

Homework without the hassle

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Year 1 Set 17 ge, dge and ve

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Meg and the Badge



Meg has a little badge. The badge is on her vest.



Meg and her dog cross the large bridge. The dog can sniff the edge.



The badge can slip off. It can drop on the bridge.



The dog can take the badge.
Meg can reach the badge.



"My badge!" Meg can give her
dog a hug.

Meg and the Badge



Meg has a little badge. The badge is on her vest.



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The dog can take the badge.
Meg can reach the badge.



"My badge!" Meg can give her
dog a hug.

The Large Box



Viv and Ben have a large box.
"We can make a shop!"



"Give me a hand, Ben." Ben puts the box on its side.



"This can be a great shop." Ben can cut a flap.



The flap can swing on a hinge.
Viv can serve a peach.



Ben can nudge the flap shut.
"This is a great shop!"

The Large Box



Viv and Ben have a large box.
"We can make a shop!"



"Give me a hand, Ben." Ben puts the box on its side.



"This can be a great shop." Ben can cut a flap.



The flap can swing on a hinge.
Viv can serve a peach.

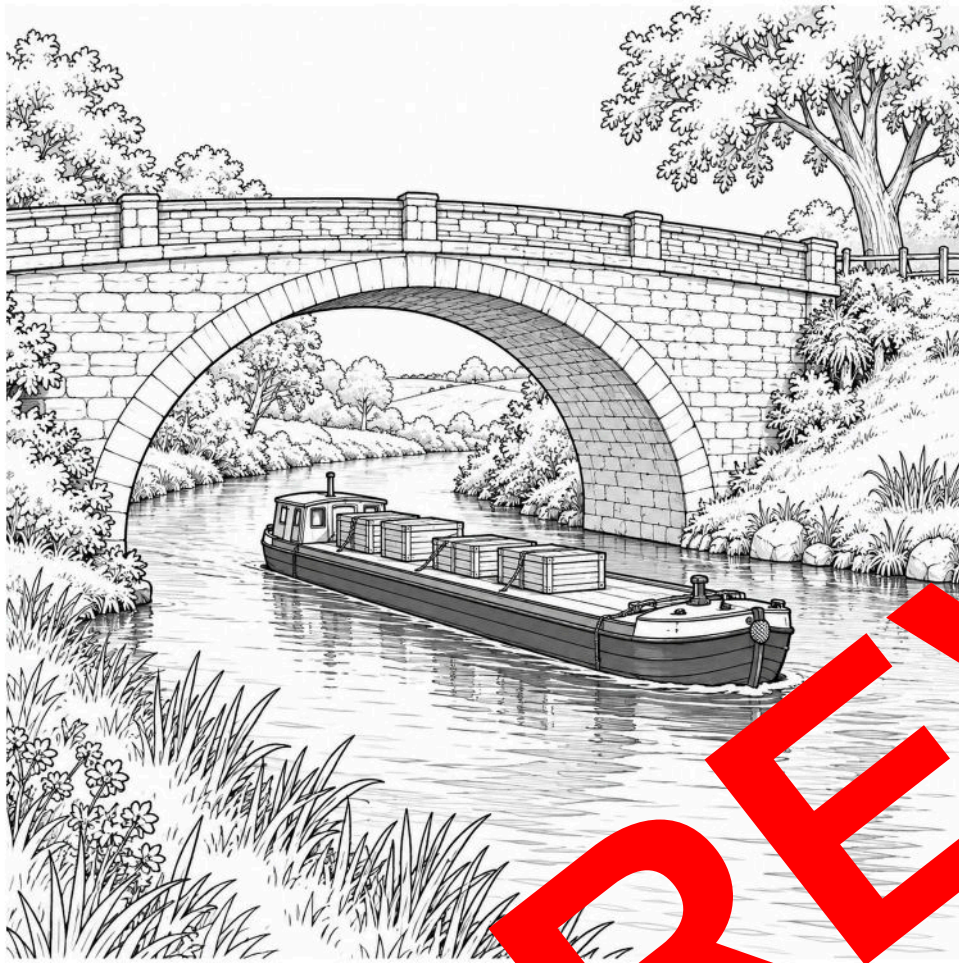


Ben can nudge the flap shut.
"This is a great shop!"

Bridge and Barge



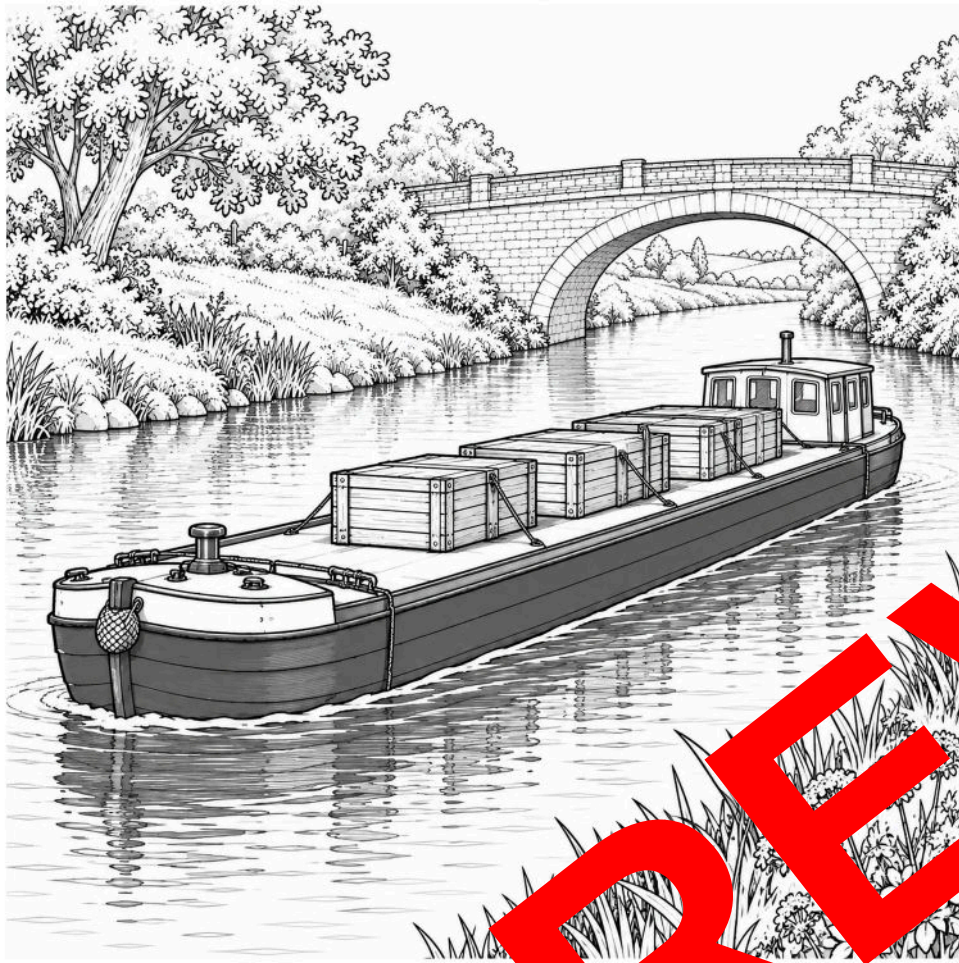
A bridge can cross a stream. A barge can float on the stream.



This bridge is a curve. The barge is long and flat.



This bridge has a curve. Look at the curve.



This barge has a flat deck. It has a large load.



This barge can fit in the arch. The bridge must be high.

Bridge and Barge



A bridge can cross a stream. A barge can float on the stream.



This bridge is large. The barge is long and full.



This bridge has a curve. Look at the curve.



This barge has a flat deck. It has a large load.



This barge can fit in the arch. The bridge must be high.

At the Hedge



This is a hedge. A hedge can be high and thick.



A bird can live in a hedge. The
thick hedge can hide it.



A little bird can perch at the
edge. It can give a short song.



This hedge has a gap. A bird can hop in the gap.



A large hedge can be a home. Look at this hedge and its edge.

At the Hedge



This is a hedge. A hedge can be high and thick.



A bird can live in a hedge. The
thick hedge can hide it.



A little bird can perch at the
edge. It can give a short song.



This hedge has a gap. A bird can hop in the gap.



A large hedge can be a home. Look at this hedge and its edge.

Teacher guidance

Use the readers after the full cumulative code and prerequisites have been explicitly taught.

Focus and earlier learning

Teach final ge and dge as one /j/ sound, and ve as one /v/ sound. Revisit hard g in give. Students need earlier clusters, doubled consonants, split vowels, vowel teams, ar/or/er/air/ear and their verified alternatives, simple verb/plural -s, two-syllable reading and capital recognition.

Current teacher-word support

Teach a in its article forms. In the, th is already taught; support the weak final e. In great, only ea as long ay is named support. In little, tt is already /t/; retain the final weak le as named support. Each book uses no more than three still-supported forms.

Have and are

Have now maps h-a-ve with short a in the full possessive reading; if earlier association stays valid. Do not infer a general weak-vowel rule. In strong are, ar is already /r/; only final e remains named support. Natural weak whole are also needs named support; a in are does not clear it.

Reading and correction

Say the sounds, blend, then reread naturally. Supply missing sound and reblend rather than guessing from the picture. Teach the names Meg, Viv and Ben with their exact short-vowel recipes. Use live as the short-i verb. Discuss the story problem and resolution on the factual observation, after decoding.

Print and assemble

Choose one edition of each book. Print the reader. DFs landscape A4, actual size, single-sided. Cut at the centre guide, stack the six book parts in reading order, then staple left. Print this companion portrait A4 at actual size.

Oral work and annotation

Page 2: say and segment badge, barge and give. Page 4: dictate badge, then give for building and writing. Page 6: dictate badge and give, then I have a badge. and We are on a bridge. Teach the weak are form before the second sentence.

Checking and next steps

Dots count sounds, not letters. Page 5 changes sound 3 then 2 in each chain; explain budge and carve orally. Sort by the actual final spelling, with all three cards fitting below each heading. Check whole sentences, then let students correct and reread. Ask for the meaning of each matched picture and record the next sound or fluency goal.

Sound cards

Say each spelling and its sound. Blend and segment badge, barge and give orally, then cut out the cards.

ge
/j/

dge
/j/

ve
/v/

g
/g/

j
/j/

v
/v/

Point to a spelling for the last sound in badge, barge and give. Compare the earlier single-letter cards.

Blend and read

Point to each spelling group and say its sound. Blend the word, then read the whole word smoothly.

b a r g e
• • •

barge

l a r g e
• • •

large

b a d g e
• • •

badge

b r i d g e
• • • •

bridge

g i v e
• • •

give

c u r v e
• • • •

curve

Build and write

Cut the six tiles. Listen to the two words. Say the sounds, build each word in its boxes, then write it.

ve

b

a

g

dge

i

1

Box for building the first word.

Box for building the second word.

Box for building the third word.

Handwriting lines for the first word.

2

Box for building the first word.

Box for building the second word.

Box for building the third word.

Handwriting lines for the second word.

Change one sound

Read each chain. Change one sound each time. Say what changes. Write the last word from each chain.

Chain 1: bad → badge → budge

Chain 2: card → carve → curve

Chain 1

Chain 2

Reread each chain and explain the meaning of the last word.

Sort the spellings

Read and cut the word cards. Sort by the final spelling. Keep every card upright below its heading.

badge

give

barge

large

edge

have

curve

hing

bridge

ge

dge

ve

Make a sentence

Cut and order each set of tiles. Read the sentence. Place it in the long box, then write the whole sentence.

large.

The

bridge

is

bag.

I

have

a

Listen, write, check

Listen to the two words and two sentences. Write each whole answer. Reread, check and correct with support.

Word 1

Word 2

Sentence 1

Sentence 2

Read the teacher words. Point to the named part.

great

ea

little

le

are

e

Match the meaning

Read each word. Say the matching picture letter. Draw one thing from a book in the box and say its word.

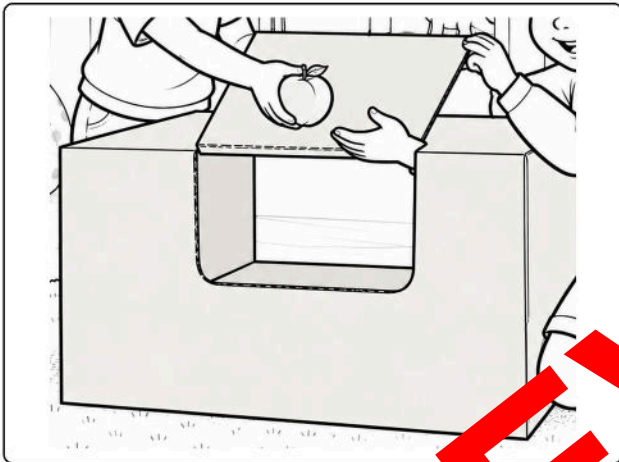
barge

hedge

badge

box

A



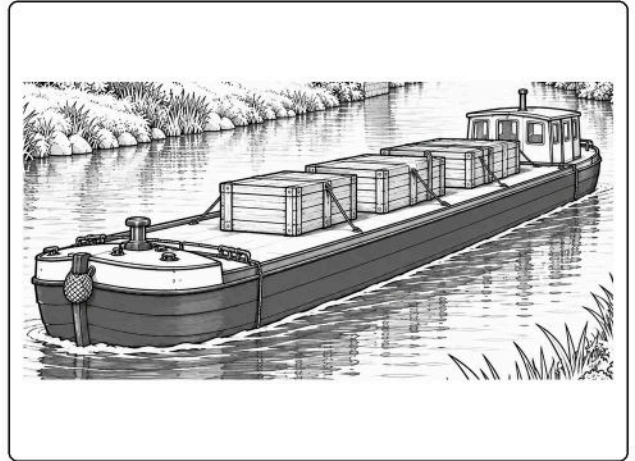
B



C



D



Reread and use it

Read the new words and sentences. Write each full sentence, reread it, then choose your next practice goal.

fudge

dodge

serve

I can dodge a ball.

We can serve a peach.

☐ I can read.

☐ I can blend.

☐ I can spell.

Teacher observations / next step
