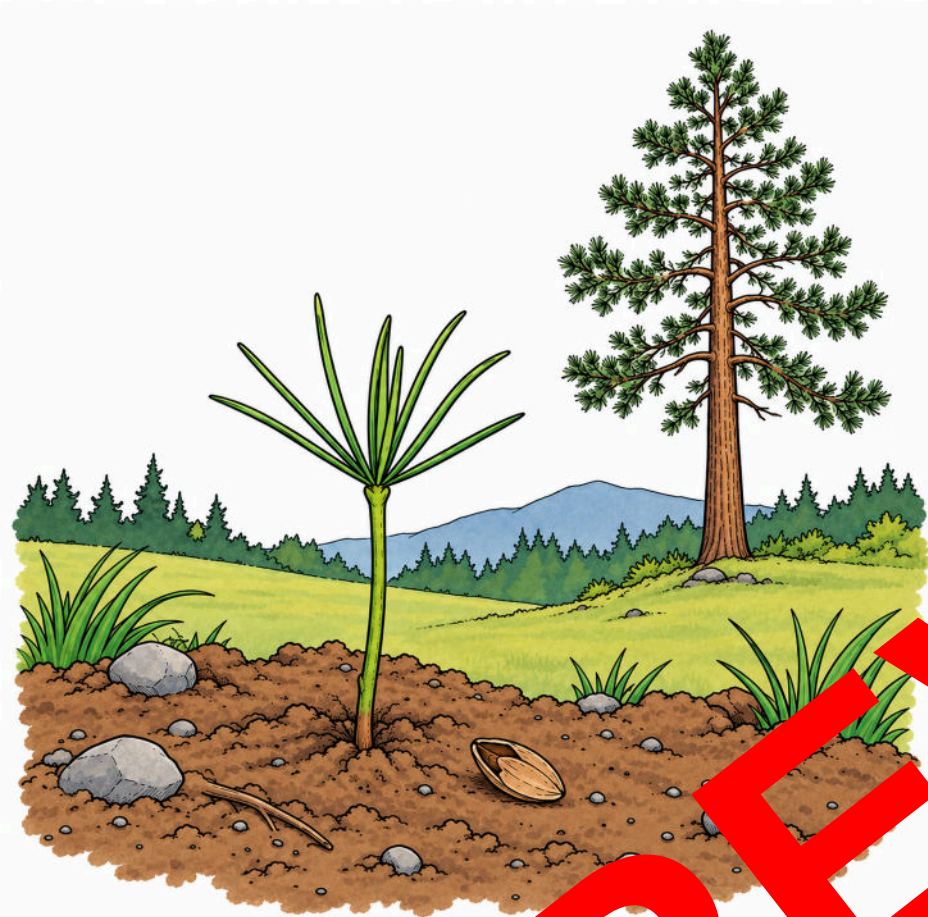
These cones look thin at the tip.
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A road cone can mark a zone.
This cone is on the road.



This pine cone has seeds in it.
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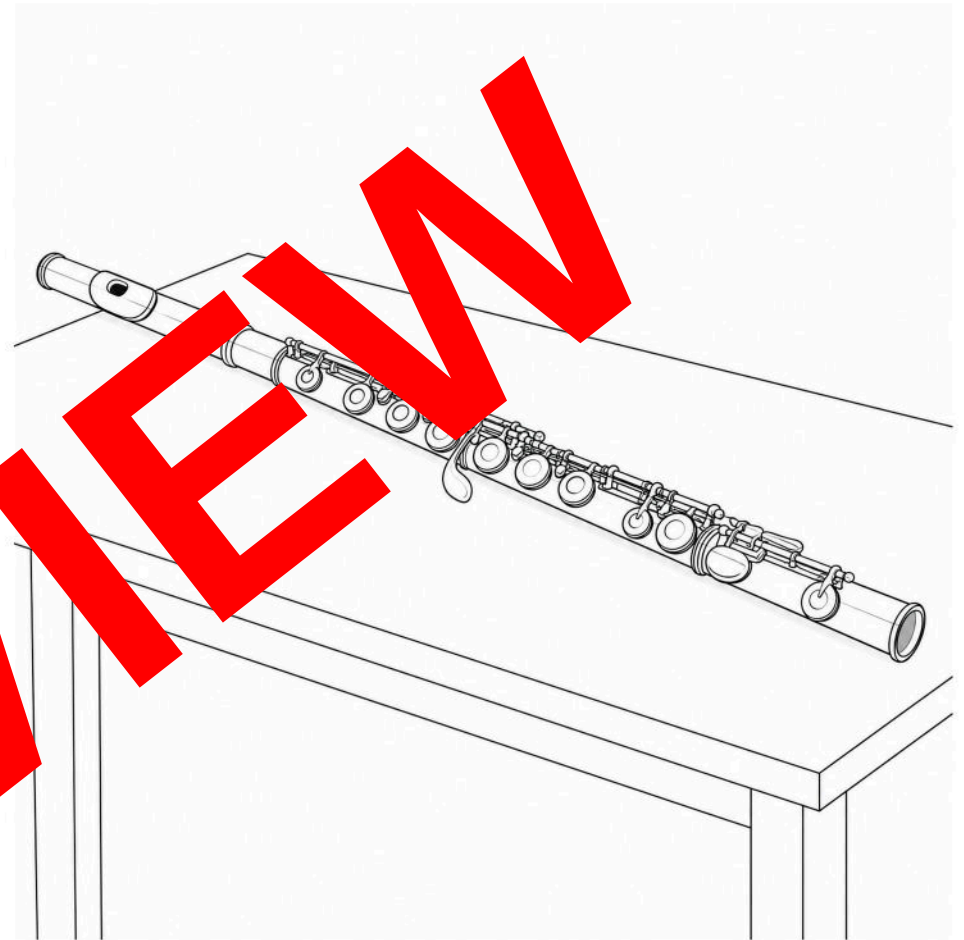


A seed can grow.
It can make a pine tree.



The road cone has no seed.
These cones have a use.

The Flute



A flute is long and thin.
It has a hole at the tip.



The flute has holes.
These holes help make a note.



A flute can make a low note.
It can make a high note.



The holes can be covered.
This can help make a low note.



Blow at the lip of the hole.
The flute can make a note.

The Flute



A flute is long and thin.
It has a hole at the tip.



The flute has holes.
These holes help make a note.



A flute can make a low note.
It can make a high note.



The holes can be covered.
This can help make a low note.



Blow at the lip of the hole.
The flute can make a note.

Teach and check

Use the set after explicit teaching. Read directions together.

Focus

Teach o-e=/oa/, u-e=/oo/ or /y+oo/, and e-e=/ee/. In mule and cute, u-e represents TWO sounds: /y/ then /oo/. Mule has four sounds, not three.

Prerequisites

All earlier Foundation and Year 1 steps through Y105 are required, including earlier vowel spellings, a-e, i-e, consonant clusters and one-/two-syllable reading. Rehearse the noise Eve and simple plural -s in cones, holes and notes.

Teacher words

Before reading, teach a, the and to for the tortoise; the and have for These Cones; a, the and of for The Flute. a has a weak vowel; the has weak e; to has o=, have has final ve=/v/; of has f=/v/. Check weak speech forms. For once, teach o=/w/ and e=/s/. For only, teach o=/oa/ and final y=/ee/, across two syllables.

Teach, correct, reread

Model the split spelling around the consonant. Count sounds, then blend the whole word. If a student guesses, return to the exact spelling and sounds, model once, and have the student reread the complete sentence for meaning.

Print, assemble, check

Print readers landscape A4 at actual size, single-sided. Cut at the centre, stack pages 1-6 and staple left. Print this companion portrait A4. Check decoding, the two long-u readings, meaning, spelling and independent rereading.

Dictate on page 8: rope, mule, these

The mule is at home. / Eve can play a note.

Say the sounds

Cut the cards. Say the spelling, read the word and count its sounds.

o-e

/oa/

home

h o-e m
• • •

u-e

/oo/

June

j u-e t
• • •

u-e

/y/ + /oo/

mule

m u-e l
• • •

e-e

/ee/

these

th e-e s
• • •

Blend and read

Read each word. Blend its parts, then say it smoothly.

home

h o-e m
• • •

rope

r o-e p
• • •

cone

c o-e n
• • •

note

n o-e t
• • •

flute

f l u-e t
• • •

rule

r u-e l
• • •

mule

m u-e l
• • •

cute

c u-e t
• • •

these

th e-e s
• • •

theme

th e-e m
• • •

seed

s ee d
• • •

shape

sh a-e p
• • •

Say, build, write

Say the word. Touch one empty box per sound. Write the whole word.

rope

--	--	--

mule

--	--	--	--

these

--	--	--

Change one sound

Read across. Change one sound each time. Write the last word.

home

h o-e m
• • •



hope

h o-e p
• • •



rope

r o-e p
• • •

flute

f l u t
• • • •



flat

f l a t
• • • •



flag

f l a g
• • • •

Sort the spellings

Cut the mixed cards. Put each card under its split spelling.

home

flute

these

theme

rope

rule

rule

eve

cone

o-e

u-e

e-e

Build the sentence

Order the mixed tiles. Read your sentence, then write it on the lines.

Sentence 1

flute.	Eve	the	play	can
--------	-----	-----	------	-----

Sentence 2

is	home.	The	at	mule
----	-------	-----	----	------

Listen and write

Listen to your teacher. Say the sounds, write, then check together.

1

2

3

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Sentence 1

Sentence 2

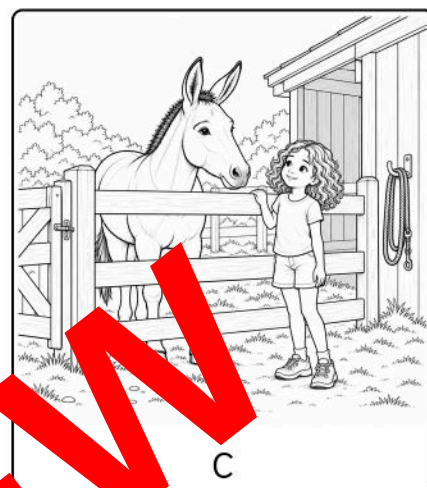
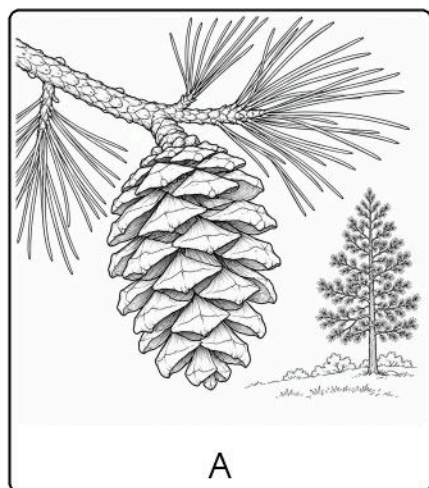
Read, say, cover, write.

once
_ _

only
_ _

Read and match

Read each sentence. Write its picture letter. Draw a favourite bit below.



Eve can play the flute.

☐

The mule is at home.

☐

The cone has seeds in it.

☐

Draw a bit you like. Tell a partner why.



Read, tell, check

Read three times. Retell the facts. Write a sentence using home, mule or these.

Eve is at home.

She has a flute.

The flute is long and thin.

These notes can be high.

Eve can play a low note.

Reread:

1

☐

2

☐

3

☐

Teacher observations: prompts, mean, next practice
