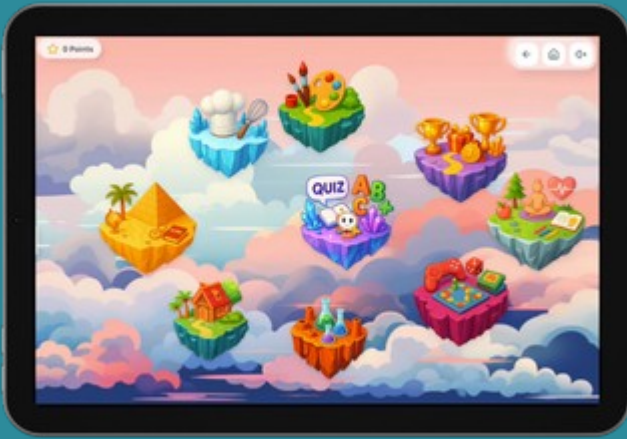




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Year 1 Set 16 Soft c, ce and g

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The Gem



Ben can see a gem in the sand. The
gem is red.



Ben lifts the gem. It slips near the fence.



The gem is in a deep gap by the fence.
His hand will not fit.



Ben can lift the gem with a spoon. It is safe now.



Ben can put the gem in a box. It is a nice gift for Mum.

The Gem



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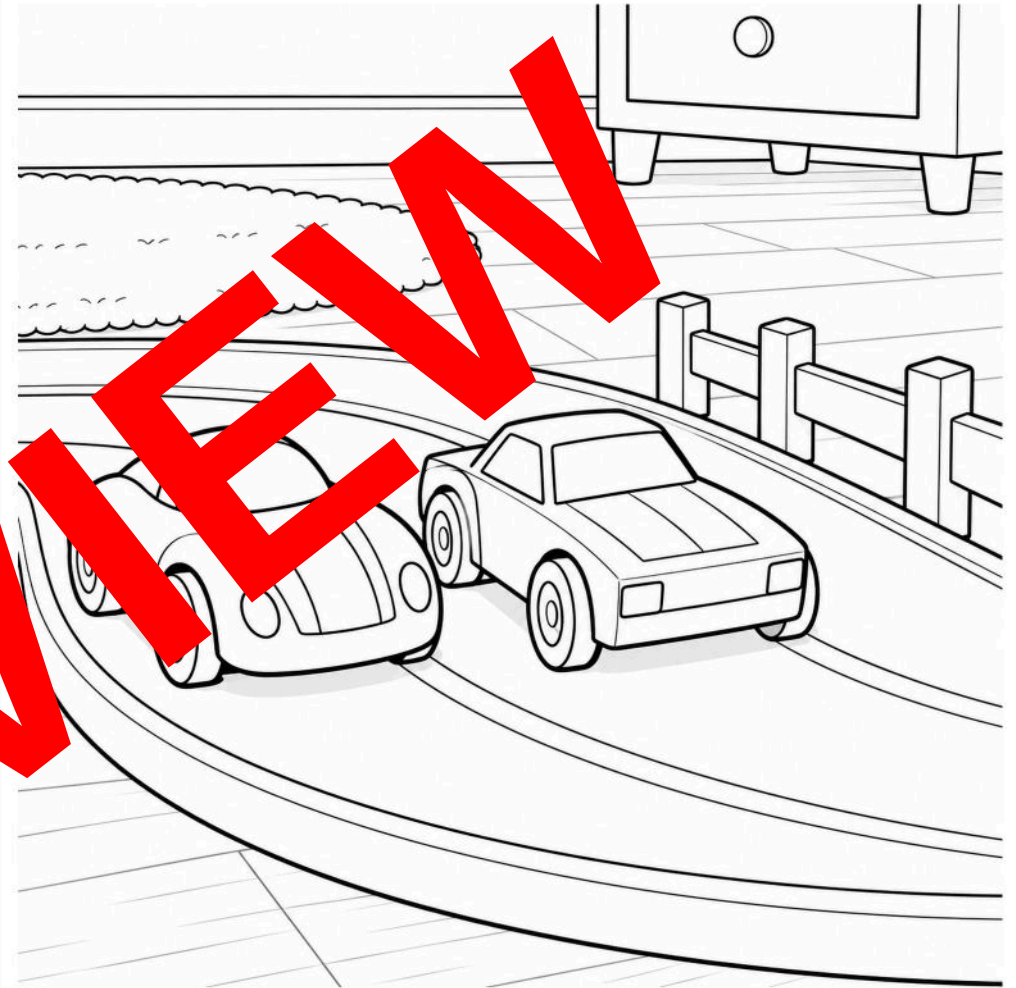


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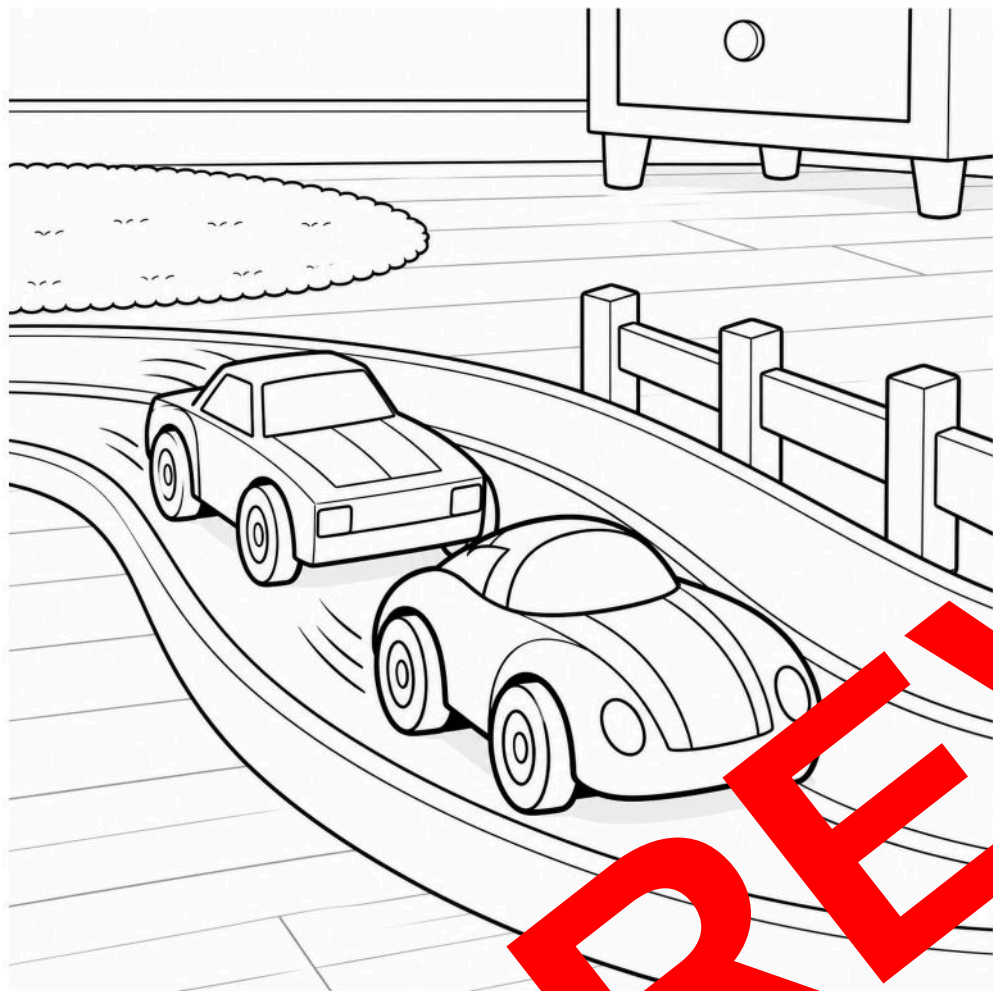


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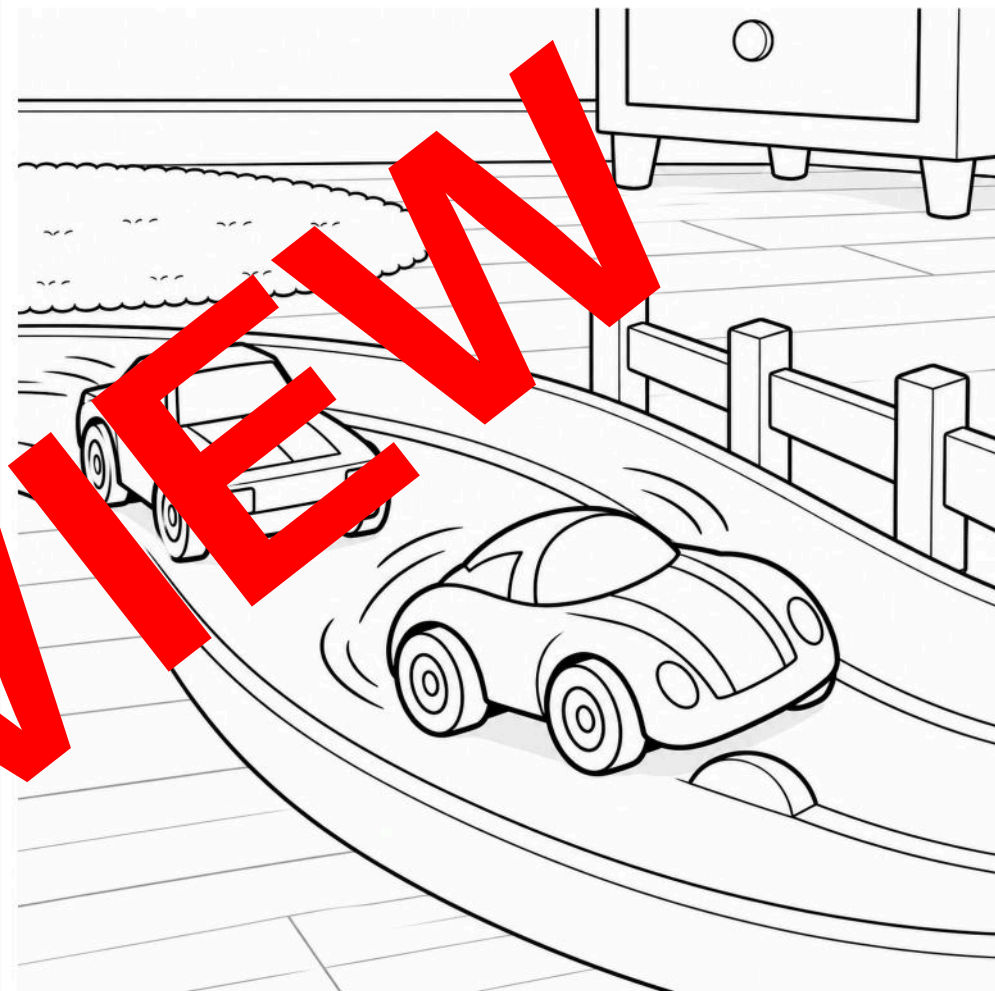
The Race



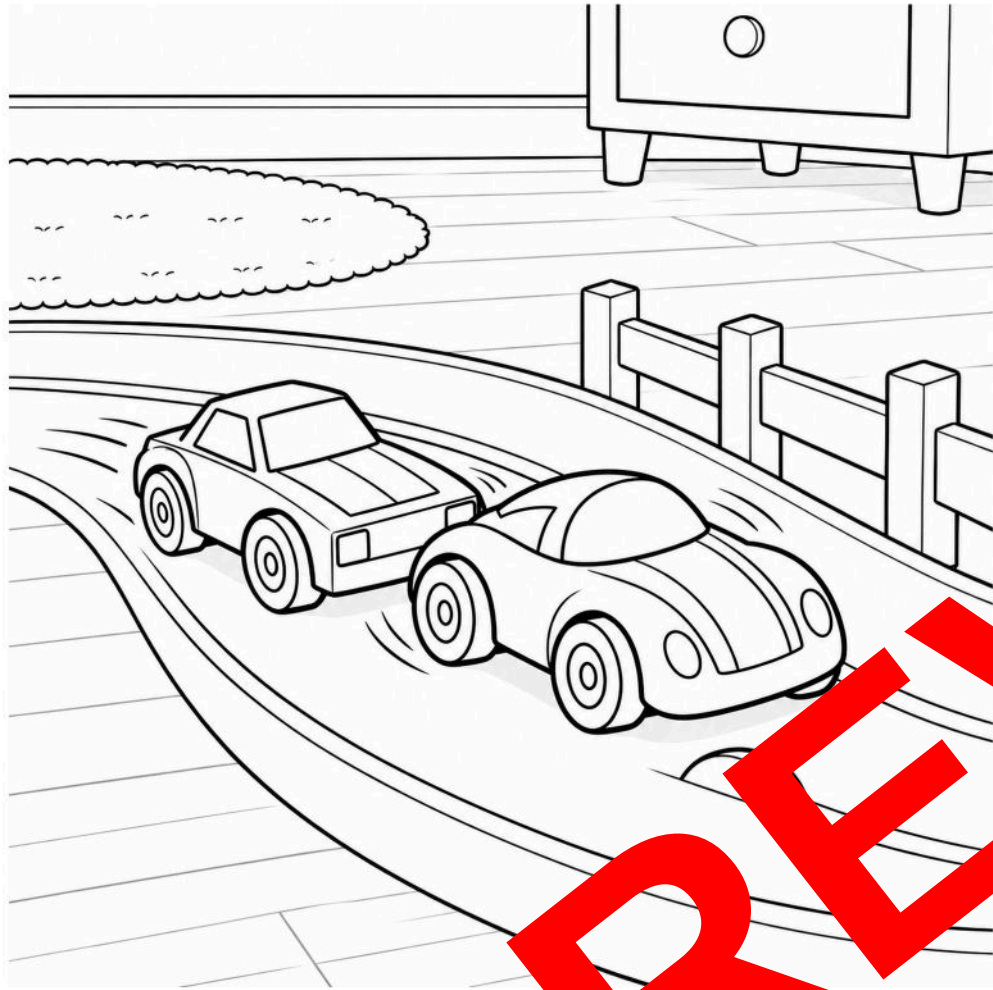
The red car is in a race. The blue car is in the race.



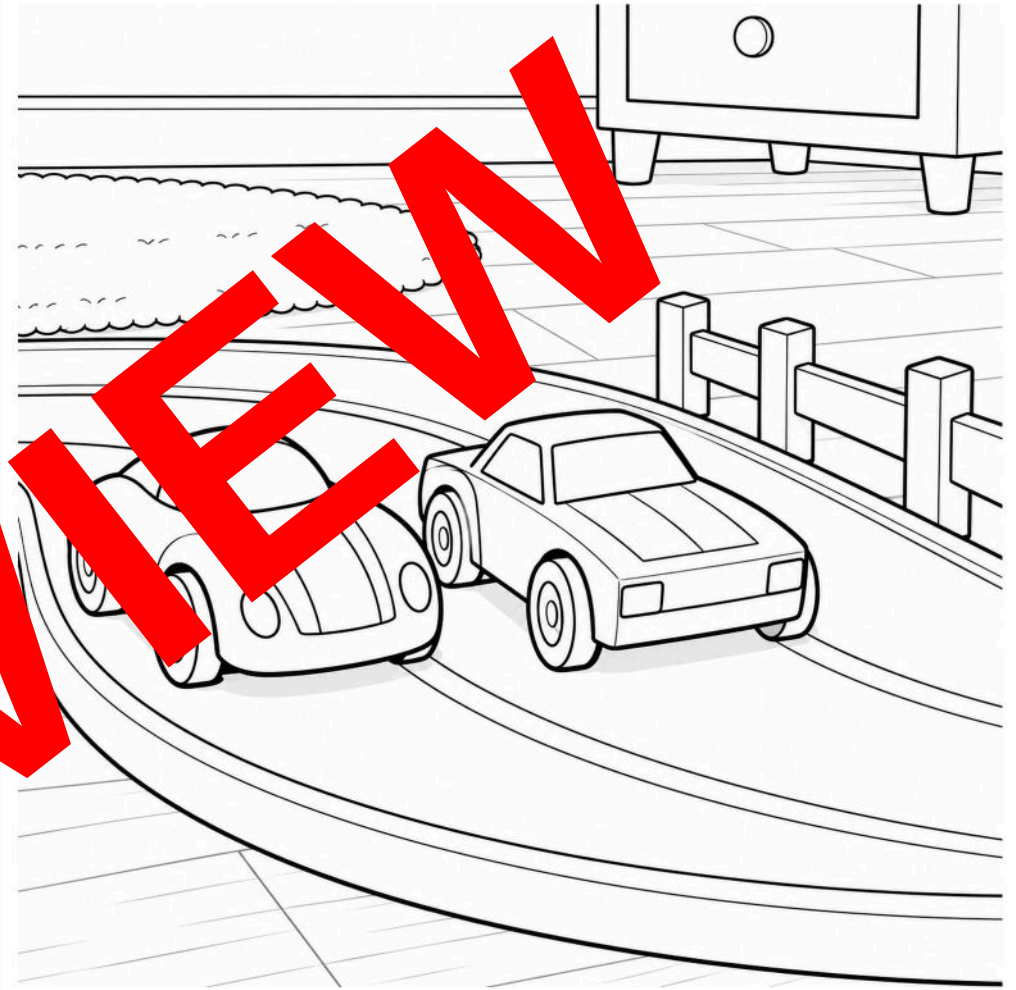
The red car can't go around the bend.
The blue car can keep up.



The red car hits a bump. It spins near
the fence.

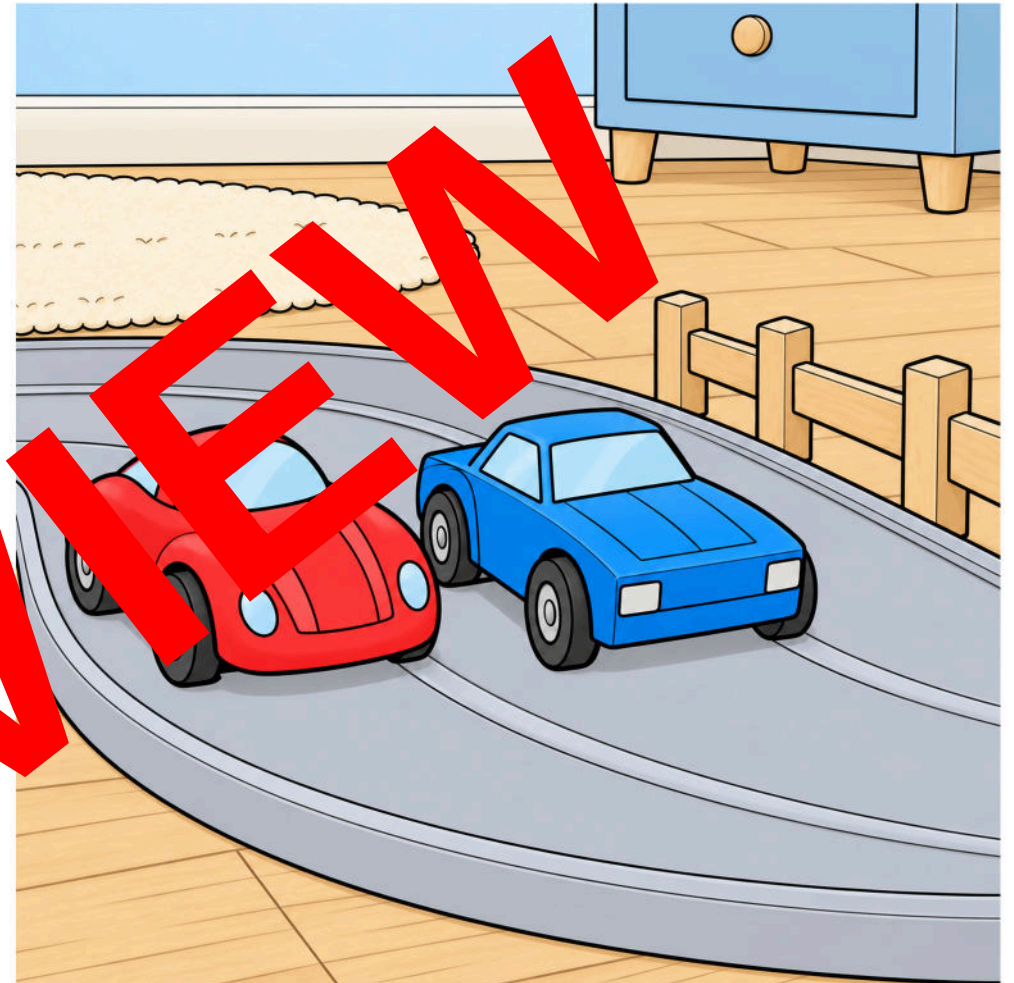
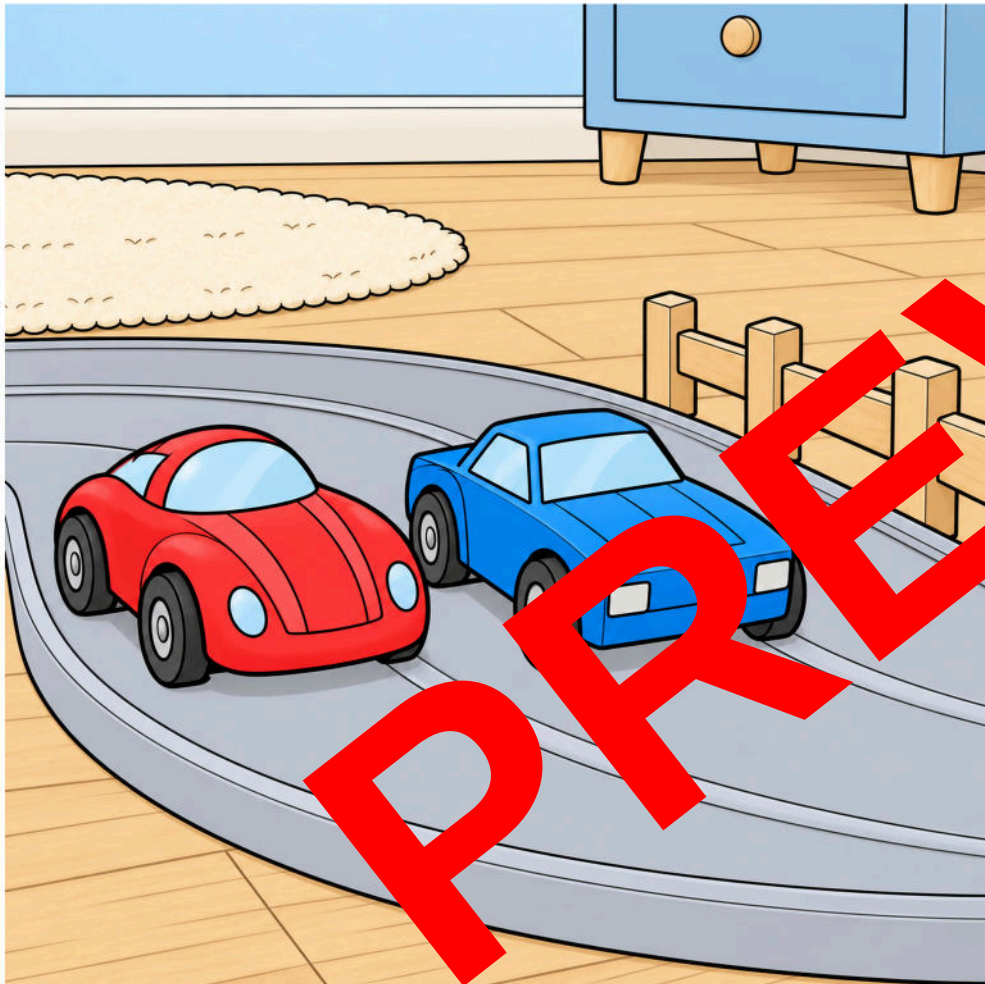


The blue car can pull the red car. The fence is not in the way now.

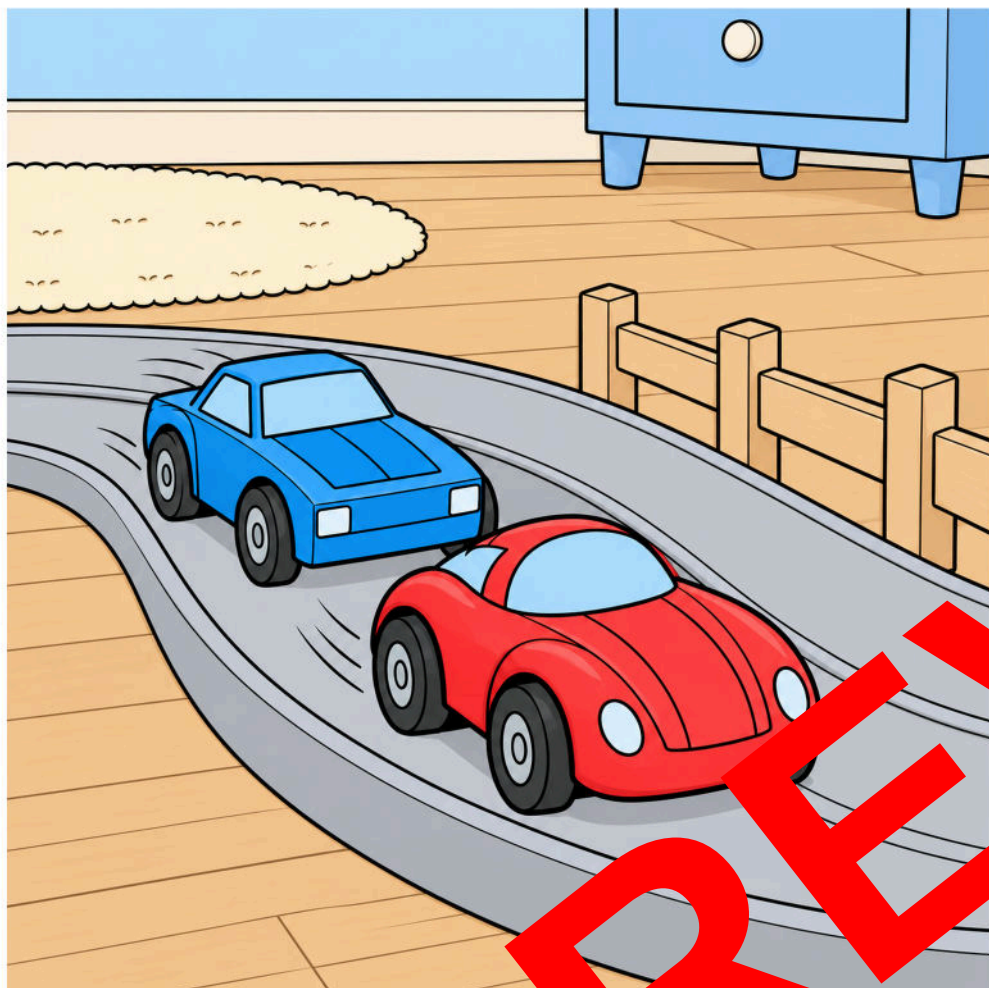


The red car can race with the blue car. It is a nice race.

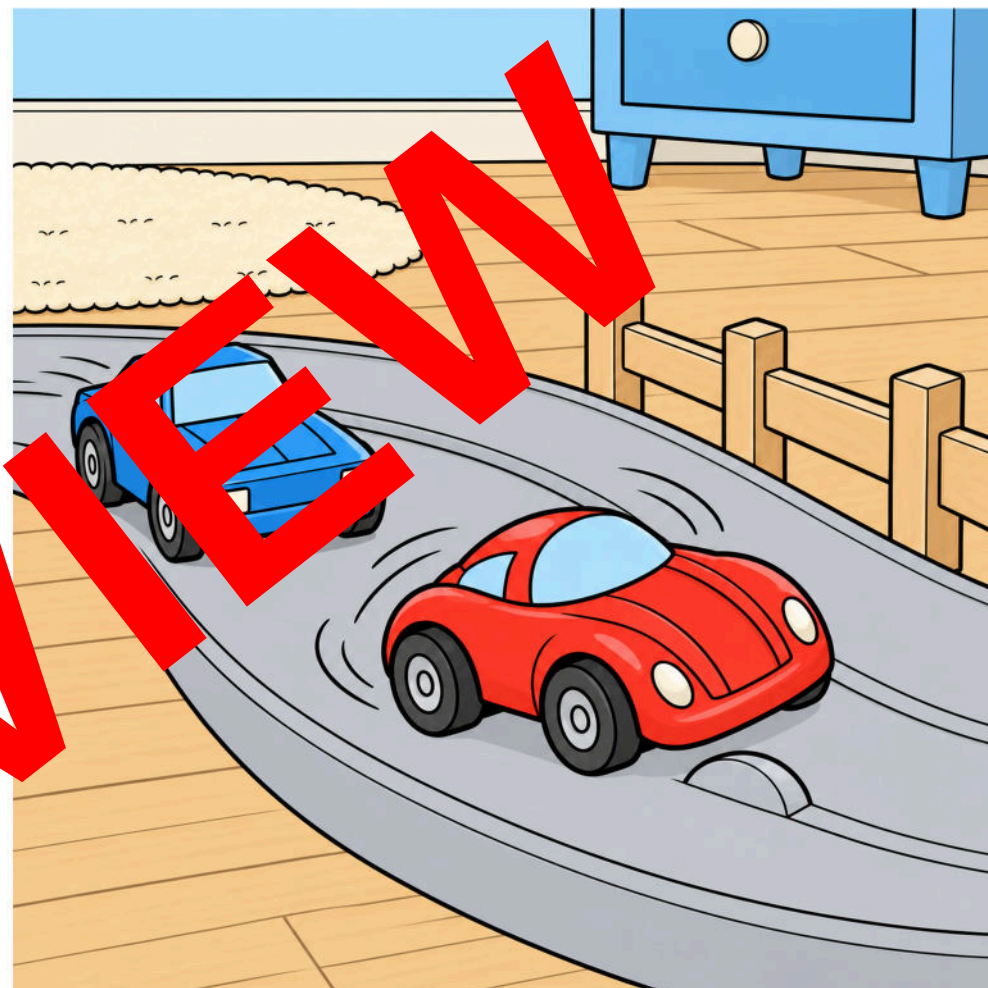
The Race



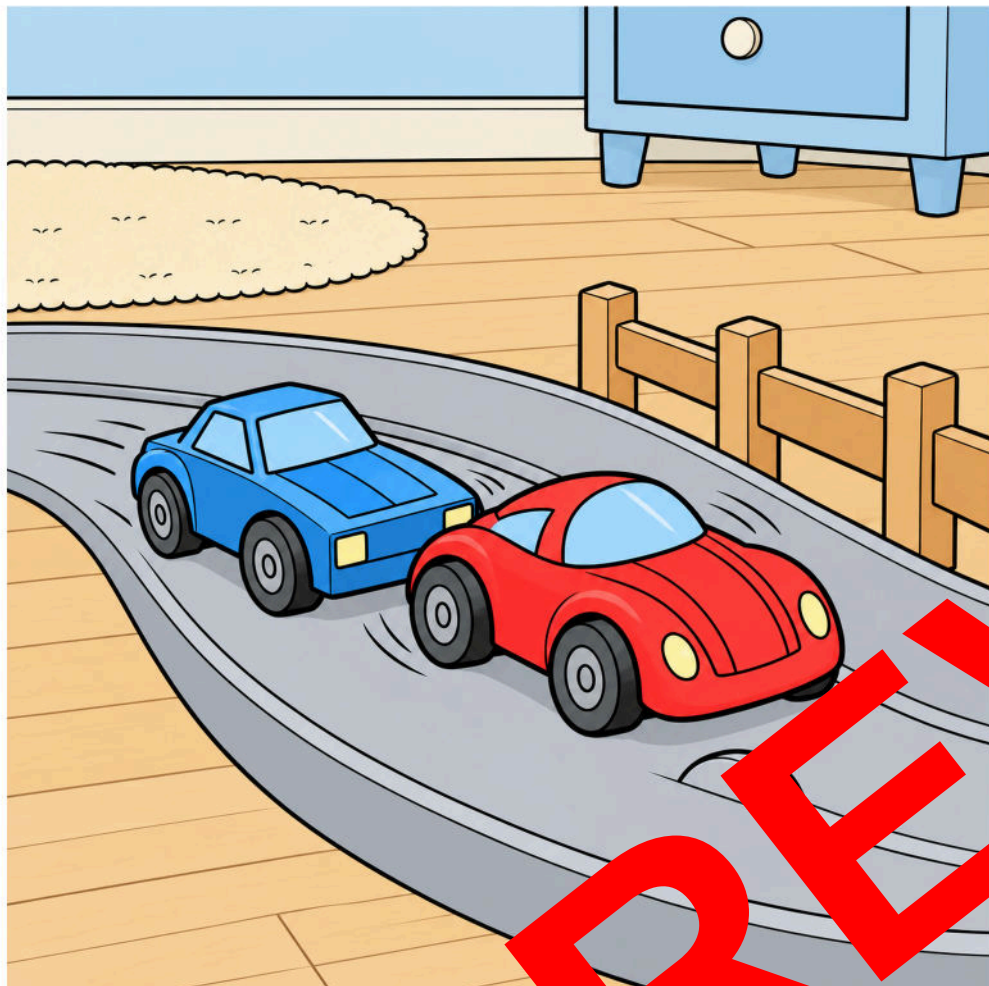
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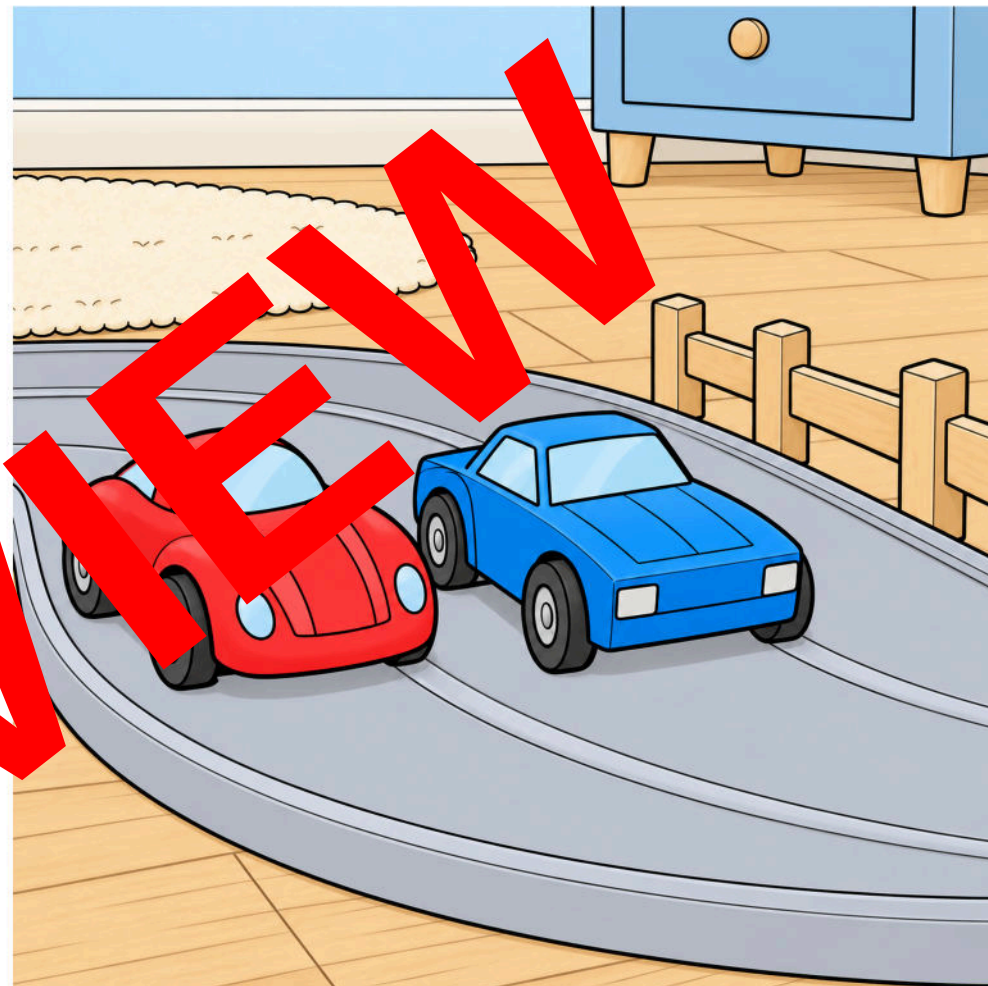
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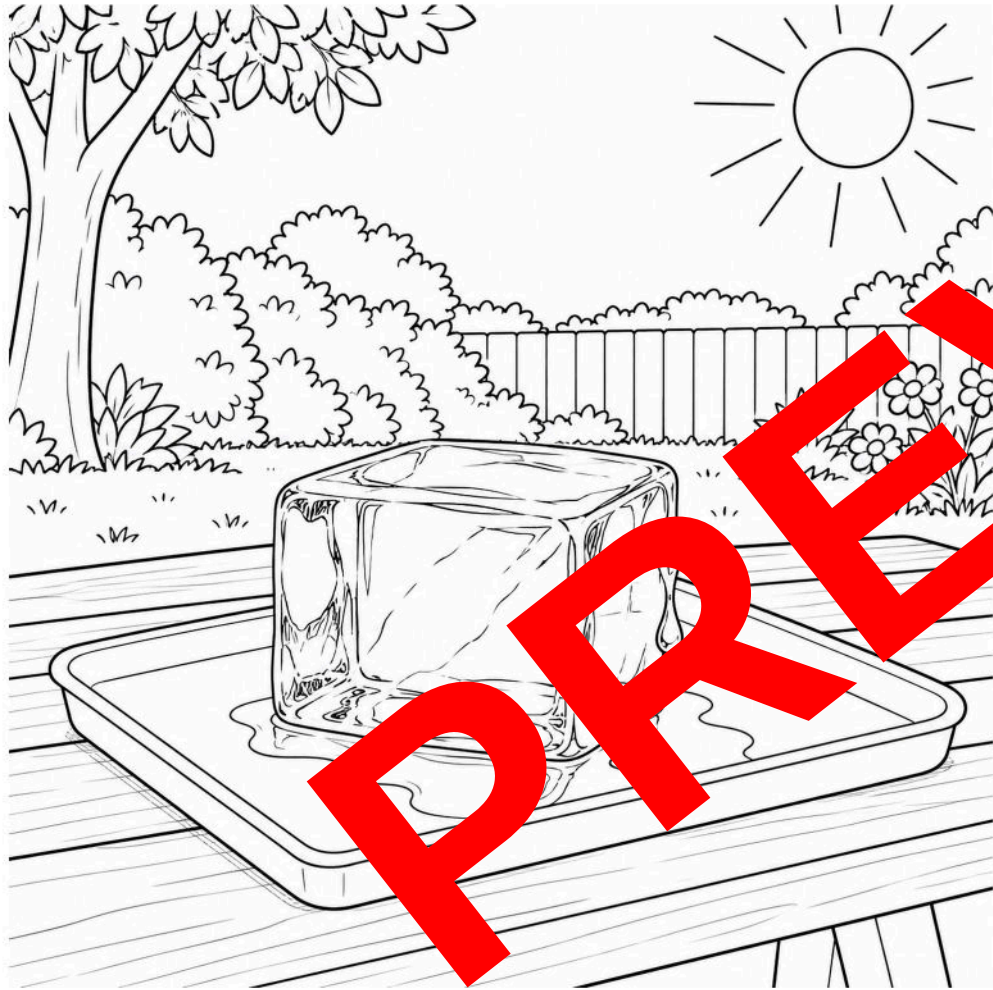


The blue car can pull the red car. The fence is not in the way now.



The red car can race with the blue car. It is a nice race.

Ice



Ice can be clear. It can be hard.



Ice can float. We can see ice in this pond.



The sun can melt ice. Ice can drip as it melts.



We can put ice in a cup. The ice can melt.



The ice is not ice now. It is water in the cup.

Ice



Ice can be clear. It can be hard.



Ice can float. We can see ice in this pond.



The sun can melt ice. Ice can drip as it melts.



We can put ice in a cup. The ice can melt.



The ice is not ice now. It is water in the cup.

A Gem



A gem can be red. A gem can be green.



This gem has a flat face. Each face can shine.



A gem can fit in a ring. We can see a gem in this ring.



Many gems can shine. We can see a red gem in bright light.



Can we see any gem in this ring? We can see a green gem.

A Gem



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Teacher guide

Year 1 Set 16 c=/s/; ce=/s/; g=/j/ in verified words

Focus and prerequisites

Use after all prior teaching through Y115 and this Y116 step. Practise c=/s/ in cent and face, ce=/s/ in fence and since, and g=/j/ in gem and magic. Review earlier hard c and g, consonant clusters, split vowels and taught simple -s forms. Do not say every g before e, i or y is soft.

Model the spelling carefully

In face, c gives /s/ and final e belongs to a-e. In fence, ce gives /s/. Keep each word in its normal written order. Explain cent as a coin-value word, cell as a small unit or room, and magic as a pretend trick before the practice. Review capitals, including Ben and Mum.

Teach the named words first

Many and any: teach BOTH a=/e/ and final y=/ee/ in these named words only. Teach a with its weak article vowel in sentences and strong /ai/ when isolated. In the, voiced th is already taught; support weak e before consonants and the usual /ee/ before ice. Support weak for in the gift sentence. In water, a is named-word support and weak final er is already taught. No new general weak-vowel rule.

Read, correct and reread

Listen to sounds, blend the whole word, then reread the sentence for meaning. If an error occurs, point to the exact spelling, supply the taught sound and blend again. Read on with ordinary full ability form. Ask how Ben solves the gap problem and how the blue car helps. Distinguish both stories from factual ice/gem observations.

Use the ten pages flexibly

Page 2: oral sounds and focus cards. Page 3: map and blend. Page 4: build OR write one spelling per sound box. Page 5: change one phoneme; teach b; cue c in cell/cent and g in gem. Page 6: cut, mix and sort. Page 7: order, read and write full sentences. Pages 8-10: dictation, named words, meaning, rereading and transfer.

Dictation and meaning

For page 8 dictate cent, gem and fence, then A gem can shine. Say each naturally, repeat if needed, and check the whole written sentence. For page 5 cue bell /b/ to /s/ then /s/ to /t/; send final /d/ to /t/ then first /s/ to /t/; jam /a/ to /e/ then /t/ to /t/; cue j in jet. Private teaching checks come from the modelled code and book meaning, not guessing pictures.

Printing, assembly and observations

Print readers at actual size on landscape A4, single-sided. Cut the centre, stack pages 1-6 and staple the left edge. Do not fold or use duplex booklet printing. Print this ten-page companion portrait A4 at actual size. Use safe cutting help and classroom-sized gem substitutes. Never go onto pond ice. Briefly note accuracy, blending, fluency and the next spelling to revisit.

Say, see, write

Year 1 Set 16 c=/s/; ce=/s/; g=/j/ in verified words

Say each word. Listen for the focus sound. Read both letter forms.

c C

cent

ce CE

fence

g G

gem

Say the sounds in cent, fence and gem. Write each focus spelling below.

c

ce

g

Check the sound. Read the word again.

Map and blend

Year 1 Set 16 c=/s/; ce=/s/; g=/j/ in verified words

Touch each spelling. Say the sounds, blend, then read the whole word.

cell

. . .

cent

. . . .

fence

. . . .

gem

. . .

magic

.

since

. . . .

Build and spell

Year 1 Set 16 c=/s/; ce=/s/; g=/j/ in verified words

Say each word. Build it with tiles OR write one spelling in each sound box.

n	g	e	ce
t	m	c	e
f	n	e	s

cent

gem

fence

Change one sound

Year 1 Set 16 c=/s/; ce=/s/; g=/j/ in verified words

Say the first word. Change one sound at each step. Write the new words.

Change /b/ to /s/; use c. Then change /s/ to /t/.

bell
...





Write the whole chain.

Change last /d/ to /t/; use c. Then first /s/ to /t/.

send
....





Write the whole chain.

Change /a/ to /e/; use j. Then /m/ to /t/; use j.

jam
...





Write the whole chain.

Cut and sort

Year 1 Set 16 c=/s/; ce=/s/; g=/j/ in verified words

Cut the mixed cards. Sort by the focus spelling and sound. Keep cards upright.

fence

cell

gem

magic

since

face

cent

gems

nice

c = /s/

ce = /s/

g = /j/

Make a sentence

Year 1 Set 16 c=/s/; ce=/s/; g=/j/ in verified words

Cut each mixed set. Make a sentence, read it, then write the full sentence.

box.

a

is

The

in

gem

near

The

fence.

is

the

car

Check: capital, spaces, full stop. Read it again.

Listen and write

Year 1 Set 16 c=/s/; ce=/s/; g=/j/ in verified words

Listen to the three words. Say the sounds, write, then check.

1

2

3

In these named words only: a = /e/ and y = /ee/.

many
• • • •

any
• • •

Listen to the whole sentence. Say it, then write it.

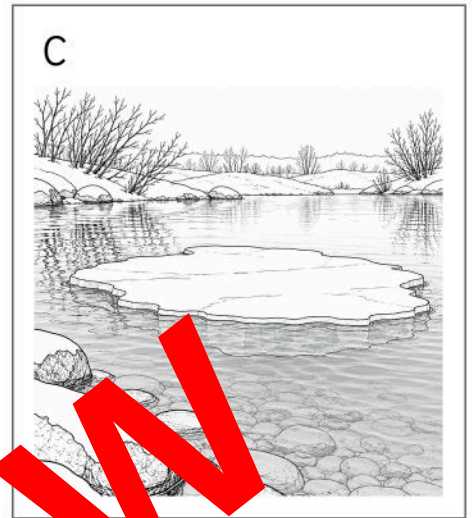
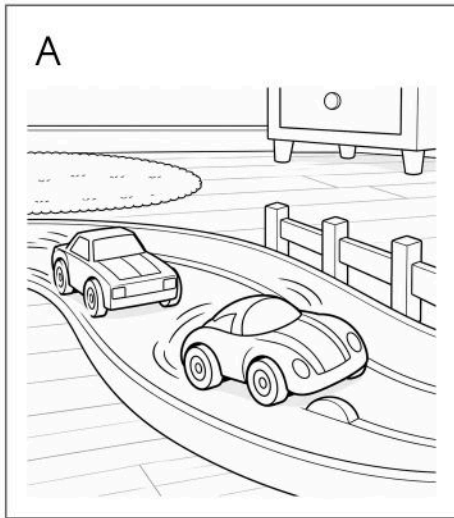
Check sounds, spellings, spaces and the full stop.

Reread the named words without guessing.

Read for meaning

Year 1 Set 16 c=/s/; ce=/s/; g=/j/ in verified words

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



The gem is in a box.

Ice can float.

The red car hits a bump.

Choose one sentence. Say it, then write it.

A gem can shine. Ice can float.

Reread and use it

Year 1 Set 16 c=/s/; ce=/s/; g=/j/ in verified words

Read each sentence. Circle the focus spelling. Reread smoothly.

A nice gem can shine.

The cent is in a box.

We can see ice near the fence.

Pick gem or cent. Draw it in a box. Write the full sentence.

The ____ is in a box.

gem cent

Teacher observations: