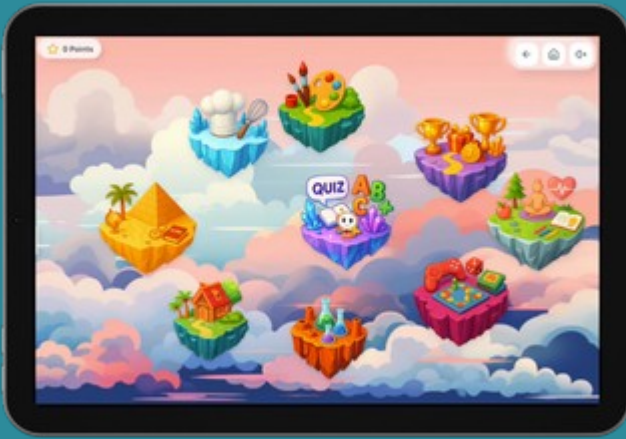


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Year 1 Set 21 Final le, el and al

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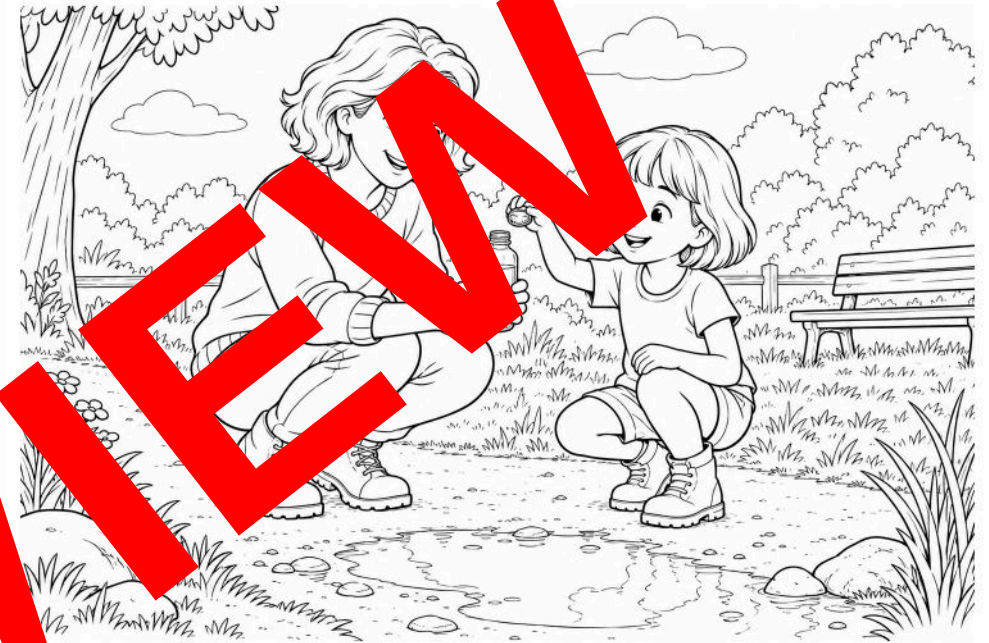
The Bottle in the Puddle



Mum and I found a little
bottle.
It sat in the middle of a
puddle.



The little bottle had a lid.
A bubble sat under the lid.



Mum held the bottle and I
turned the lid.
Then the lid came off.



At home, we cleaned the
little bottle.
Mum mixed soap and
water for bubbles.



I blew a bubble.
It grew bigger and bigger,
then popped!

The Bottle in the Puddle



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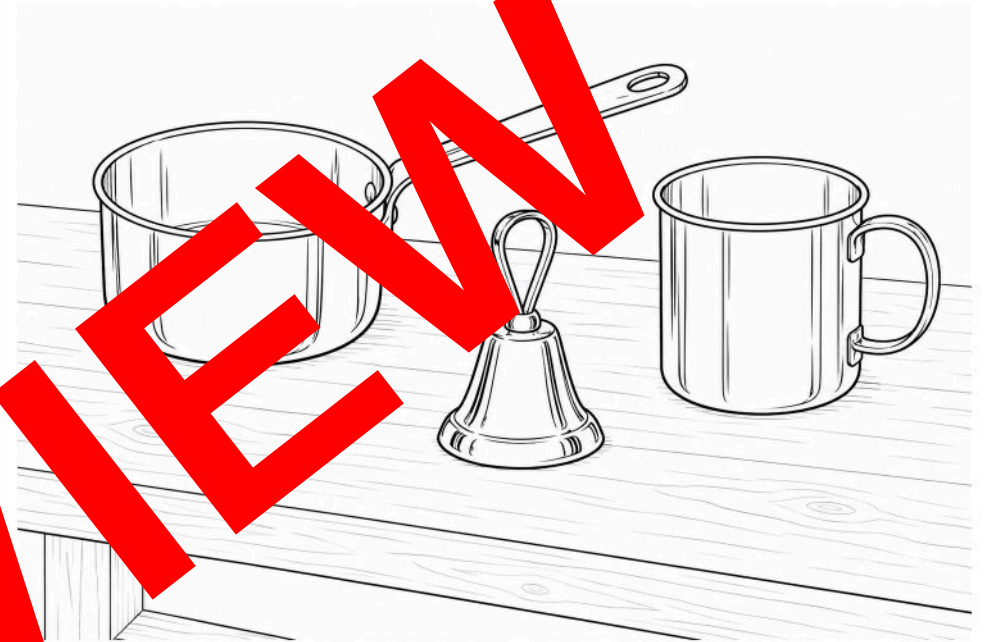


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Metal Handles



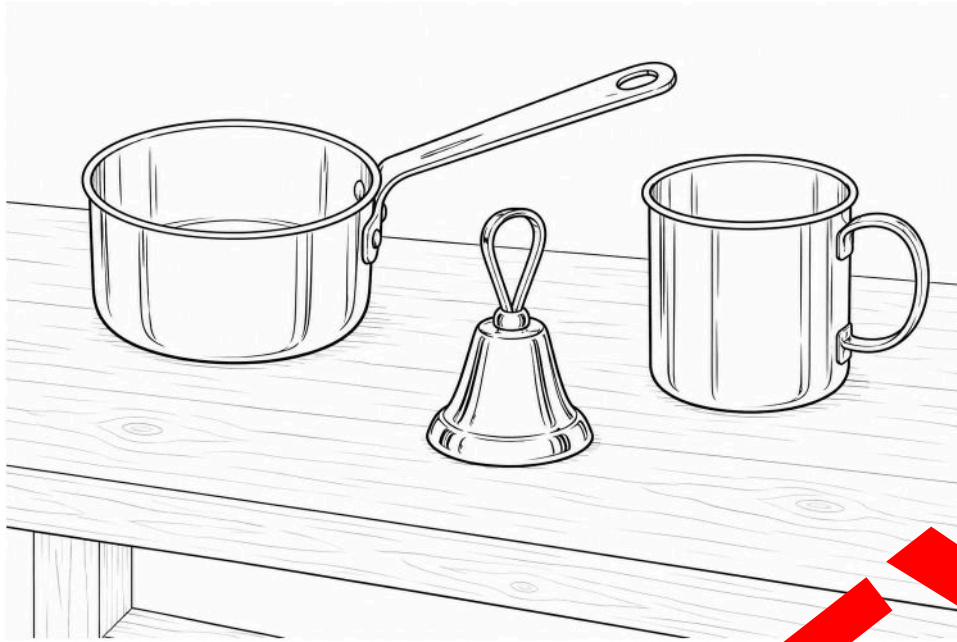
A handle can help us grip
a thing.
This metal pan has a long
handle.



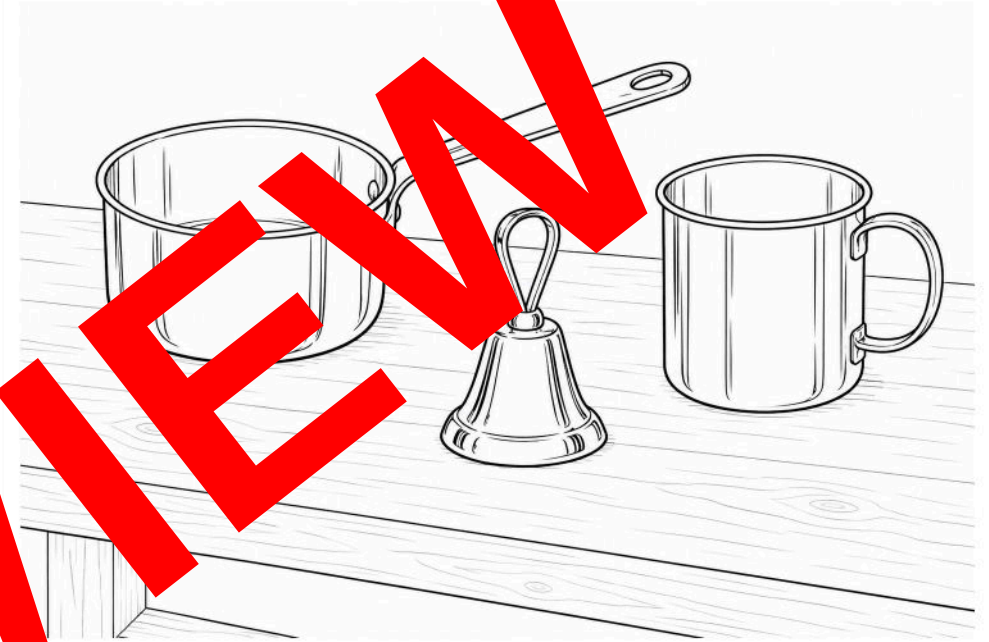
The pan is cool.
We can grip the handle
and lift it.



This little bell has a metal
handle.
Grip the handle, then ring
the bell.



This mug has a metal
handle.
The handle is a little loop
on the side.



A handle can be long,
short or round.
We pick a handle that fits
the hand.

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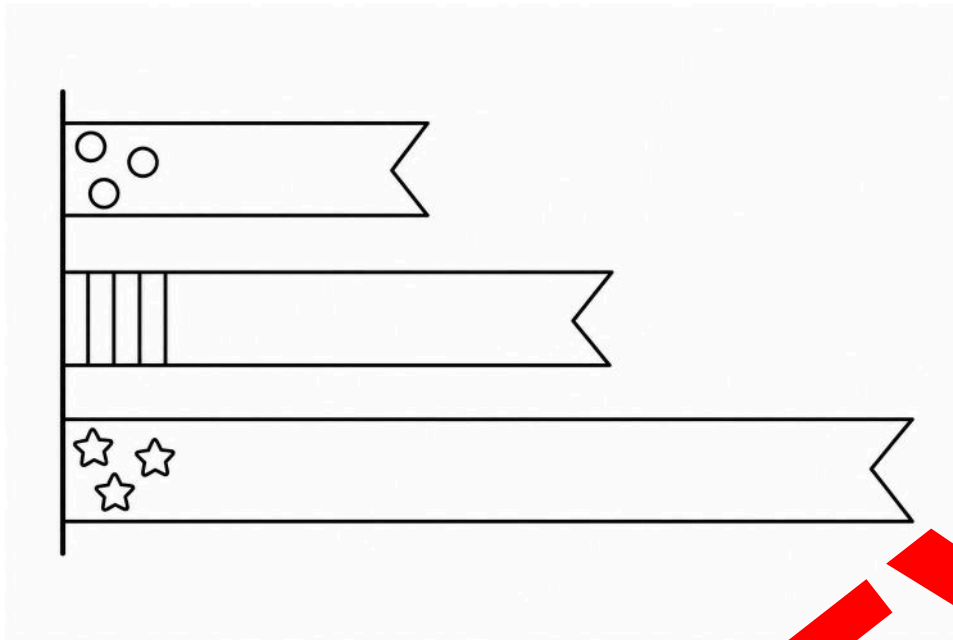


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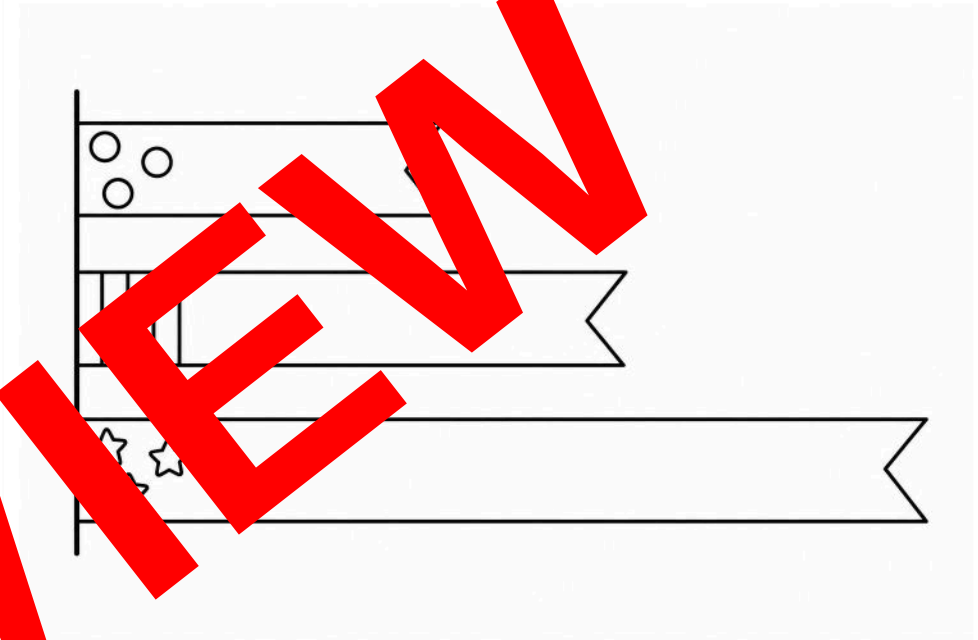
Long, Longer, Longest



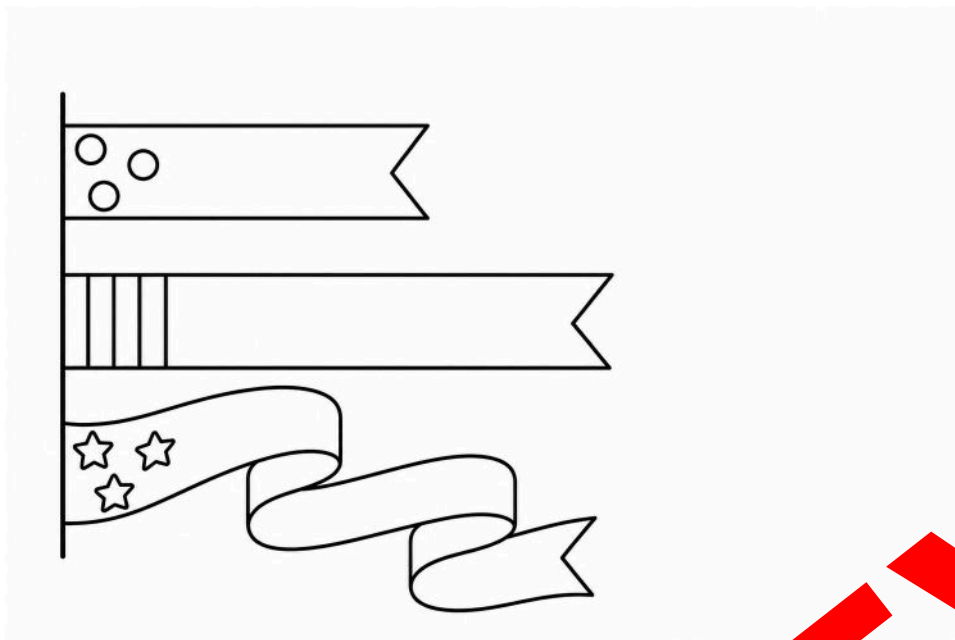
We can line up three bits
of ribbon.
Start each bit at the same
line.



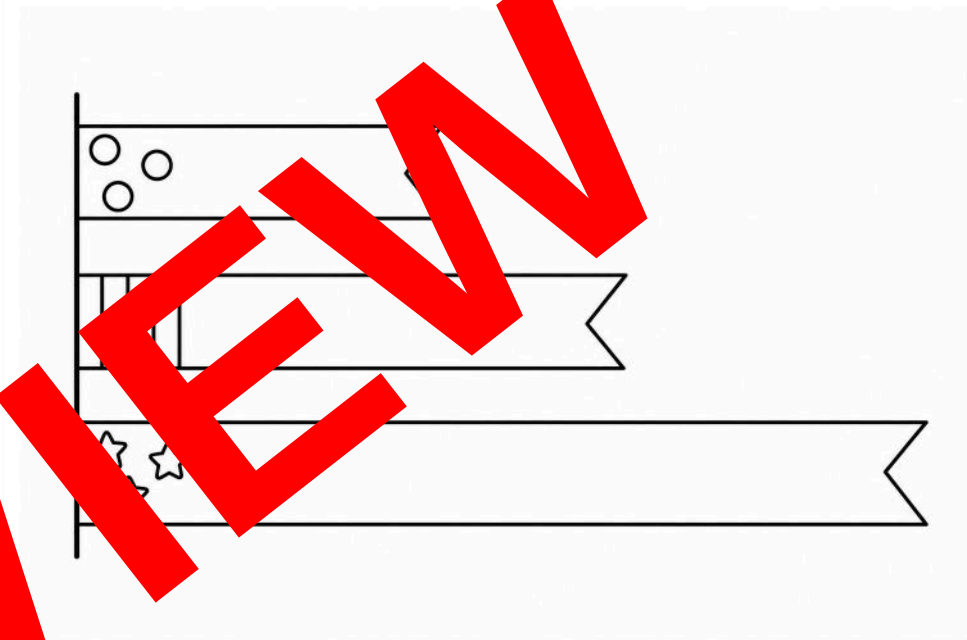
The top bit is long.
The middle bit is longer
than the top bit.



The bottom bit is the
longest.
It is longer than the middle
bit.

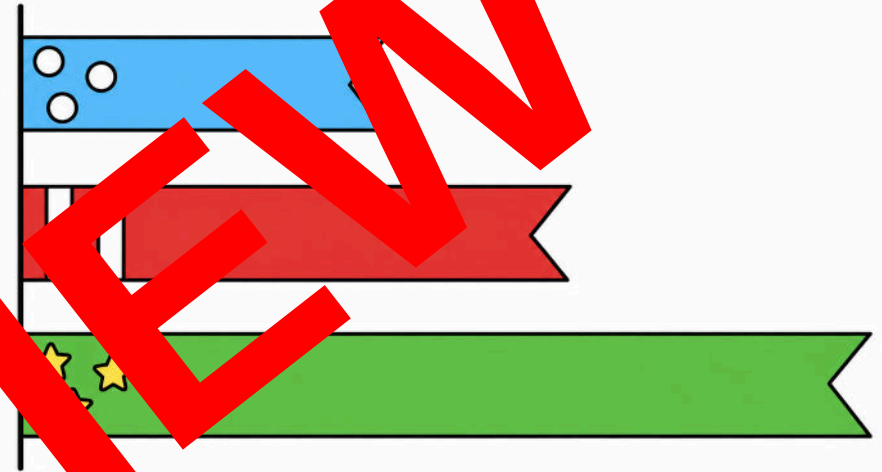


A long bit can curl up at
the middle.
Pull it out flat to stretch it.

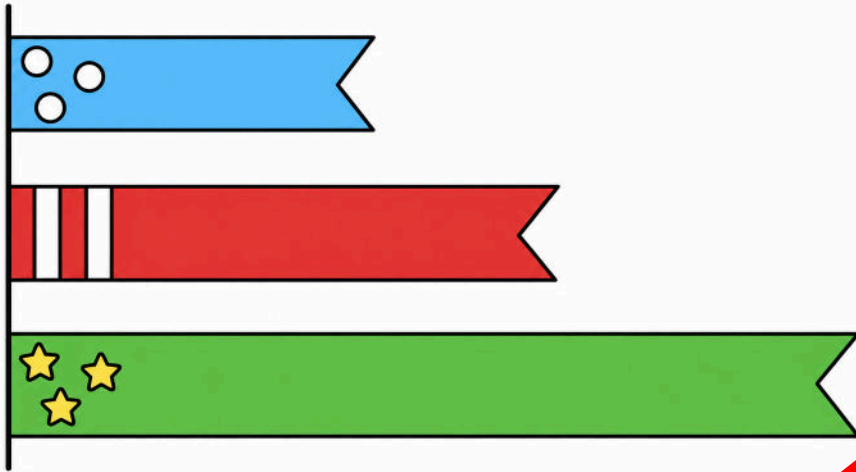


Now line up the ends
again.
The bit that looks small
can be the longest!

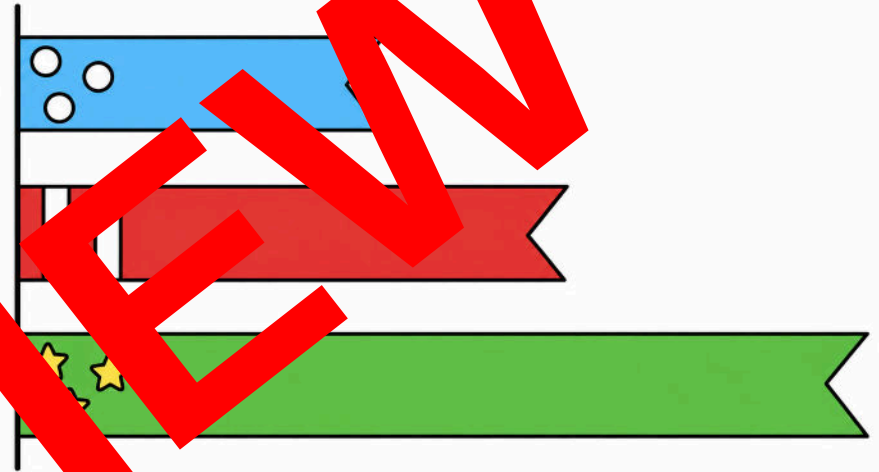
Long, Longer, Longest



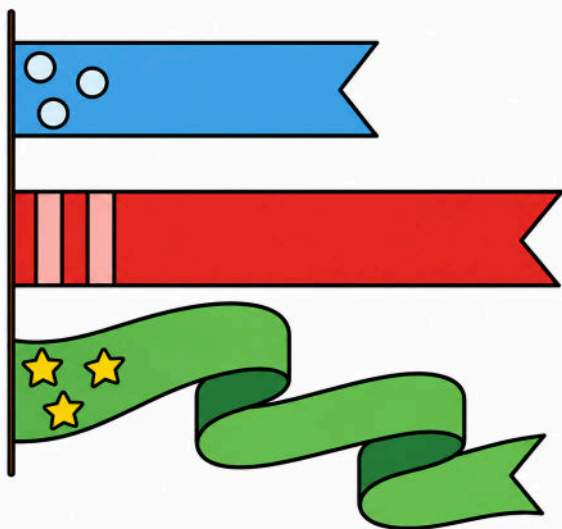
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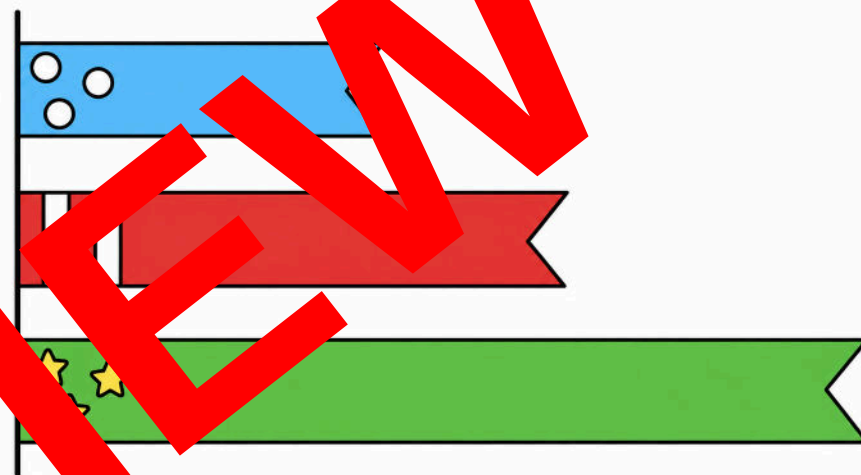
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A long bit can curl up at
the middle.
Pull it out flat to stretch it.



Now line up the ends
again.
The bit that looks small
can be the longest!

Teacher guidance

Teach the code first. Read directions together, then let students try.

Focus and prerequisites

Use after every earlier scope step through Year 1 Set 21 has been taught. Practise final le, el and al as weak vowel + /l/, and n=/ng/ before the pronounced g in jungle, longer and longest. Revisit sentence capitals, I, Mum and Dad.

Model, guide, then try

Say bubble sound by sound: /b/ /u/ /b/ /uh/ /l/. Show that written le has two sounds. Blend the whole word naturally. Model bottle, blend metal together, then let students try tunnel. Supply a missing sound and reblend; do not guess from pictures.

Current word support

Teach a (weak "uh"; support strong "ay"), of (f=/v/), water (w=/or/), bus (ay=/e/) and again (ai=/e/) before use. The weak vowels in a/again and finch in water are now taught; final s=/z/ in says is taught too. The weak and strong forms of the /s/ and the current forms of little/animal now meet their explicit review condition.

Support in each book

The Bottle in the Puddle: a, of, water. The Biddle in the Tunnel: a, says. Metal Handles: a. Long, Longer, Longest: a, of, again. Say each naturally, identify its supported part, then reread the full sentence.

Build, dictate and check

Page 4: say bubble, then metal. Page 5: dictate bottle, tunnel, then "The little bell can ring." Say the whole item, repeat it, let students segment/write, then reread. Page 8 also practises of/says. Check each word part and discuss one useful correction.

Check understanding

On page 5 only the first sound changes in each pair. On page 6 sort by the written ending; the endings sound alike. On page 7 check meaning, capital, spaces and full stop. On page 9 ask why each description fits. Use a cool pan only; ribbon ends start together before comparing.

Print and assemble

Readers: A4 landscape, actual size 100%, single-sided. Cut at the centre, stack A5 pages 1-6, staple left. Choose one edition per book. These are sequential pages, not folded booklets. Companion: ten portrait A4 pages. Use full-size cards beside the practice page; keep pieces away from young children.

Hear the ending

Say each ending with your teacher. Listen for a quick /uh/ sound, then /l/. Try it together before you read the words on the next page.

le
..

two sounds

el
..

two sounds

al
..

two sounds

jungle
..

Hear /ng/, then /g/ in jungle. The g has its own sound. Say the whole word together.

Blend and read

Touch a dot for each sound. Some written endings have two sounds. Blend a row with your teacher, then try the next row yourself.

b o t t l e

• • • ••

m e t a l

• • • ••

t u n n e l

• • • ••

a p p l e

• • • ••

j u n g l e

• • • ••

l o n g e r

• • • ••

Say, build and write

Cut out the tiles. Listen to the two page 1 word prompts. Say each word, build it in a row of boxes, then write and reread it.

bb

m

le

e

u

al

h

t

1

--	--	--	--

2

--	--	--	--

Change one sound

Read each pair. Say the sounds in both words. Circle the written part that changes. Then choose one word to write on the lines.

h a n d l e
• • • • •



c a n d l e
• • • • •

r i d d l e
• • • • •



m i d d l e
• • • • •

Sort the endings

Read the cards. The endings sound alike. Look at the last letters and sort the cards into le, el and al. Keep every card upright.

metal

apple

tunnel

little

camel

animal

le

el

al

Build sentences

Read the words. Number the boxes to make a sentence. Write the whole sentence on its wide lines. Reread it to check the meaning.

can

bell

ring.

The

little

has

a

pan

handle.

The

metal

Listen, write and check

Listen to the page 1 prompts. Say each one, write it, then read it back. Read of and says together. Cover the words, write them below, then uncover and check.

1

2

Write the whole sentence.

of

says

Match the meaning

Read each word and description. Draw a line to show the match. Then draw a part you liked in The Riddle in the Tunnel and add one word.

tunnel

A We can grip this to lift a pan.

puddle

B We can go in at this end and get out at the other end.

handle

C Rain can fill this dip in the ground.

PREVIEW

Read, write and reflect

Read these words and new sentences to someone. Read again so they sound like talking.
Copy the second sentence, then check your work.

candle

riddle

longest

animal

The little animal is in the middle.

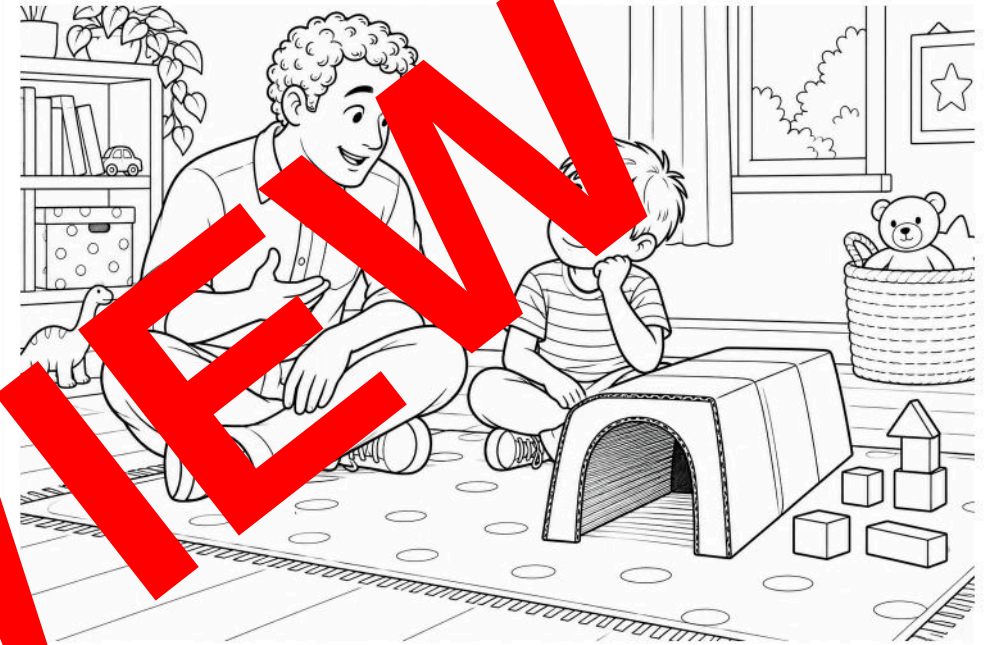
The metal candle is longer.

☐ I checked each sound.

☐ I read it smoothly.

Teacher observations: _____

The Riddle in the Tunnel



Dad hid a thing near the
toy tunnel.
He has a little riddle for
me.



It has a little handle.
It is metal and can ring.



I look in the little toy
tunnel.
I spot a spoon, but it
cannot ring.

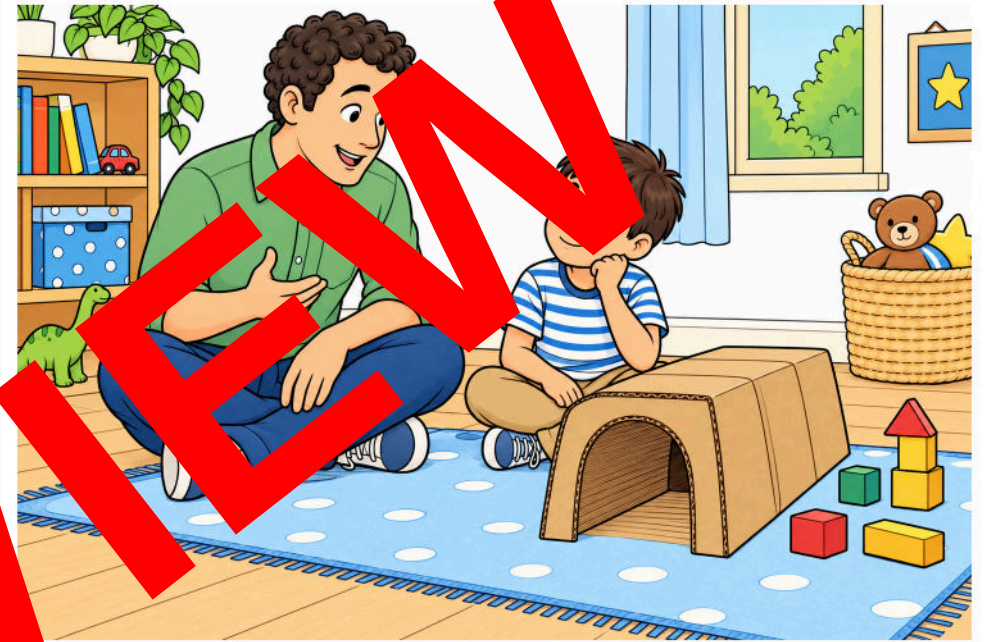


Here is a little metal bell.
It is next to the toy tunnel.



I ring the bell for Dad.
"That is it!" he says with a
grin.

The Riddle in the Tunnel



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