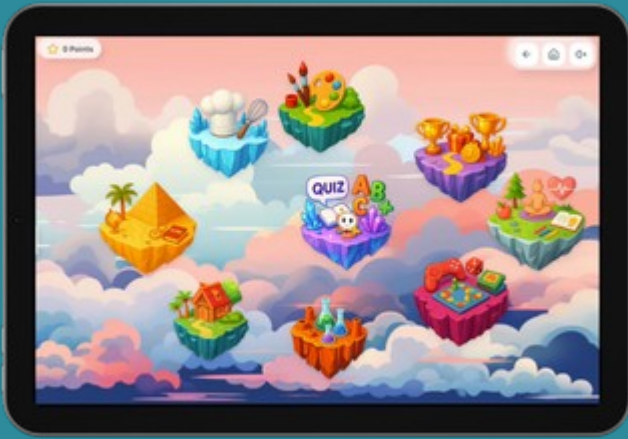




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Year 1 Set 19 -es, -ed, -ing, -er and -est

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Book 4: Hopping and Jumping (Colour) (Non-fiction)



Boxes in the Rain



Dad packed boxes on the deck.
I helped him.



It rained on the boxes.
I looked up at the dark sky.



Mum called, "Quick!"
Dad picked up boxes.

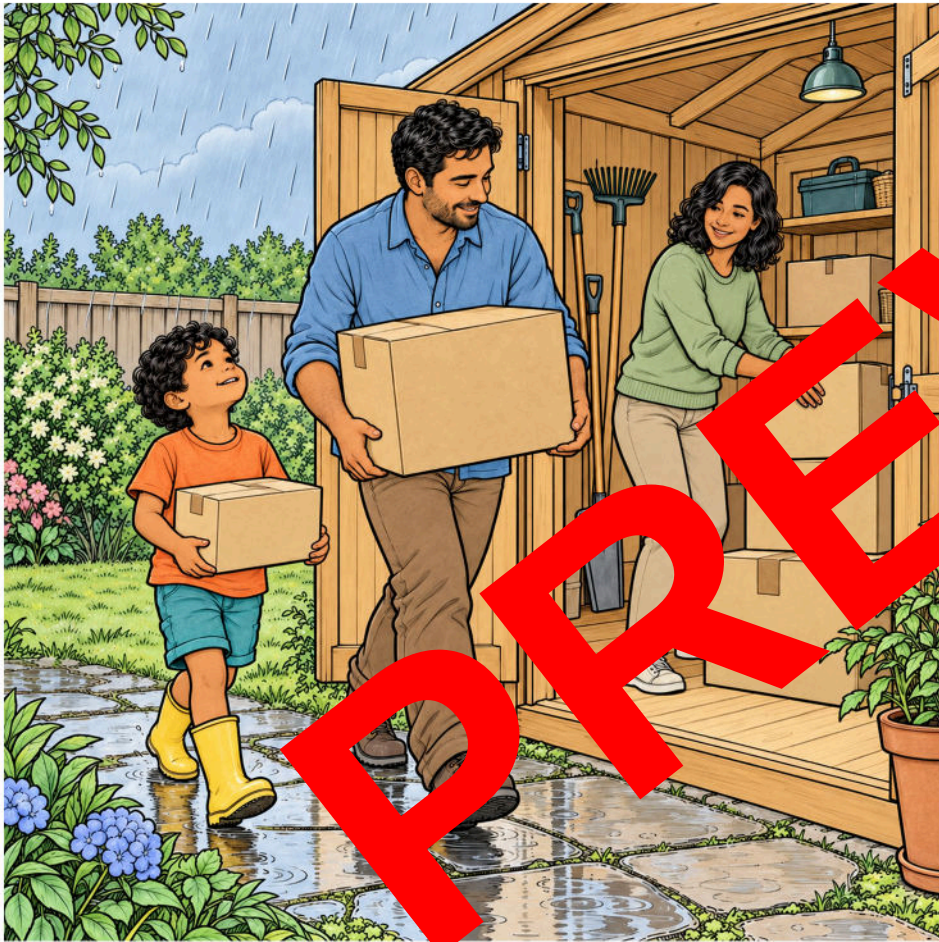


I kept helping Dad...
Mum helped us stack boxes in the shed.



The rain stopped.
We sat in the shed with the boxes.

Boxes in the Rain



Dad packed boxes on the deck.
I helped him.



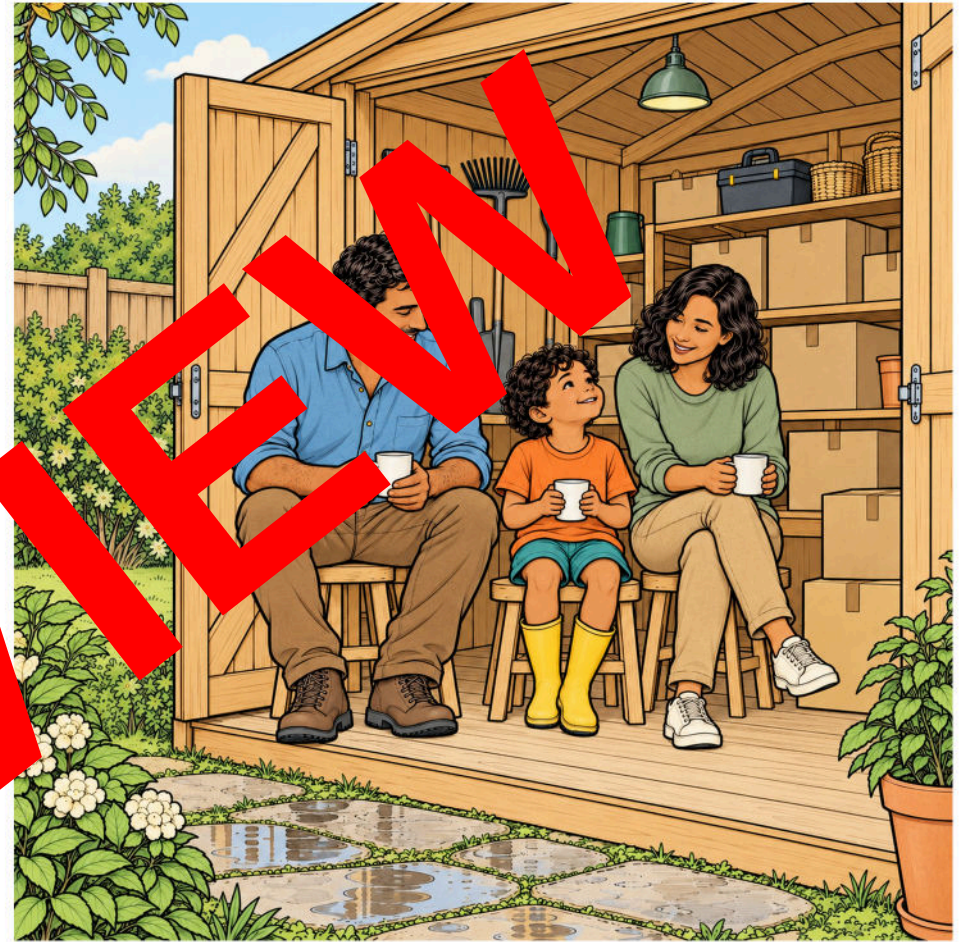
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We sat in the shed with the boxes.

The Lost Brushes



I needed brushes.

The brushes were not in the pot.



I looked in boxes and bags.
Mum looked on the shelf.



Dad filled a dish with soap.
He looked at the sink.



I spotted brushes in the sink.
Dad helped me get them.



I painted a ship and a smaller boat.
Mum called it the best gift.

The Lost Brushes



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Fish in the Pond



Fish live in this pond.

A small fish can hide in the weed.



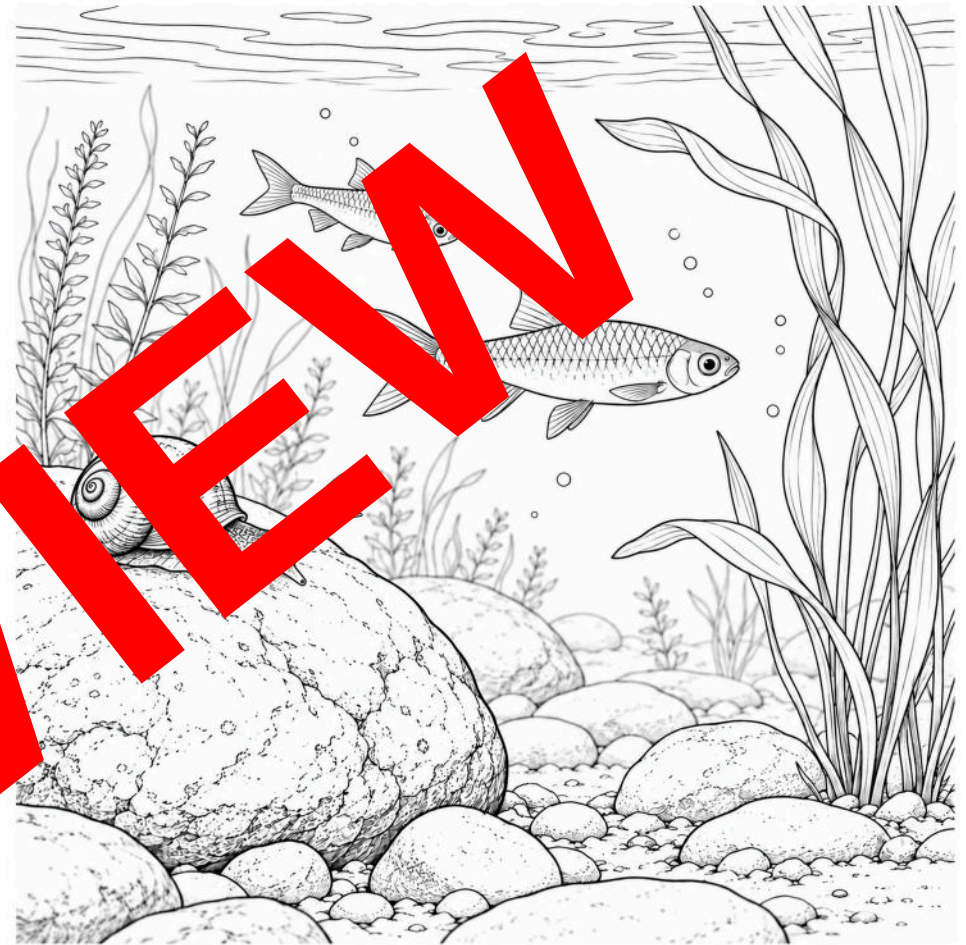
A fish is swimming.
It swings its tail left and right.



A fish is resting near the weed.
The weed can help it hide.



A fish can be quicker than a snail.
It can dart from a rock.



Look in the pond.
Spot fins, tails and flashes near the weed.

Fish in the Pond

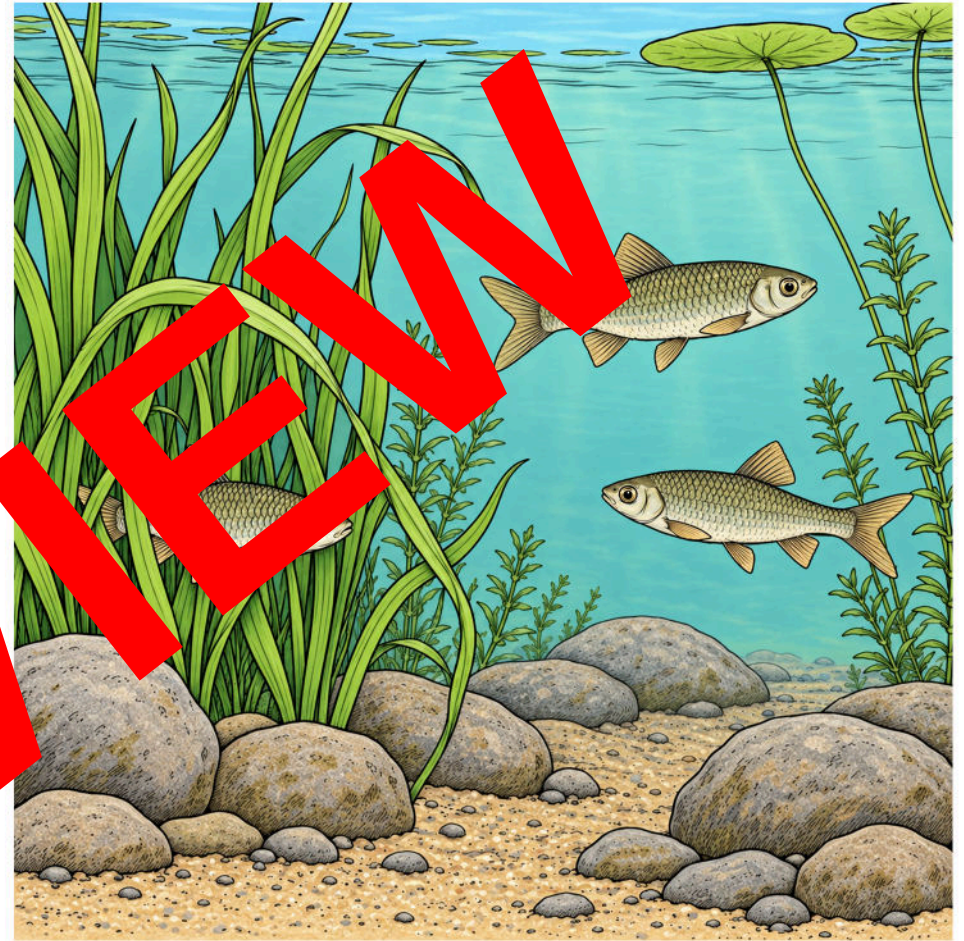


Fish live in this pond.

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Look in the pond.
Spot fins, tails and flashes near the weed.

Hopping and Jumping



A frog has long back legs.
It can jump from the bank.



A frog is jumping from a log.
Its back legs help it jump.



A rabbit has strong back legs.
It is hopping on land.



A frog can swim in a pond.

A rabbit can run on land.



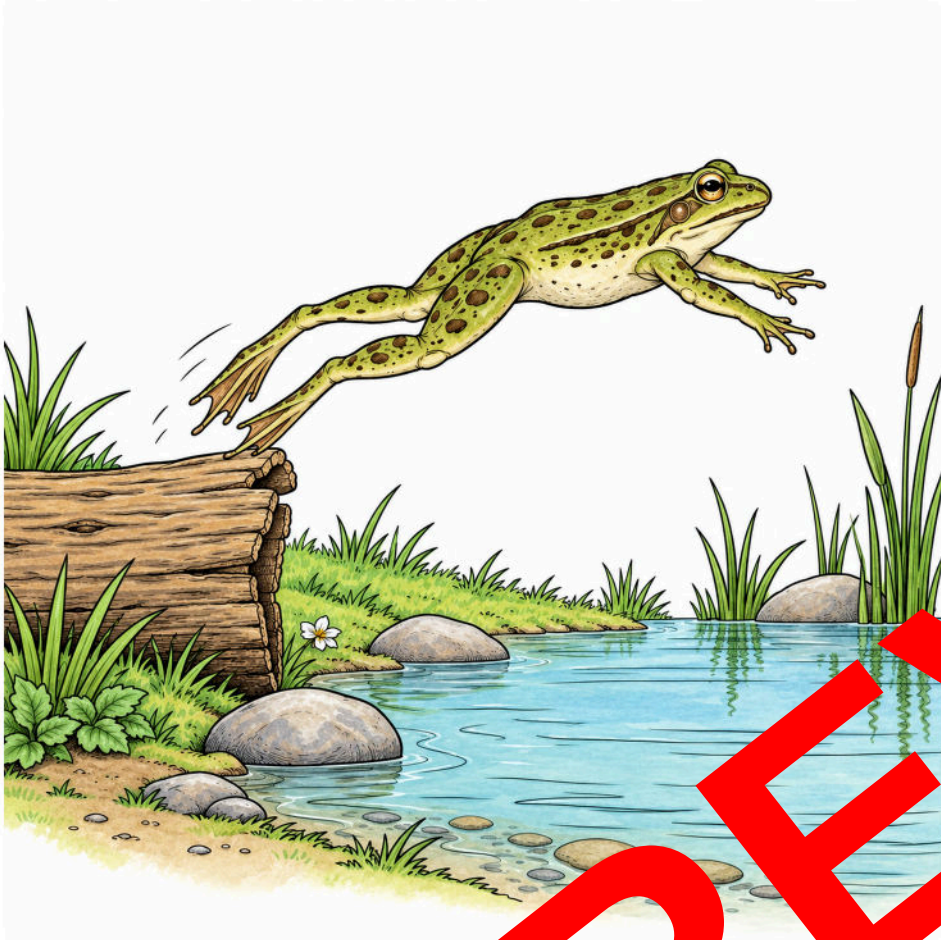
A frog and a rabbit can jump.

Spot the long back legs that help them.

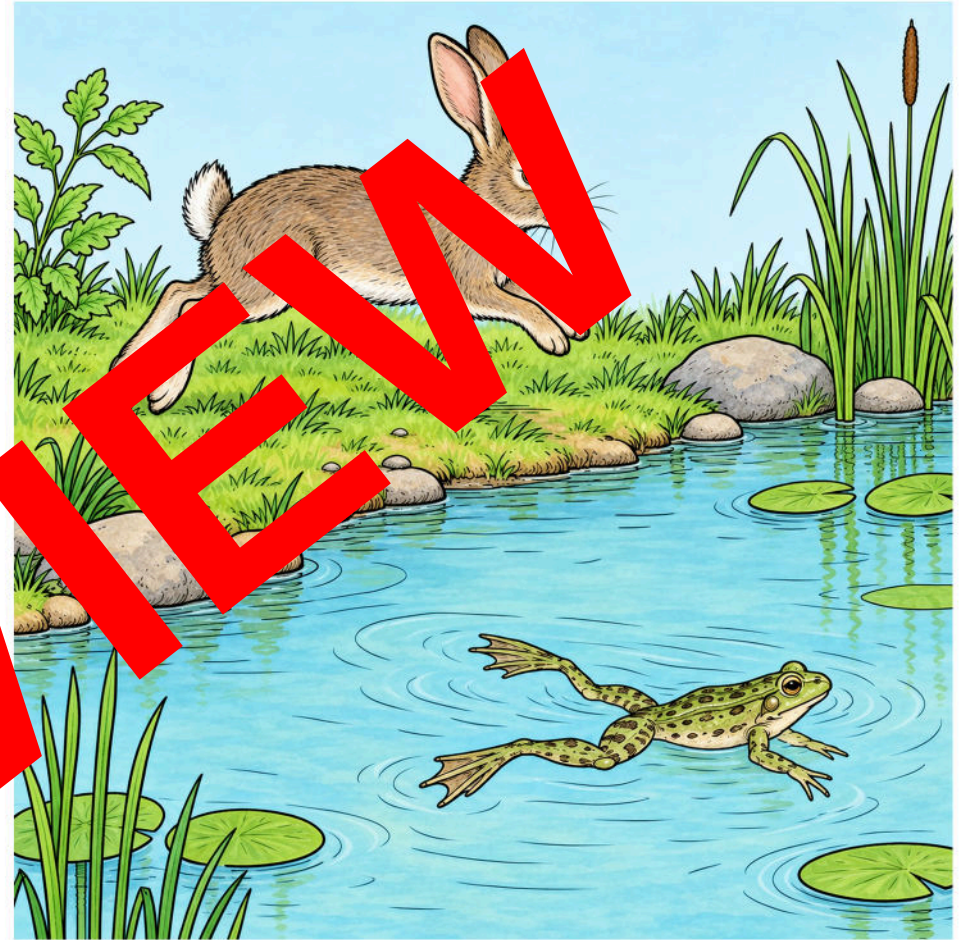
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Spot the long back legs that help them.

Teaching and Reading

Teach before reading

Use these books after every earlier Foundation and Year 1 step, through Set 18. Students need the earlier vowel spellings, split spellings, r-controlled vowels, soft c/g, final y/ey and longer-word reading. Teach the new endings and their meanings before reading. These books practise taught code; they do not replace explicit teaching.

Model the ending

Say box, then boxes. Listen for both ending sounds /i/ /z/. Compare helped (/t/), played (/d/) and landed (/i/ /d/). The same -ed spelling can sound different. Blend the base and ending, then reread the whole word. Do one together before students try the cards.

Compare meaning aloud

Use fishing for an action in progress. Compare quick and quicker. With three cards, say tall, taller, tallest: -er compares two; -est identifies the most in that group. Say the ending naturally. This pack explores -est orally; independent written practice uses the verified endings on the cards.

Teach these word parts

The books need the (all four), a (the brush and factual books) and were (The Lost Brushes). In the, th is already known; support the weak final vowel. Support the small article reading of a. In were, w is known; support ere and its weak connected form. Introduce animal family for the practice page: animal needs its weak medial vowel and final l; family needs its weak or omitted medial vowel. Final y in family is already /ee/. Say each word naturally before reading it.

Read, correct and explain

Point to the spelling, say its sounds and blend. If an ending is missed, model it, have the student read the whole word, then reread the sentence. For the pond, use the picture to discuss meaning after decoding. In the pond book, weed means underwater plants; the pond book shows a long-legged pond frog and a rabbit.

Practise and check

Model page 3 and read together on page 4, then use the sound changes and sort. Copy the tile/card page if needed so the receiving areas stay intact. For page 8, dictate boxes, jumped, landed, then Dad helped us. Say the sentence, students repeat it, and allow time to write. Check sounds, ending, capital and full stop together.

Print and assemble

Print actual size, single-sided. Each reader has six numbered A5 pages on three landscape A4 sheets. Cut the centre, stack pages 1-6 and staple on the left. The ten practice pages stay portrait A4. Choose either edition; they contain the same four books. Use scissors and staples with appropriate classroom supervision.

Hear the Endings

Listen with your teacher. Say the word, then listen to its ending. Try box, then boxes.

box



boxes

es

..

/i/ /z/

es

..

/t/

ed

..

/d/

ed

..

/i/ /d/

ing

..

/i/ /ng/

er

..

weak /er/

Blend and Read

Say each sound. Blend the word. Keep every sound in its ending. Read the first word with your teacher, then try the rest.

b o x e s
· · · ·

h e l p e d
· · · ·

c a n n e d
· · · ·

f i s h i n g
· · · ·

q u i c k e r
· · · ·

Read: ship brush rain jumped

Build and Spell

Say each word. Tap its sounds. Mix the tiles, build each word, then write it. Try helped together first.

helped

boxes

Cut out the tiles. Mix them before you build.

ed

b

h

es

p

x

e

o

l

Change One Sound

Change just one sound. The rest of the word stays the same. Read boxes, then change /b/ to /f/.

boxes



foxes

Only the first sound changed.

Say foxes. Change /o/ to /i/. Say your new word, then write it.

Use your new word. Change /f/ to /m/. Say the whole word, then write it.

Read the choices if you need a clue.

mixes

foxes

fixes

Sort the Endings

Say each word. Listen to the -ed ending. Cut out the mixed cards, then sort and read them.

/t/	/d/	/i/ /d/

PREVIEW

Listen again. Does each word belong?

Cut on the outside of each card.

looked

landed

played

ended

rained

picked

Build a Sentence

Read this model with your teacher. A sentence tells a whole idea.

A rabbit can hop.

Start with a capital. Finish with a full stop.

Now order the tiles to tell what fish can do.

swim.

Fish

can

Build your sentence here.

Write your sentence. Read it back.

Check the capital, spaces and full stop. Does your sentence make sense?

Listen, Write and Check

Listen. Say the word. Write it. Check every sound, including the ending.

1

2

3

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

Read and Remember

Say each word with your teacher. Copy it once.

animal

family

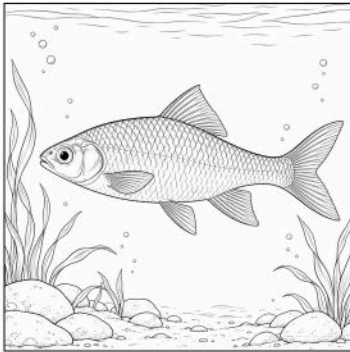
Read your writing. Check each word.

Read for Meaning

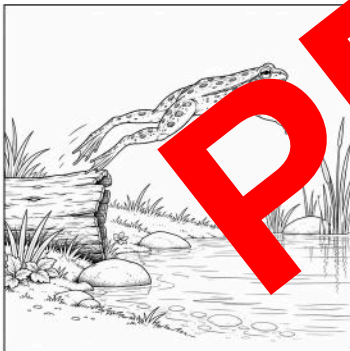
Read the sentences. Draw a line from each picture to the sentence that matches it.



A frog can jump.



Dad helped me.



A fish is swimming.

Draw the boxes safe in the shed.

Read Again and Explain

Choose a book. Read it twice. Make the words sound like talking. Tick your book after you read.

☐ Boxes in the Rain

☐ The Lost Brushes

☐ Fish in the Pond

☐ Hopping and Jumping

Tell a partner

What problem did the jumping solve? How did the child find the brushes? How do back legs help the jumping and rabbit?

Write one sentence using words from your book. Read it to a partner.

Teacher observations: _____