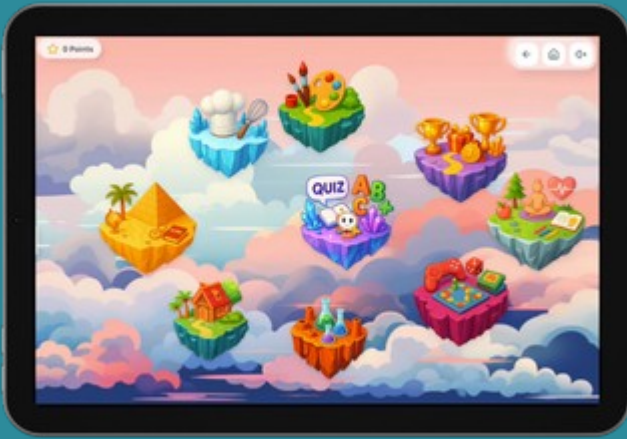




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Year 1 Set 07 ue, ew and o in do

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The Blue Kite



I made a blue kite. I let the glue set.



The wind blew. The kite flew high.



The kite is in the tree. The line is tight.



I need help to get my kite. Mum can do it.



Mum got my kite. The blue wing has a rip.



The new glue can help us make it. We can do it!



My blue kite can fly. We did it!

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The Clue at School



We get a cue at school. We can play the new game.



The cue is a blue . It has a red spot.



We look at the blue coat. The coat has no red spot.



The blue box has a spot that fits the cue.



We lift the lid. We can see the new flute!

The Clue at School



We get a cue at school. We can play the new game.



The cue is a blue card. It has a red spot.



We look at the blue coat. The coat has no red spot.



The blue box has a spot that fits the cue.



We lift the lid. We can see the new flute!

New Stew



This is a new stew. The stew is in a blue pot.



This stew has meat, vegetables and beans.



The stew is hot. The heat can cook the food.

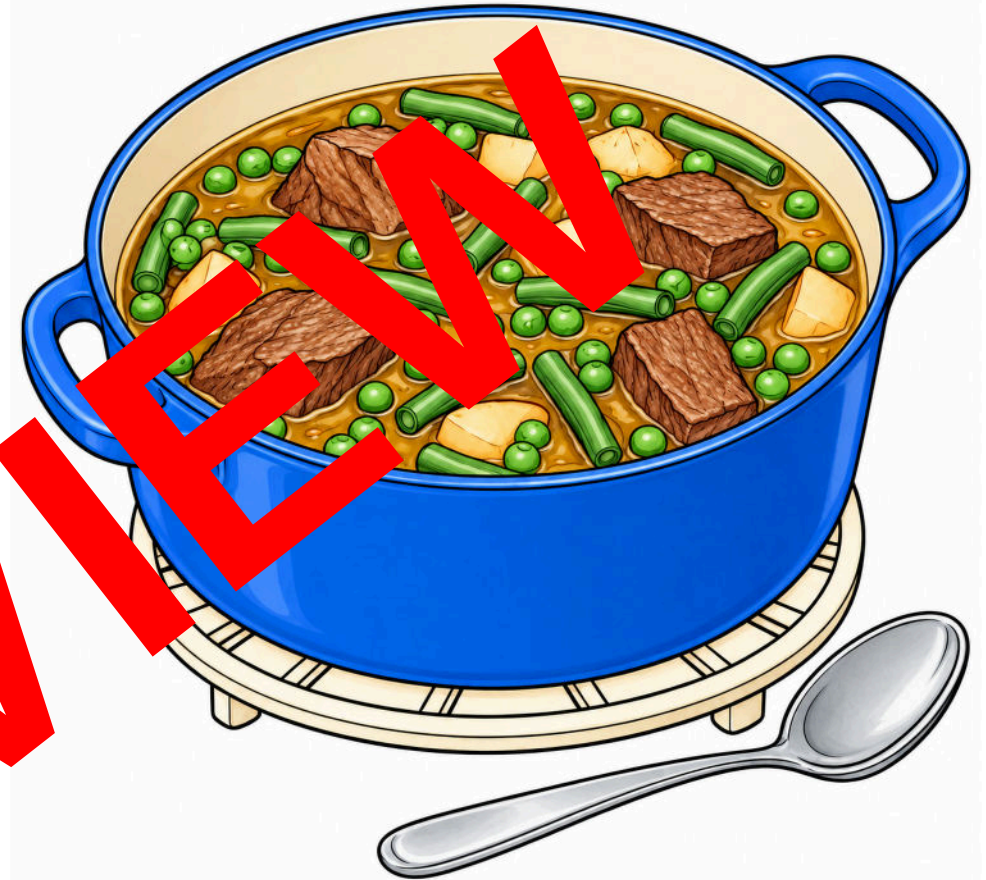


We can eat stew with a spoon. The spoon
can scoop the food.

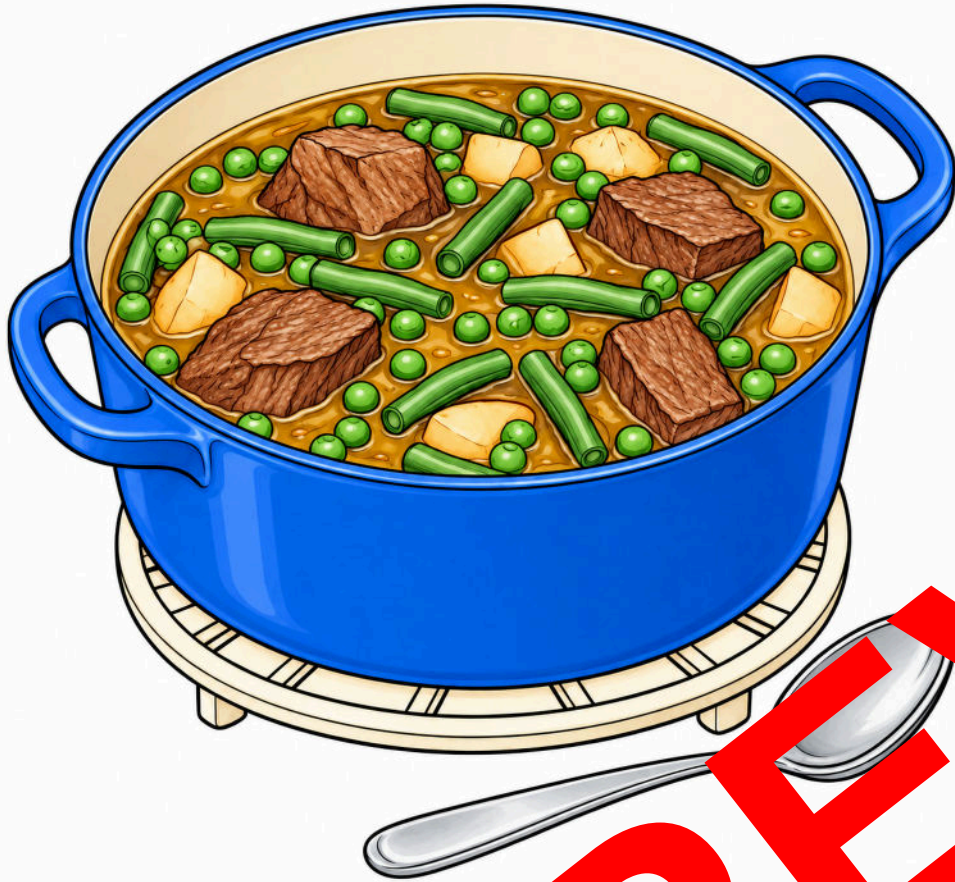


The food is soft. We can chew it.

New Stew



This is a new stew. The stew is in a blue pot.



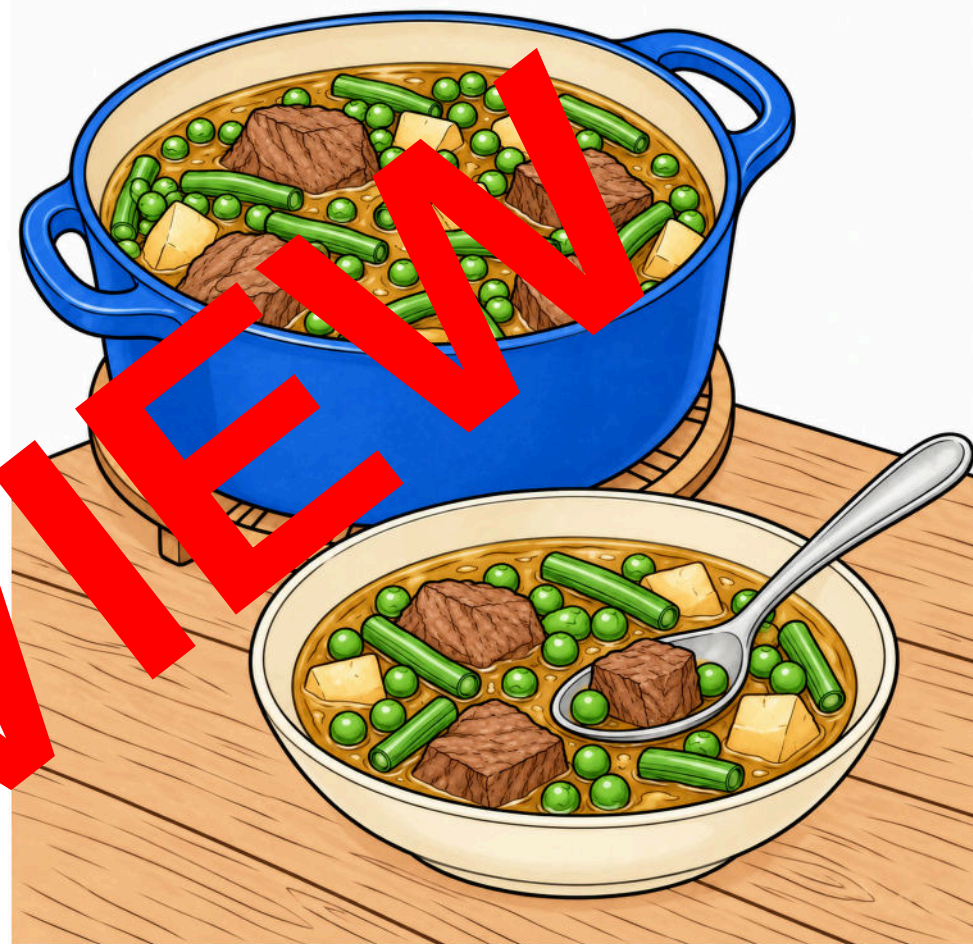
This stew has meat, potatoes and beans.



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We can eat stew with a spoon. The spoon
can scoop the food.



The food is soft. We can chew it.

A Few Seeds



We have a few seeds. These seeds can grow.



The seeds need a. We can keep them wet.



The seed grew a root. The root is thin.



A shoot grew next to the seed. The shoot is green.



The shoot has a new leaf. The leaf is green.

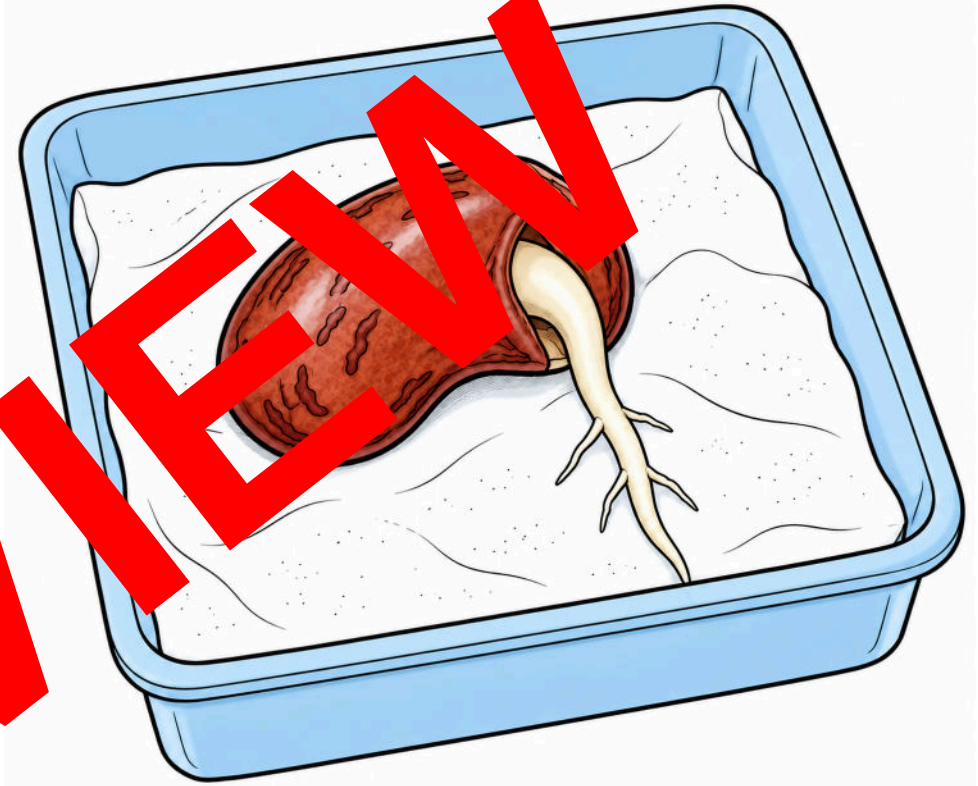
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Teaching and checking

Before reading

Teach all Foundation steps and Year 1 Sets 01-06 first, then teach this set's ue/ew readings and o=/oo/ in do/to. Revisit oo and u-e. Review capital recognition in I, Mum and sentence starts.

Count sounds accurately

Blue has three sounds. Cue, few and new also have three: /y/ plus /oo/ are two sounds carried by one spelling. Stew has four sounds. Do has two. A written digraph is not automatically one sound.

Teach the supported words

Teach a in its weak and strong spoken forms. Rehearse the with its voiced th and weak or strong vowel. In have, h and short a are known; support ve=/v/. Teach school before its book: s, oo and l are known; its unusual ch=/k/ needs support.

Revisit do and to

Do has the taught strong /d/ /oo/ reading in can do it. Model strong /t/ /oo/ for the sound cards; also rehearse its common weak spoken form. Do not assume all words use /oo/, or that to is cleared in every context.

A useful reading routine

Say the sounds clearly, blend and reread naturally. Explain c as a signal to act, and clue as information for the game. Ask what went wrong with the kite, if the clue matched and what changed as the bean grew. Correct a specific error and let the student try again.

Dictation for page 8

Words 1-3: cue, stew, blue. Sentence 4-5: We can't / The new kite is blue. Say each whole answer, repeat naturally and let the student use its full response guide.

Quick checks

Page 5 ends: grew, new, new. Page 6: blue, glue, clue, cue; ew = new, few, blew, grew. Page 7: The new kite is blue. We chew the food. Page 9: 1=C, 2=A, 3=B.

Print and assemble

Print readers at actual size, landscape A4, single-sided. Cut the centre, stack the numbered A5 pages and staple them. Print these ten companion pages portrait A4. Choose either reader edition; the text is the same.

Say the focus sounds

Listen to each word. Say its sounds, then point to the spelling. One spelling can carry two sounds.

ue

/oo/

blue

.. .

ew

/y/ + /oo/

few

.. .

ew

/y/ + /oo/

blew

.. .

ue

/y/ + /oo/

cue

.. .

o = /oo/ in these words

do

..

to

..

Blend and read

Point to the dots, say the sounds and blend each word. Read it again smoothly.

blue



b l ue
• • •

few



f ew
• • •

clue



c l ue
• • •

new



n ew
• • •

glue



g l ue
• • •

stew



s t ew
• • • •

do



d o
• •

to



t o
• •

Cover, tap and spell

Read a word, cover it and tap one box for each sound. Write the whole word on its guide.

blue

--	--	--

cue

--	--	--

few

--	--	--

stew

--	--	--	--

chew

--	--

Change one sound

Read each chain. Say the sound that changes. Write the last word on the guide.

blue → clue → crew → grew

few → new

do → chew

Sort ue and ew

Cut out the mixed cards. Read each word and place it in the matching spelling group.

blue

new

few

glue

blew

clue

cue

arew

ue

ew

Build, read and write

Order each set of tiles into a sentence. Read it and write the full sentence below.

blue.	kite	The	is	new
-------	------	-----	----	-----

the	fool.	We	chew	can
-----	-------	----	------	-----

Change kite to boat. Say the new sentence.

Listen and write

Say school and spot ch=/k/. Rehearse the. Listen to each answer, then write it on its guide.

school

the

1

Handwriting practice line with a dashed midline.

2

Handwriting practice line with a dashed midline.

3

Handwriting practice line with a dashed midline.

4

Handwriting practice line with a dashed midline.

5

Handwriting practice line with a dashed midline.

Say the sounds and check each spelling.

Read for meaning

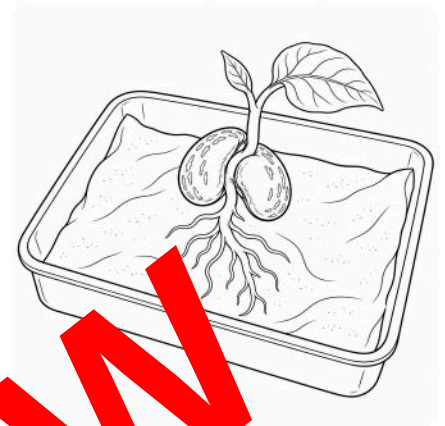
Read each sentence. Write the matching picture letter in its box.



A



B



C

☐

A new leaf grew.

☐

The blue kite can j

☐

It's food is in a pot.

Draw the kite at the end. Write one word about it.

Read and try new text

Read each sentence twice. Circle ue and ew. Then write a new sentence using blue and new.

We can chew stew.

The blue boat has a new crew.

boat

blue.

The

is

new

Draw your blue boat.

☐ I can read this.

☐ I can do it.

Teacher observations
