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Year 1 Set 20 Weak Vowels and Schwa

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The Kitten and the Ribbon



The kitten had a red collar.
It pulled a ribbon along the rug.



The ribbon slid under the bed.
The kitten tried, but it did not
get the ribbon.



I got a long stick.
I slid it under the bed.



I pulled the ribbon back along the
rug.

The kitten ran to it.



The kitten sat on the ribbon.
It fell asleep on the rug.

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It fell asleep on the rug.

A Lemon in the Wagon



The family set off in a wagon.
A tractor pulled it along the road.



The wagon hit a bump.
A lemon fell out and landed by a pond.



The family stopped the tractor.
A big frog sat by the lemon.



The family and the lemon.
It went in a box in the wagon.



The tractor pulled the wagon along.
The lemon sat snug in its box.

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A Camel



A camel has a hump.
The hump has fat in it.



A camel has wide feet.
Its feet do not sink deep in soft
sand.



A camel has long lashes.
The lashes help keep sand out.



A camel can shut its nostrils.
This helps keep sand out.



A camel can go a long way.
It can walk on soft sand.

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A Magnet



A magnet can pull a steel pin.
It can pull a steel clip.

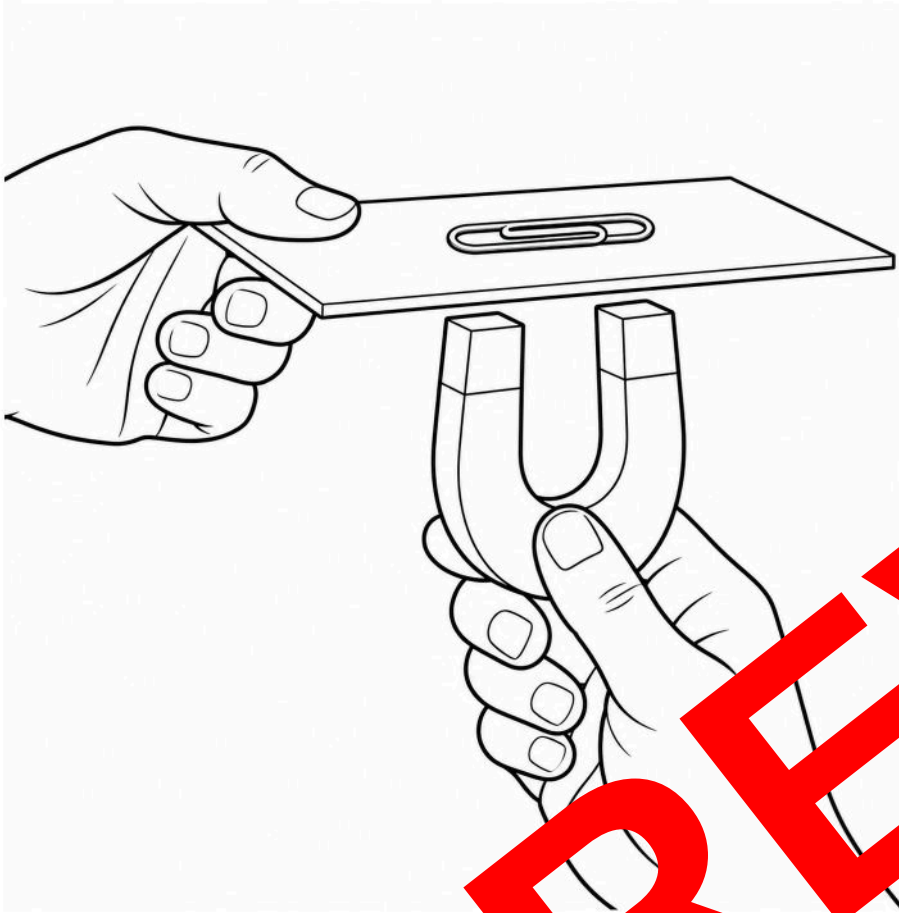


A magnet will not pull this plastic cup.

It will not pull a lemon.

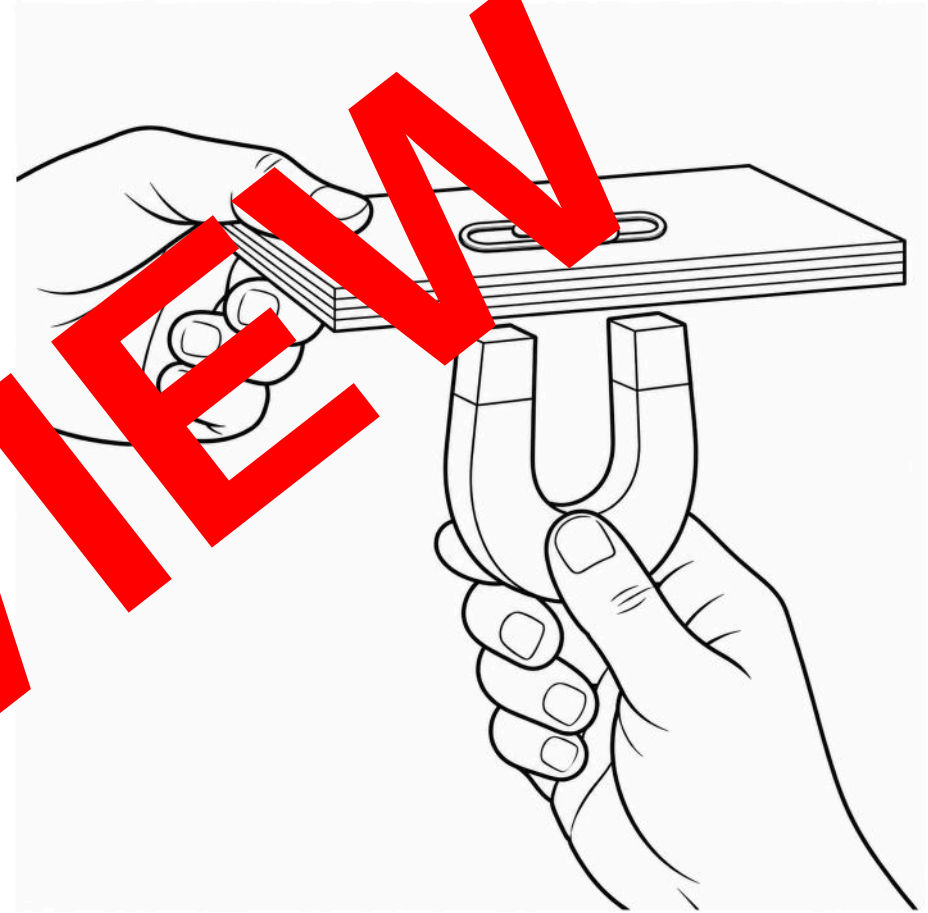


Put a steel clip on thin card.
Put a magnet under the card.



Slide the magnet along under the card.

The clip can slide along on top.



Try thick card.

Can the magnet pull the clip as well?

A Magnet

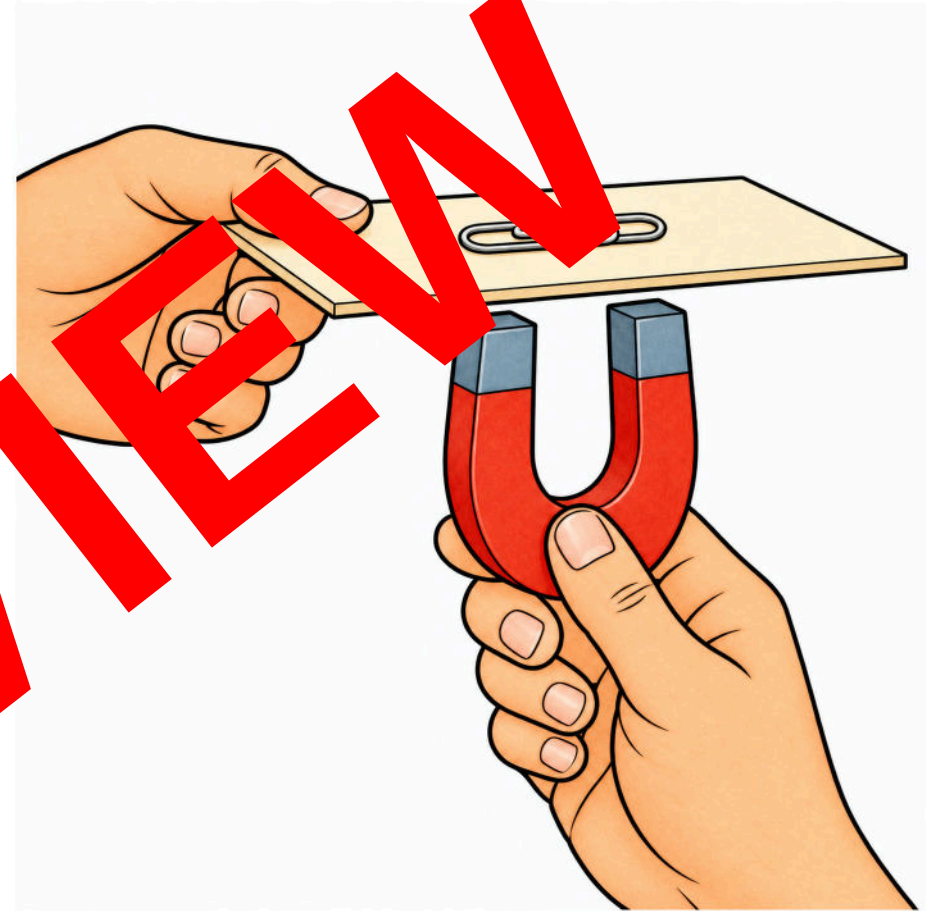


A magnet can pull a steel pin.
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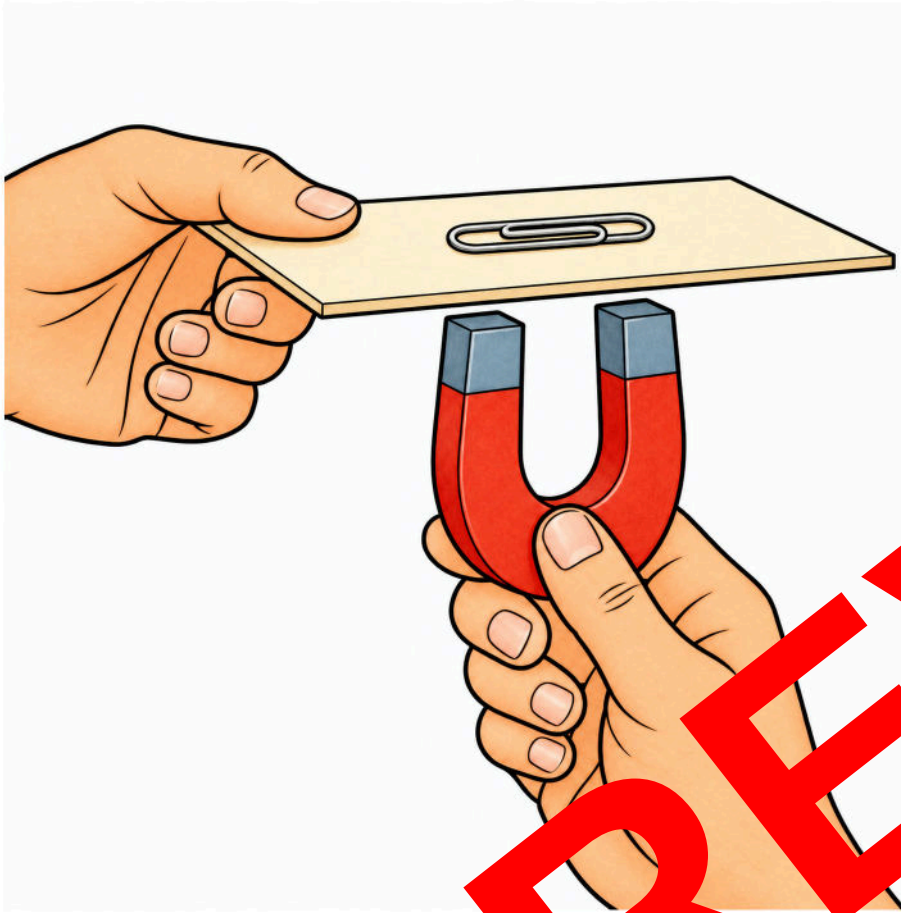


A magnet will not pull this plastic cup.

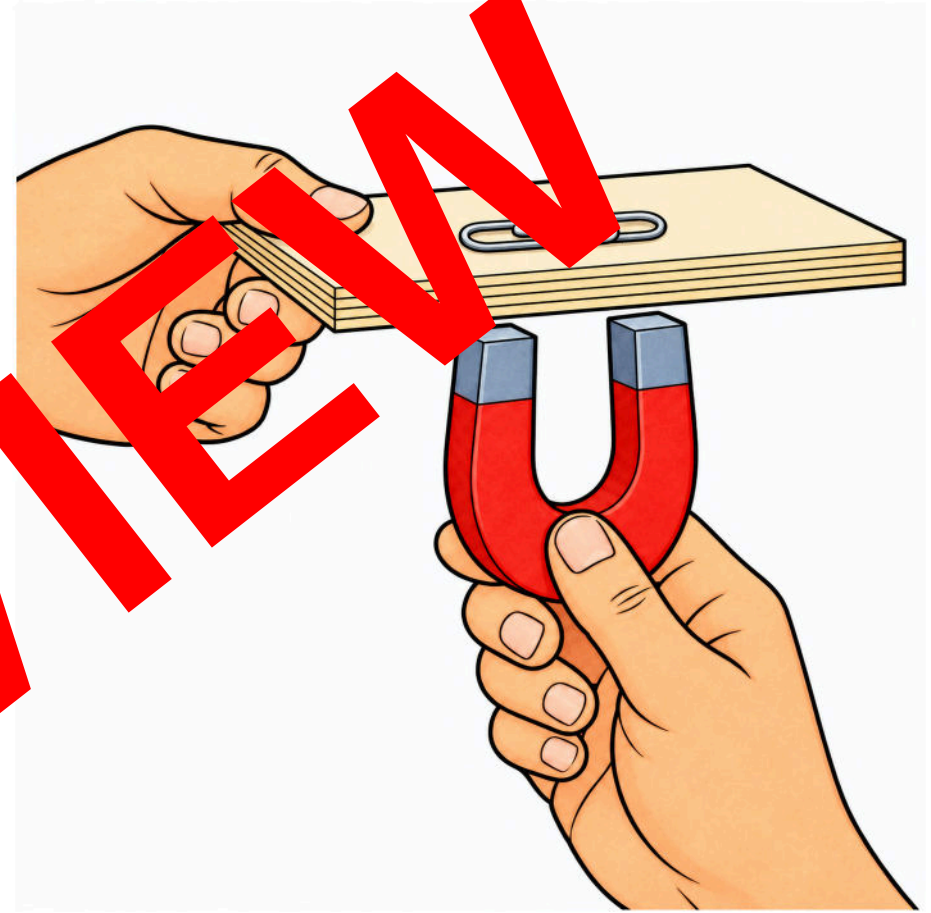
It will not pull a lemon.



Put a steel clip on thin card.
Put a magnet under the card.



Slide the magnet along under the card.
The clip can slide along on top.



Try thick card.
Can the magnet pull the clip as well?

Teacher guidance

Introduce the words and model one task. Work together before students try the next example. Read directions aloud as needed.

Teach the focus

Use after all earlier steps through Year 1 Set 19 and explicit teaching of this set. A quiet unstressed vowel may sound like a small uh. Model camel naturally, with a strong first syllable and quiet second vowel. Magnet uses a weak short i here. Do not stretch every vowel into its first-taught sound.

Revisit supported words

Teach a and the before the books. Weak a and weak e are now in scope; a and e were taught earlier. Revisit strong a as a named form. Practise natural weak/strong the. On page 8, strong are has taught ar and silent final e; weak are still needs named support. On the taught, capital pronoun. Do and to have their taught strong oo reading; to may be weak in speech.

Read, correct and understand

Point to the sound spellings, blend, then say the word naturally. Supply a forgotten sound and reblend instead of guessing from a picture. The family sound at the end has three syllables with a quiet middle vowel. Some speakers leave that vowel out; explain that written i is not voiced in that familiar two-syllable form. Explain collar, tractor, cactus and nostrils with a concrete example or gesture; nostrils are the openings in the nose.

Use the practice pages

Pages 2-3: model camel, then blend and reread. Page 4: say lemon, collar, cactus for rows 1-3; build with the cut tiles. Then write each whole word. Keep cards upright. Page 5: point to the one sound that changes; show spelling can still represent an unchanged sound.

Sort, build and check

Page 6 sort the spelling of a quiet vowel, rather than the first sound. Read each word naturally, then find a one. Page 7: guide the first row, then let students order the next. Check the capital, full stop and meaning. Page 9: join meanings, draw the ribbon location and use the given words for a full sentence.

Dictate and reread

Page 8: say lemon, collar, tractor, then The kitten is asleep. Students repeat, write and reread; allow a correction after feedback. Page 10: button is a new transfer word using taught code. Listen for accurate first reading, then smoother rereading. Note a useful next step.

Print, assemble and explore

Print one reader edition on landscape A4 at 100%, single-sided. Cut at the centre guide; stack A5 pages 1-6 and staple left. Do not fold or duplex. Print practice pages on portrait A4. For the magnet test, pretest an ordinary steel clip with the same large classroom magnet and both card thicknesses; supervise small objects. Discuss the actual result without promising a thick-card outcome.

Quiet vowel cards

Say camel as you talk: its e is a quiet uh. Try magnet: its last vowel is a short i. Say each word naturally, then point to the quiet spelling. Cut out the cards to practise.

camel

magnet

a

about

e

camel

i

family

o

lemon

u

cactus

e

magnet

or

tractor

ar

collar

Blend, then read

Touch each dot and say its sound. Blend the word, then say it smoothly as you talk. Try camel together first. Keep the quiet vowel natural.

c a m e l

camel

m a g n e t

magnet

f a m i l y

family

c o l l a r

collar

t r a c t o r

tractor

c a c t u s

cactus

r i b b o n

ribbon

a b o u t

about

Build and write

Cut out these tiles. Your teacher will say a word. Say its sounds, build it in one row of boxes, then write the whole word on the lines. Try the first word together.

ar	m	t	l	c	s
o	a	o	c	e	u
ll	n	c			

1

--	--	--	--	--

2

--	--	--

3

--	--	--	--	--	--

Change one sound

Read each chain. One sound changes at each move. Try the first pair together. Point to the changed spelling, then write the last word. A rudder helps turn a boat.

kitten

>

mitten

kitten

>

kitchen

runner

>

rubber

>

rudder

Sort the quiet vowel

Read each word naturally. Listen for its quiet vowel, then look at the spelling. Cut out the cards. Sort them under a or o. Keep every card upright inside its space.

about

ribbon

wagon

lemon

away

panda

quiet a

quiet o

Build a sentence

Cut out the tiles. Order the words in the blank row. Try the first sentence together: start with its capital, finish at the full stop and check the meaning. Write each whole sentence.

asleep.

The

is

kitten

steel.

can

A

pull

magnet

Read both sentences aloud. Check their meaning, capital and full stop.

Read, remember, write

Say a, the and are with your teacher. Then listen to three words and a sentence. Repeat each one, write it and reread it. Check and correct after feedback.

a

the

are

Use the ar sound in car to read are. The last e is silent. Say clearly, and hear it in a sentence with your teacher. It may sound quieter.

1

2

3

4

Match and respond

Read the words and sentences. Join each word to the sentence that matches its book.
Read your matches aloud to check their meaning.

kitten

It has a hump.

lemon

It can pull steel.

camel

It fell out.

magnet

It fell asleep.

Where did the ribbon go stuck? Draw it. Use these words to write a sentence.

under the bed The ribbon slid

Read it smoothly

Read these new sentences carefully. Look at every sound spelling. Then reread smoothly. Tell your teacher how a quiet vowel helped you read a word.

The family sat by the pond.

A button fell on the rug.

After rereading, tick what you noticed.

☐

I can blend it.

☐

I can read it with.

Copy this sentence and read your writing.

The kitten sat on the rug.

Teacher observations