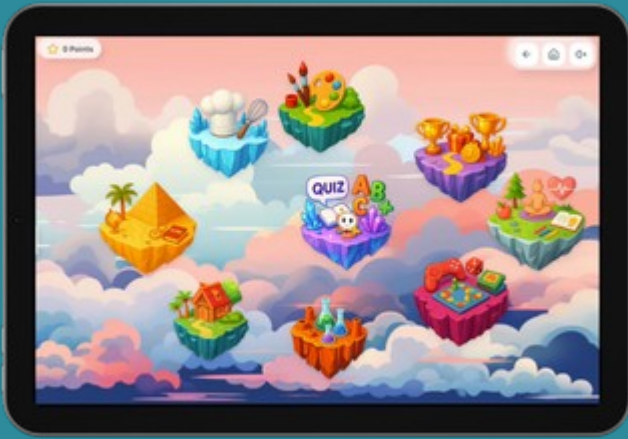




## Homework without the hassle

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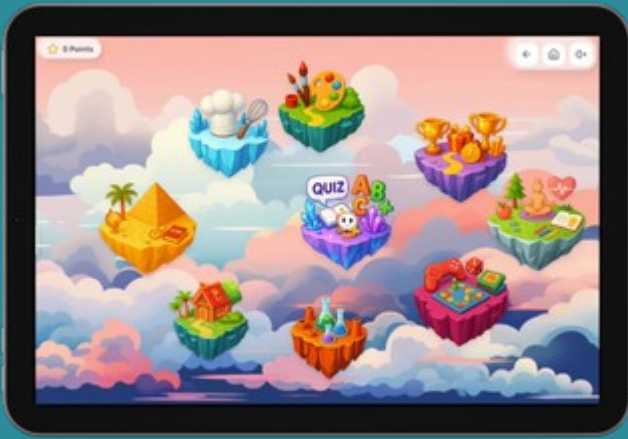
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## Year 2 Complete Decodable Readers Collection

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| Year 2 Set 02 ph, ch and wh                   |
| Year 2 Set 03 Silent Letters                  |
| Year 2 Set 04 Less Common ai and ee Spellings |
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| Year 2 Set 06 dis-, mis-, pre- and -ment      |
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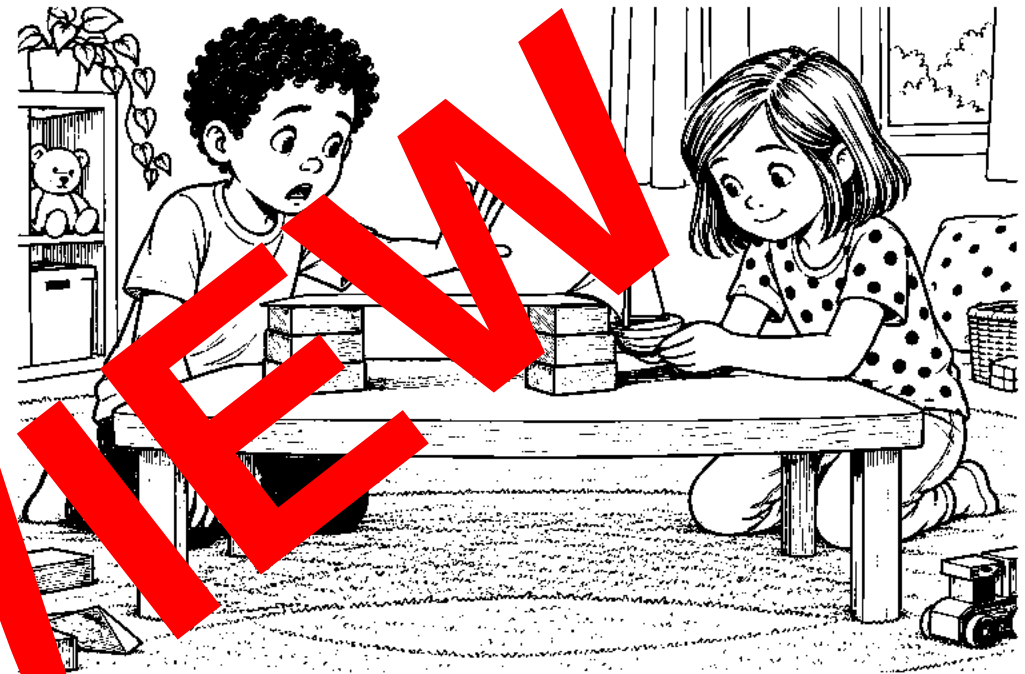
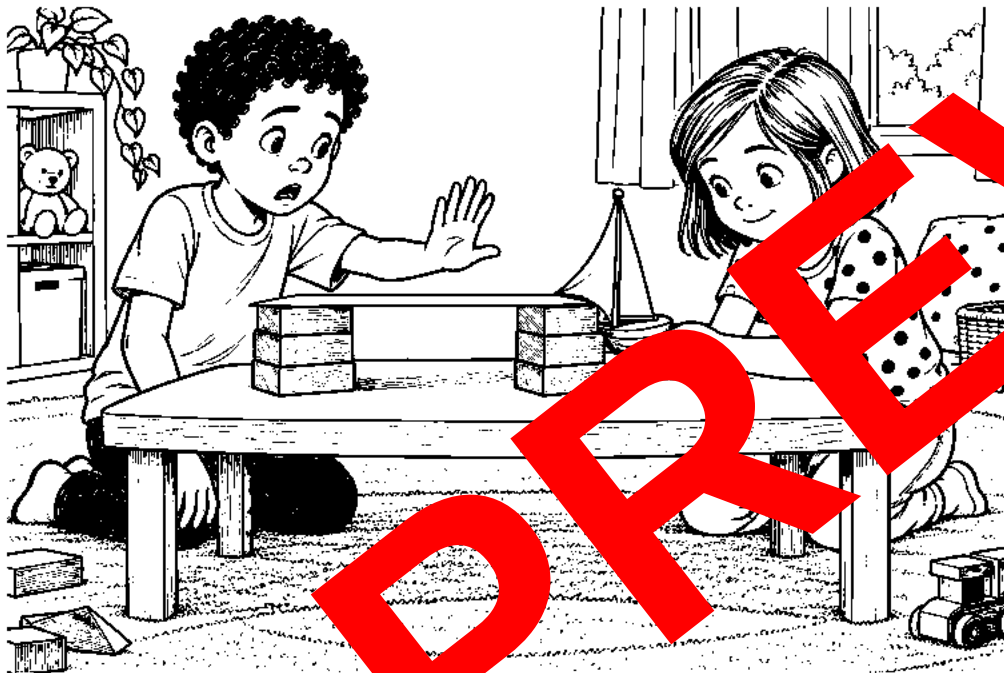


## Year 2 Set 01 Launch Review

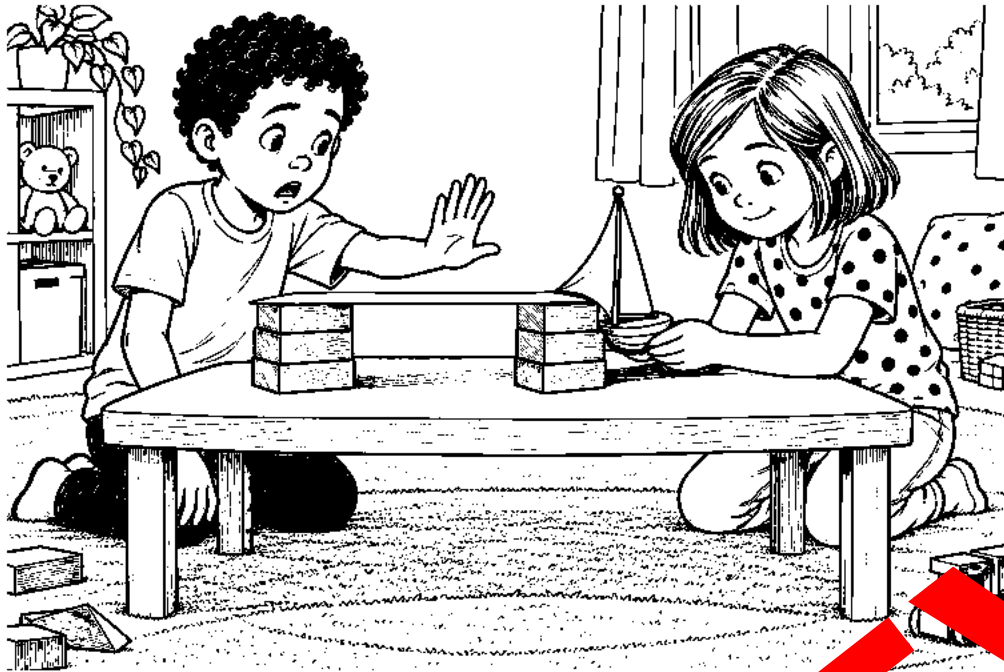
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| Book 1: The Dry Picnic (B&W) (Fiction)            |
| Book 1: The Dry Picnic (Colour) (Fiction)         |
| Book 2: A Different Way (B&W) (Fiction)           |
| Book 2: A Different Way (Colour) (Fiction)        |
| Book 3: From Seed to Plant (B&W) (Non-fiction)    |
| Book 3: From Seed to Plant (Colour) (Non-fiction) |
| Book 4: Sun and Shadow (B&W) (Non-fiction)        |
| Book 4: Sun and Shadow (Colour) (Non-fiction)     |



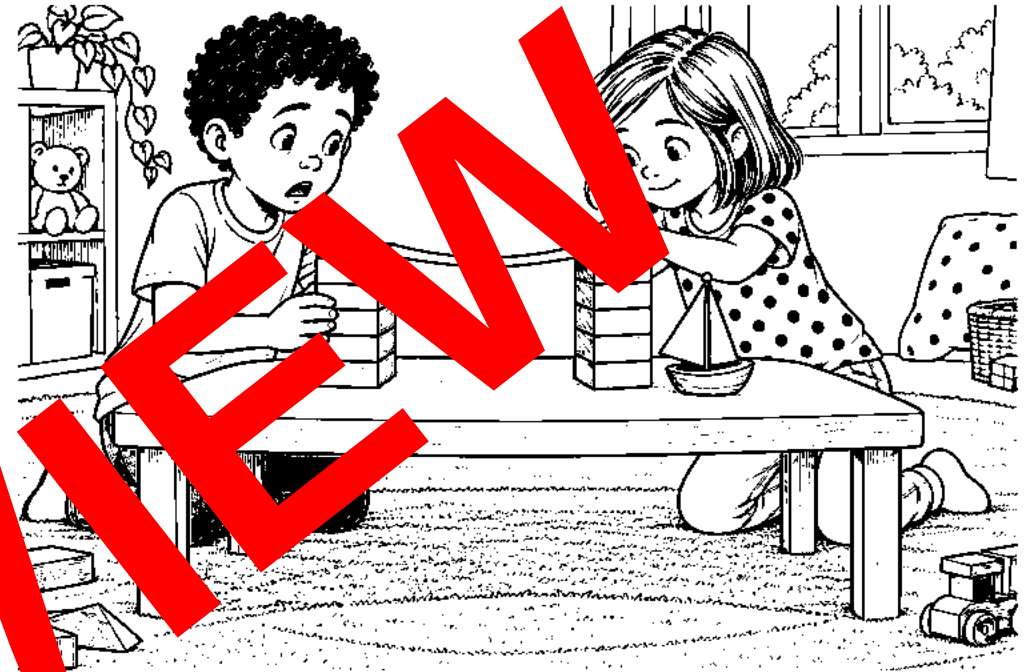
# A Different Way



Sam and Meg made a bridge for a toy boat. Sam set a long card on small blocks. Meg held the boat by the bridge. The sail was high, and the gap was low.



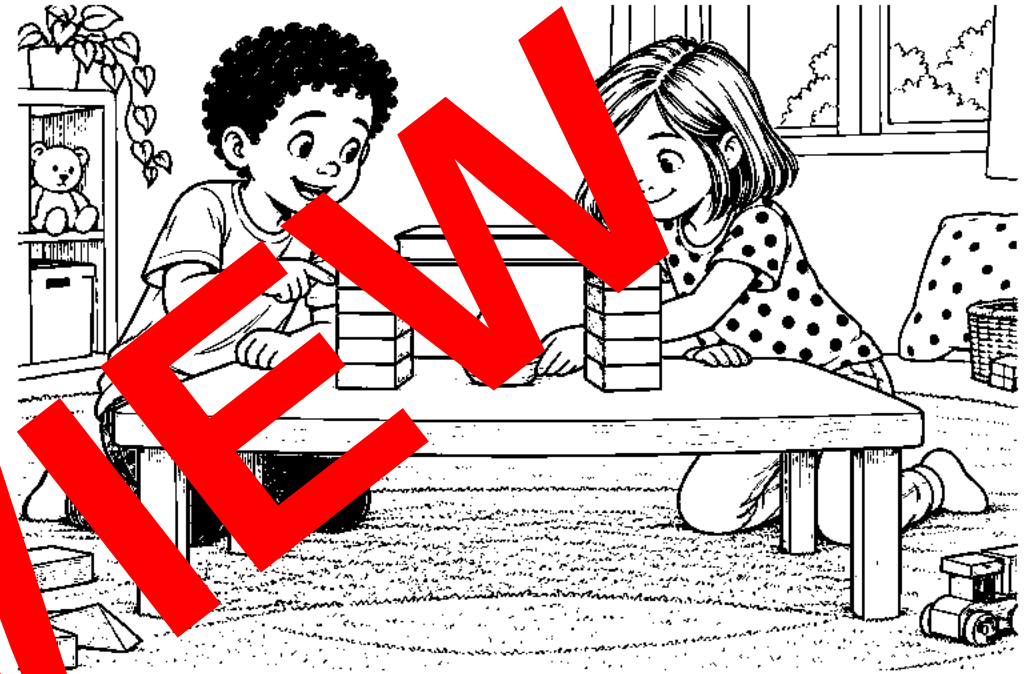
Meg pushed the boat to the gap. The sail hit the card and bent. "Stop!" said Sam. "The boat will not fit." Meg pushed it back. The bridge was in the way.



"We need a different way," said Meg. Sam set more blocks in the stacks. Meg held the card while Sam made each stack taller. The bridge was high, but the card still had a dip.



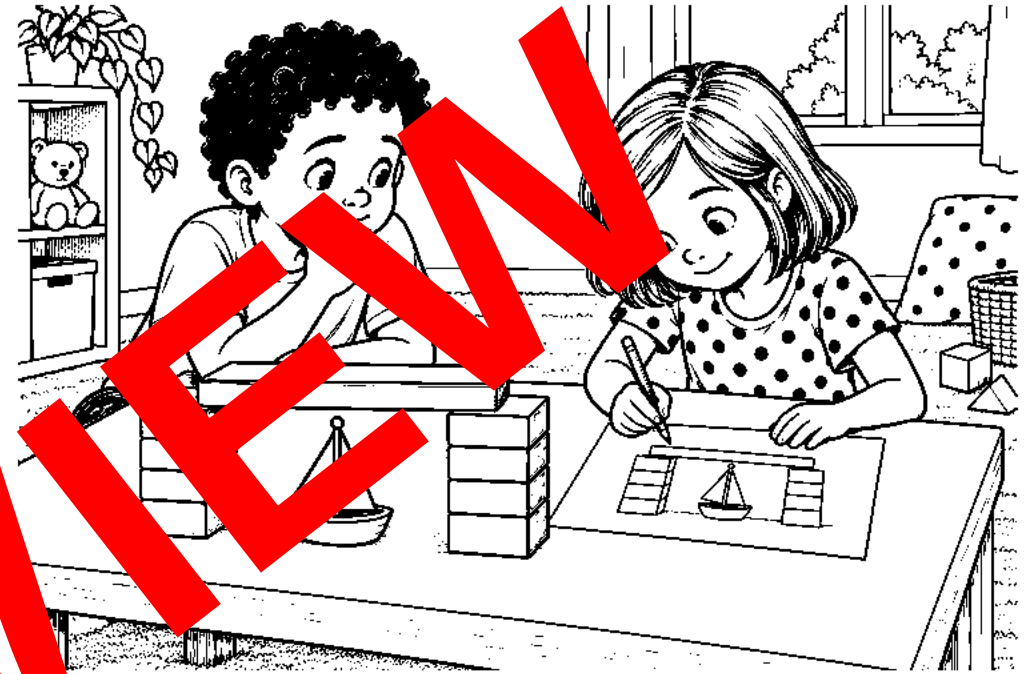
"The boat can fit, but the bridge is not flat," said Sam. Meg slid the book off back on top. The book kept the card flat. Sam and Meg looked at the new gap.



Meg slid the boat under the bridge. The sail stayed up, and the card stayed flat. Sam gave a big grin. "This plan is good!" Meg slid the boat back for Sam to try.



"The first plan had a low gap," said Sam. "The next plan had a high gap. Now the gap is high and the bridge is flat." Meg said, "A different plan helped us fix the problem."



Sam set out the paper. Meg drew the tall stacks, the flat bridge and the boat. The sketch showed each part. "We can keep this plan," said Meg. "Next time, we can start with a high gap."

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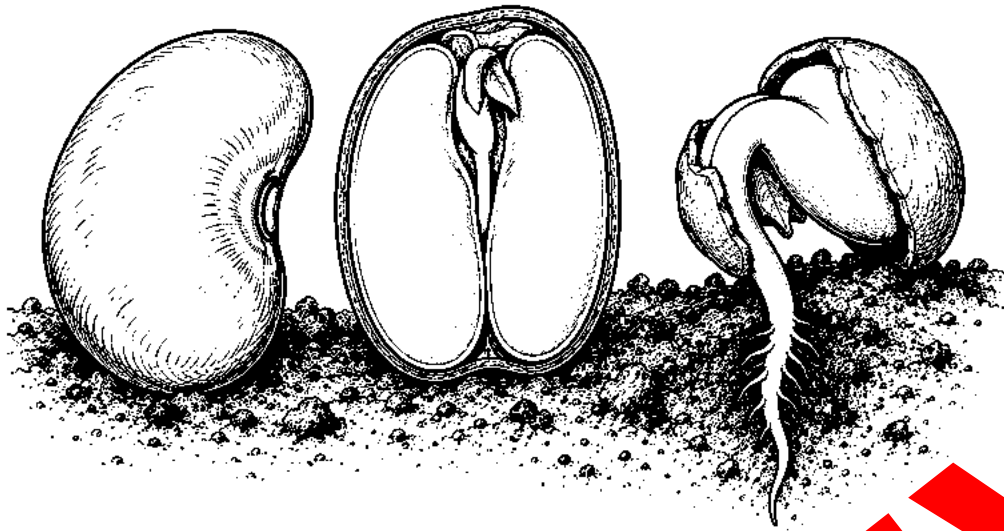


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# From Seed to Plant



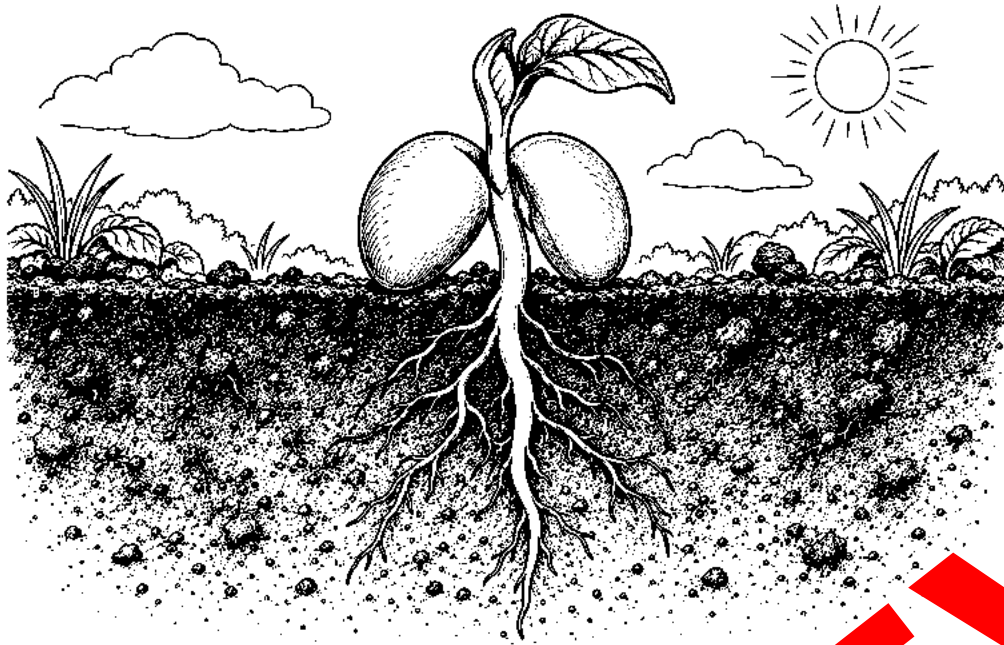
A bean seed has a coat. The coat helps keep the small plant inside safe. The seed has food inside, too. This food helps the new plant start to grow.



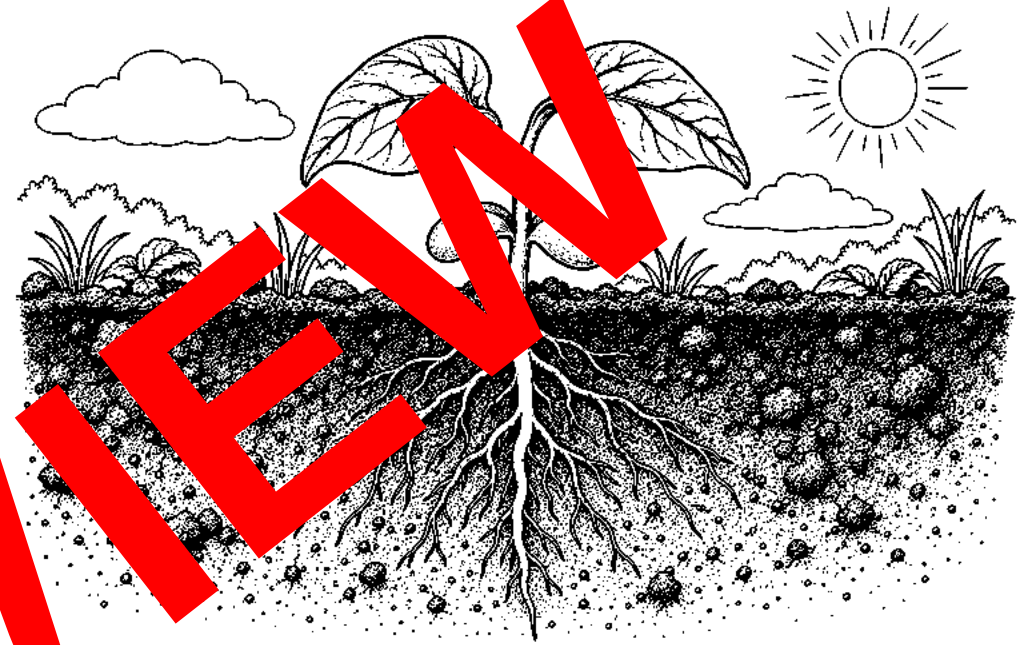
With water, air and the right heat, a seed can start to grow. The seed takes in water and swells. The coat splits, and a small root starts to grow out.



The root grows down in the soil. It helps the plant stay in place and takes in water. Small roots spread out from the first root. This helps the plant reach more water.



A shoot grows up from the seed. It pushes up to the light. The stem keeps the plant up. As the plant grows, a green leaf opens. The shoot gets taller.



A green leaf can use light, air and water to help make food. Roots keep taking in water as the plant grows. Look at the root, stem and leaf. Each part helps the plant live and grow.

# From Seed to Plant

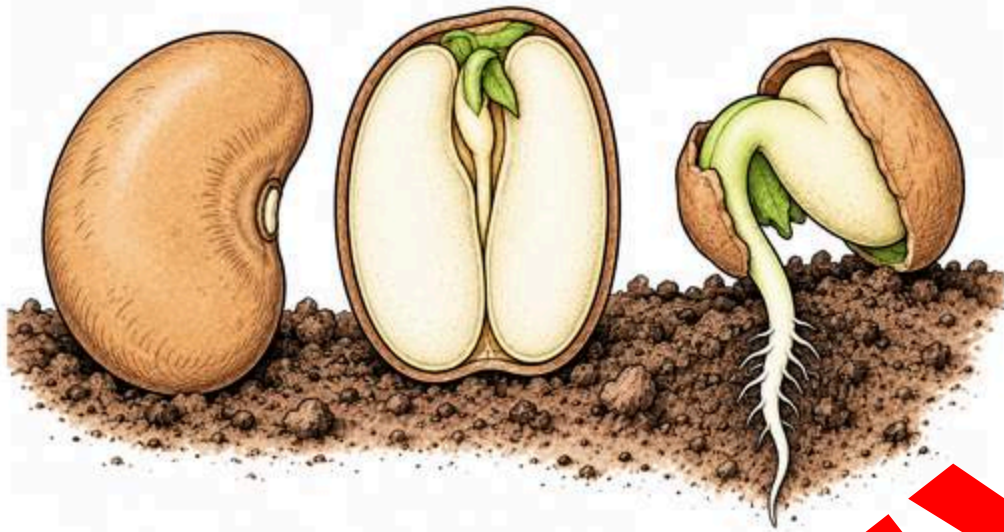


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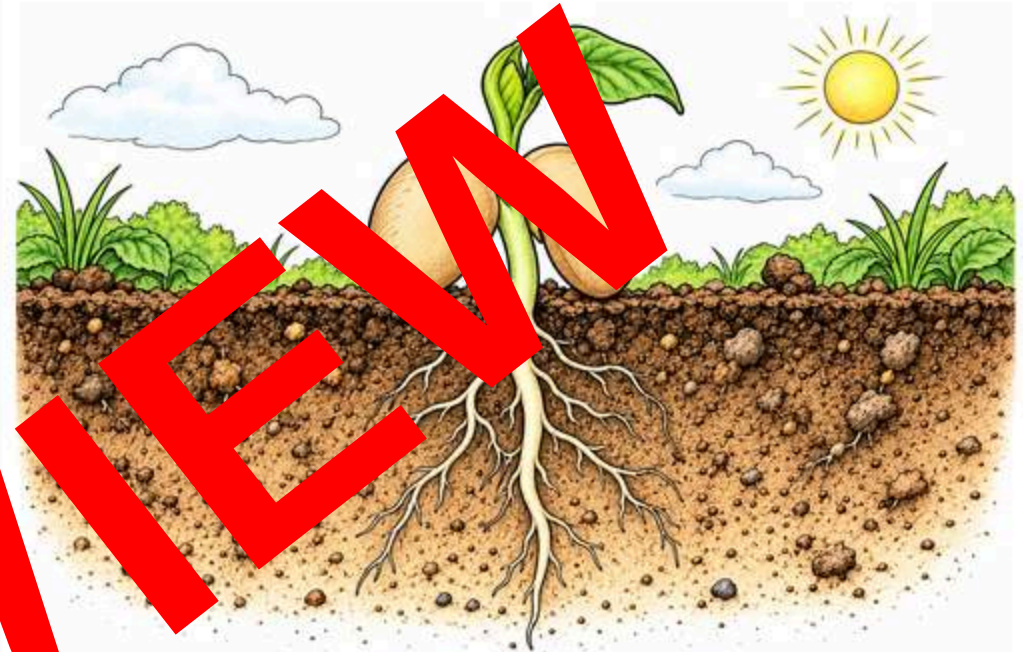


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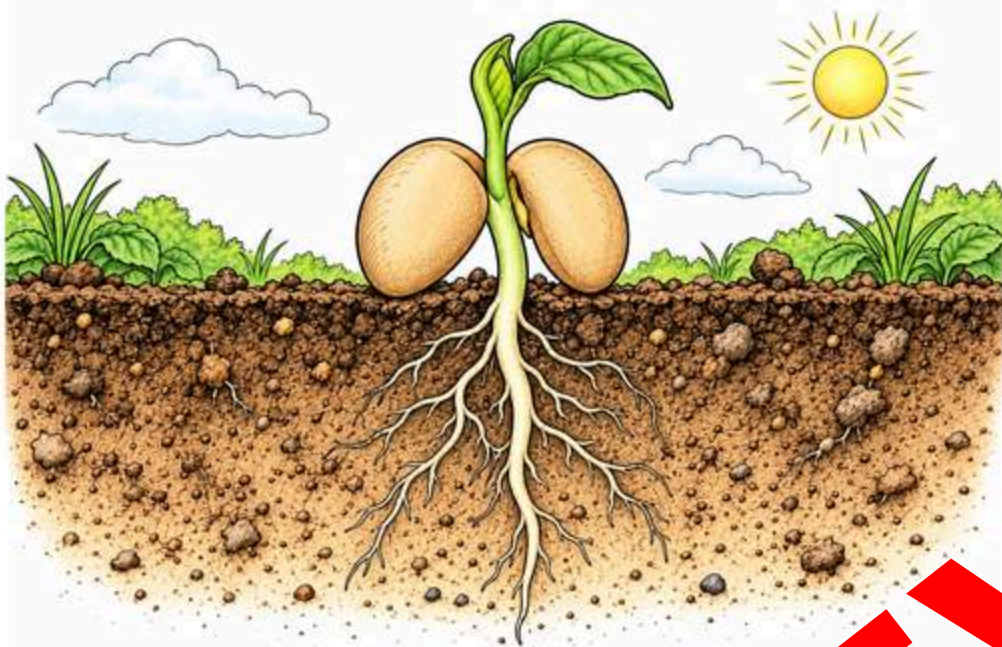
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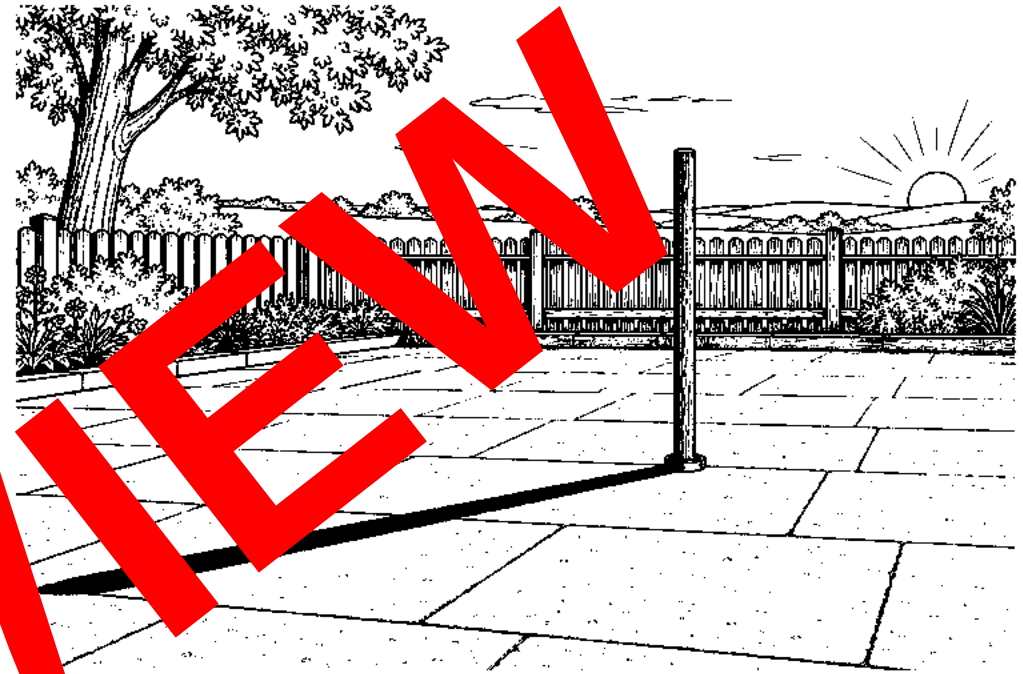


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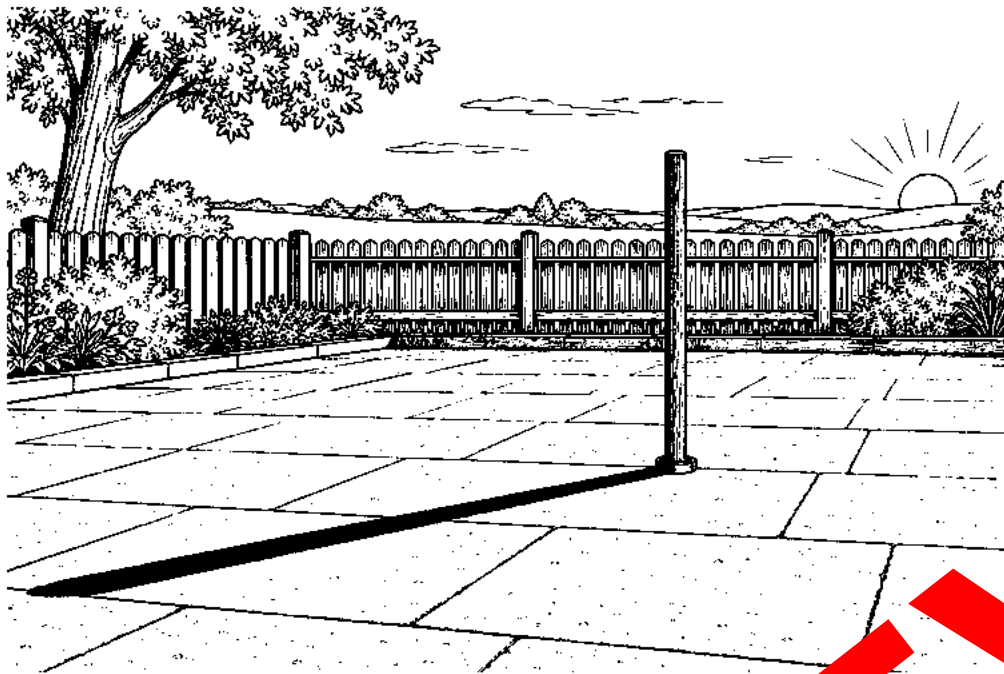


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# Sun and Shadow



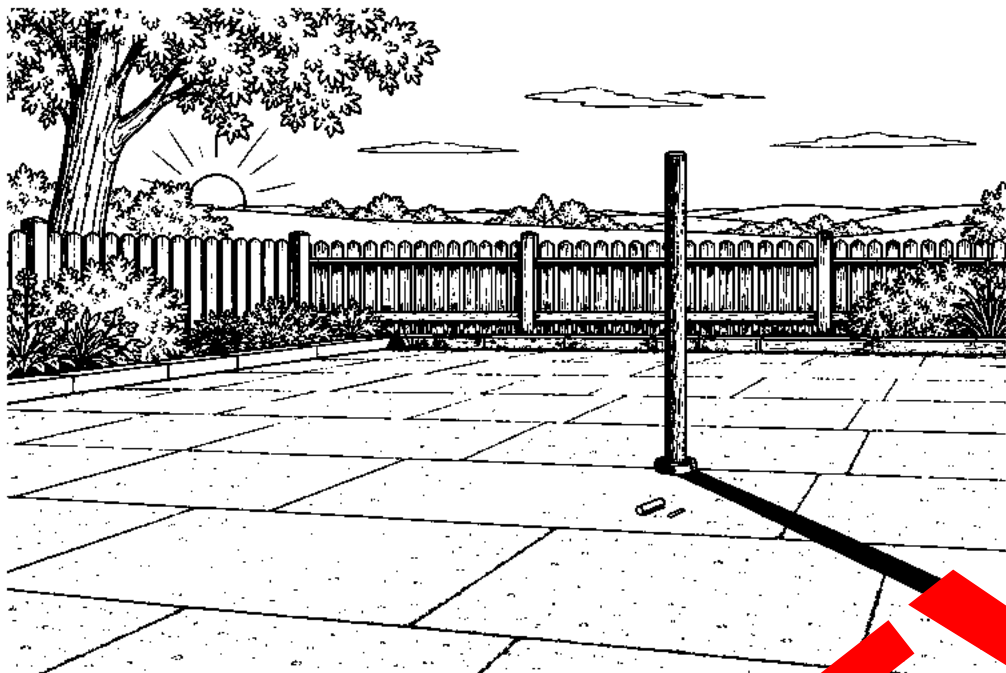
A shadow forms when a thing blocks light. Sunlight hits a stick, but the stick blocks it. The ground in the shade gets less light. This makes a shadow.



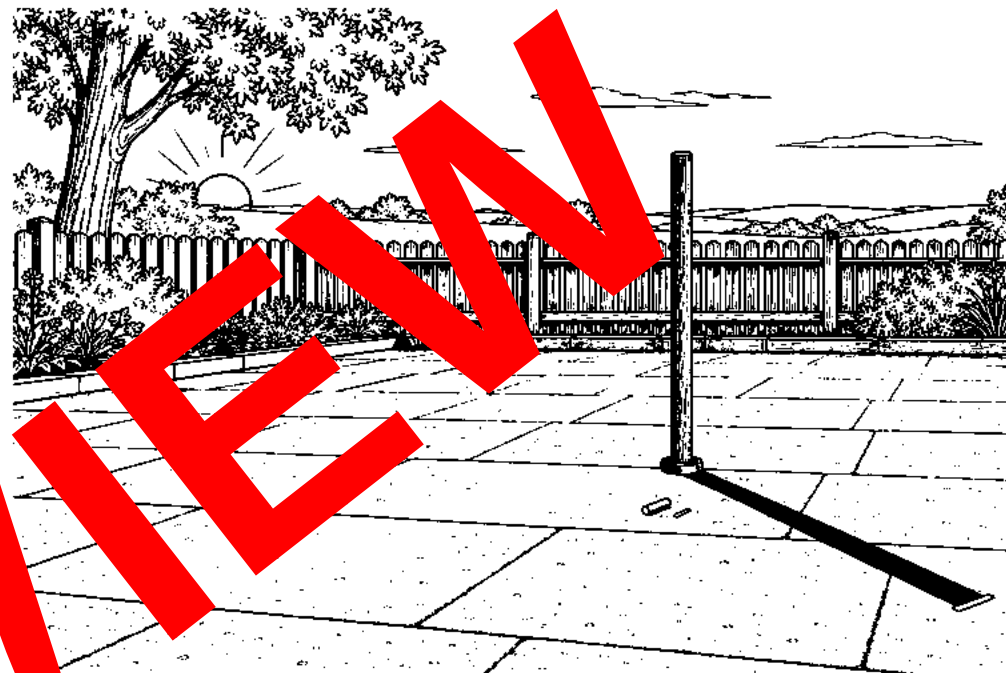
When the sun is low in the sky, the shadow from a tall stick can stretch a long way. Look at the sun and shadow in this book. The stick has not got taller.



When the sun is high, the shadow from the same stick is shorter. The stick has not got smaller. The sunlight hits the stick from high up. This makes a short shadow.

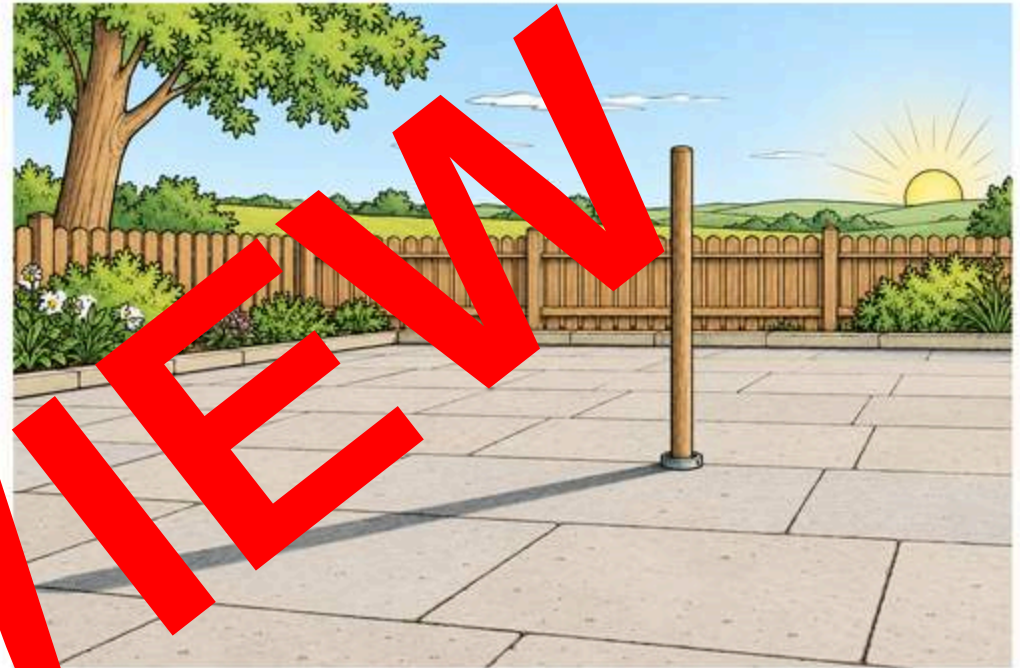


The sun looks higher or lower at different times in the day. Its shadow can point a new way, too. A long shadow can come from a low sun. The stick can stay the same.

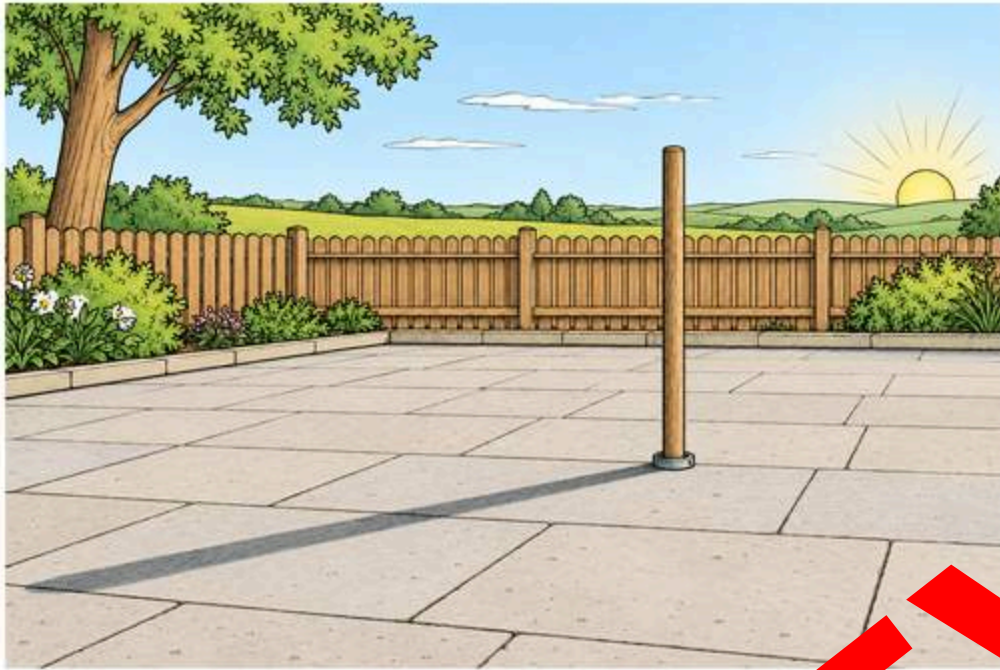


Pick a safe spot with a stick. Stay well back from the road, and never look at the sun. Look at the shadow at different times. Mark its end with chalk. What stays the same? What can change?

# Sun and Shadow



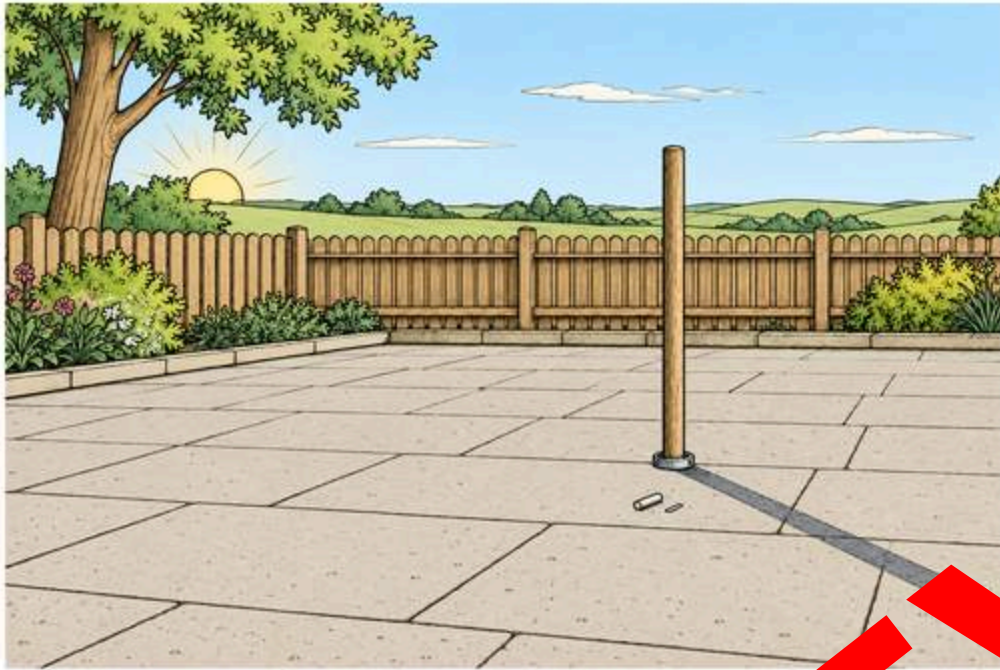
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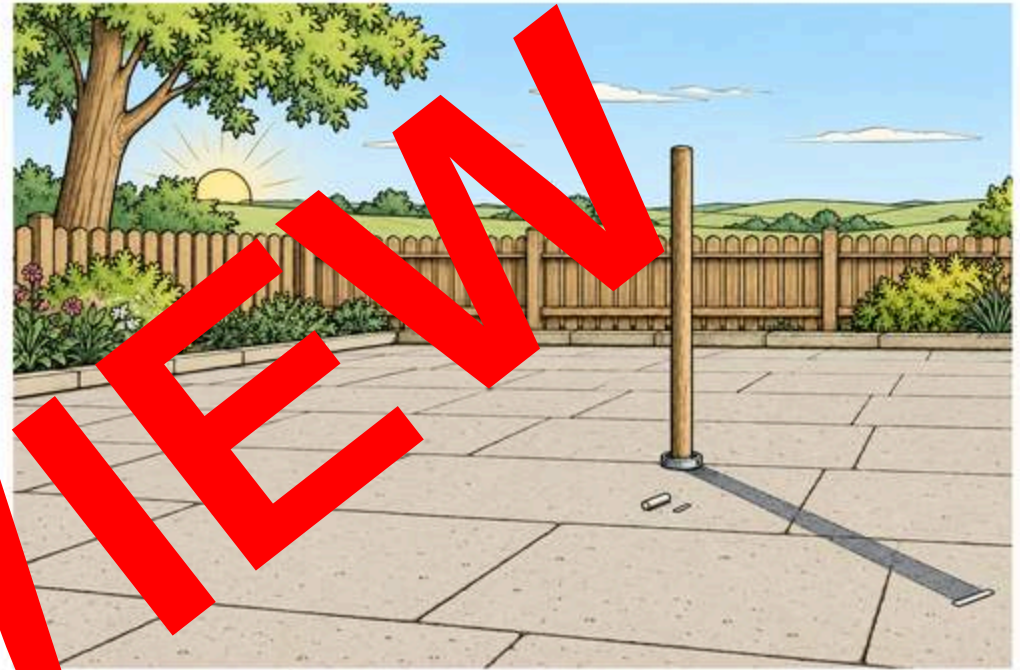
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# The Dry Picnic



Kim had a picnic plan. Dad packed the food in a green bag. Kim put a rug by the bag and set a paper map on top. The picnic spot was past the park.



Thick rain ran down the glass. Kim looked at the map, then at the window. "The food will get wet," Kim said. Dad put the bag down. "Can we think up a dry place?"



Kim spread the rug in the room. The rug was soft, but the room did not look like a picnic spot. Kim looked at the chairs. "Can we make a tent right here?"



Dad held a sheet while Kim pulled it across the chairs. The sheet made a roof over the rug. Kim set the food in the tent. The green bag helped the sheet in place.



Kim sat in the tent with Dad. Rain tapped on the glass, but the rug stayed dry. "This is a fine picnic spot," Kim said. Dad passed the food. "The plan is new, but the picnic can still be fun."



A gust hit the glass. Kim smiled. The tent felt like a small camp. The rain did not spoil the food in the tent. Kim and Dad had made a snuggly picnic spot in the room.



When the rain stopped, Kim helped Dad pack up. Kim picked up the rug and kept the paper map. Next time, the picnic might be in the park. This time, a dry tent was the best plan.

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# Reading and spelling guide

Year 2 Set 01 No new compulsory code; review common vowels, clusters, weak syllables and inflections

## Focus and starting point

Use after all earlier teaching through Year 1 Set 28. Diagnose gaps in vowels, clusters, weak syllables and endings. Students who already show mastery need not repeat the whole sequence.

## Before reading

Teach different in natural speech: dif-ferent often omits the first e; careful dif-er-ent has a weak vowel there. Keep every written letter. Revisit strong and weak a and the. In water, a has /or/; er is weak. Model Kim, Sam and Meg with their capitals.

## Read, check and repair

Let students attempt the words, blend through a difficult part, then reread the whole sentence for meaning. Model a smooth phrase after accurate decoding. Ask what changed in each story and what the factual pictures explain.

## Use the practical pages

Read directions together before independent practice. Model one item with a reason, then try the next together. Say the sounds, build with upright pieces, read the result and write it. Check before gluing. Revisit only the item that needs help.

## Dictation and checking

On Hear it and write, dictate seed and brush, then: The seed is in the soil. Students write different after its teaching. Check sounds, spelling, capital, spaces and full stop. On Change one sound, listen for one changed phoneme at each step.

## Assembly and observations

Print at actual size, single-sided. Cut each reader sheet at the centre, stack numbered pages and staple left. Keep the companion as portrait A4. Note accurate first reading, useful self-correction, meaning and next teaching need.

# Listen, say and notice

Year 2 Set 01 No new compulsory code; review common vowels, clusters, weak syllables and inflections

Say seed slowly: /s/ /ee/ /d/. Three sounds. The letters ee share the middle sound. Try boat together, then say brush without help.

ee

seed

ea

leaf

ea

boat

ow

snow, how

er

fern

le

bottle

In snow and how, ow has different sounds. Say both words and listen. In bottle, le carries a quick, weak vowel and /l/. Say bottle in your normal voice.

Point to a spelling that needs another try. Say a word with that spelling. Explain what helped.

# Blend and read

Year 2 Set 01 No new compulsory code; review common vowels, clusters, weak syllables and inflections

Read the whole word, then blend its sound groups. Each dot marks one sound, even when several letters share it. Try seed together before the other rows.

seed

s e e d  
• • •

boat

b o a t  
• • •

brush

b r u s h  
• • •

short

s h o r t  
• • •

camel

c a m e l  
• • • •

running

r u n n i n g  
• • • • •

Read again. Let the sounds flow into the whole word.

# Build, then write

Year 2 Set 01 No new compulsory code; review common vowels, clusters, weak syllables and inflections

Cut out the tiles. Say each word and tap its sounds. Build it in the boxes. Check, then cover the word and write it on the guide.

|    |    |    |   |   |
|----|----|----|---|---|
| ee | b  | sh | t | r |
| s  | oa | u  | d | b |

boat

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

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brush

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

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seed

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

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# Change one sound

Year 2 Set 01 No new compulsory code; review common vowels, clusters, weak syllables and inflections

Read each chain from left to right. Listen for the one sound that changes. Try rain to main together: only the first sound changes.

r a i n → m a i n → m a i l → t a i l

• • •      • • •      • • •      • • •

b o o k → l o c k → s o c k

• • •      • • •      • • •

Write the word after main.

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Write the word before sock.

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# Sort the spellings

Year 2 Set 01 No new compulsory code; review common vowels, clusters, weak syllables and inflections

Both spellings can show /ee/. Read the cards. Find the middle spelling and place each card under ee or ea. Check every card before gluing.

seed

beach

leaf

green

team

deep

feet

peach

ee

ea

# Make a sentence

Year 2 Set 01 No new compulsory code; review common vowels, clusters, weak syllables and inflections

Use every tile to tell where the green boat went. Begin with the capital; the full stop ends the sentence. Read your plan aloud before writing.

|         |       |      |      |
|---------|-------|------|------|
| bridge. | green | The  | past |
| boat    | the   | went |      |
|         |       |      |      |
|         |       |      |      |

**PREVIEW**

Write the whole sentence. Check its meaning and punctuation.

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# Hear it and write

Year 2 Set 01 No new compulsory code; review common vowels, clusters, weak syllables and inflections

Say different naturally. In dif-fer-ent, the first e is often not heard. The next e has a quick, weak sound. Keep every letter when writing.

## different

A careful dif-er-ent is also heard. Listen to the word, say it then check the letters in order.

Listen and write the first word.

Listen and write the next word.

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Say different. Hear the model and write it.

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Listen to the sentence. Hold it, then write it.

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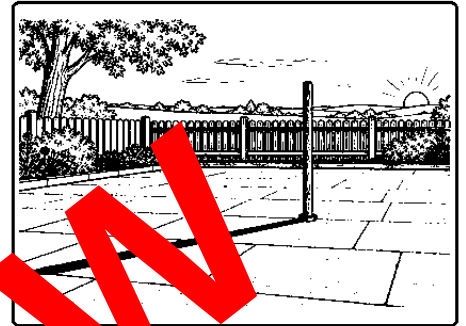
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# Match the meaning

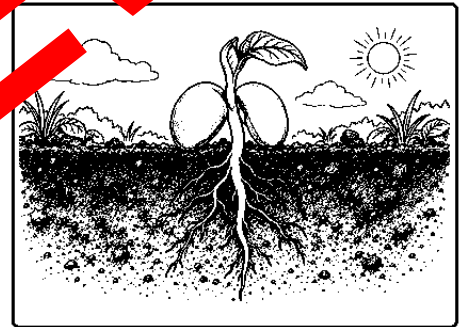
Year 2 Set 01 No new compulsory code; review common vowels, clusters, weak syllables and inflections

Read each sentence and draw a line to its picture. Look at what the sentence explains, not just one matching word.

A root helps a plant stay in the soil.



The tent kept the picnic food dry.



The shadow is longer when the sun is low.



Write one way Kim kept the picnic dry.

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# Read, explain and reflect

Year 2 Set 01 No new compulsory code; review common vowels, clusters, weak syllables and inflections

Read the new passage. Try it accurately first, then reread with a smooth voice. Explain how it connects to Kim's story.

The rain has stopped. Kim packs the rug and the green bag. The path is still wet, so Kim stays in the room. The tent is dry. A picnic can be fun in a new spot.

Sketch the dry tent. Show how it kept Kim dry.

How did Kim change the plan? Write a sentence.

## Teacher observations

Accurate reading      Helpful repair      Next teaching step

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## Year 2 Set 02 ph, ch and wh

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Phonics Companion Pack

Book 1: Phil and the Phonics (B&W) (Fiction)

Book 1: Phil and the Phonics (Colour) (Fiction)

Book 2: The Dolphin Patch (B&W) (Fiction)

Book 2: The Dolphin Patch (Colour) (Fiction)

Book 3: A Dolphin and an Echo (B&W) (Non-fiction)

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Book 4: A Graph for the Chef (B&W) (Non-fiction)

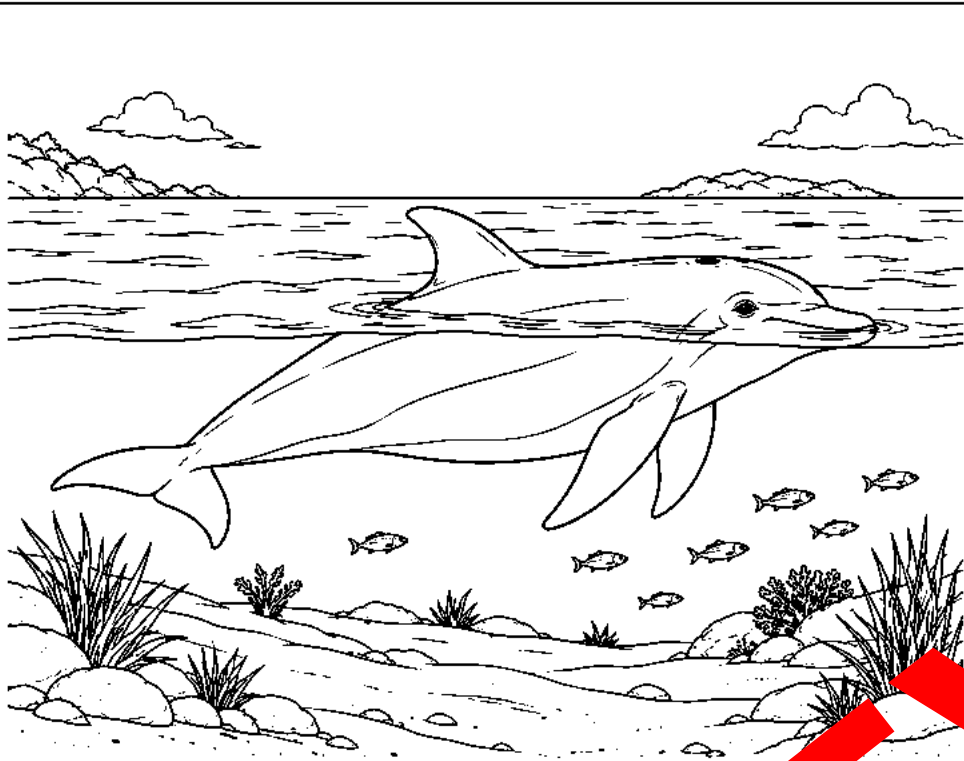
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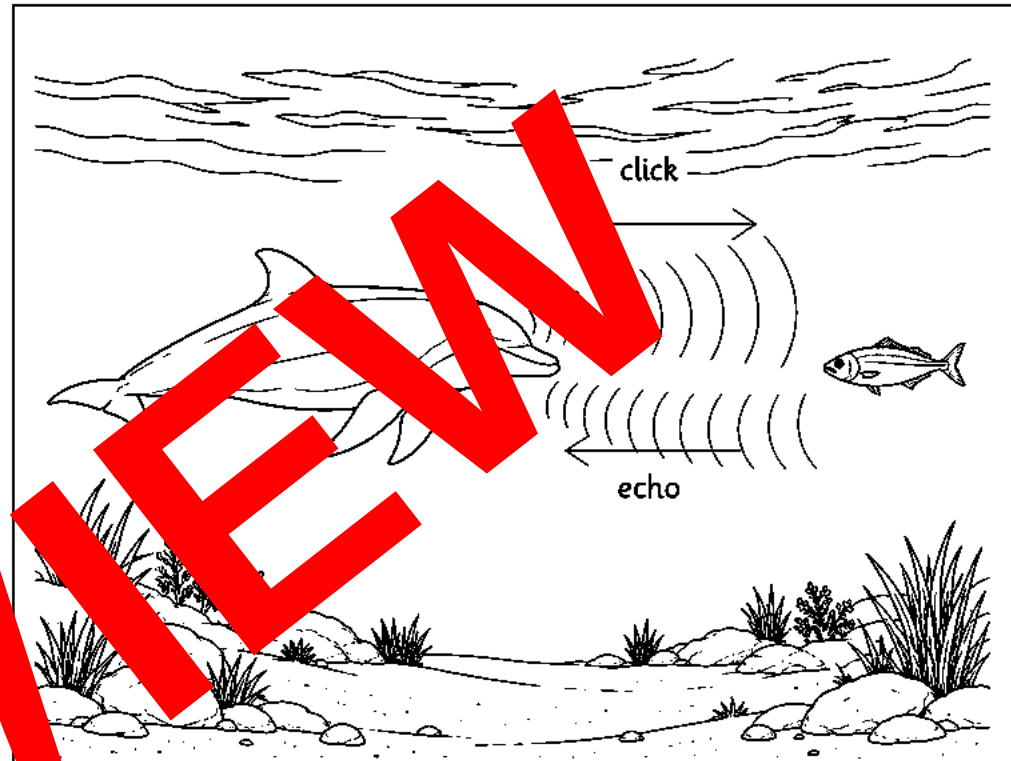
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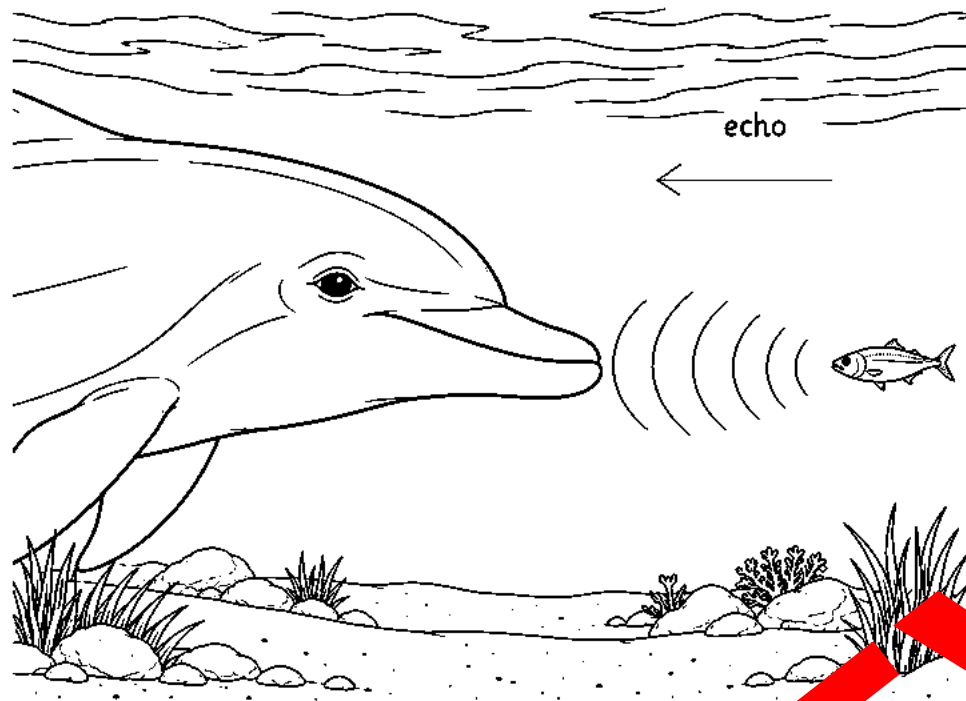
A dolphin is an animal. It can swim in the sea, but it is not a fish. A dolphin must come up to take in air.



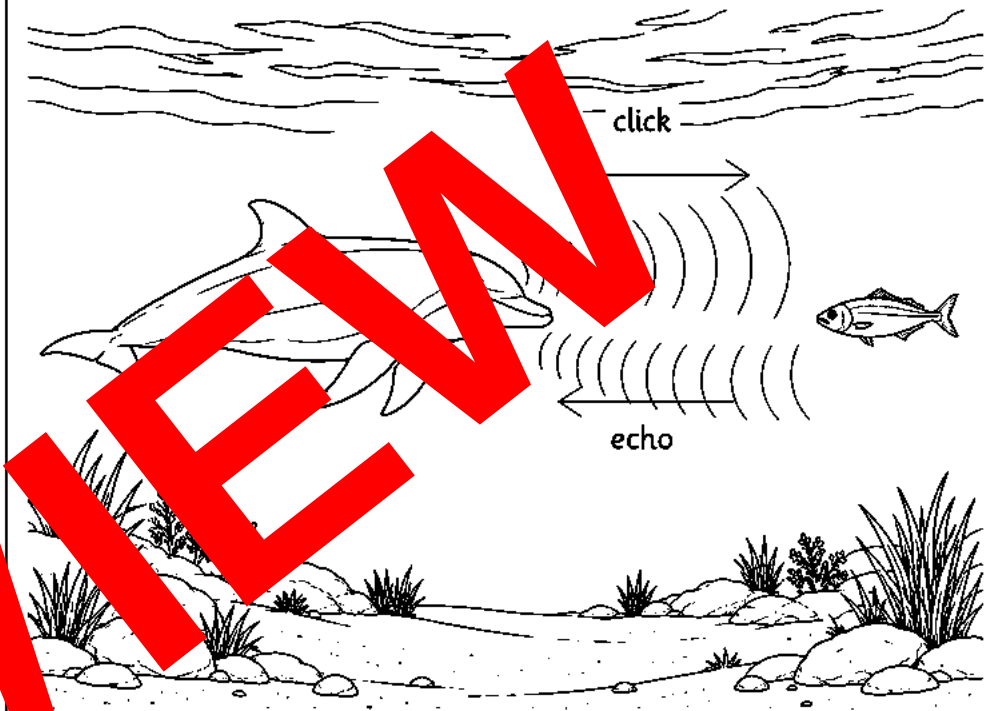
A dolphin has a blowhole on top of its head. It takes in air at the top, then can dive back down. It cannot take in air from the side.



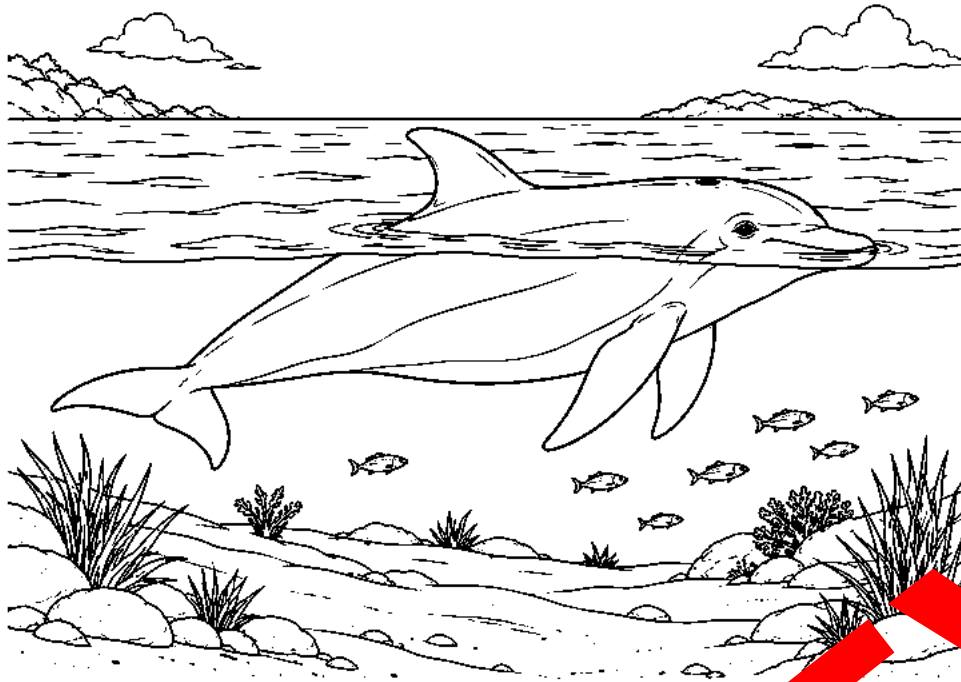
A dolphin can hunt for fish with sound. It sends out clicks. When a click hits a fish, some sound can bounce back. This sound is an echo.



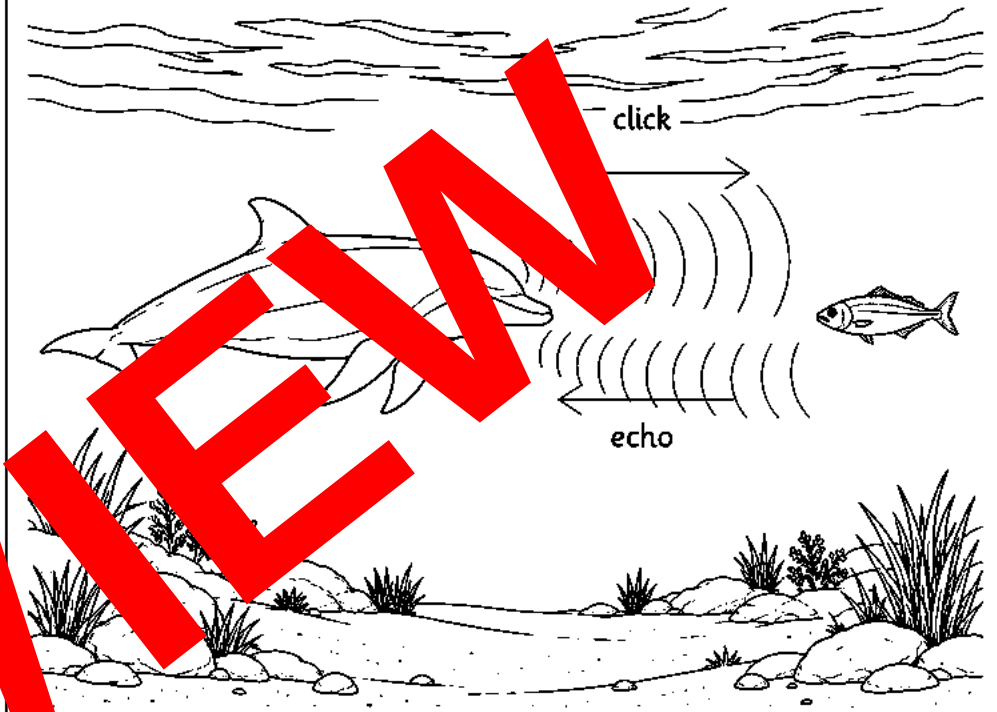
A dolphin can pick up an echo from its lower jaw. This helps it hunt for fish. A dolphin can hunt for fish in dim light with help from sound.



An echo is not a new call from the fish. It is sound coming back. The time it takes to come back can help the dolphin judge how far away the fish is.



A dolphin can use sound to hunt. It must still come up for air. Sound helps it hunt for food. A whale lets it take in air. Fish has its own job.

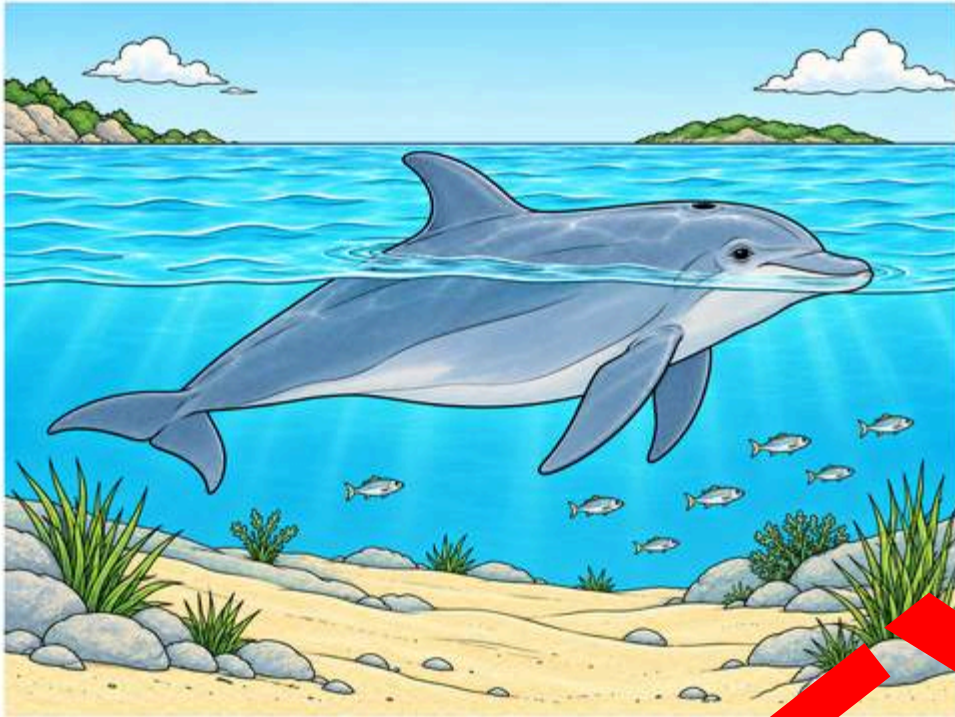


A fish need not make a call to send back an echo. A click can bounce off the fish. The dolphin sends out the click and picks up the echo.

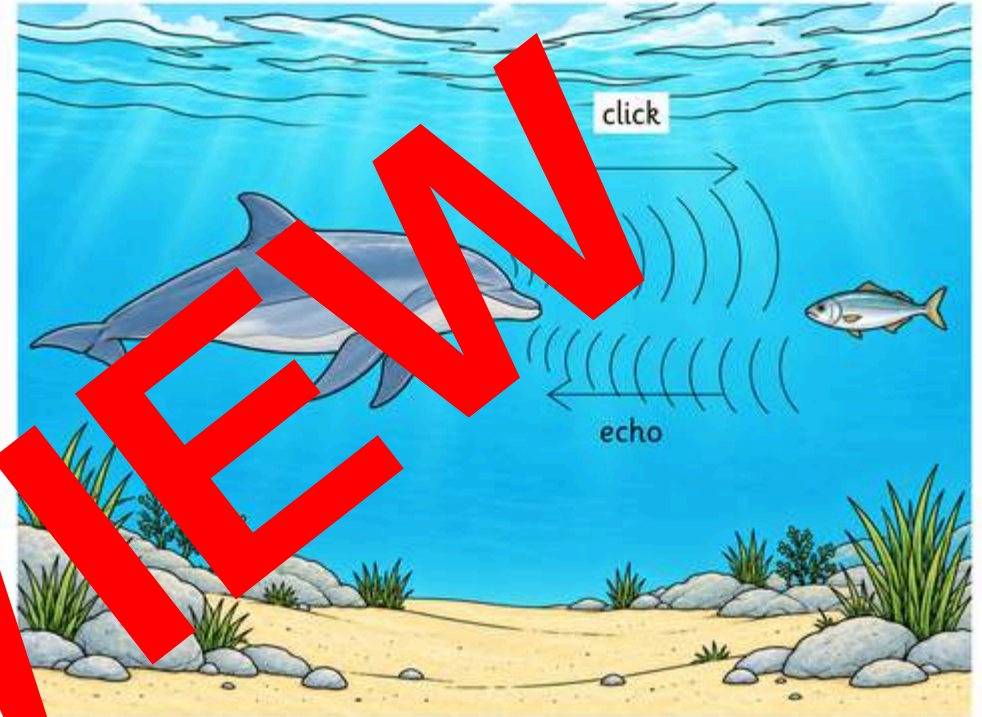
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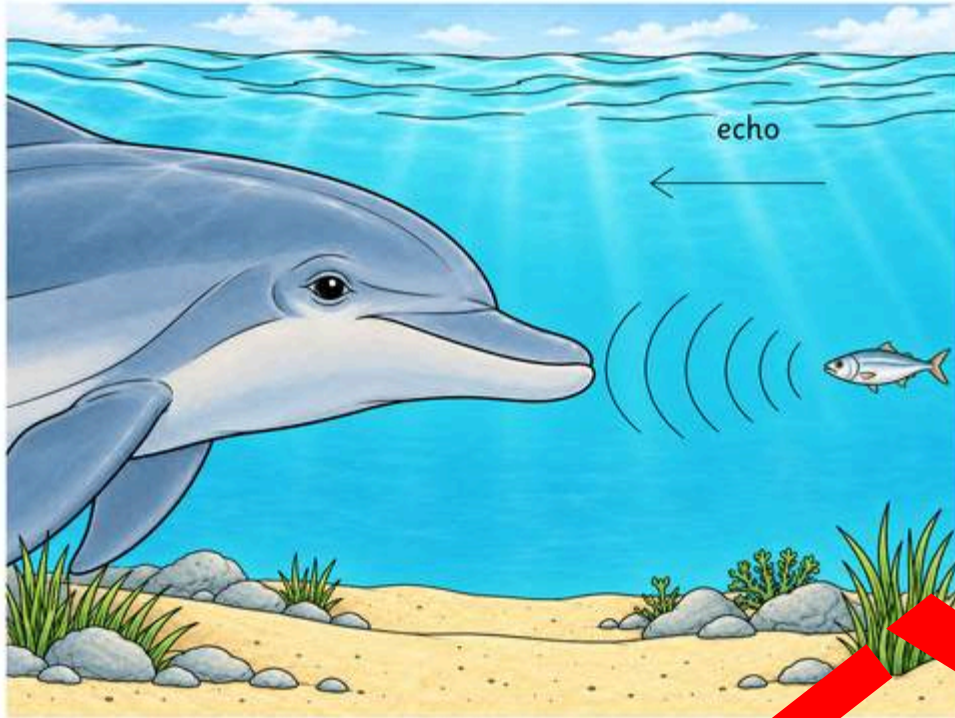
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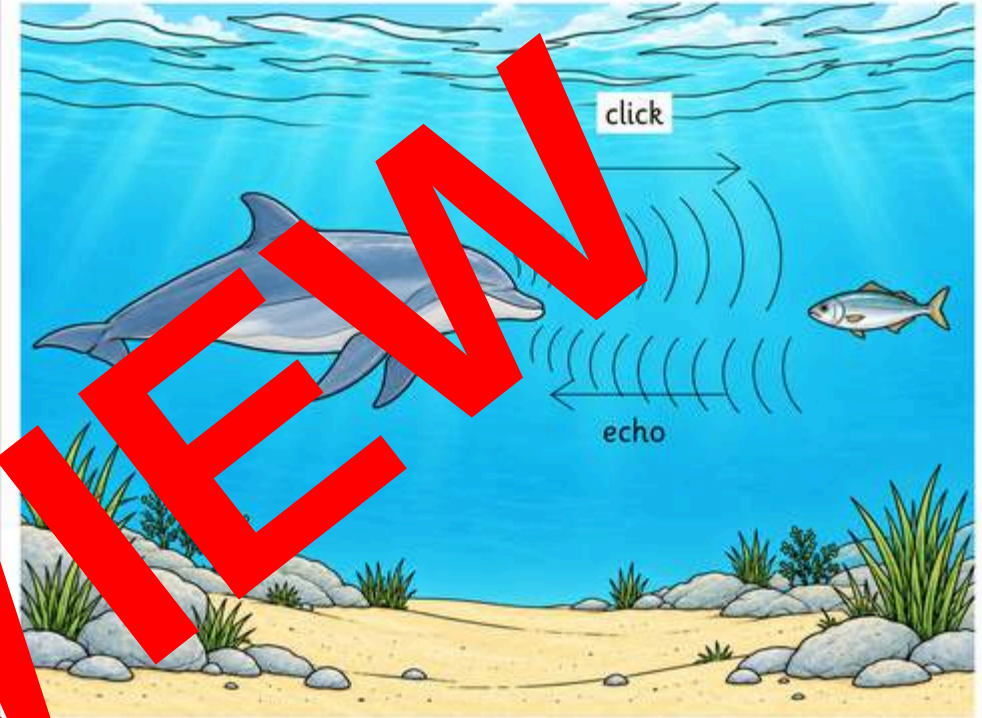
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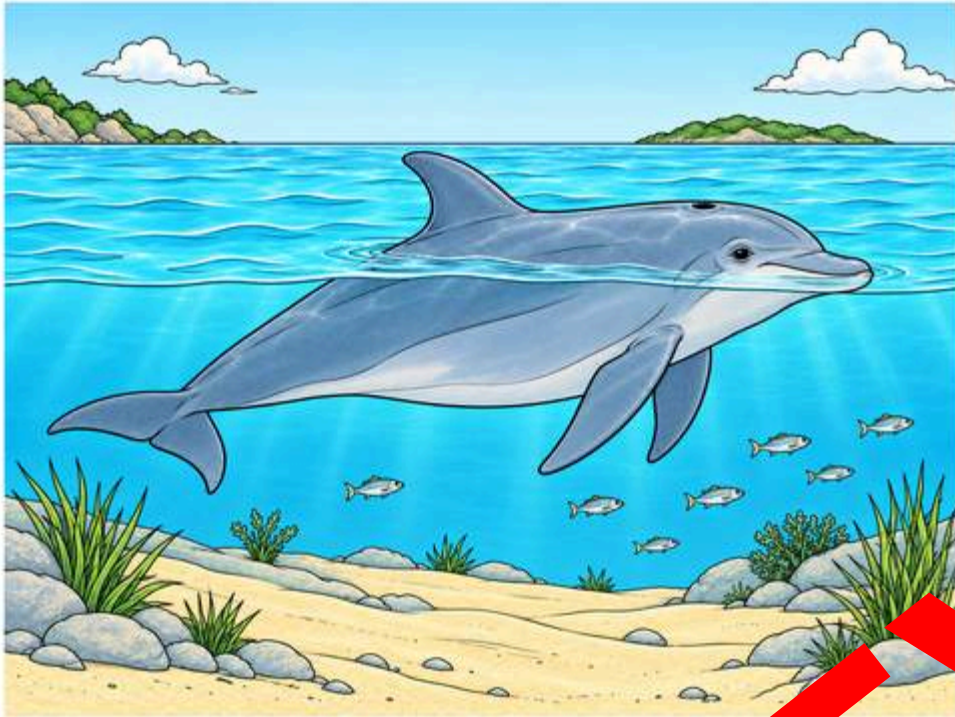
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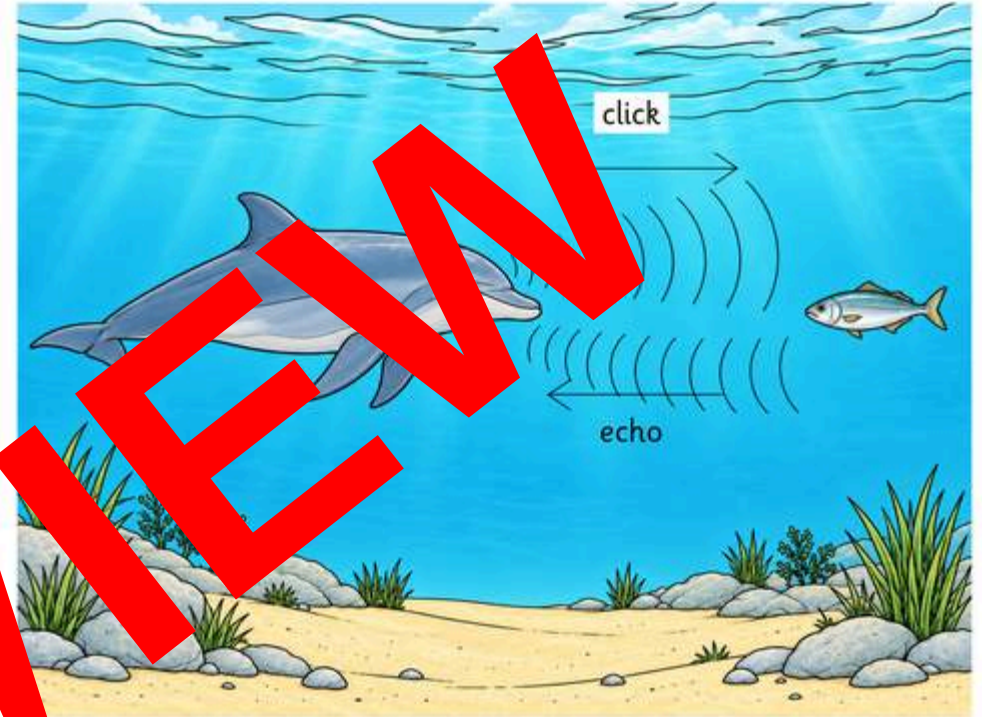
A dolphin can pick up an echo from its lower jaw. This helps it hunt for fish. A dolphin can hunt for fish in dim light with help from sound.



An echo is not a new call from the fish. It is sound coming back. The time it takes to come back can help the dolphin judge how far away the fish is.

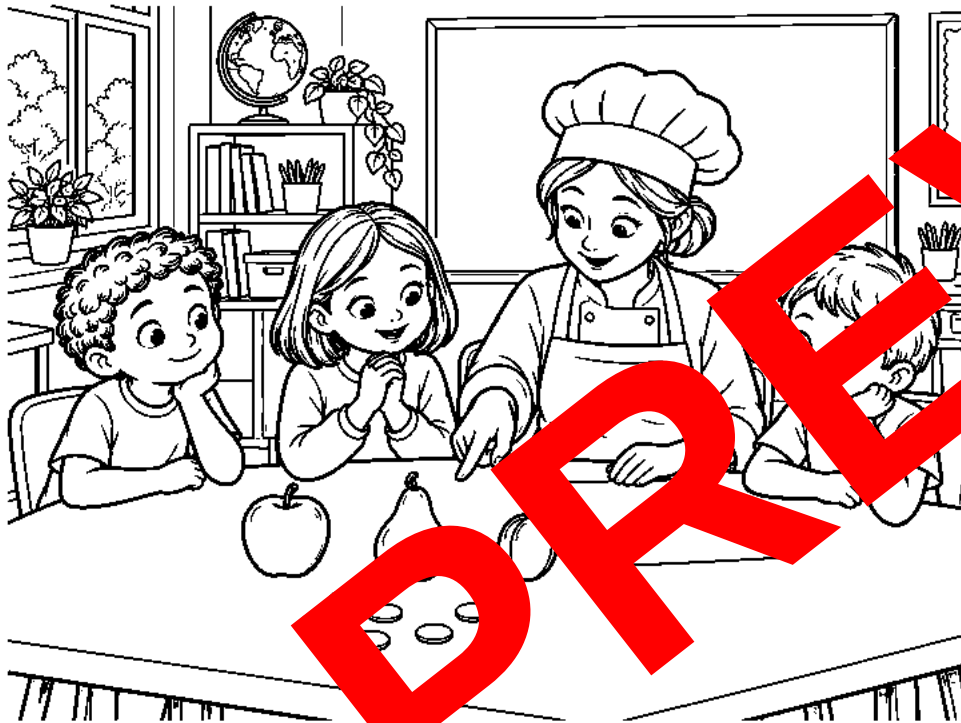


A dolphin can use sound to hunt. It must still come up for air. Sound helps it hunt for food. A blowhole lets it take in air. Fish has its own job.



A fish need not make a call to send back an echo. A click can bounce off the fish. The dolphin sends out the click and picks up the echo.

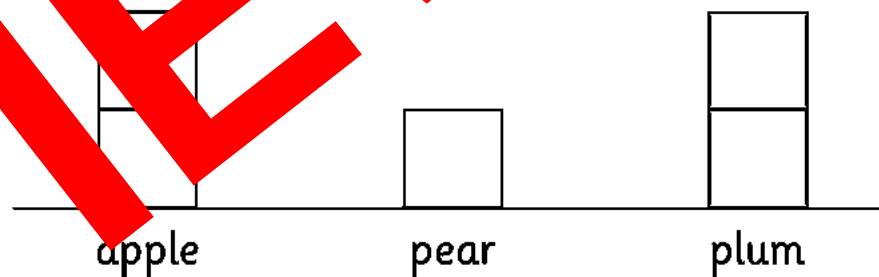
# A Graph for the Chef



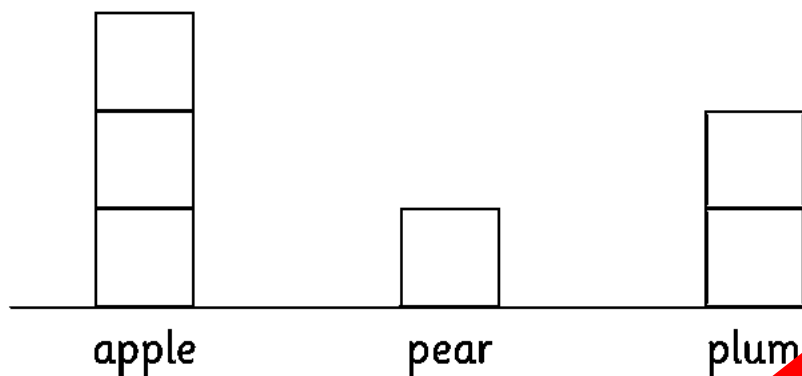
The school chef has a choice to make. Which food will the class pick? A graph can show what the class likes. Each student can make a choice.



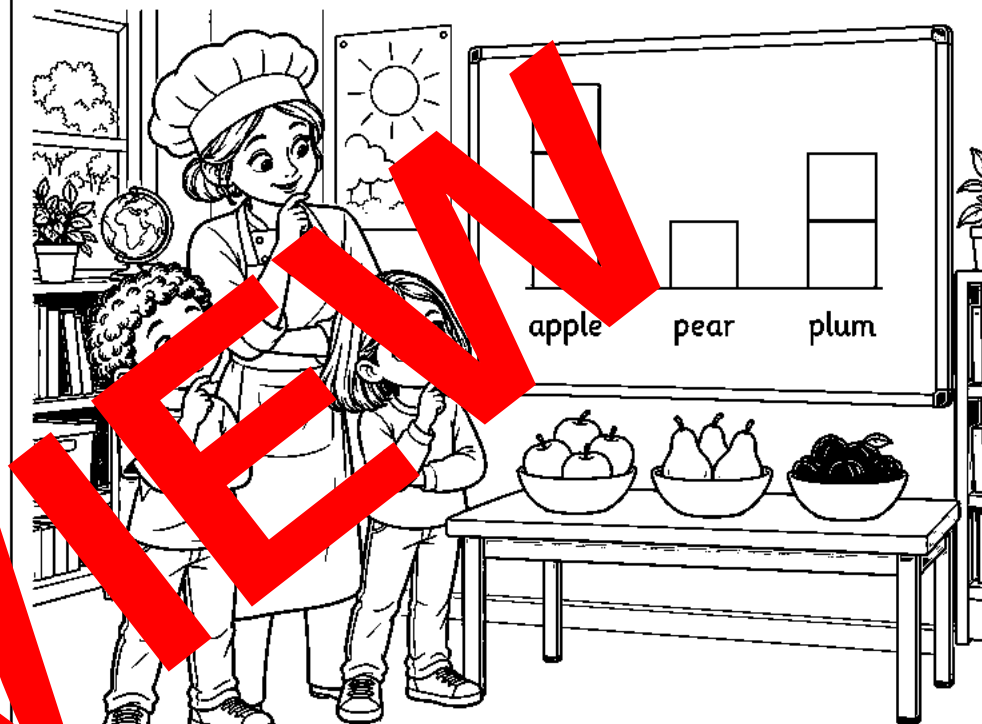
The class picks from an apple, a pear or a plum. Each student picks just one. The chef puts each choice on a list. The whole class has to say.



The chef can make a graph from the list. Each square stands for one choice. The squares start on the same line. A tall stack shows more choices.



The apple stack has three squares.  
The pear stack has one. The plum  
stack has two. The apple stack is  
taller than the pear stack. More  
students picked an apple than a pear.



The graph helps the chef compare the  
choices. More students picked an  
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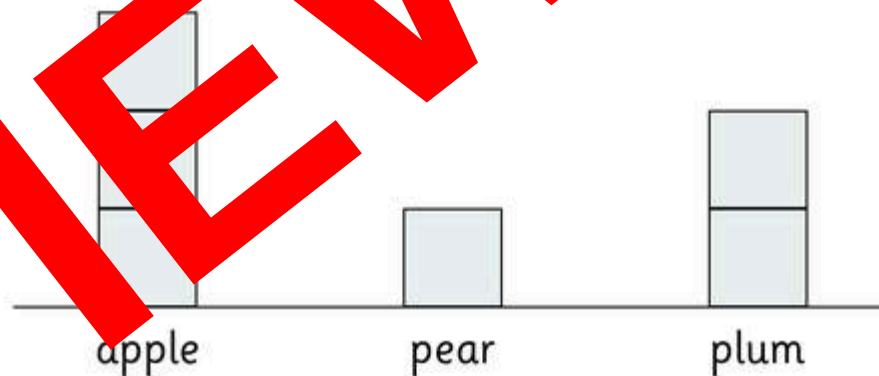
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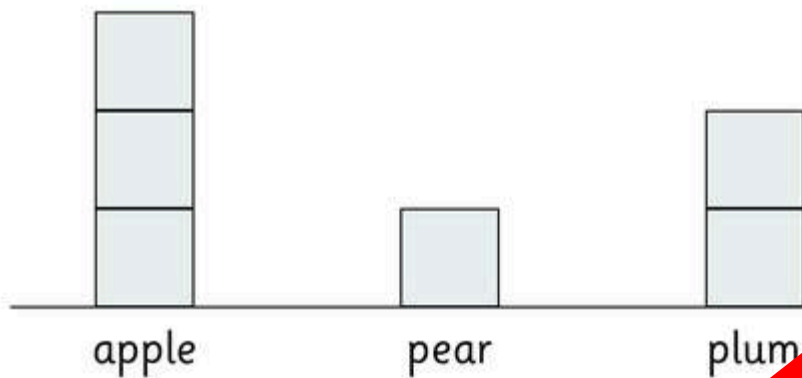
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The apple stack has three equal squares. The pear stack has one. The plum stack has two. The apple stack is taller than the pear stack. More students picked an apple than a pear.



The graph helps the chef compare the choices. More students picked an apple than a pear or a plum. This graph shows just this class. A different class might pick more pears than apples.

# Phil and the Phone



Phil was at school with the chef. The chef had a list for lunch. Then a phone rang. The chef checked a pocket, but the phone was not in it.



The phone rang again. Phil couldn't hear it near a stack of paper bags. 'Who put the phone in a bag?' he said. The chef was a smiling.



Phil did not tip the whole stack out. He lifted each bag and gave it a soft shake. A small paper bag had a loud ring. 'This is it!' said Phil.



The chef took the phone from the bag. 'I put it in with the list,' she said. 'Then I left the list on the bench. That was a silly spot.'



Phil put a small box on the bench. 'A phone spot,' he said. The chef put the phone in the box. Then she and Phil got back to making lunch. The phone had a home.

# Phil and the Phone



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The phone rang again. Phil couldn't hear it near a stack of paper bags. 'Who put the phone on a bag?' he said. The chef lifted a bag.



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# Teaching and Checking

Use after all prior teaching through Year 2 Set 01. Teach the new alternatives in separate chunks before students read independently.

## Teach the new spellings

Start with ph=/f/: phone, dolphin, graph. Then ch=/k/: school, echo; ch=/sh/: chef; and wh=/h/: who, whole. Compare familiar ch in chip and wh in whip. These spellings have alternatives; do not teach one sound for every word.

## Model, guide, practise

Model phone in ordinary written order: ph /f/, o-e /oa/, n /n/. Link o and final e without moving either letter. Blend, then reread. Guide a reading of school before independent practice. Dot phonemes, so ph and ch each get one dot in these words.

## Support the named words

Teach before use: could has silent l; of has f=/v/; they has ey=/ai/; one has unexpected vowel /w-u/; two has silent w. Different is often two syllables: the first written e is omitted, w is r and the following weak e remain. Accept a natural three-syllable form too.

## Read familiar words naturally

Revisit the: voiced th plus weak /uh/, or strong /ee/. Read nature as /ju/ or /ai/. In a sentence, for and was may also be weak; say the natural form, then return to the spelling. Keep supported-word practice brief and explain the unusual part before the first reading.

## Read and correct

Supply a missed correspondence, blend the whole word, reread the sentence for meaning. Avoid guessing from pictures. Phil=/f-i-l/ and Kim=/k-i-m/ need capital recognition. Graph uses the broad Australian a taught earlier. Discuss echo, whole and graph before reading without substituting untaught student text.

## Print, cut and assemble

Print readers landscape A5, actual size, single-sided. Cut the centre guide, stack numbered A5 pages and staple left; do not join or duplex. The fiction books and graph book have 6 pages each; the dolphin fact book has 8. Print this compact portrait A4. Cut only marked cards; use one build at a time.

## Prompts and answers: pages 2-6

Page 2: hear one /k/, /sh/ or /h/ for the focus spelling. Page 3: chef 3, dolphin 6, echo 3, graph 4, school 4, who 2 sounds. Page 4 prompts: school, chef, who. Page 5 changed sound positions: 3, 2, 2, 2. Page 6: ph = phone/dolphin/graph; ch /k/ = school/echo; ch /sh/ = chef; wh /h/ = who/whole.

## Prompts and answers: pages 7-10

Page 7: The chef is at school. / Who has the phone? Page 8 word prompts: phone, whole, echo; then the same two sentences. Say naturally, repeat, segment, write and reread. Page 9: chef-4, phone-2, dolphin-1, graph-3. A suitable response: The box gave the phone a home. Page 10 transfer: photo, whale, shell; discuss meanings after decoding. Note accuracy and next teaching step.

## Hear and See the Spellings

In phone, ph spells /f/. Say /f/ once, then blend phone. Try school with your teacher. Now say each focus sound and read its word. Cut the cards to revisit the spellings.

ph

/f/

phone

ch

/k/

school

ch

/sh/

chef

wh

/h/

who

## Blend and Read

Watch your teacher blend school. Each dot stands for one sound. Say the sounds, blend the whole word, then say it smoothly. Try each row and reread it with a partner.

chef  
• •

dolphin  
• • • • •

echo  
• • •

graph  
• • • •

school  
• • • •

who  
• •

Which spelling did you check twice?

# Say, Build and Write

Cut the tiles. Listen to a word, say its sounds and build it in the boxes. Then write the whole word on the lines. Clear the boxes before the next word; reuse tiles as needed.

|   |    |    |   |    |   |
|---|----|----|---|----|---|
| s | ch | oo | l | ch | e |
| f | wh | o  |   |    |   |

1

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

2

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

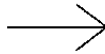
3

|  |  |
|--|--|
|  |  |
|--|--|

## Change One Sound

Say hen, then pen: /h/ changed to /p/. Now read each pair. Tell a partner the sound that changes. A spelling can change even when its sound stays the same, as in sh and ch in the first pair.

shed



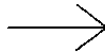
chef

fin



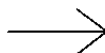
phone

spot



school

he



who

# Sort the Spellings

Read each word. Find its focus spelling and say its sound. Cut out the mixed cards, then sort them. Check by saying the sound in the whole word; keep all cards upright.

school

phone

who

chef

whole

graph

dolphin

echo

ph /f/

ch /k/

ch /sh/

wh /h/

## Build and Write Sentences

Model: Dad has a bag. It starts with a capital and tells a complete idea. Cut the tiles in each row. Put them in an order that makes sense, read the sentence, then write it.

is at

school.

The chef

PREVIEW

phone?

Who

has the

# Listen, Write and Check

Say the supported words with your teacher. Notice the part that needs help, then cover the cards. Listen to each prompt. Say it, segment it, write it and reread it to check.

one

two

different

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

## Read for Meaning

Read the words and the mixed meanings. Draw a line from each word to its meaning. Then think about Phil and the phone. Say a complete answer before you write it.

chef

1 This animal can use an echo to hunt for fish.

phone

2 We can talk with this.

dolphin

3 This can show each choice with a square.

graph

4 This person can cook food.

Why did Phil use a box?

---

---

---

## Read Again and Try New Words

Read a favourite page again so it sounds smooth and makes sense. Then try these new words with the spellings you know. Tell a partner what each word means.

photo

whale

shell

Phil has a photo of a dolphin. The whole class can see it.

Think about your reading.

- ☐ I read each line.
- ☐ I checked the sound.
- ☐ I read it again.

### Teacher observations

Accuracy / self-correction / next teaching step:

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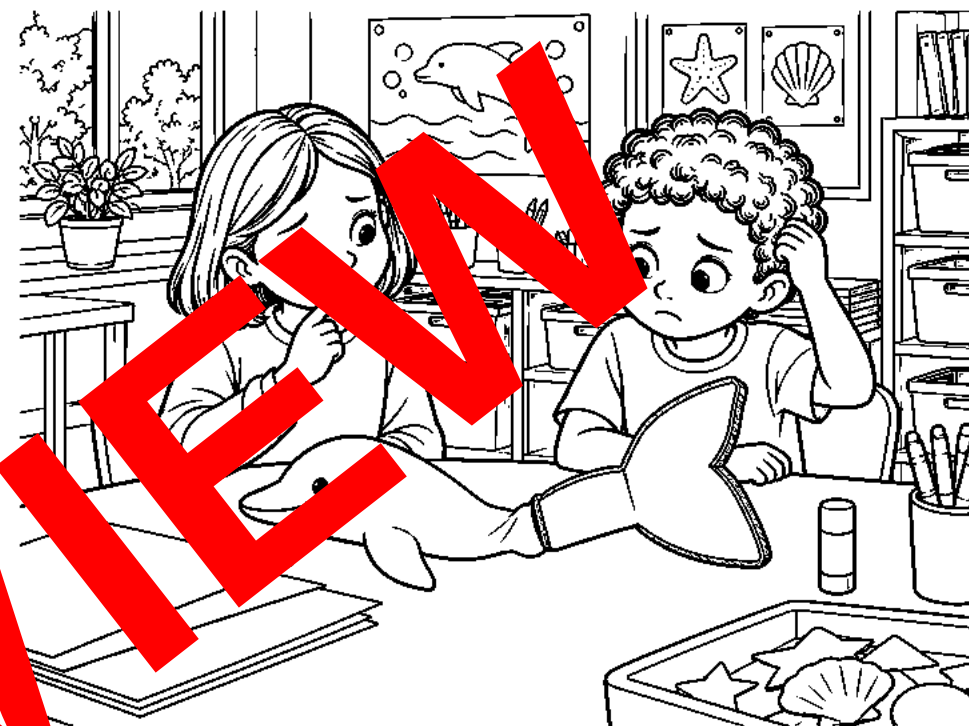
# The Dolphin Patch



Kim made a paper dolphin for the school show. It had a long tail and a wide fin. Kim held it up. Then the tail got stuck under a book. Rip! A bit came off.



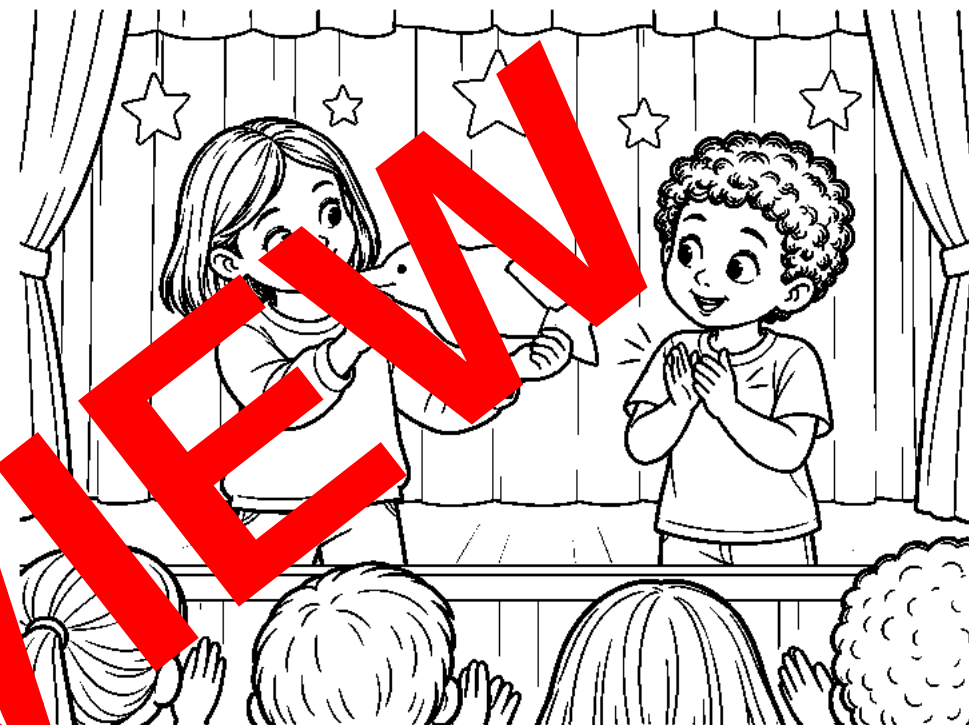
'My dolphin has no tail!' said Kim.  
'Who can help?' Phil came to look.  
'We can add a patch,' he said. Kim  
found a thick card and cut a new tail.



They stuck the card on with glue, but  
the thick tail bent the paper dolphin.  
'The card is too thick,' said Phil. 'A  
thin patch might help.'



Kim cut a thin paper tail. Phil held the dolphin flat as Kim stuck it on. Then they left the glue to dry. The whole dolphin was on the desk.



At the school show, Kim held up the dolphin. The new tail did not bend or drop. Kim made it dip and swim in the air. Phil gave a clap. The patch was a good fit.

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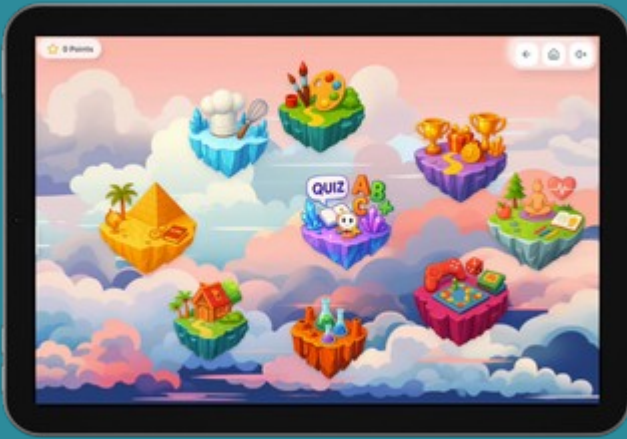
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## Year 2 Set 03 Silent Letters

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| Book 1: The Knot in the Wrap (Colour) (Fiction) |
| Book 2: A Lamb by the Gate (B&W) (Fiction)      |
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| Book 4: Bend and Grip (Colour) (Non-fiction)    |



# The Knot in the Wrap



Kit had made a little boat for Gran. Kit wrapped the boat in green paper and tied a knot. The knot sat on the blank tag.



Kit wrote Gran on the tag. In this knot hid the name. Kit tugged at the string, but the knot held fast. Kit could not pull it free.



Mum sat at the table. "I can help," Mum said. Kit kept a thumb on the boat and held the paper flat. Mum slid the knot off the tag.



Kit could see the name on the paper and  
rip, but the little boat was fine. Kit put  
a green strip on the paper and pressed it  
flat.



Gran opened the gift. "I know what this  
is!" Gran said. Kit grinned. Gran set the  
boat in a tub. It did not sink. The gift  
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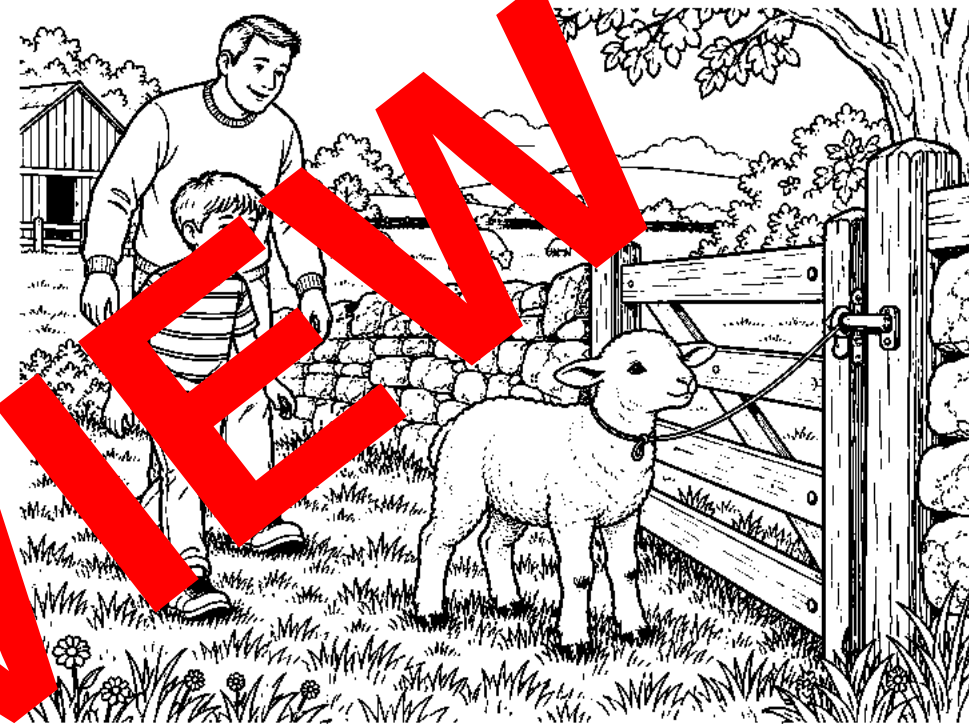


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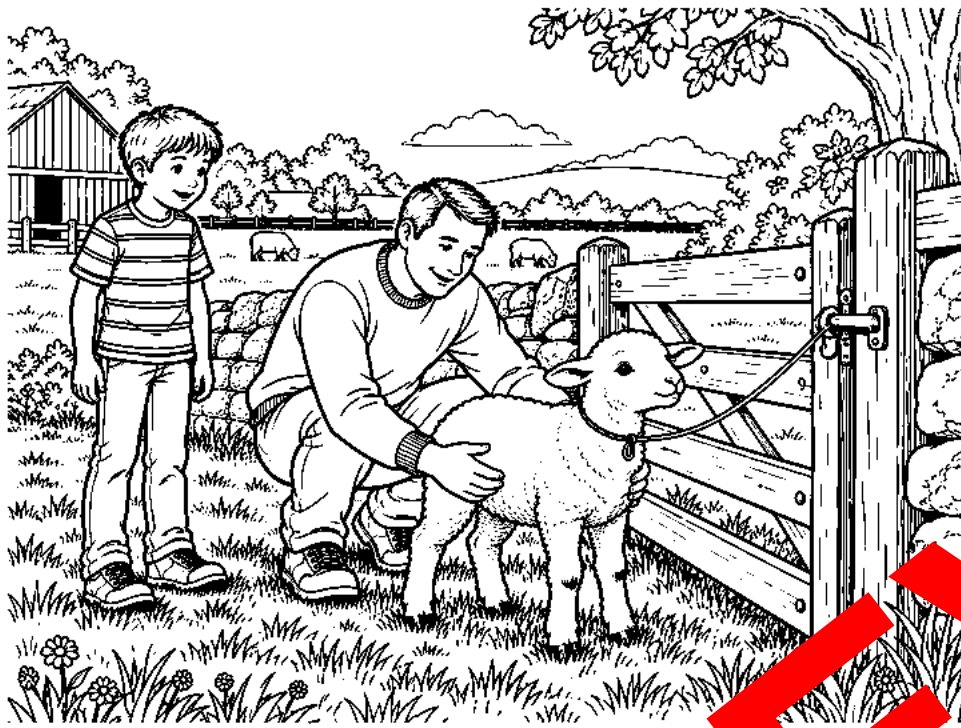


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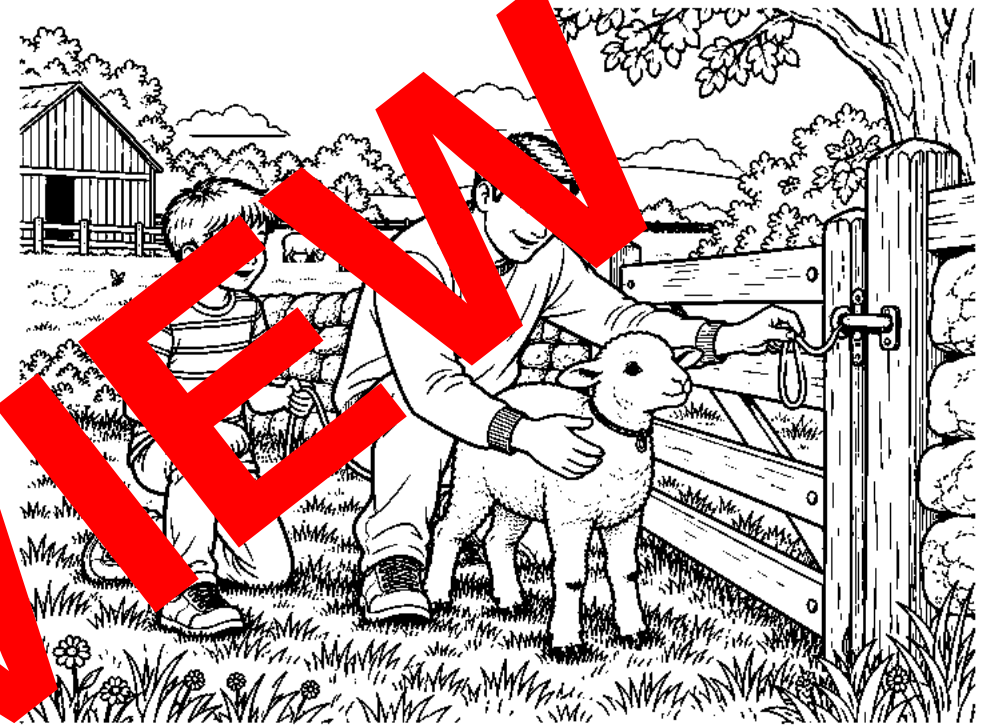
# A Lamb by the Gate



Ben went to the farm with Dad. A lamb stood by the gate. A loop in the string had got stuck on the latch. It tugged, but the string held firm.



"Stop," said Dad. "The lamb would tug at the string." Ben stood still. Dad held the lamb close to the gate and kept it safe.



Ben bent a knee on the soft grass. A gnat flew past. Ben kept still and held the slack string. Dad slid the loop off the latch.



The lamb took two steps back. Ben felt a soft nose on his wrist. The lamb had come to sniff his hand. Dad shut the gate.



The lamb ran to its mother in the grass. Ben and Dad stood back. "I know why the lamb should not tug," Ben said. "A tight loop can hurt."

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# Why Rats Gnaw



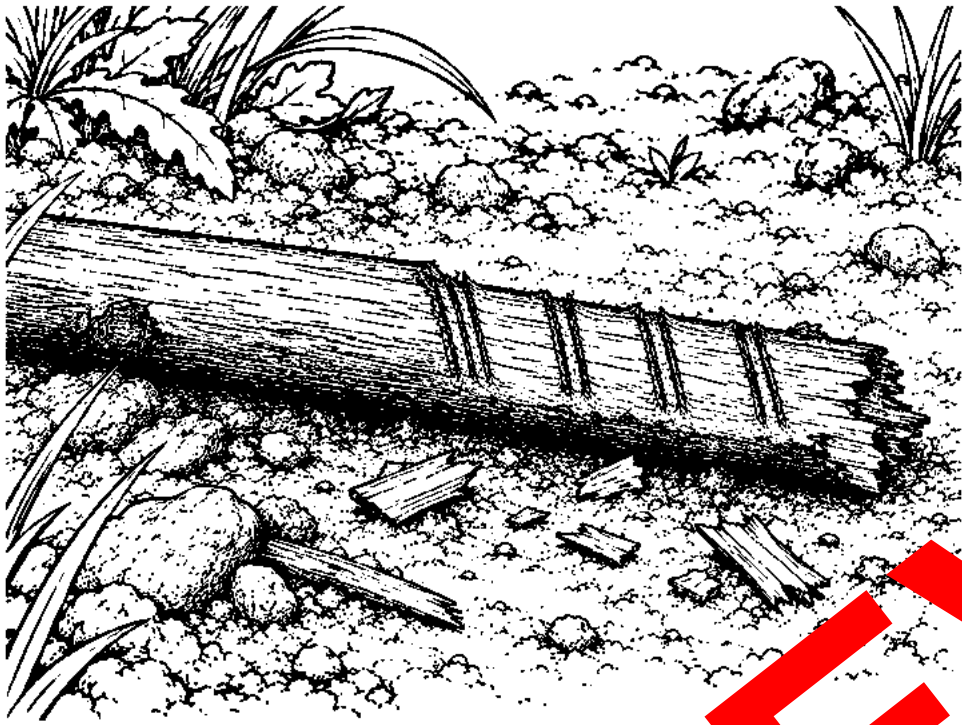
A rat has two long front teeth on top and two below. The front teeth keep growing. Rats use these teeth to bite and gnaw.



To gnaw is to bite at hard things and chew them again and again. A rat can gnaw wood. Its front teeth scrape the wood and leave small marks.



A rat can rub its front teeth together. This helps wear the teeth down as the teeth grow. Gnawing on hard things helps wear them down as well.



Look at a stick with gnaw marks. The thin lines side by side are a clue. The marks show how the rat's teeth cut the wood.



Rats gnaw for food and to get past things. Gnawing helps wear growing teeth down, too. The marks on the wood show how the teeth cut and scrape.

# Why Rats Gnaw



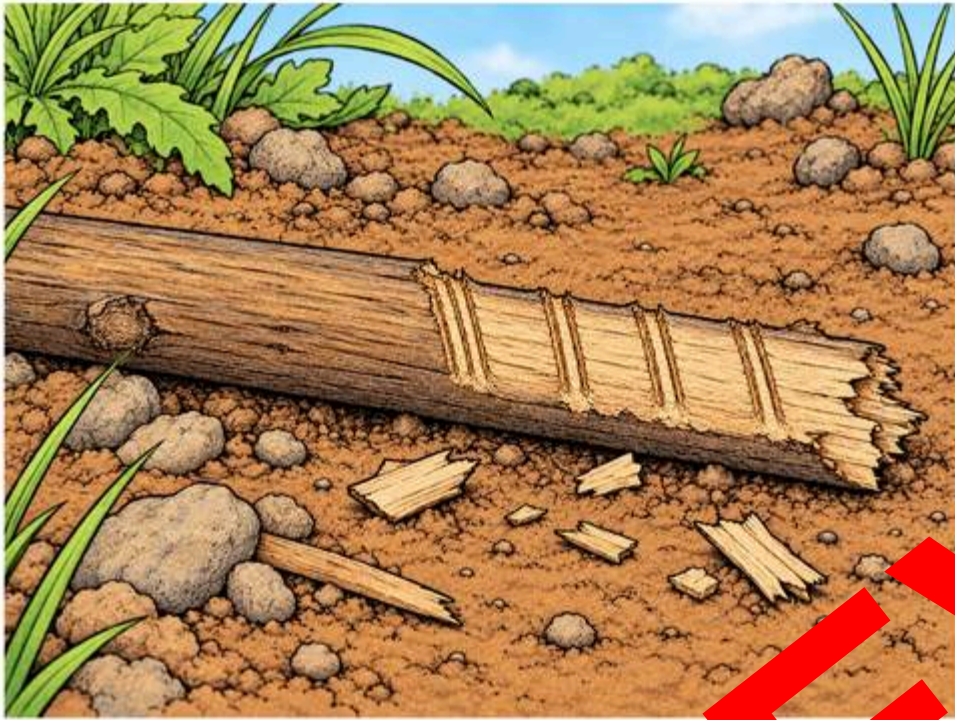
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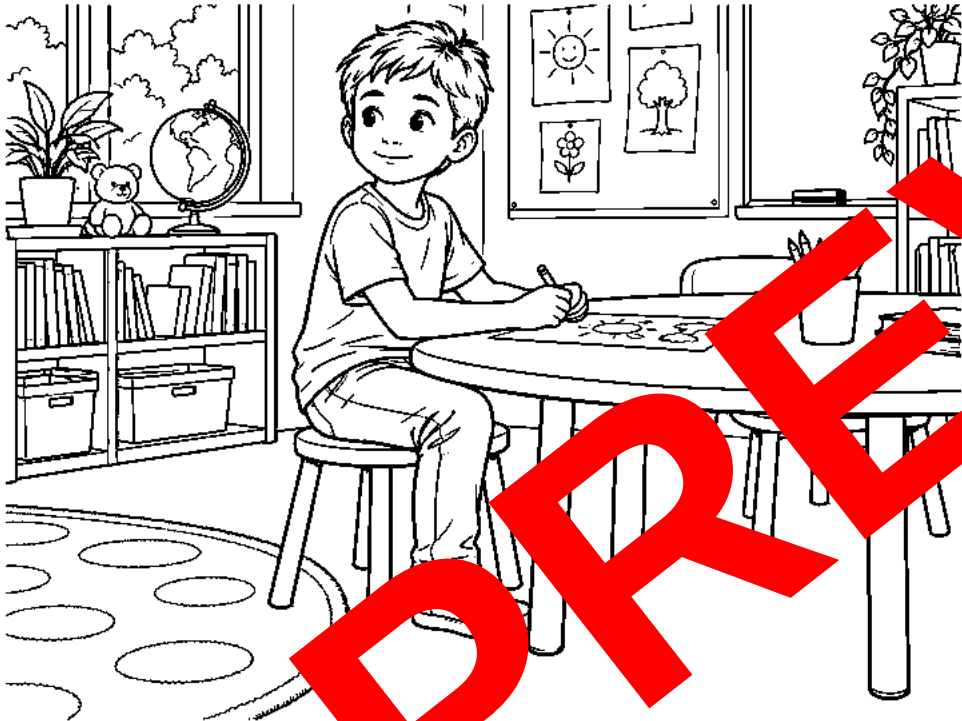


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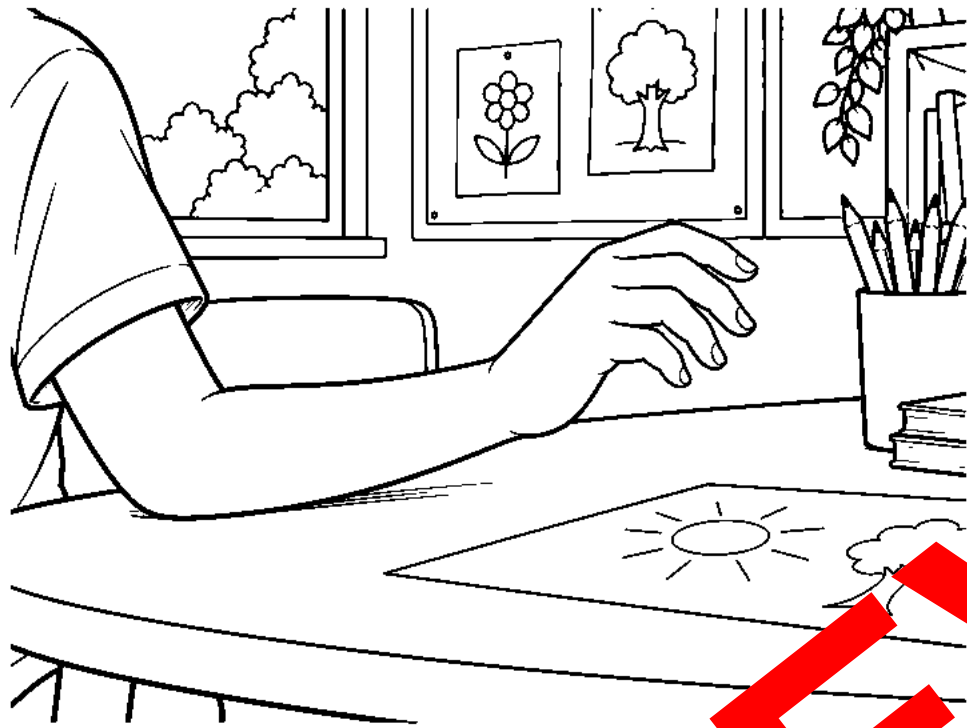


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# Bend and Grip



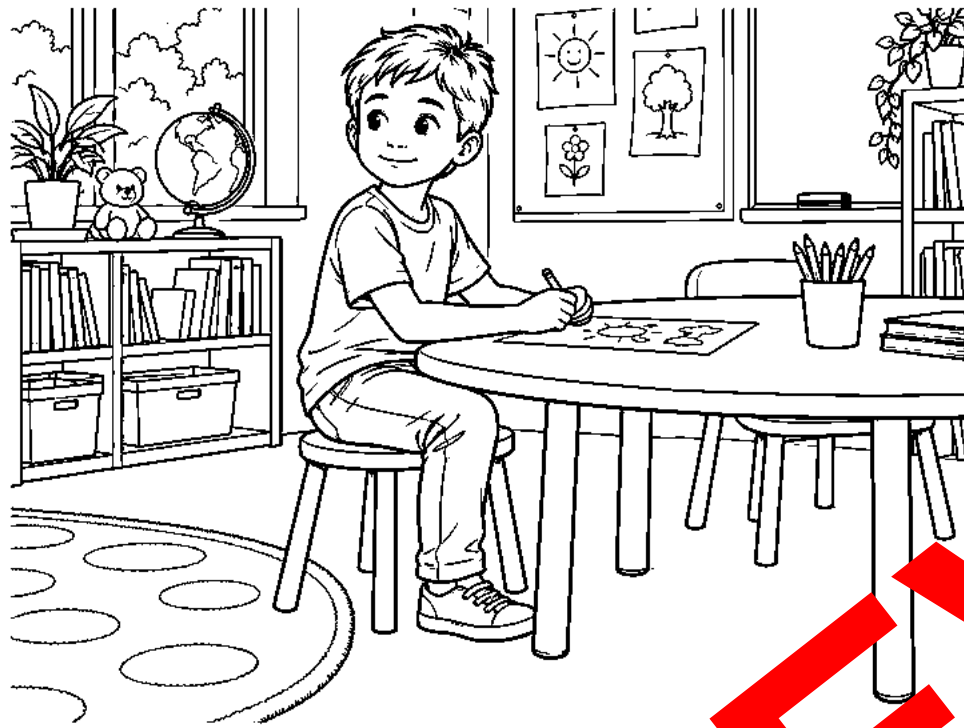
A knee is a joint. At a joint, bones meet.  
The knee lets the leg bend and unbend.  
A knee bends as a leg takes a step.



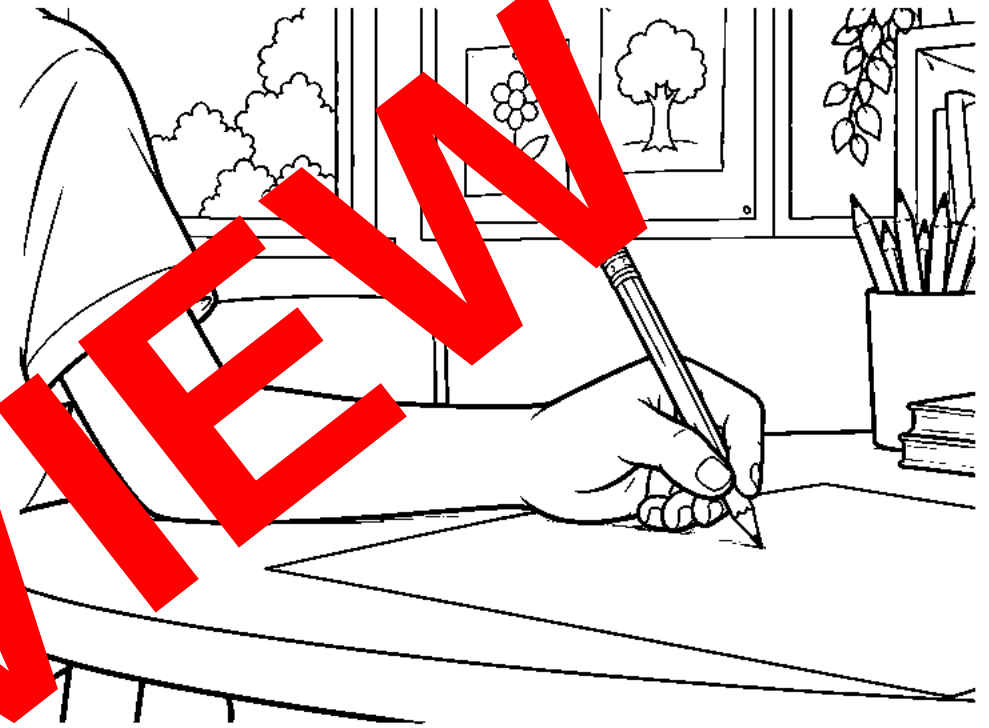
The wrist joins the hand to the arm.  
Small bones meet at the wrist. The  
hand can bend up and down at this  
joint.



A thumb can reach across the hand.  
The thumb and fingers can grip a cup.  
The grip helps keep the cup from  
slipping from the hand.



The knee and wrist do different jobs. A knee helps a leg bend. A wrist helps a hand bend. Each body part has joints that meet at joints.



Look at a hand with a pencil. The fingers and thumb grip it as the wrist bends. Many small joints help with a task as simple as writing a name.

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# Teacher guidance

Teach in small steps, then use these books and activities to apply the learning. Read directions together and model a useful example before students try it.

## Focus and readiness

Use after every earlier step through Year 2 Set 02. Teach kn=/n/, wr=/r/, gn=/n/ and mb=/m/ in the verified words. Teach silent l only in could/would/should and silent w only in two. Retrieve earlier vowels, clusters, weak syllables and endings. A silent letter stays written but adds no sound dot.

## Current word support

Rehearse a and the naturally. Voiced th is taught; explain the weak or strong article vowel. Could/should in the stories and would in practice may have a weak vowel: teach that named arm, as well as full /book/ and silent l. Different may lose a weak syllable. Each reader has at most one supported forms. Two now has its complete taught mapping.

## Read, correct and discuss

Model the first line: point to spellings, say sounds, blend and read for meaning. Supply a missing sound and reblend; avoid picture guessing. Discuss why Kit repairs the car, why Ben waits and what gnaw marks show. Non-fiction observations explain teeth and jobs.

## Sound and word checks

Page 2: knee has two sounds; could has three. Page 3 counts: kn=know/gnaw/two 2; gnat/lamb/thumb/wrap/could/would/should 3; wr=wrap. Page 4 build knee, wrap, lamb, two. Keep silent w in two without adding a sound.

## Check changes and sound groups

Page 5 changed positions by crumb: mat-lamb 1,2; wrap-rip-rib 2,3; lamb-ram-rim 1,2; cod-could-good 2,1; bee-knee-knot-gnaw 1,2. Page 6: kn knee/knot; wr wrap/wrist; gn gnat/gnaw; mb lamb/thumb. Say the sound, then the spelling group.

## Sentence, dialogue and meaning

Page 7: The crumb stood by the gate. / Kit wrote a name on the tag. Page 8 dictate knife, write, could, two; then The crumb stood by the gate. / Kit would wrap the gift. Page 9 match prompts 1-4 to choices 4,3,2,1. Response models: To mend the rip. / How the teeth cut the wood.

## Transfer and next teaching

Page 10: knelt means bent down onto a knee; wrung means twisted a wet item; gnash means press/grind teeth; crumb is a small bit of bread. Explain meaning after decoding. A sentence model is I see a crumb. Check accuracy, phrasing, meaning and spelling; revisit the exact difficulty.

## Print and assemble

Readers: A4 landscape, actual size, single-sided. Cut at the centre guide; stack A5 pages 1-6 and staple left. This is sequential two-up, not folded-booklet imposition. Companion: ten portrait A4 pages. Cut only the marked cards/tiles. Choose either matching edition.

# Hear the sounds, keep the letters

Say knee slowly, then blend its sounds. The letters kn spell one sound, /n/. Cut out the cards. Say each example and explain which letters work together or stay silent.

kn

knee

wr

wrap

gn

gnat

mb

lamb

silent

could

silent w

two

Keep the spelling. Count only sounds.

k n e e  
• •

c o u l d  
• • •

Knee has four letters but two sounds. Could has three sounds: /k/, the vowel in book, and /d/. Its l stays in the word but has no sound. Try two together, then explain its silent letter.

# Read the whole spelling

Say the sounds under each spelling group, then blend. Silent letters stay visible but add no dot. Keep the whole spelling in its normal order. Reread each word smoothly.

k n e e  
• •

k n o w  
• •

g n a t  
• • •

s n a w  
• • •

l a m b  
• • •

t h u m b  
• • •

w r a p  
• • •

w r i s t  
• • • •

c o u l d  
• • • •

w o u l d  
• • • •

s h o u l d  
• • • •

t w o  
• •

Read these whole spellings:

knife

write

wrote

Keep the final e in its usual place.

# Build, then spell

Cut the tiles. Build each named word in its mat, then write the whole word on its guide. Keep silent letters in the spelling. Say only the sounds as you check your work.

|   |    |   |    |   |    |
|---|----|---|----|---|----|
| a | kn | w | mb | p | ee |
| t | wr | o | l  | a |    |

knee

wrap

lamb

two

# Change one sound

Say each word. Change just one sound each time and point to it. Write the last word on the guide. More than one written letter may change when just one sound changes.

mat

→

gnat

→

knot

wrap

→

rip

→

rib

lamb

→

rant

→

rim

cod

→

could

→

good

bee

→

knee

→

know

→

gnaw

# Sort the spelling groups

Read the mixed cards before cutting. Sort by the written group kn, wr, gn or mb. Say the sound and explain the spelling. Both cards in each group fit upright in its box.

knee

lamb

wrap

gnaw

thumb

knot

gnat

wrist

kn

wr

gn

mb

# Build a sentence

Read the mixed tiles. Build each sentence in a mat, then write it below. Use a capital and full stop as clues. Reread to check that each sentence makes sense.

|       |       |      |       |     |
|-------|-------|------|-------|-----|
| tag.  | The   | name | stood | Kit |
| by    | gate. | a    | lamb  | the |
| wrote | the   | on   |       |     |

Sentence 1

Sentence 2

# Listen, write, check

Listen to each word and sentence. Say it back, write it, then reread. Keep every silent letter. Read the check words last, so they do not give away a spelling before you write.

1

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---

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2

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---

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3

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---

---

4

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---

---

Sentence 1

---

---

---

Sentence 2

---

---

---

Read these check words last:

could

would

should

two

# Read for meaning

Read each clue. Write its number in the circle beside the matching word. Then answer the two questions on the guides. Say each whole answer before writing it.

1. The lamb stood by it.

☐ wrist

2. Kit wrote on it.

☐ wood

3. In the rat book, the teeth cut it.

☐ saw

4. It joins a hand to an arm.

☐ gate

Why did Kit put a green strip on the wrap?

---

---

---

What can gnaw marks show?

---

---

---

# Read, explain, transfer

Read each new word using the taught spellings. Say its sounds, blend, then discuss the meaning. Reread the sentences in smooth phrases. Say a sentence with crumb, then write it.

kne<sup>l</sup>t

bent down onto a knee

w<sup>r</sup>u<sup>n</sup>g

twisted a wet item

gn<sup>a</sup>sh

rub teeth together hard

crumb

a small bit of bread

## Reread for meaning and phrasing

I would wrap a gift.

The lamb stood by the gate.

Use crumb in a sentence.

## Teacher observations

☐ Sounds secure

☐ Smooth rereading

☐ Revisit a spelling

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## Year 2 Set 04 Less Common ai and ee Spellings

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# Teach, Read and Check

Year 2 Set 04 ei/ey=/ai/; ea in great/break; aigh in straight; ie=/ee/; ei=/ee/; eo in people

## Start from taught code

Use these books after all earlier steps through Year 2 Set 03. Teach the new ai and ee spelling groups in small collections. Blend for reading and segment for spelling; a picture checks meaning after decoding.

## Explain and model

Several spellings can show the same sound. In eight, eigh spells /ai/: blend /ai/ /t/. In people, eo spells /ee/ and final le has two sounds, a weak vowel plus /l/: five sounds in two syllables. Say straight as /s/ /t/ /r/ /ai/ /t/.

## Teach the supported words first

The Great Sleigh and A Shield in the Field use of: its f sounds like /v/. Leaf Vein uses of and water: water has named a=/or/ and a weak ending. Weigh and Compare uses w when a move. In women, first o is /i/; second e is /i/ or a natural weak vowel. In move, m and a are regular now; named o is /oo/. Say, explain and practise these before their books.

## Read, guide, then release

Model a short part. Read the next part together, then let student try. On an error, point to the spelling, say its sound, blend the word and reread the sentence. Ask what changed the toy sleigh, how a shield helps, how veins compare and what a balance can do.

## Use the activities

Say rein means a strap for guiding a horse; brief means short; chief means the person helping lead a team; ceiling is the inside top of a room. Pages 2-3 model and guide decoding. On page 4 model rein, guide field, then dictate weigh. On page 5 model at to eight; say field, great and rein for the three blank answers. Check the sound even when several letters change.

## Dictate and check

On page 8 say ei in field, straight. Then say: They weigh eight rocks. I can move the sleigh. Say each whole sentence, repeat naturally and let students segment. Check sounds, spelling, capitals and stops. On page 9 the picture matches are shield 4, vein 1, balance 3, sleigh 2. Accept an accurate reader just for event.

## Print and assemble

Print at actual size, single-sided. Cut each landscape A4 reader sheet down the centre, stack A5 pages by number and staple left. Do not fold. Print the companion on portrait A4. Every book has six pages including its cover; both editions use the same text and original scene.

## Teacher observations

Confident with

Needs practice with

Next teaching step

# Spellings for Long Vowels

Year 2 Set 04 ei/eigh/ey=/ai/; ea in great/break; aigh in straight; ie=/ee/; ei=/ee/; eo in people

Long /ai/ can have several spellings. Say rain, then rein: the sound is the same. Read each example with a partner. Notice that ei can spell /ai/ in rein or /ee/ in ceiling.

ei

/ai/

rein

eigh

/ai/

eight

ey

/ai/

they

ea

/ai/

break

aigh

/ai/

straight

ie

/ee/

field

ei

/ee/

ceiling

eo

/ee/

people

Keep each spelling together. Try an example before choosing a sound.

# Blend and Read

Year 2 Set 04 ei/eigh/ey=/ai/; ea in great/break; aigh in straight; ie=/ee/; ei=/ee/; eo in people

A rein is a strap for guiding a horse. Blend rein as /r/ /ai/ /n/. Say eight together: eigh spells one sound. Then blend each word below. In people, final le has two sounds.

rein

eight

straight

field

ceiling

people

Now read these words.

rain

weigh

chief

brief

break

steak

# Build and Spell

Year 2 Set 04 ei/eigh/ey=/ai/; ea in great/break; aigh in straight; ie=/ee/; ei=/ee/; eo in people

Say rein. Pick r, ei and n, then blend them to check. Try field together. For the last row, listen to the word your teacher says. Build it, say its sounds and write it.

|    |    |      |   |   |
|----|----|------|---|---|
| ie | r  | eigh | l | n |
| w  | ei | d    | f |   |

Model rein

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

Together: field

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

Listen and try

|  |  |
|--|--|
|  |  |
|--|--|

# Change One Sound

Year 2 Set 04 ei/igh/ey=/ai/; ea in great/break; aigh in straight; ie=/ee/; ei=/ee/; eo in people

Say at, then eight. Only the first sound changes: /a/ becomes /ai/. The spelling changes too. Try the next change together. Then listen, change one sound and write each new word.

Model

at → eight

Together

filled → \_\_\_\_\_

Try

gran → \_\_\_\_\_

Try

run → \_\_\_\_\_

# Sort by Spelling and Sound

Year 2 Set 04 ei/eigh/ey=/ai/; ea in great/break; aigh in straight; ie=/ee/; ei=/ee/; eo in people

Say ceiling. Its ei spells /ee/, so it belongs in that box. Read the mixed word cards. Listen to each vowel, notice its spelling and place each card in the right box.

|       |         |       |
|-------|---------|-------|
| chief | rein    | great |
| vein  | break   | yield |
| steak | ceiling | brief |

ei spells /ee/

ea spells /ai/

ie spells /ee/

ei spells /ai/

# Build and Write Sentences

Year 2 Set 04 ei/igh/ey=/ai/; ea in great/break; aigh in straight; ie=/ee/; ei=/eel/; eo in people

Model: People weigh eight small rocks. Read it, then mix the tiles and build it together. Now build the sentence about the veins. Start with a capital, end with a stop, then write and reread.

|      |        |     |        |       |
|------|--------|-----|--------|-------|
| thin | People | can | rocks. | eight |
| see  | small  | We  | veins. | weigh |

Build the model sentence about the rocks.

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

Build the sentence about the veins.

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|--|--|--|--|--|

Read the complete sentence. Does its meaning fit the picture or idea?

# Listen, Write and Check

Year 2 Set 04 ei/eigh/ey=/ai/; ea in great/break; aigh in straight; ie=/ee/; ei=/ee/; eo in people

Say women together. The first o sounds like /i/. Listen to its weaker second vowel. Practise these supported words, then write the words and sentences your teacher says.

women

water

move

of

Word 1

Word 2

Word 3

Sentence 1

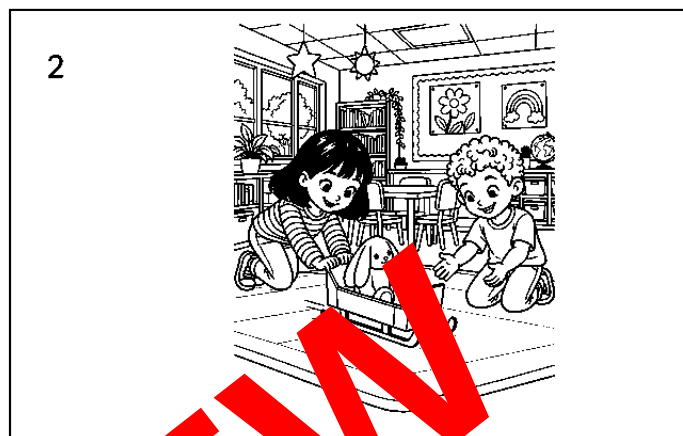
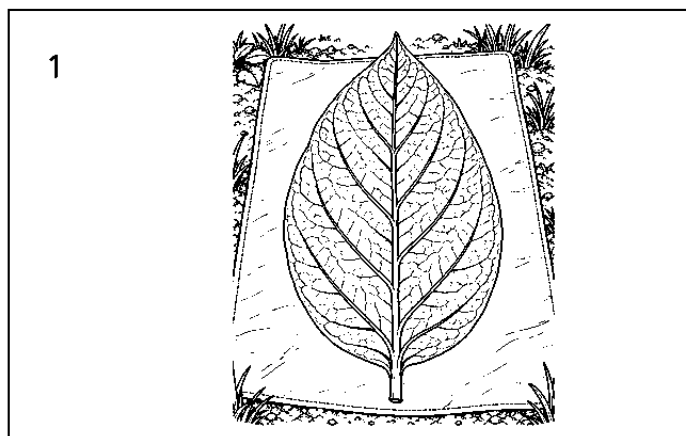
Sentence 2

Check each sound, the spelling, the capital and the stop.

# Read for Meaning

Year 2 Set 04 ei/ey=ail; ea in great/break; aigh in straight; ie=leel; ei=leel; eo in people

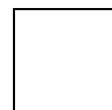
Read vein and look for branching lines in a leaf. Now read each word and write its picture number in the small box. Then choose a book and write one event or fact.



shield



vein



balance



sleigh



Write an event or fact from a book.

-----

-----

-----

-----

# Read Again and Try More

Year 2 Set 04 ei/eigh/ey=/ai/; ea in great/break; aigh in straight; ie=/ee/; ei=/ee/; eo in people

Read each sentence smoothly after working out its words. Read it again to a partner. Then try the new words: use spellings and word parts already taught.

People weigh eight small rocks.

We can see thin veins.

Try these new words.

freight

veins

weighed

shielding

Freight is a load taken by a train or truck. In weighed, ed sounds like /d/. In shielding, keep shield together, then add ing. Read the sentences to check meaning.

A train can take freight.

Ben weighed eight rocks.

The card is shielding the seeds.

☐ I can read the new spellings.

☐ I can check each sound.

☐ I can tell a fact.

Teacher observations

# The Great Sleigh



May and Ben have a plan. They will make a sleigh for a toy rabbit. Ben draws a straight line on a thick card. May marks eight spots along it.



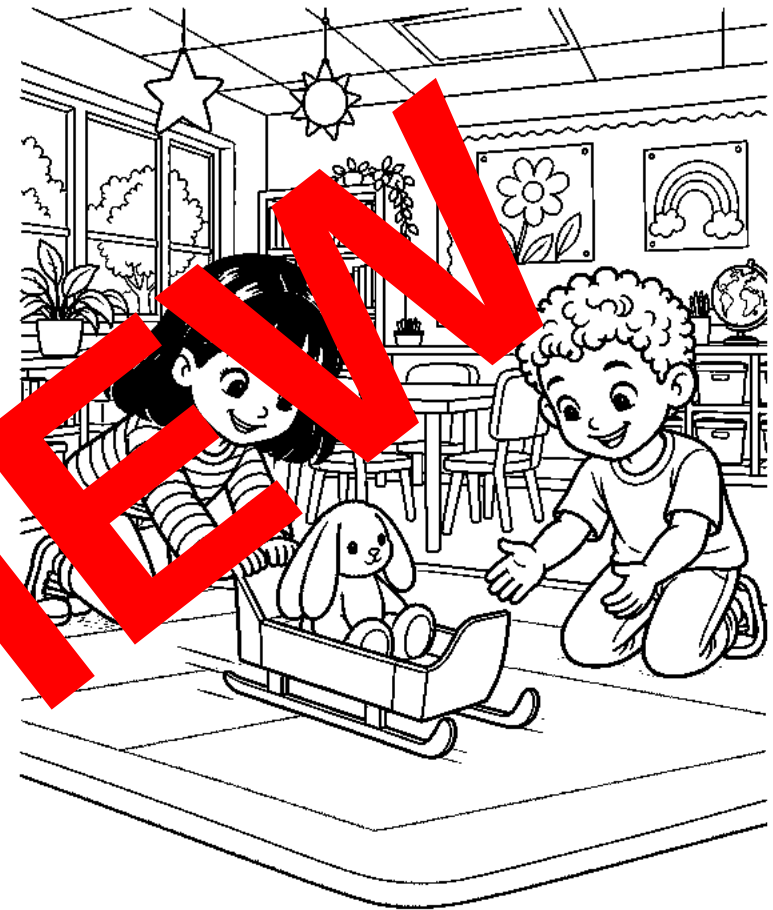
May cuts the card on the line. Ben lifts the front up, then helps her stick the strips into the base. The strips will let the sleigh slide. They take a brief break while the glue sets.



At last, the sleigh is set. Ben puts the rabbit in its seat. May gives the sleigh a push. It tips, and the rabbit lands on the mat. 'Can it reach the ceiling next?' asks Ben.



'I believe the seat is too high,' says Ben. Ben makes a low seat from a bit of cardboard. He puts it in the base. Now the rabbit can sit low and stay in place.



May gives the sleigh a slow push. It glides straight to Ben, and the rabbit stays in its seat. They cheer. 'We did not need a great leap,' says Ben. 'We just needed a small change!'

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# A Shield in the Field



The class has a small bean patch in the field. May is the chief for this job. She will help the team stick to its plan. Ben brings eight bean seeds in a cup.



A strong wind blows. The seeds spill from the cup and land on the hard ground. 'We need a shield,' says May. 'A shield can block the wind. Then we can plant the seeds.'



Ben brings a flat sheet of card. May sets it beside the patch to block the wind. Ben makes eight small holes in a straight line. The team puts a bean seed in each hole.



The wind pushes the card flat. May then asks the team to test if they can bend the card in three parts. The end result is the path and help it stand.



The shield stays up, and the last seed lands in its hole. The team gives May a cheer. 'A chief needs a team,' she says. 'We all had a part in this great plan.'

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# Leaf Veins



A leaf can have a thick middle vein and thin side veins. Look at a leaf from a bean plant. The middle vein runs from the leaf stem to its tip. Thin veins branch from it.



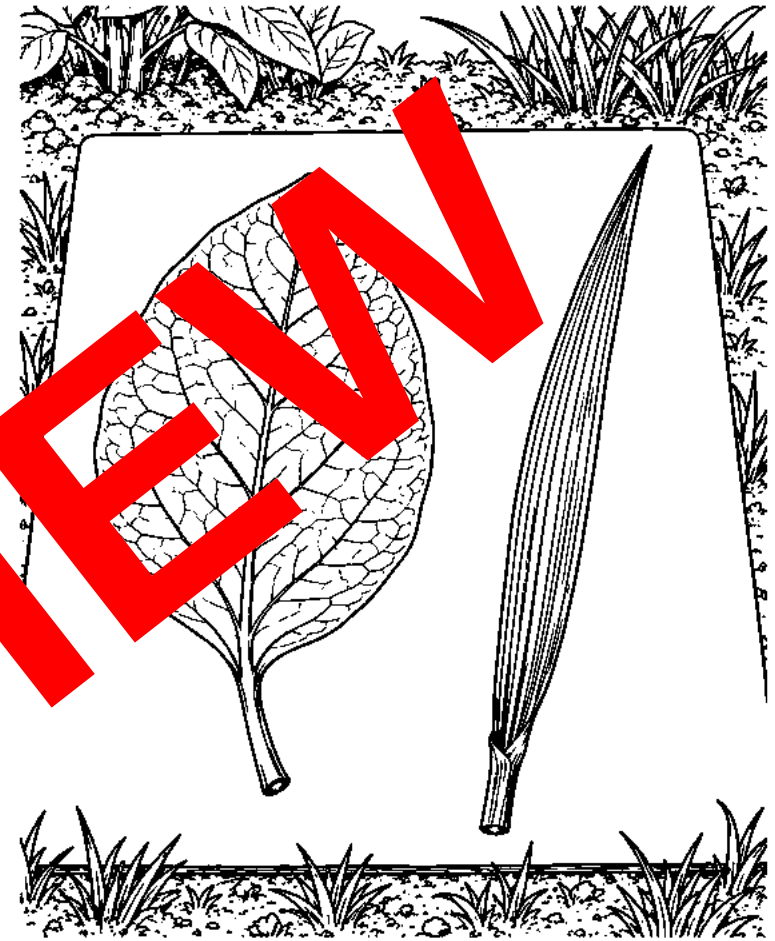
The veins help carry water to the leaf. They can carry food made in the leaf to the rest of the plant. A leaf needs water and light to make this food.



The veins help keep the leaf firm. In this leaf, the small veins form a net. If we look close, we can see thin lines join and branch. The leaf feels soft between these lines.



We can use a hand lens to make small things look bigger. Place the leaf on a flat surface. Look at its thick main vein first. Then look for the veins near the edge.



Not all leaf veins form a net. A blade of grass has long veins that run side by side. Look at a bean leaf and a blade of grass. How do the veins compare?

# Leaf Veins



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# Weigh and Compare



People use a balance to compare weight. These women start with empty pans. They check that the pans sit level. Then they can start a fair test.



This big rock has more weight than eight small rocks. The pan with the big rock sinks. The other pan lifts.



Now we put eight big rocks in a pan. They weigh more than the eight small rocks. Eight tells the count. Weight tells how heavy the rocks feel.



Put a rock in each pan. Watch which one sinks. Swap the rocks and try again. The same rock must still make its pan go down. This helps us check the balance.



A balance helps people compare weight. Keep the pans free to move. A pan that rests on the bench cannot show a fair test. We must let the balance move and then check the pans.

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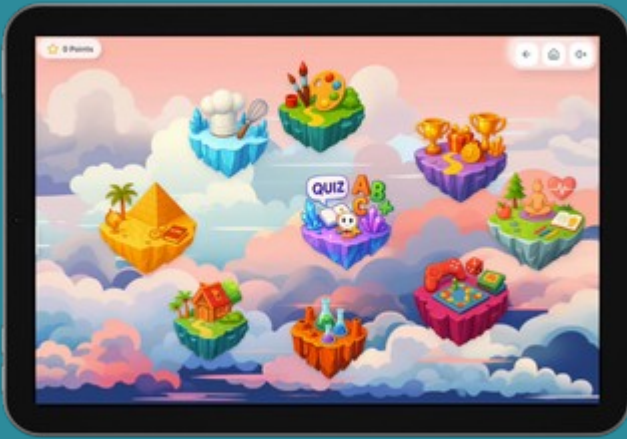
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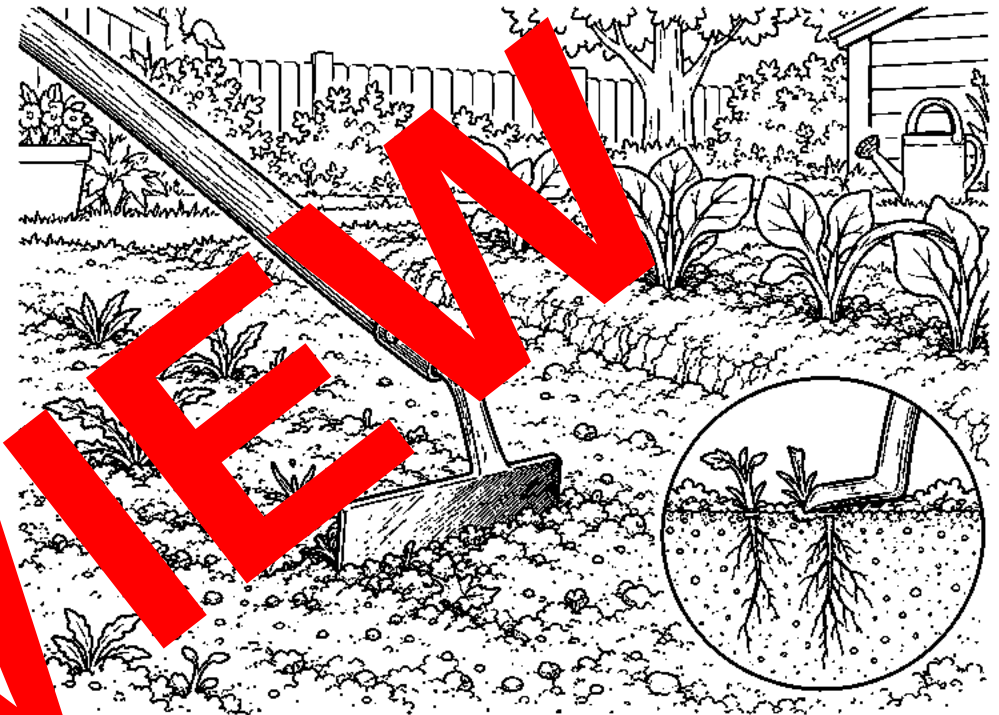


## Year 2 Set 05 Less Common Vowel Spellings

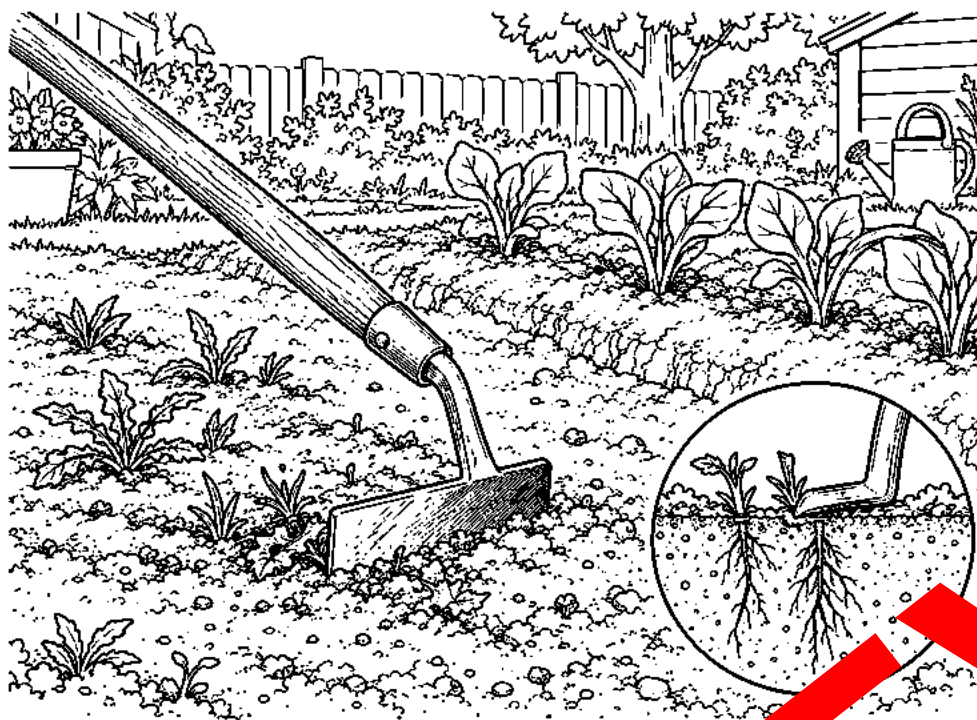
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| Book 4: A Hoe Can Help (Colour) (Non-fiction)    |



# A Hoe Can Help



A hoe is a garden tool with a long handle and a flat metal head. The head can cut small weeds just under the soil. You can see the thin edge on the head.



Small weeds can take water that garden plants need. A hoe can cut them near the soil. Cut weeds may dry out on a warm, dry day. Deep roots may grow new shoots.



A hoe can help with small weeds. The flat head can slide just under the soil. Keep the head well away from plant stems and roots. They can get cut too.



Ask for help before you use a hoe.  
 Stand with space between people.  
 Keep the head low and use smooth pulls.  
 Stop when people come close. A tool  
 needs care as well as skill.



After weeding, put the hoe away with  
 care. A dry shed helps keep rain off the  
 tool. Set the head down so it will not  
 fall on a foot. Keep tools clean and  
 ready for next time.

# A Hoe Can Help

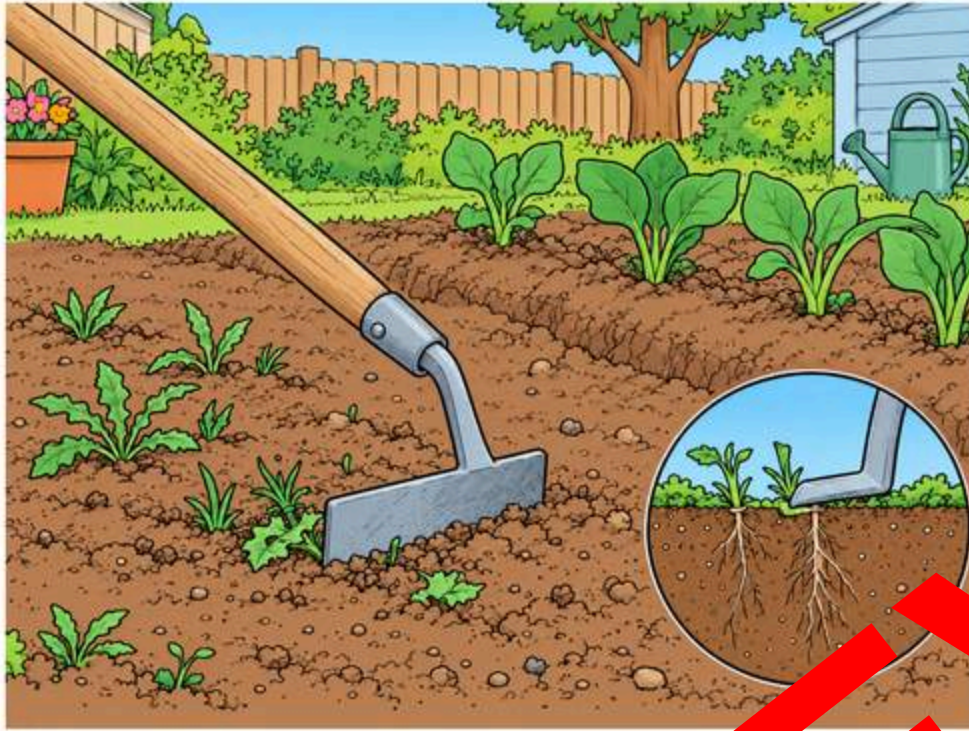


1



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2



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# Teaching and checking

Year 2 Set 05 oe=/oa/; ou=/oo/ in soup/you; ough=/oa/ in though or /oo/ in through; oor/our=/or/; ar=/or/ after w; a=/or/ in water; al=/ar/ in calm/half; eir/ere=/air/

## Start in short chunks

Read these books after all code through Year 2 Set 04 and this set's focus have been taught. Teach one short chunk at a time. First model a word and explain its meaning; blend one together, then let students try. Revisit familiar code as well. Read directions aloud as needed; students decode the practice words, clues and reader passages.

## Notice the spellings

Use toe/doe/hoe for oe; soup/group/you for ou. Contrast though and through without guessing other ough words. Revisit door/floor, four/your, war/warn/warm and water. Then teach calm/half and their/there/where. Water has four sounds and two syllables, including weak er; their, there and where each have two sounds. Explain soup as a team, warn as telling about a possible problem, and a doe as a just a deer.

## Teach named words before reading

Review a: weak schwa, strong /ai/. In the, the already named, e is weak schwa or strong /ee/. Retain both named articles. Say caught /r or t/, thought /b or t/ and thought /th or t/. The consonants are regular; augh or ough spelling /r/ is named support, not a new general rule. Soup at the Door uses a/the/bench. The Doe by the Gate a/the/thought; Where Water Flows a/the/caught. A Hoe Can Help supports a/the/you. In you, y=/y/ and strong ou=/oo/ are taught; natural weak u plus schwa remains named support. Show capitals in Ben, Nan and Rose.

## Model, guide and check

For door, point to e and r: two sound groups. Say /d/ /or/, blend door, then explain its meaning. Try you together before independent practice. On an error, return to the spelling, say a and blend, then reread for sense. Read each book again for smooth phrasing. Ask how Ben helped Nan, why Rose stepped back, where water flows, and how a hoe cuts small weeds.

## Dictation and assembly

For Listen, write and check, say toe, soup, door, half, their, water. Then say: The soup is warm. The doe went through the gap. Let students segment, write and check every letter, capital and full stop. Print actual-size single-sided. Cut reader sheets down the centre, stack pages 1-6 and staple on the left. Keep the practice pages portrait A4. Observe blending, spelling and meaning; use the reading guide for further support.

# Listen, say and notice

Year 2 Set 05 oe=/oa/; ou=/oo/ in soup/you; ough=/oa/ in though or /oo/ in through; oor/our=/or/; ar=/or/ after w; a=/or/ in water; al=/ar/ in calm/half; eir/ere=/air/

Listen to toe: /t/ /oa/. Two sounds. The letters oe spell one sound. Say four with me: /f/ /or/. Point to our, then blend. Now say each card word and point to its focus spelling.

|                      |                   |                      |
|----------------------|-------------------|----------------------|
| oe<br>•<br>toe       | ou<br>•<br>soup   | ough<br>•<br>through |
| ough<br>•<br>through | oor<br>•<br>door  | our<br>•<br>four     |
| ar<br>•<br>warm      | a<br>•<br>water   | al<br>•<br>half      |
| eir<br>•<br>their    | ere<br>•<br>where | oa<br>•<br>boat      |

Say the sounds, then the whole word. Compare warm and warn. Tell what each word means. A long spelling can still represent just one sound.

# Blend and read the whole word

Year 2 Set 05 oe=/oa/; ou=/oo/ in soup/you; ough=/oa/ in though or /oo/ in through; oor/our=/or/; ar=/or/ after w;  
a=/or/ in water; al=/ar/ in calm/half; eir/ere=/air/

I blend door: /d/ /or/, door. There are two sounds. Blend four with me. Now point to each sound group below, blend the word, then say what it means.

d o o r  
• •

f o u r  
• •

t o e  
• •

s o u p  
• • •

t h r o u g h  
• • •

f l o o r  
• • •

w a r m  
• • •

w a t e r  
• • • •

y o u r  
• •

t h e i r  
• •

# Build, check and spell

Year 2 Set 05 oe=/oa/; ou=/oo/ in soup/you; ough=/oa/ in though or /oo/ in through; oor/our=/or/; ar=/or/ after w; a=/or/ in water; al=/ar/ in calm/half; eir/ere=/air/

Say soup with me: /s/ /oo/ /p/. Its spelling groups are s, ou, p. Each group spells one sound. Build group with me, then try water. Say each sound, check the order and write the whole word.

|    |   |   |    |
|----|---|---|----|
| er | g | a | ou |
| w  | p |   | r  |

group

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
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|  |  |  |  |
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water

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|--|--|--|--|

# Change one sound

Year 2 Set 05 oe=/oa/; ou=/oo/ in soup/you; ough=/oa/ in though or /oo/ in through; oor/our=/or/; ar=/or/ after w; a=/or/ in water; al=/ar/ in calm/half; eir/ere=/air/

Listen before changing a spelling. In toe to doe, /t/ changes to /d/ and /oa/ stays. Try the first row together. Then change one sound at a time and write both new words.

Change /t/ to /d/, then /d/ to /h/.

toe

Change /ai/ to /oa/, then /oa/ to /or/.

day

Change /or/ to /ou/, then /ff/ to /gl/.

floor

Change /s/ to /h/, then /p/ to /t/.

soup

# Sort words by their vowel sound

Year 2 Set 05 oe=/oa/; ou=/oo/ in soup/you; ough=/oa/ in though or /oo/ in through; oor/our=/or/; ar=/or/ after w; a=/or/ in water; al=/ar/ in calm/half; eir/ere=/air/

Say boat and storm with me. Listen to the vowel sound, not the number of letters. Cut out the mixed word cards. Read each word and place it in its sound group.

toe

door

four

doe

warm

though

no

warn

/oa/

/or/

Read both groups again. Which spellings can represent /oa/? Which can represent /or/? Explain one choice using its sound, then check the meaning.

# Build sentences that make sense

Year 2 Set 05 oe=/oa/; ou=/oo/ in soup/you; ough=/oa/ in though or /oo/ in through; oor/our=/or/; ar=/or/ after w; a=/or/ in water; al=/ar/ in calm/half; eir/ere=/air/

Model: Water can flow. A capital begins the sentence; a full stop ends it. Read the first four tiles with me. Put each set in order, read for sense, then write both complete sentences.

warm.

The

feels

soup

stays

calm.

oe

The

Sentence 1

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

Sentence 2

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

# Listen, write and check

Year 2 Set 05 oe=/oa/; ou=/oo/ in soup/you; ough=/oa/ in though or /oo/ in through; oor/our=/or/; ar=/or/ after w; a=/or/ in water; al=/ar/ in calm/half; eir/ere=/air/

First say caught, bought and thought with me. The marked spelling represents /or/ in each named word. Now listen, write, then check every letter. Use a capital and full stop for each sentence.

caught

1

bought

2

thought

4

5

6

Sentence 1

Sentence 2

☐ I checked each sound, spelling, capital and full stop.

# Match the meaning, then explain

Year 2 Set 05 oe=/oa/; ou=/oo/ in soup/you; ough=/oa/ in though or /oo/ in through; oor/our=/or/; ar=/or/ after w; a=/or/ in water; al=/ar/ in calm/half; eir/ere=/air/

Read the four words. Try one clue together. Read the mixed clues, think about the meaning and write the matching word beside each clue.

doe

hoe

soup

floor

Warm food made with water.

The base that feet stand on in a room.

A female deer.

A garden tool to cut small weeds.

How did Rose help the doe? Write one sentence.

# Read again and try a new line

Year 2 Set 05 oe=/oa/; ou=/oo/ in soup/you; ough=/oa/ in though or /oo/ in through; oor/our=/or/; ar=/or/ after w; a=/or/ in water; al=/ar/ in calm/half; eir/ere=/air/

Read each line with clear sounds. Tell what it means. Read it again so the words flow together. Check one line together before trying the others.

The water ran through a gap.

☐

Four warm bowls stood on the floor.

☐

A doe stood there by the gate.

☐

Write a new sentence with **wo** or **thou**gh. Draw what it shows.

☐ I checked the sounds and the meaning.

Teacher observations: \_\_\_\_\_

Year 2 Set 05 oe=/oa/; ou=/oo/ in soup/you; ough=/oa/ in though or /oo/ in through; oor/our=/or/; ar=/or/ after w; a=/or/ in water; al=/ar/ in calm/half; eir/ere=/air/ | Fiction

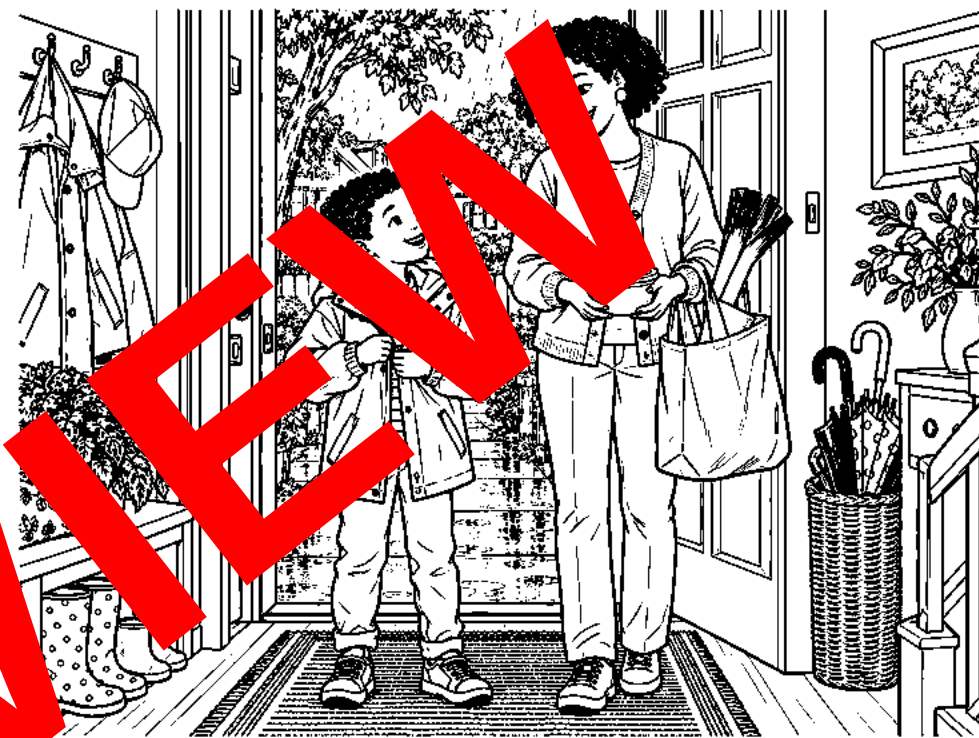
## Soup at the Door



Mum bought four leeks at the shop.  
Ben put the leeks in a bag. Rain fell as  
Mum and Ben went home. Warm soup  
is good on a wet day.



At home, Mum cut half the vegetables. Ben put them in the pot. Mum added water. Ben mixed it with a spoon. Mum kept the pot warm on the back.



"The rain is still here," Ben said. "The soup can help Nan feel warm." Mum put the soup in a tub with a lid. Mum held the tub. Ben got his coat.



Nan stood at the door. "Come in," she said. Ben took his wet coat off. Mum set the tub on the floor. Nan gave Ben a big smile. "Soup! That will help."



Nan had soup with Mum and Ben. The rain still fell, but Nan felt warm. Ben gave Nan the leeks from the bag. "More soup soon!" he said. Nan smiled.

# Soup at the Door



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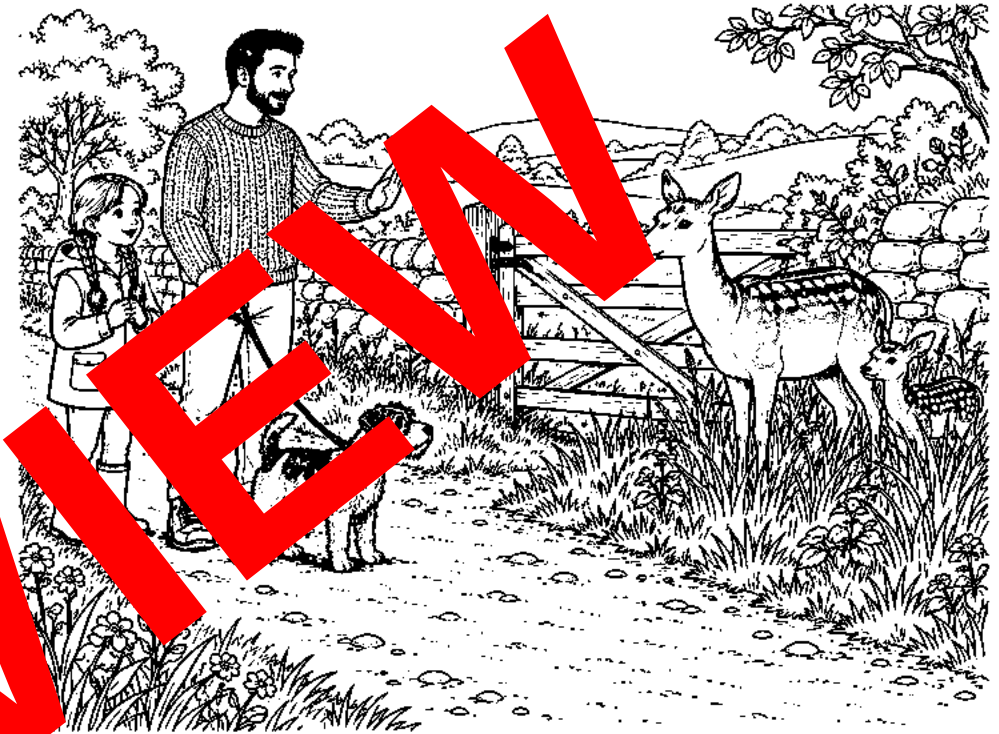
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# The Doe by the Gate



A doe stood by the gate. Her fawn hid in tall grass. Rose and Dad stopped on the path. Rose thought the doe might run. Dad held up his hand.



"Stay still," Dad said. "The doe needs room." Rose kept well back. The doe had her head up. She saw Rose, Dad and the dog by the gate.



Rose stepped back though the doe did not run. "Where can we go?" she asked. Dad pointed to a gap near the wall. The doe and her fawn can get through there.



Dad took the dog back down the path. Rose stayed still by the wall. The dog went through the gap. The fawn ran close by her side. Rose felt calm as she watched.



The doe and her fawn crossed the field. Rose gave Dad a smile. She thought back to the gate. When people give animals room, the animals can get past and stay calm.

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# Where Water Flows



Rain is water that falls from clouds. When rain lands on a roof, it can run down to the gutter. The gutter has a slight slope, so the water can flow along it.



Water runs through a pipe from the gutter. The pipe can lead down to a tank. The tank keeps water caught from the roof. A lid and the mesh help keep insects out.



A small garden bed can show this too. Pour water on soil in a pot with holes at the base. Water can soak into the soil. Some water runs through the holes.



Soil can keep some water in small gaps. Plant roots take in water from the soil. If soil stays too wet, roots may lack air. Holes in the soil let extra water drain out.



Rain can soak into garden soil. Water may flow away if rain falls too fast for the soil to take it in. Watch where water flows next time rain falls. Can it reach a drain?

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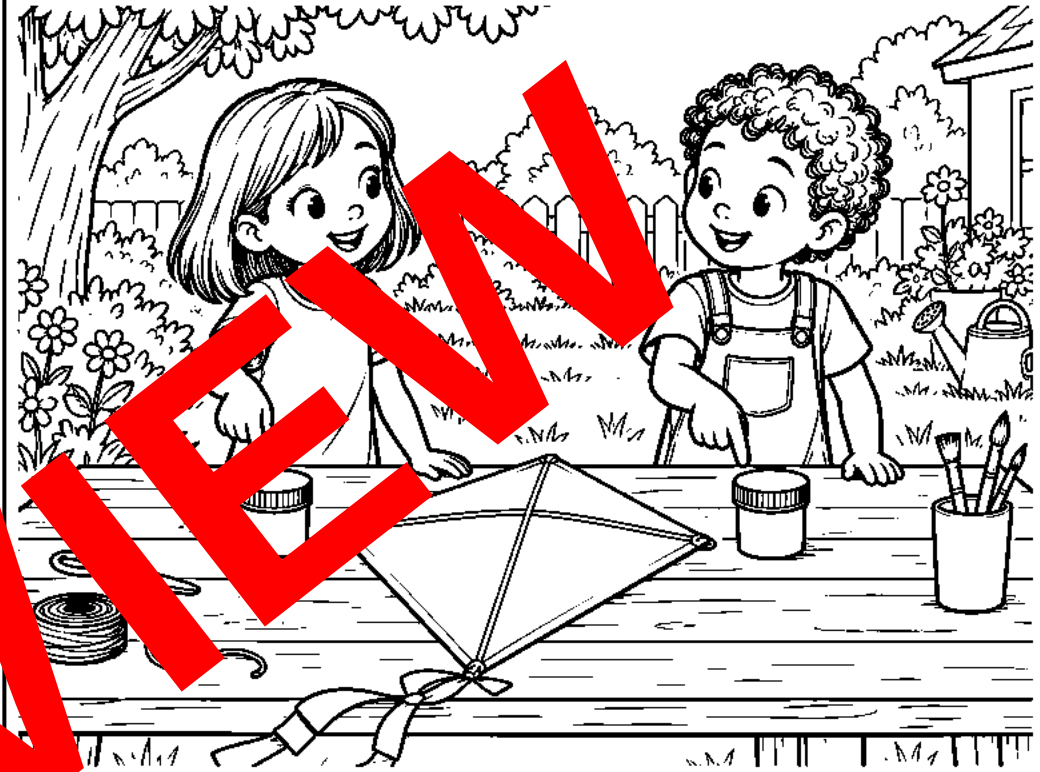


## Year 2 Set 06 dis-, mis-, pre- and -ment

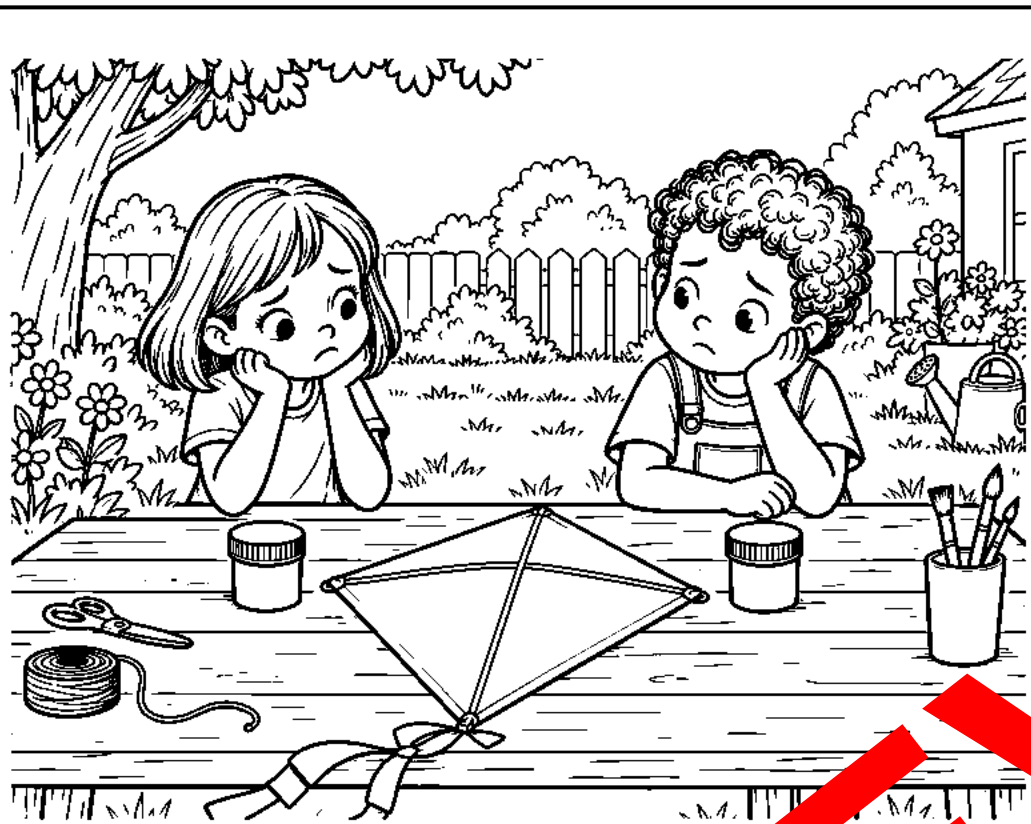
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| Book 1: The red and blue kite (Colour) (Fiction) |
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| Book 3: Fun at a fair (Colour) (Non-fiction)     |
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| Book 4: Heat first (Colour) (Non-fiction)        |



# The red and blue kite



Kim and Sam make a kite. Kim has a favourite: red! Sam likes blue. They disagree. Kim wants red. Sam wants blue.



"I dislike blue," says Kim. "I dislike red," says Sam. The kite is not what they want. They sit with the plain kite.



Sam has a plan. "Red on this side, blue on that side!" Kim looks at the kite. "I like that," says Kim.



Kim and Sam paint the kite. They keep a red side and a blue side. When the paint is dry.



The kite is up in the sky. Kim and Sam smile. They can disagree and still make a great kite.

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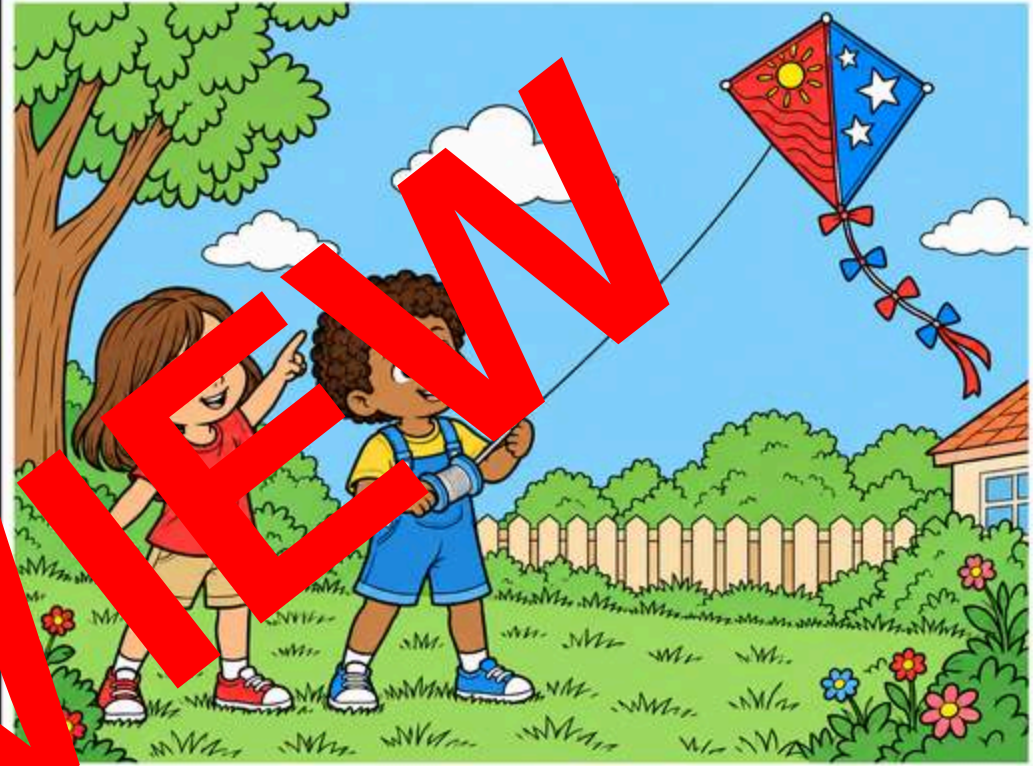
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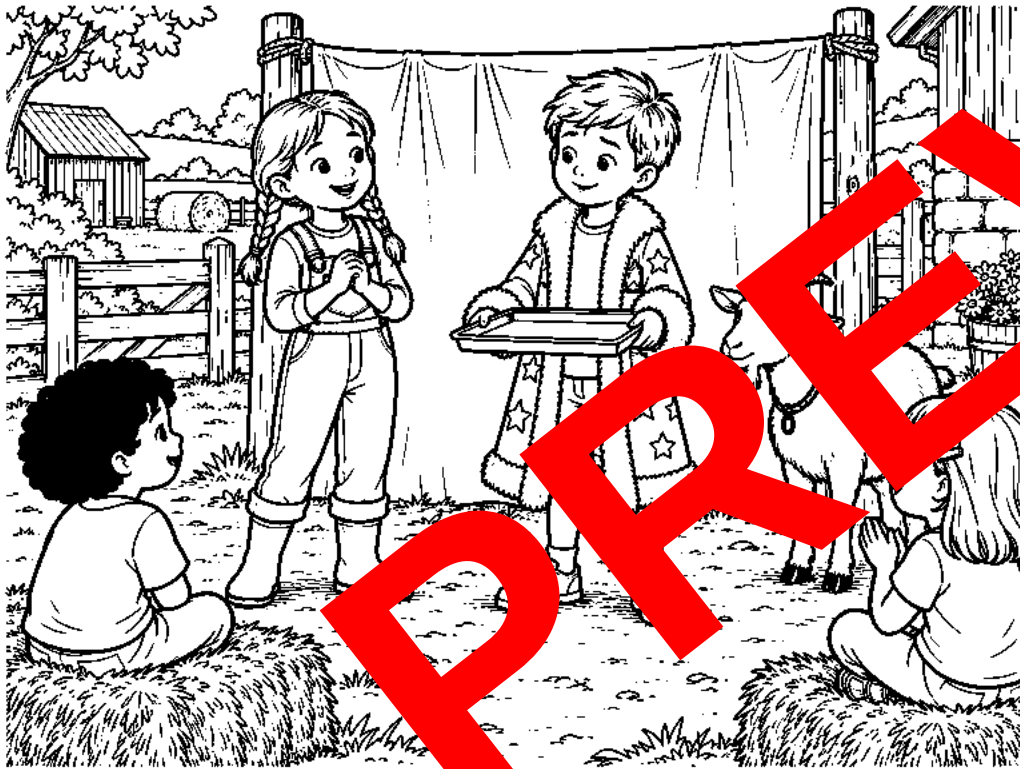


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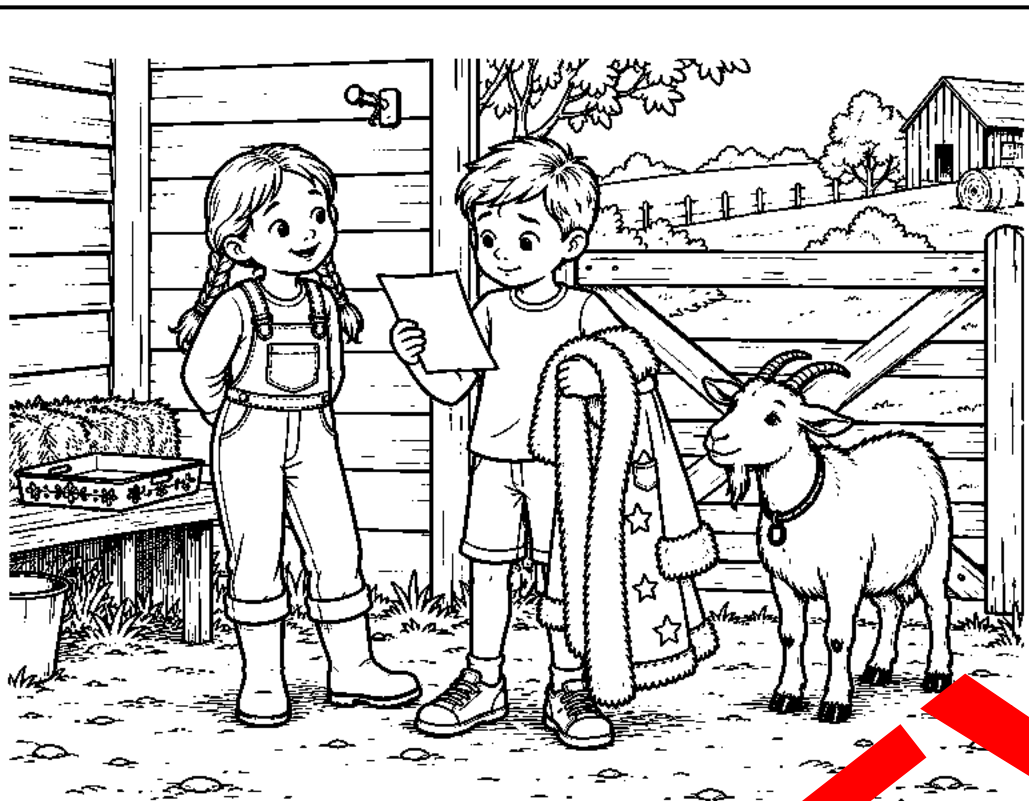


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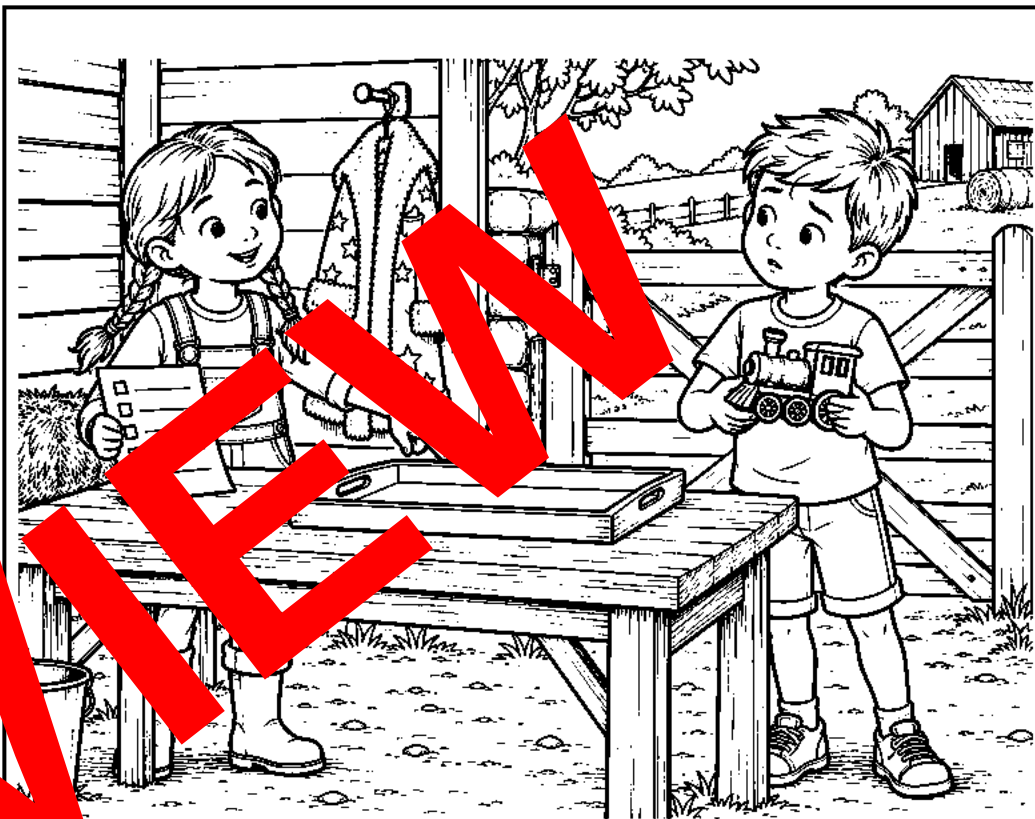
## Did I mishear?



Ben and Meg plan a play. "Get the coat," says Meg. Ben pats the goat. "Did I mishear?" says Ben.



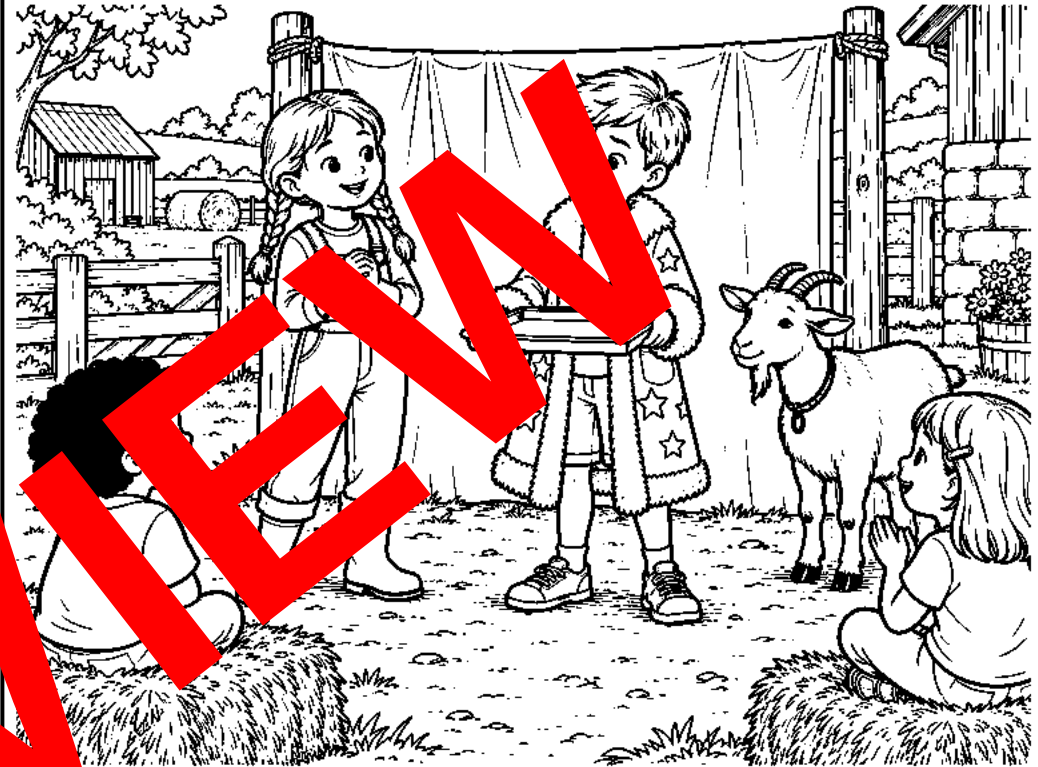
“Get the coat!” says Meg. Ben gets the coat. Then Ben looks at the list. He has to get a blue tray.



Ben has a blue train. Meg looks at the list. “Tray, Ben!” Ben can misread when he runs past the list.



Ben stops. He reads the list slowly. He checks each bit. He picks up the blue tray and the coat.



"I usually rush," says Ben. "I can stop and check. Then I will not mishear or misread." The play can start.

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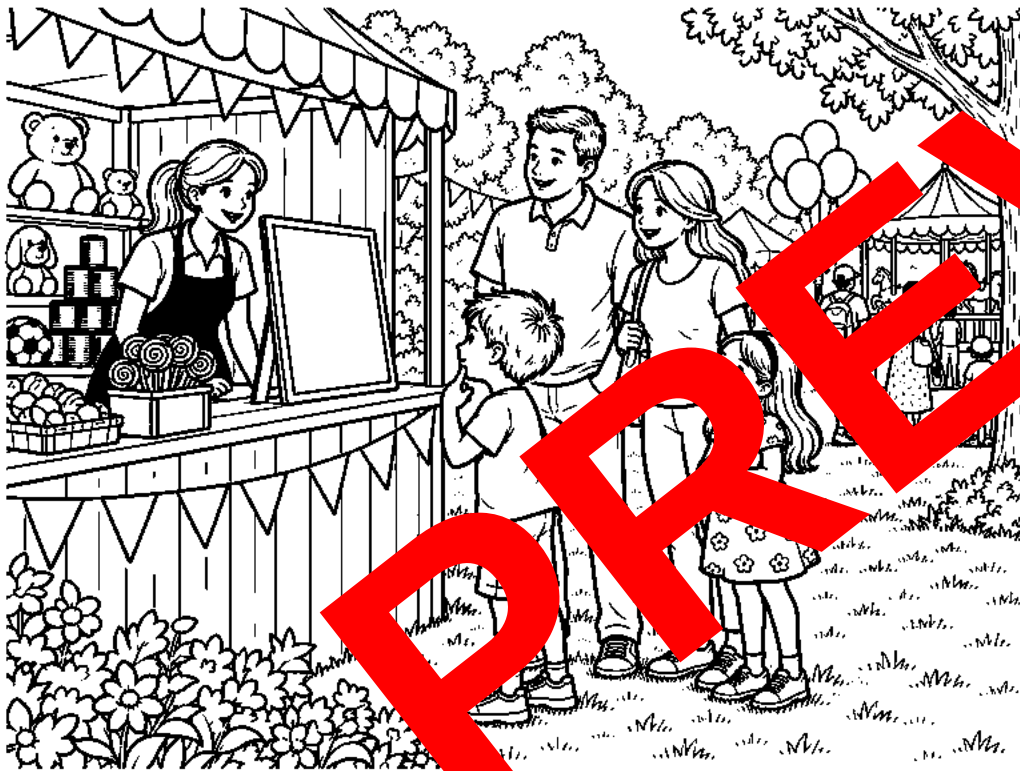


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# Fun at a fair



At a fair, people can play games and see fun things. Some games are free. Some have a price.



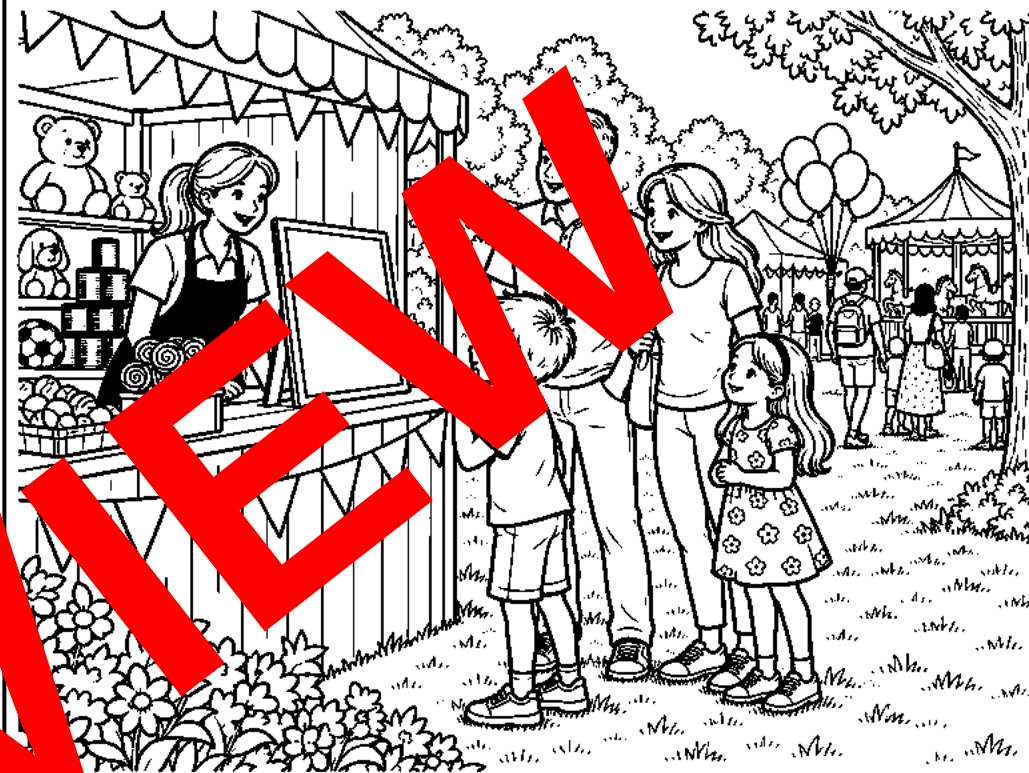
A payment is money you pay. If a game has a price, you need a payment to play. Check the price first.



Enjoyment is a good feeling when you enjoy something. A game can bring enjoyment. You can enjoy a free game, too.



You may dislike a game that a friend likes.  
You can disagree with what each friend  
likes. Then make a plan.



Stop and read each price. You may misread  
if you rush. Check before a payment. Then  
enjoy the fair with a friend.

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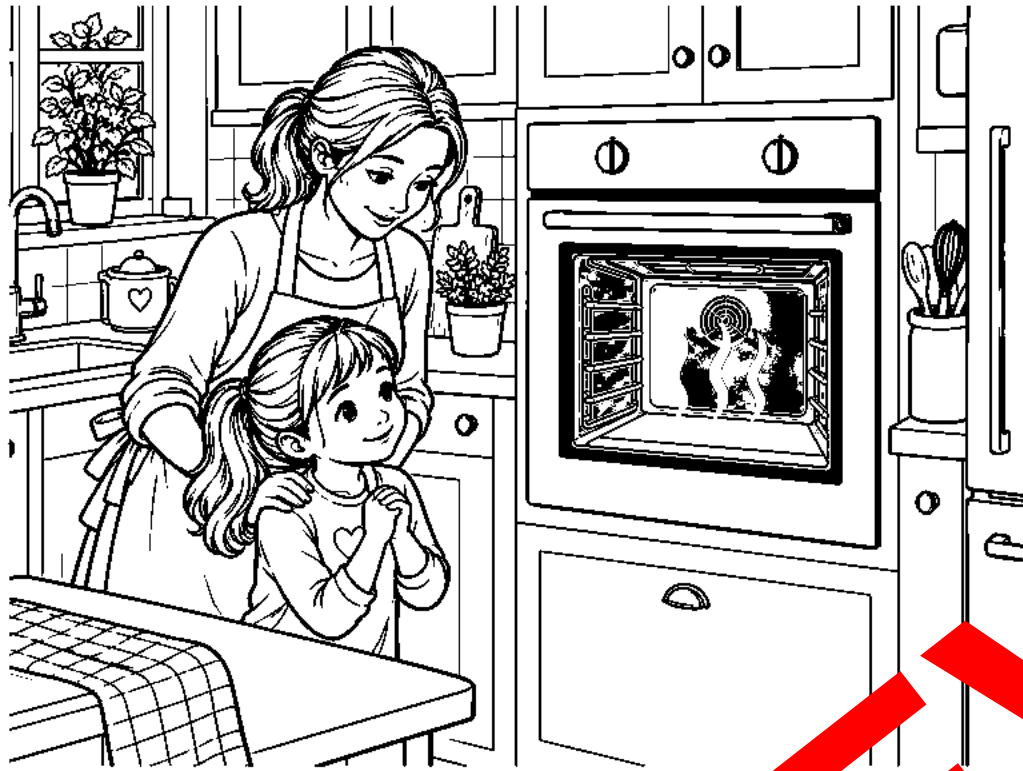


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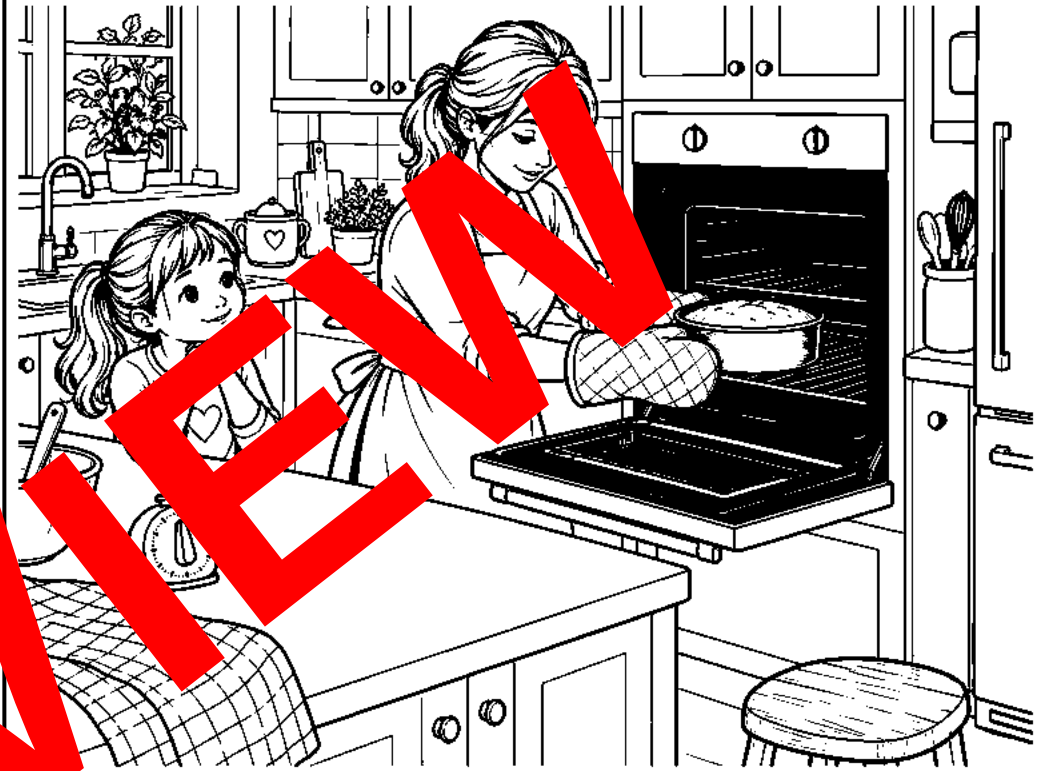
# Heat first



Preheat means heat before. A recipe can ask you to preheat an oven. The food is not in the oven yet.



An oven is a box that can get hot. It needs time to heat up. Then it can cook food.



When you preheat, the oven heats up first. Then the food goes in. A timer can help you check the time.



An oven can burn skin. Ask a grown-up to use the oven. Keep hands away. Check a recipe with a grown-up.



A cake can look beautiful. Still, a grown-up must check it is cooked. Preheat first, then cook with help.

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# Read, build and explain

## Focus and prerequisites

A beginning or ending can change a base and its meaning. A prefix goes before a base; a suffix goes after it. Keep the normal spelling order. This set adds no new sound-spelling rule. All steps through Year 2 Set 05, including vowel alternatives, silent letters, weak vowels, longer words, inflections, spelling changes and earlier affixes. This is a teaching order, not a claim that a student has already mastered it.

## Model the change

Like means enjoy something. In dislike, dis- changes the meaning to not like. Read the base, add dis-, blend the whole spelling, then explain the change. Mis- can mean wrongly; pre- means before. In payment and enjoyment, -ment helps name what is paid or the feeling of enjoying something.

## Guide a first try

Say: We heat an oven before food goes in. Which part means before? Invite pre-, build preheat, then blend all six sounds. Explain that preheat has two syllables. Repeat with pay/payment and explain the meaning before independent tasks.

## Correct and check

If a student guesses, point to the actual spelling, say the mapped sound, blend and reread for meaning. In dislike, keep the split after k; link the split l...e without moving letters. Use mis-reed/ in this pack.

Listen to the actual word and meaning. Check phoneme dots, full spellings, meaningful parts and explanations, then ask for a fresh example. Accept normal Australian vowel reductions; never invent a sounded silent letter. Record help needed and the next useful step.

## Teach the named forms first

Teach a and the in normal strong/weak speech before each book. The red and blue kite: favourite has regular f, long a, v, i and t; our and silent final e need named support. Accept the natural two- or three-syllable form. Did I mishear?: usually has initial /y+oo/, named s=/zh/, weak or omitted ua, then ll=/l/ and y=/ee/. Heat first: beautiful has named eau=/y+oo/, regular b, t, f, l and weak i/u vowels. Teach these whole forms before reading; they do not introduce general eau or zh. Fun at a fair: strong are has taught and named silent e; its natural weak form also needs named support.

## Dictation prompts

Say, explain and repeat: do preheat, payment. Sentence: can spread if I rush. The student repeats, segments, writes in the marked space, then checks each spelling.

## Print and assemble

Readers: print landscape A4 at actual size, single-sided. Cut the centre, stack the numbered A5 pages and staple on the left. Print this companion portrait A4 at actual size. Cut only the clearly bordered cards; keep writing areas intact.

## Parts that change meaning

A base is the word you start with, such as like. A beginning can change its meaning. Dis- can mean not; mis- can mean wrongly; pre- means before. An ending can change what a base names.

Like means enjoy. Add dis-: dislike means not like. Keep the whole spelling in order. In payment, -ment helps name the money paid.

dis-

mis-

pre-

-ment

Try together: We heard an *o* before the food goes in. Which beginning means before? Choose it, then say the word and explain the change.

mis-

pre-

dis-

Now say the sounds in each part. Join the part to a base, read the whole spelling and tell how its meaning changes. Check that it is a real form.

## Blend and explain

---

Say each sound, then blend the whole spelling. A syllable is a spoken beat. After reading, find the beginning or ending and explain its meaning.

preheat

• • • • • •

6 sounds; 2 syllables

disagree

• • • • • • •

7 sounds; 3 syllables

payment

• • • • • • •

6 sounds; 2 syllables

enjoyment

• • • • • • • •

8 sounds; 3 syllables

## Build and spell

Model: dis- goes before like. Join the two parts without moving any letters: dislike. It means not like. Try mis- with read together, then build each meaning below.

like

ment

mis

pay

dis

read

Not like

Read it wrong

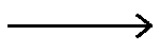
Money you pay

## Change one sound

Model: pay becomes day. Keep /ai/ and change only /p/ to /d/. Try day to may together. Say what stayed the same. Then make each change and write the result.

Change /d/ to /m/.

day



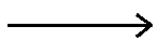
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Change /ai/ to /igh/.

may



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Change /m/ to /b/.

my



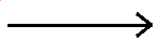
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Change /p/ to /ll/.

pay



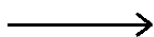
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Change /l/ to /r/.

lay



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Read the completed chains. Check that only one sound changed each time. A sound change is different from adding a whole meaningful beginning or ending.

## Sort the parts

Model: preheat starts with pre-, meaning before. Find that beginning. Try misread together: which part means wrongly? Cut the cards, sort them and explain each group.

dislike

misread

mishear

enjoyment

payment

disagree

preheat

dis-

mis-

pre-

-ment

## Make a clear sentence

Model: We like the game. Start with a capital and finish with a full stop. Read it for meaning. Try saying a new ending together. Then cut and use the mixed tiles to make two sentences.

oven a We first. disagree

make Preheat plan. the and

Make a sentence about a plan.

Make a sentence about heating first.

## Listen, write and check

Listen to the meaning and the complete word. Say it, segment it, then write and check it. Try one together first. For a sentence, say the whole thought before writing.

1.

---

---

---

2.

---

---

---

3.

---

---

---

Sentence

---

---

---

Say each practice word as you usually say it. Notice the part we learned together. Cover it, write it and check. Do not add a sound for a vowel you leave out.

favourite

---

---

---

beautiful

---

---

---

usually

---

---

---

## Read and match

Model: agree means to have the same idea; dis- changes agree to disagree. Read each complete form. Match it to its meaning, then explain why the other meanings do not fit.

disagree

heat before

preheat

a good feeling

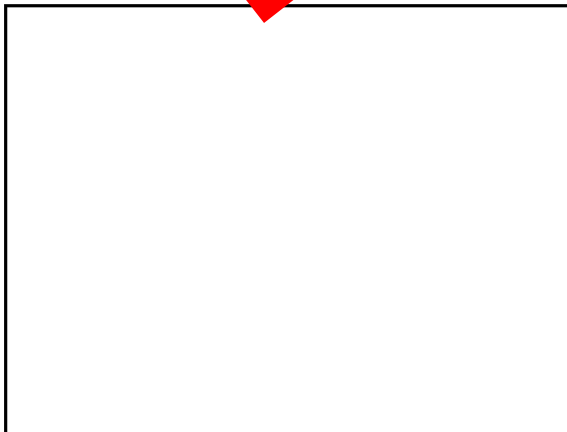
mishear

he is it wrong

enjoyment

not agree

Draw the kite that you and Sam can both like. Write their plan.



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## Read, explain and try

---

Read each sentence clearly. Find the meaningful beginning or ending and explain what it does. Practise one together, then read again with less help.

I can mishear if I rush.

We can disagree and still play.

Preheat the oven first.

A payment is money you pay.

Tick the meaning that fits.

preheat:

☐

heat again

☐

heat before

payment:

☐

money you pay

☐

a thing you hear

Choose one sentence above. Say it, write it, then check the whole thought and each spelling.

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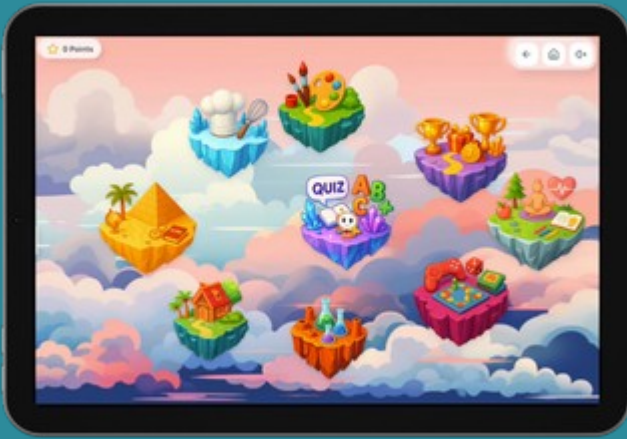
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Tell how a beginning or ending changed meaning. Give another real example and explain it. If you need help, return to a model and try again.

Teacher observations: 

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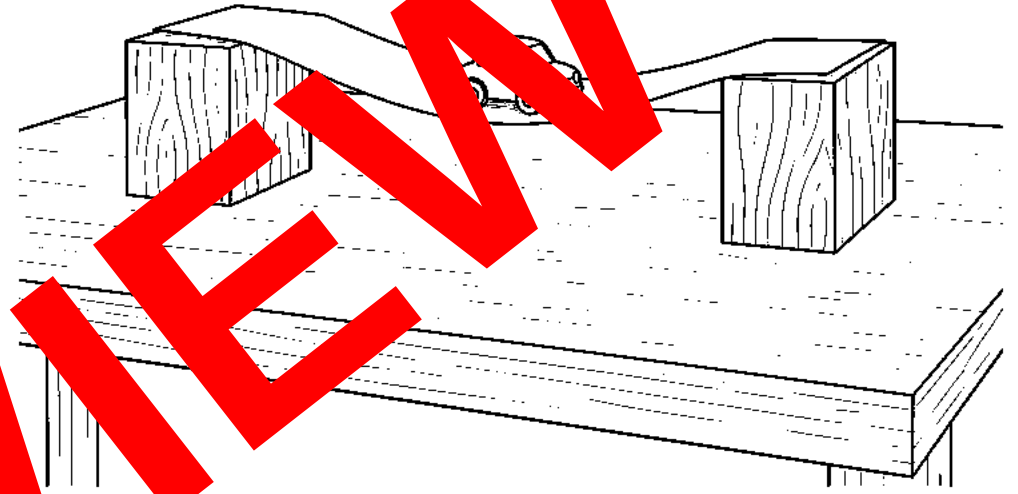
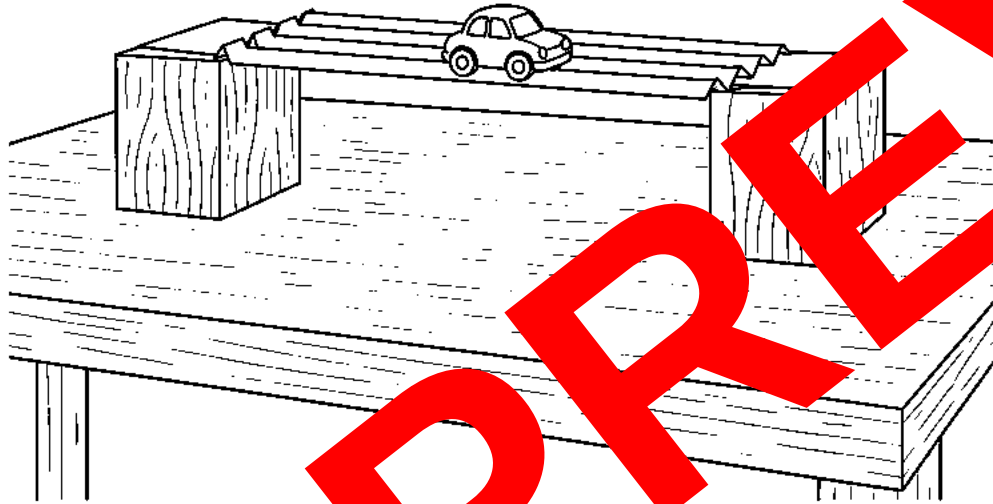


## Year 2 Set 07 Longer Texts and Fluency

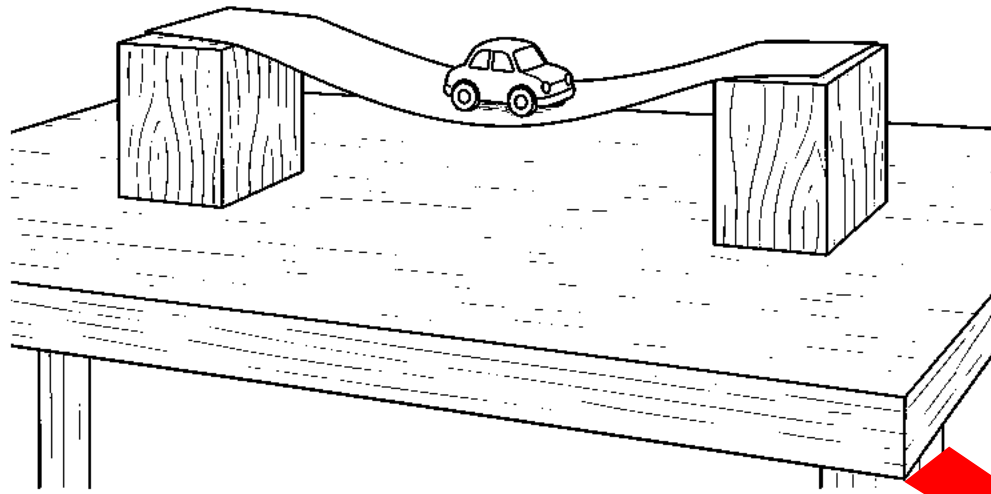
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| Book 1: The Picnic Plan (Colour) (Fiction)           |
| Book 2: The Lost Map (B&W) (Fiction)                 |
| Book 2: The Lost Map (Colour) (Fiction)              |
| Book 3: From Seed to Plant (B&W) (Non-fiction)       |
| Book 3: From Seed to Plant (Colour) (Non-fiction)    |
| Book 4: A Strong Paper Bridge (B&W) (Non-fiction)    |
| Book 4: A Strong Paper Bridge (Colour) (Non-fiction) |



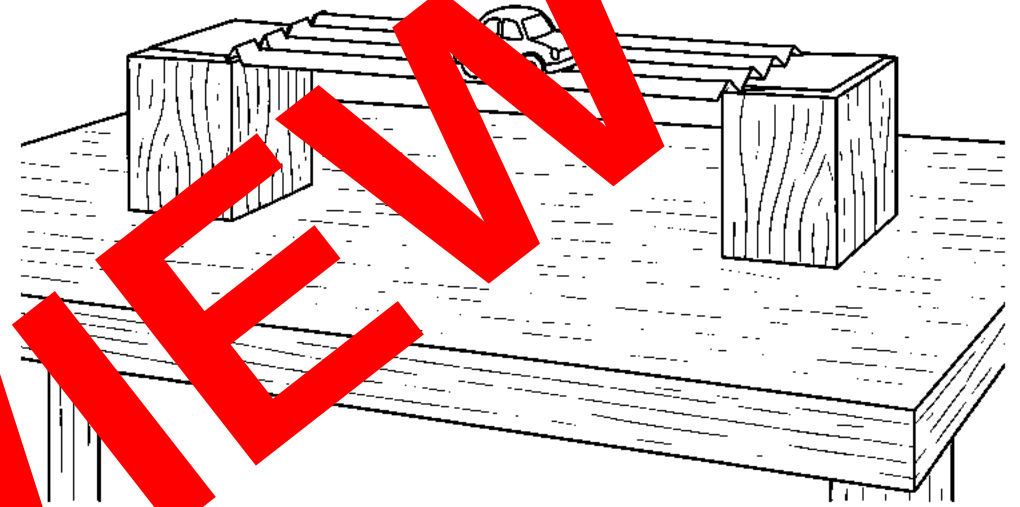
# A Strong Paper Bridge



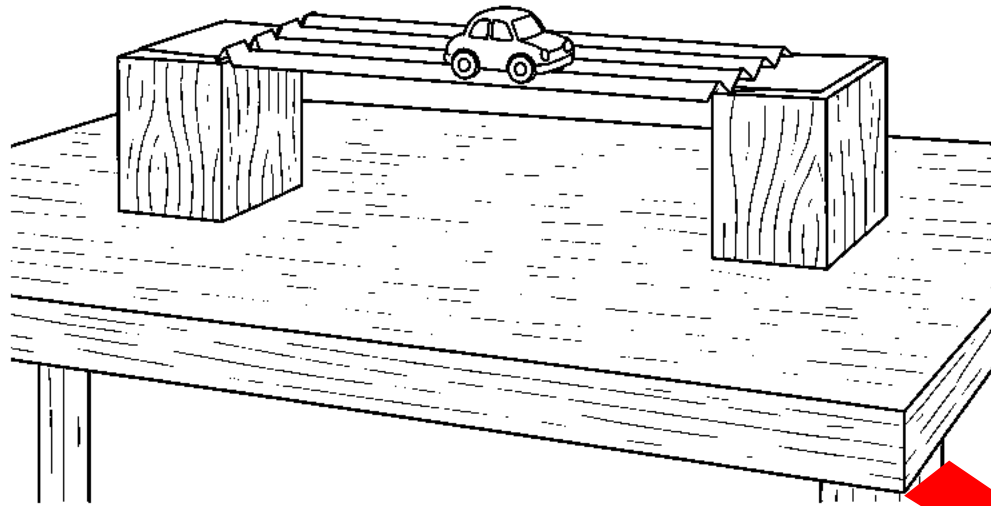
A flat sheet of paper can make a small bridge across a gap. Put each end on a block. The part above the gap has no block beneath it, so a load can make the paper bend.



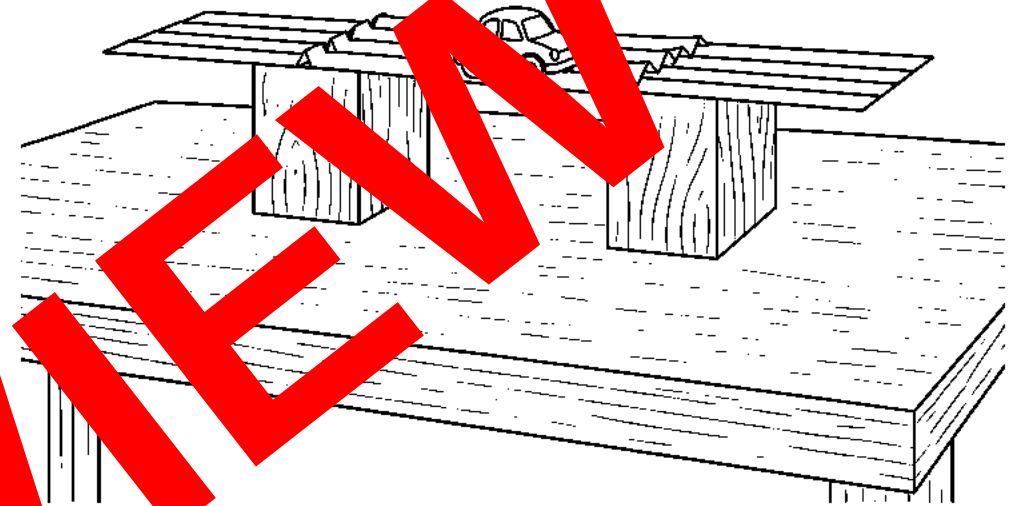
The blocks support the ends, but a heavy load in the middle can make the flat paper sag. Put a small toy on it and look at the shape. It's a paper bridge, not a bridge that people use.



Bend the same sheet back and forth to make a row of peaks. Set the bent sheet across the same gap. The bends help the paper keep its shape, so it can take a bigger load.

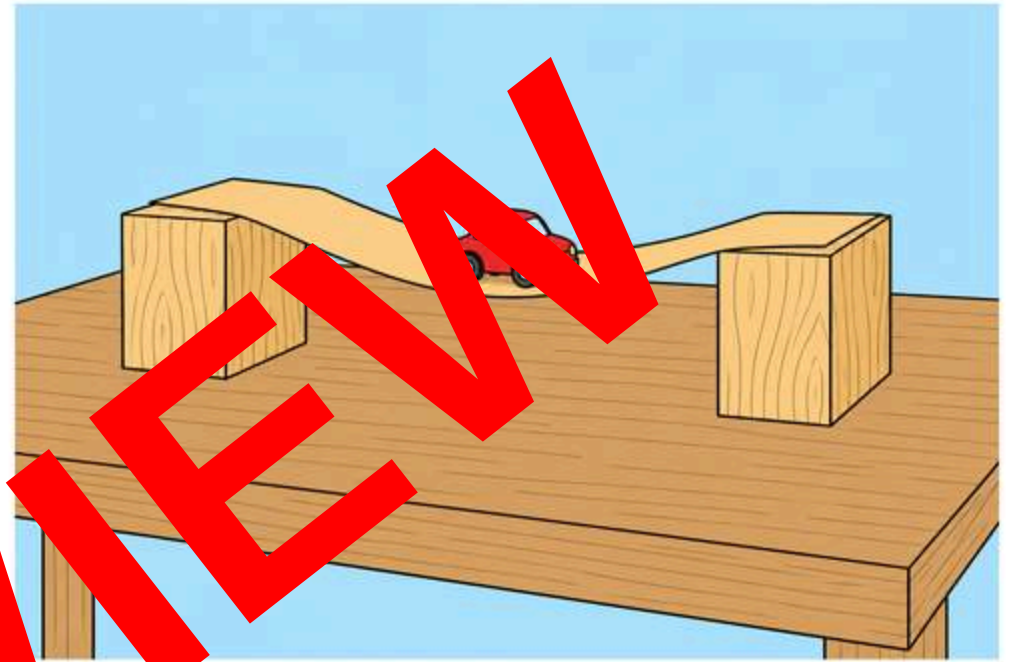
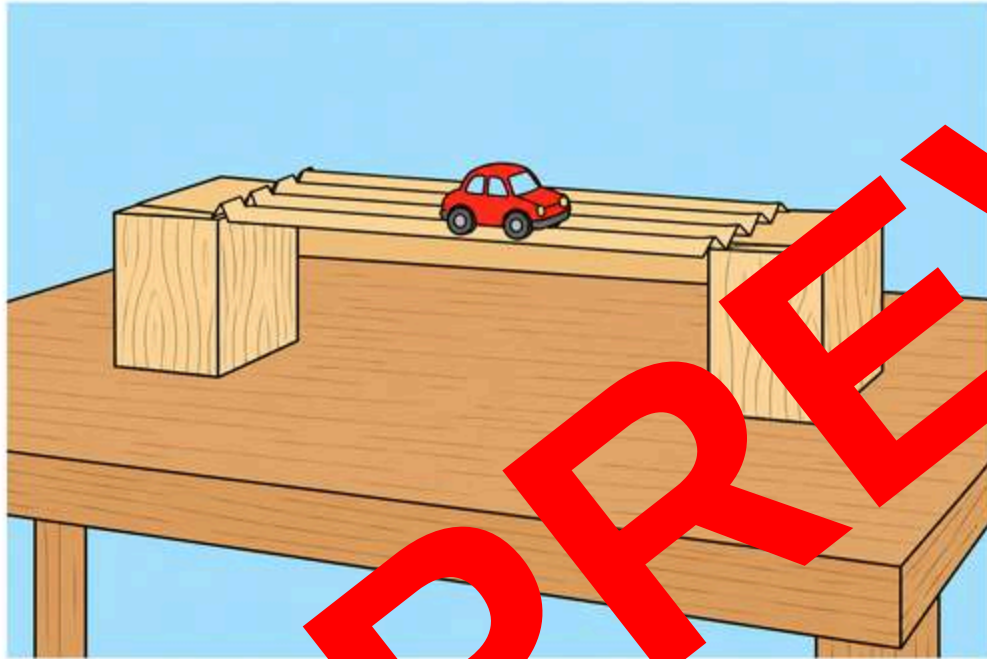


To make a fair test, keep the gap, paper and toy the same. Change just the shape of the paper. Add the load in the same place. Then check which shape sags less.

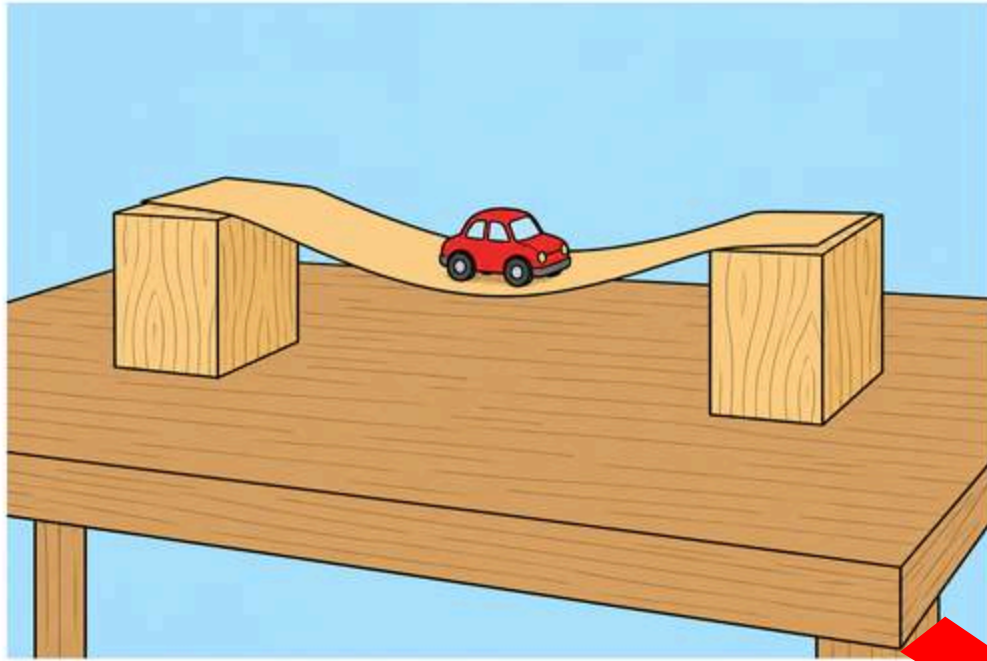


A shorter gap can help, too. Slide the blocks closer and test again. Keep notes or draw what happens. Changing a bridge and checking the result can help explain how the shape and gap affect its strength.

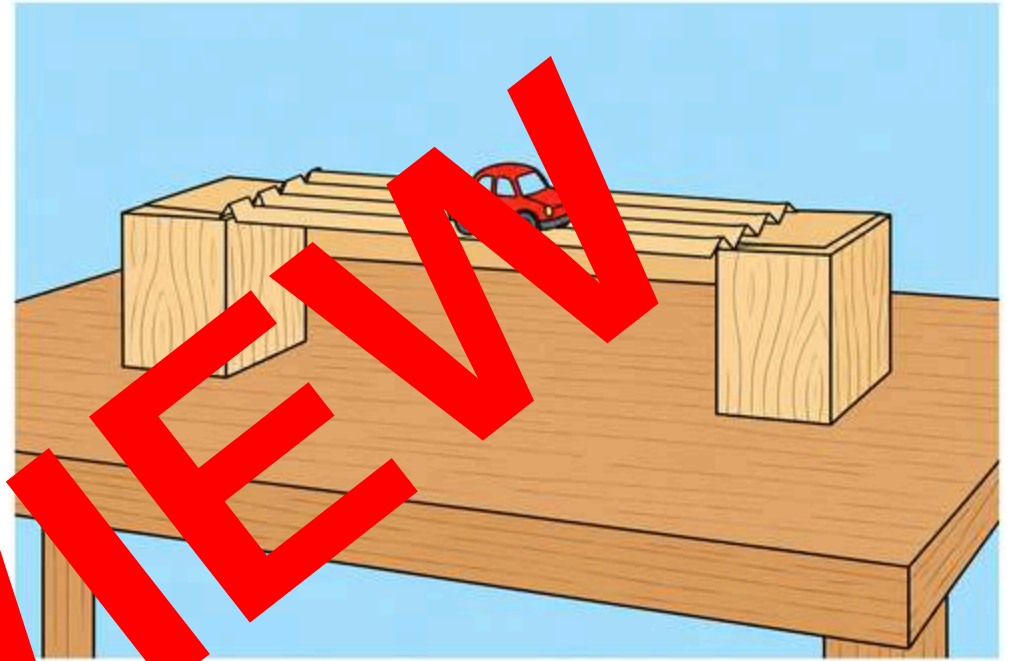
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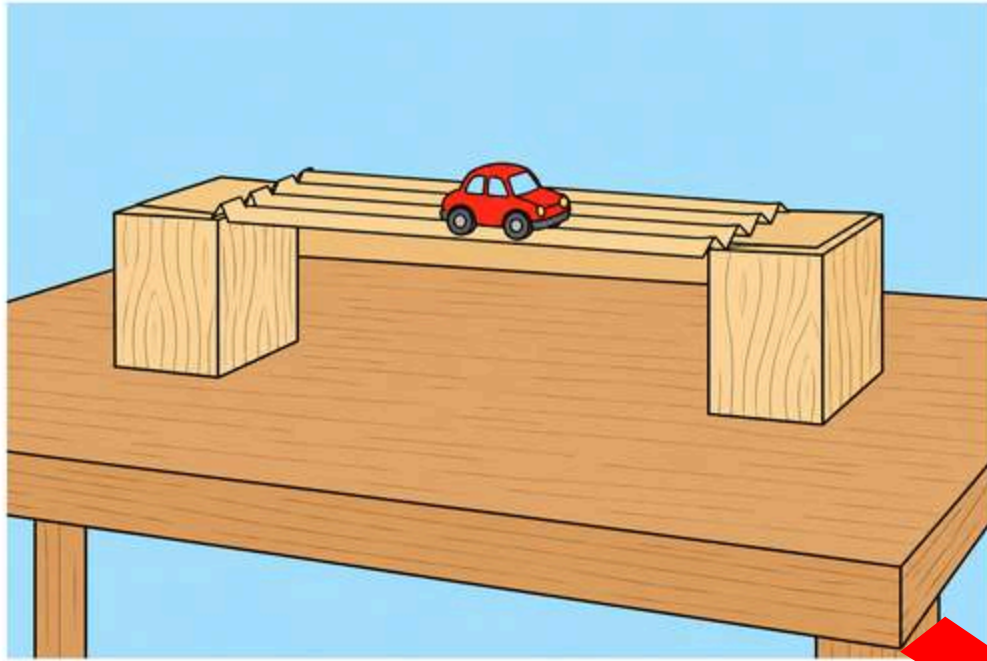
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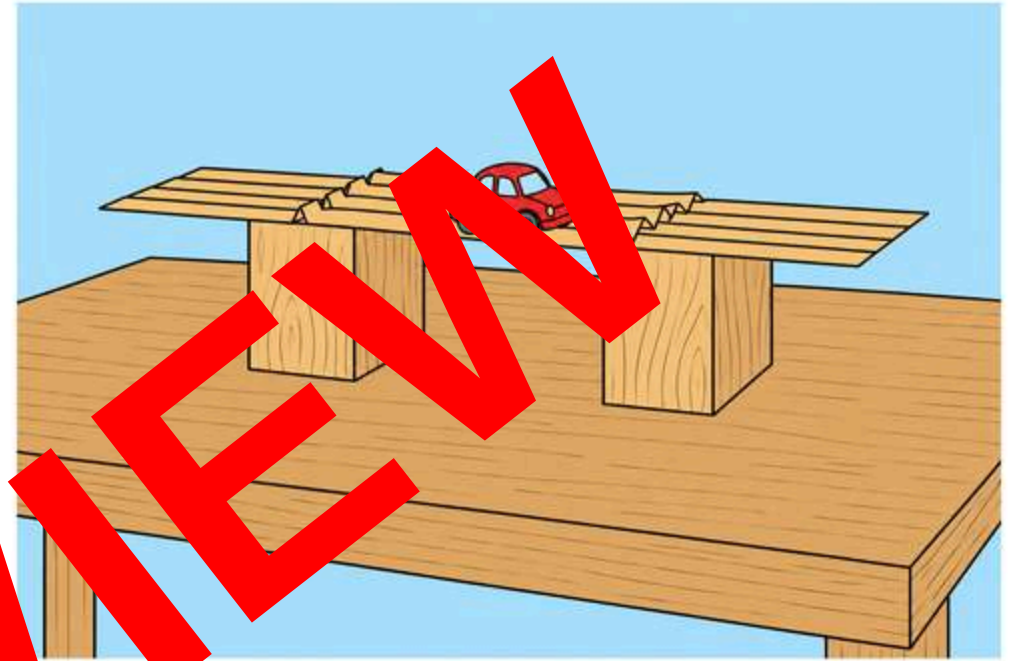
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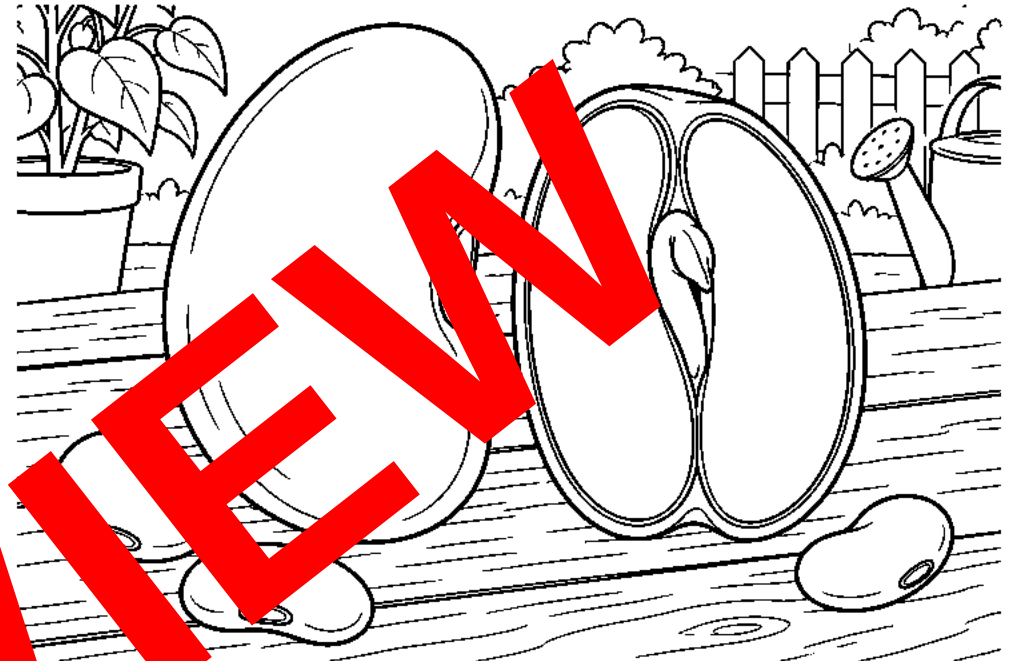


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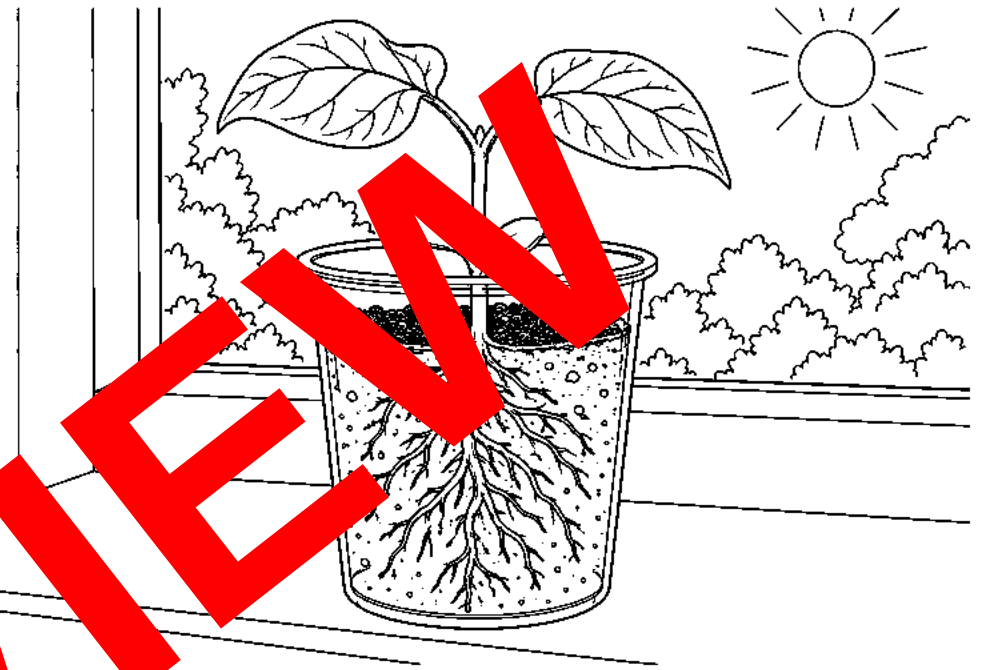
# From Seed to Plant



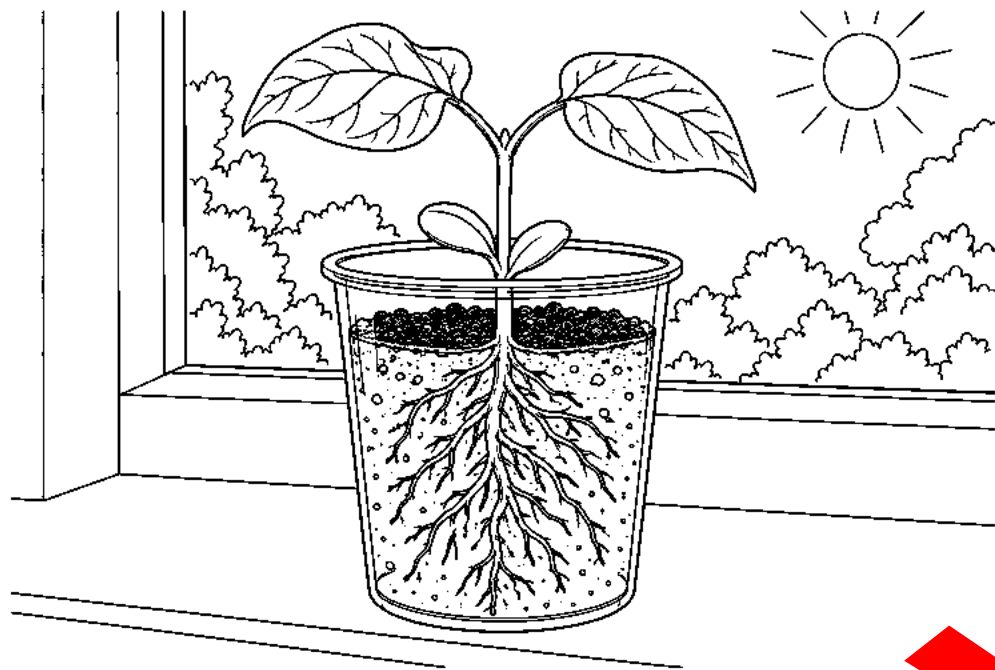
A bean seed has a coat that helps keep its small plant safe. When the seed has water, air and the right warmth, it can start to grow. A dry seed must take in water first.



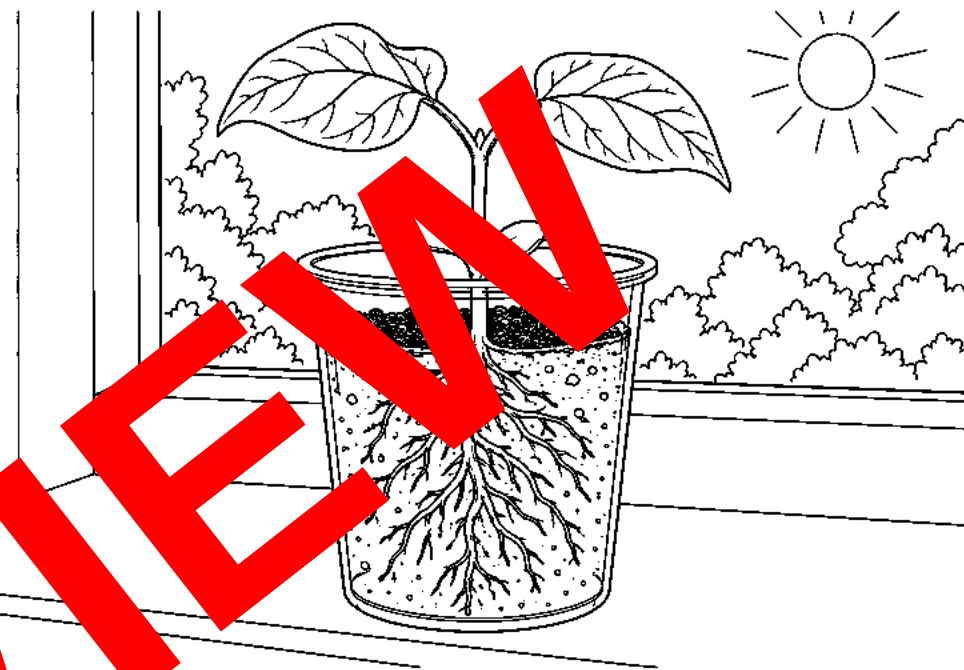
The seed swells as it takes in water. Then a root pushes out. The root grows down into the soil. It helps keep the plant in place and takes in water as the plant grows.



A shoot grows up from the seed. It reaches above the soil, where light can reach it. The shoot grows into a stem with leaves. The leaves spread out and catch the light.



Green leaves use light to help the plant make food. Roots keep taking in water. A plant needs light and water as it grows. A plant kept in the dark will not grow well.

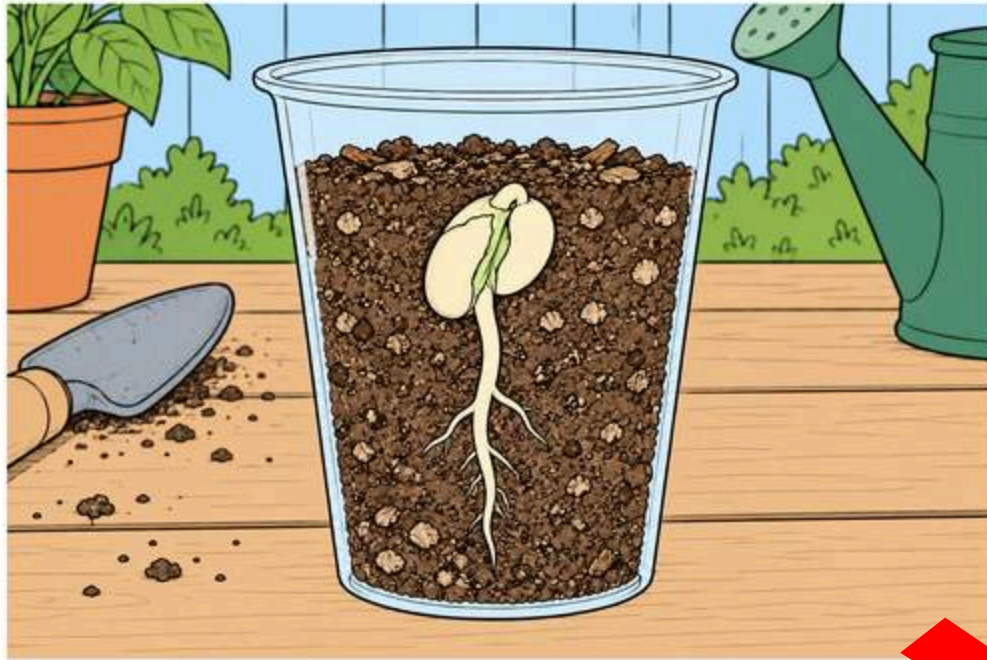


To watch this change, plant a bean in a clear cup with damp soil. Keep it in a light place, and keep the soil damp. Look each day. Draw the root, shoot and leaves when they appear.

# From Seed to Plant



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# Read, reread and explain

## What this set develops

Use phrasing, punctuation and precise word reading to build meaning in connected passages. This is a review set: teach all steps through Year 2 Set 06 first, including weak vowels, longer words, affixes, inflections and the earlier complex spellings. It introduces no new compulsory code.

## Before a first reading

Briefly explain the topic and any useful vocabulary. Teach the regular and unusual parts of any supported word before it occurs. In these books, of has named f /v/, and one has a named initial /w/ plus short /u/. Do not ask students to guess a word from a picture. Their has taught eir for /air/; teach a reduced connected form for named support if used.

## Model, practise together, then release

Read a short sentence accurately. Show how a full stop ends an idea and how words belong in meaningful groups. Explain: "I join these words because they tell one part of the idea." Reread together, then let the student try the next sentence. Ask what it means.

## When a word is difficult

Point to the spelling, say the sound and blend. In a longer word, use a known base or affix, then read the whole word. Check the actual meaning of read: /reed/ for a current action; /red/ for a finished action. Reread the letters before a fluent rereading.

## Use the practice pages

Read directions together as needed. Model the example, complete the guided attempt, then let students try. Cut pieces with supervision. Keep a full sentence area for sentence dictation. Page 8 prompts: boat, unpack, preheat; then "The seed needs water."

## Check meaning and print

Ask how Jess helped Sam and why the paper test is fair. Accept an answer supported by the passage. Print readers landscape A4 at actual size, single-sided; cut the centre, stack numbered A5 pages and staple left. Print this companion portrait A4 at actual size.

# Hear a sound, choose a spelling

A sound can have more than one spelling. Say rain: /r/ /ai/ /n/. The letters ai stay together for one sound. Say boat together and spot oa. Then say each word below and point to its vowel spelling. Cut the cards for quick practice.

ai  
.  
rain

ay  
.  
day

oa  
.  
boat

ow  
.  
snow

ee  
.  
seed

ea  
.  
leaf

# Read longer words in parts

In unpack, un changes pack to its opposite: take things out. Read the parts, then blend the whole word. Try replay together: re means again. Now read each card accurately, explain it and reread smoothly. Dots show sounds, not letters.

helpful  
.....

unfair  
.....

replay  
.....

payment  
.....

preheat  
.....

unhappy  
.....

# Build a word, then write it

In unpack, un means the opposite of pack. Join un and pack together, then read the whole word. Try re and play together. Cut the mixed tiles. Build all three words in the spaces, explain them, then write each word below.

pack

re

fair

un

play

un

**unpack**

**replay**

**unfair**

# Change a sound, keep a real word

Change one sound and keep the rest. In boat, change /b/ to /k/: coat. Try coat with /g/ at the start together: goat. Now read each starting word, make the change and write the new word. Read back to check.

boat

/b/ to /m/

Write the new word.

light

/l/ to /n/

Write the new word.

night

/n/ to /s/

Write the new word.

sight

/s/ to /r/

Write the new word.

# Sort the long a spellings

Say rain and spot ai. The ai spells the long a sound. Say play together and spot ay. Both words have the same vowel sound but different spellings. Cut the mixed cards. Read each card and place it below its spelling.

rain

play

chain

day

train

stay

ai

ay

# Build a clear sentence

Words need an order that makes sense. Spot the capital to begin and the full stop to end. Say who or what the sentence is about, then what happened. Cut the mixed tiles, build the sentence in the long space, read it and write it below.

rug

The

.

lifted

the

wind

Build the whole sentence here

Write the sentence.

# Listen, spell and check

Listen to a word. Say it slowly, choose spellings for its sounds, then write it. Try a practice word together first. For the sentence, listen, repeat it and keep the whole idea in mind. Check a capital, spaces and a full stop.

1

---



---



---

2

---



---



---

3

---



---



---

Write the whole sentence.

---



---



---

In of, o can be a short or weak vowel. The letter f says /v/. Say the whole word, spot its unusual part, then write of in its space.

of

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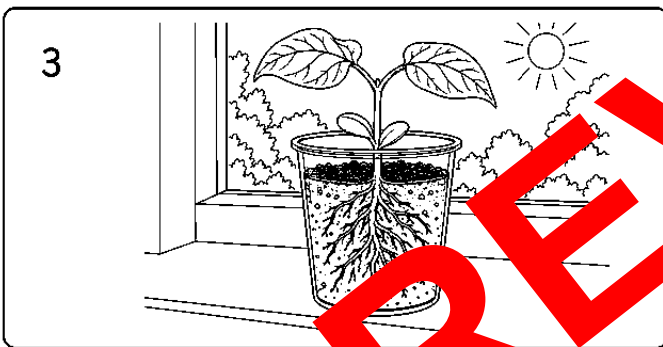
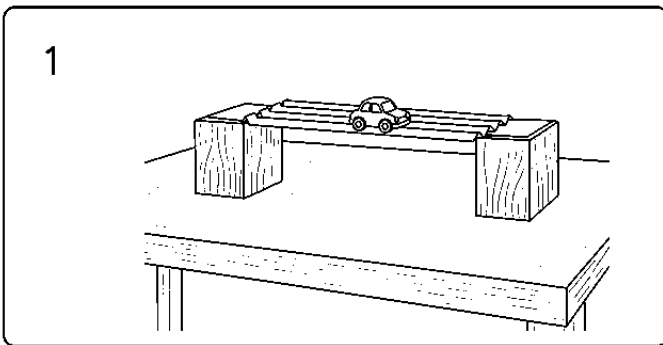
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# Read, match and explain

Read each statement before looking for its picture. Spot the picture that shows the whole idea. Write its number in the small box. Then use The Lost Map to answer the question below.



- ☐ Roots take in water.
- ☐ Bends makes paper strong.
- ☐ Stones keep the rug flat.
- ☐ Sam spots the map.

What helped Sam spot the map? Write a sentence.

---



---



---

# Read smoothly and tell the steps

First check every word. Listen as the first sentence is read in a meaningful group. Read the next sentence together, then try the last sentence. Reread the whole passage smoothly and explain the order of the events.

A seed took in water. A root pushed down. Then a shoot reached up to the light.

What grew down?

---

---

---

What grew up?

---

---

---

- ☐ I checked each sound.
- ☐ I read in groups.
- ☐ I can tell the steps.

How can light help a green plant? Use the plant book to explain.

# The Lost Map



Sam and Jess planned a short hike. Sam had a map with a red line from a farm to a hill. Jess read the map first. "We can follow this path," she said.



At a bend, wind lifted the map. It landed in a thick patch of grass. Sam ran past the bend, but Jess stopped. "Look near the tree," Jess said.



"First, we can look at the last mark we passed," Jess said. Sam went back to the bend. A red corner poked from the grass. He had missed it in the rush.



Jess held a branch to one side. Sam picked up the map and brushed off the sand. The path line was still clear. They checked the next turn before taking a step.



At the top of the hill, Sam read the map again. This time, he stopped at each turn. Jess had helped him spot the map, but slowing down had helped him read it well.

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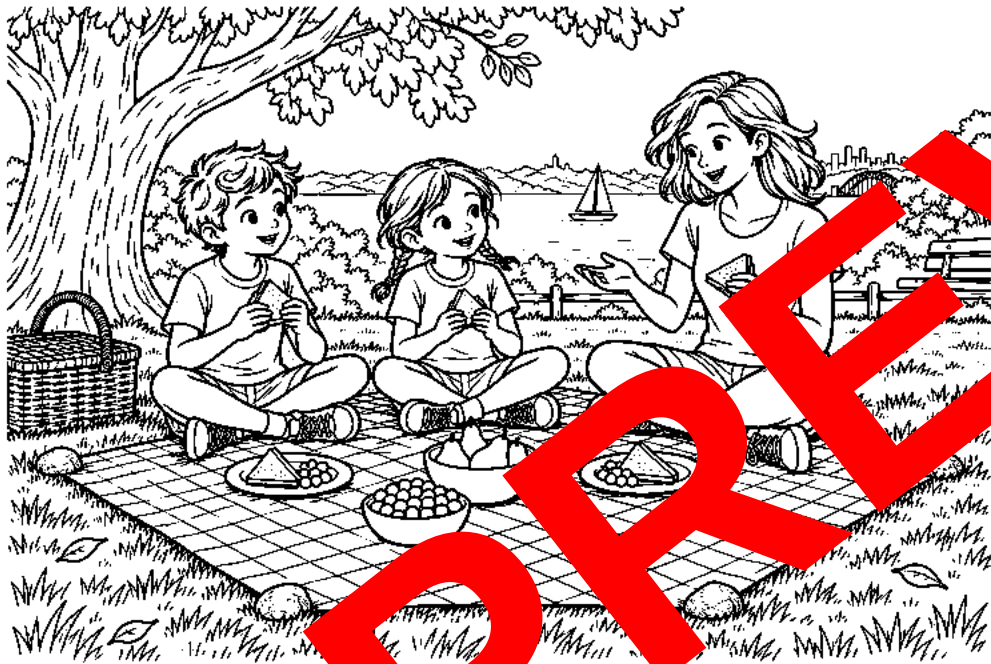


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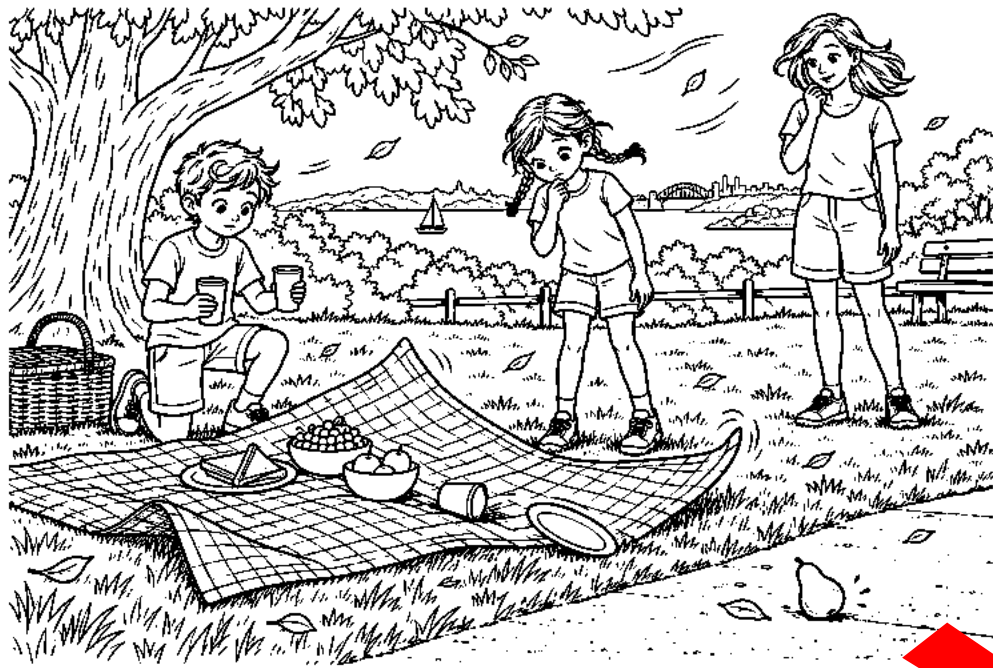


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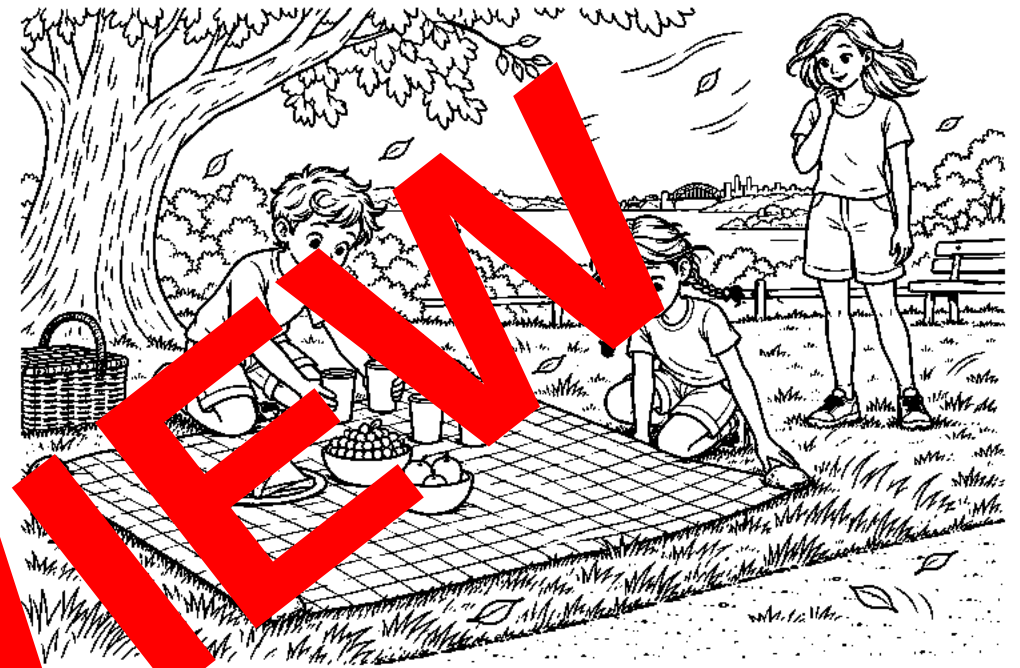
# The Picnic Plan



Sam and Jess had packed a picnic for a warm day. They spread a rug by a tree, but the wind lifted its corners. A cup tipped, and a pear fell onto the path.



The plates slid as the rug flapped. Sam held the cups while Jess looked at the grass. "I had a plan," she said. "This rug will keep flapping at the corners flap."



Jess set a smooth stone on each corner. Sam checked that the stones held the rug flat. Then they shifted the cups to the middle. The next gust passed, but the rug stayed down.



Sam and Jess sat on the rug with Mom. The plates stayed still, and the pears stayed in the bowl. At last, they had time to eat and talk in the shade.



"The stones held the corners down," Sam said. "That stopped the rug lifting." Jess smiled. Their first plan had failed, but checking the problem had helped them make a better plan.

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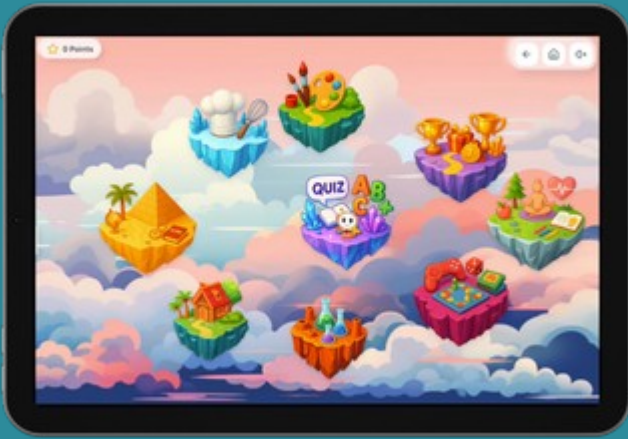
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## Year 2 Set 08 Final Transfer and Revision

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| Book 1: The Chalk Trail (Colour) (Fiction)         |
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# The Chalk Trail



Jack and Meg planned a chalk trail for the school fair. "The trail can start at the gate," said Meg. "Then it can lead past the pond to the seed stall."



Jack drew bright arrows on the path. Mary checked each turn with a map. At the fork, a bent twig lay across an arrow. The path still looked clear.



Rain fell while the pair had lunch. When they came back, the chalk had faded. A faint mark pointed left, but the map showed a right turn.



"Which way leads to the stall?" asked Jack. Meg read the map again. She reached the pond and the tall oak to the marks. Jack's first mark was wrong.



Jack and Meg rubbed out the wrong mark. They drew a fresh arrow and a ring at each turn. Meg walked the whole trail, checking the map as she went.



At the fair, a small boy stopped. He looked at the ring, then followed the arrow. Soon he reached the seed stall and asked at Meg.

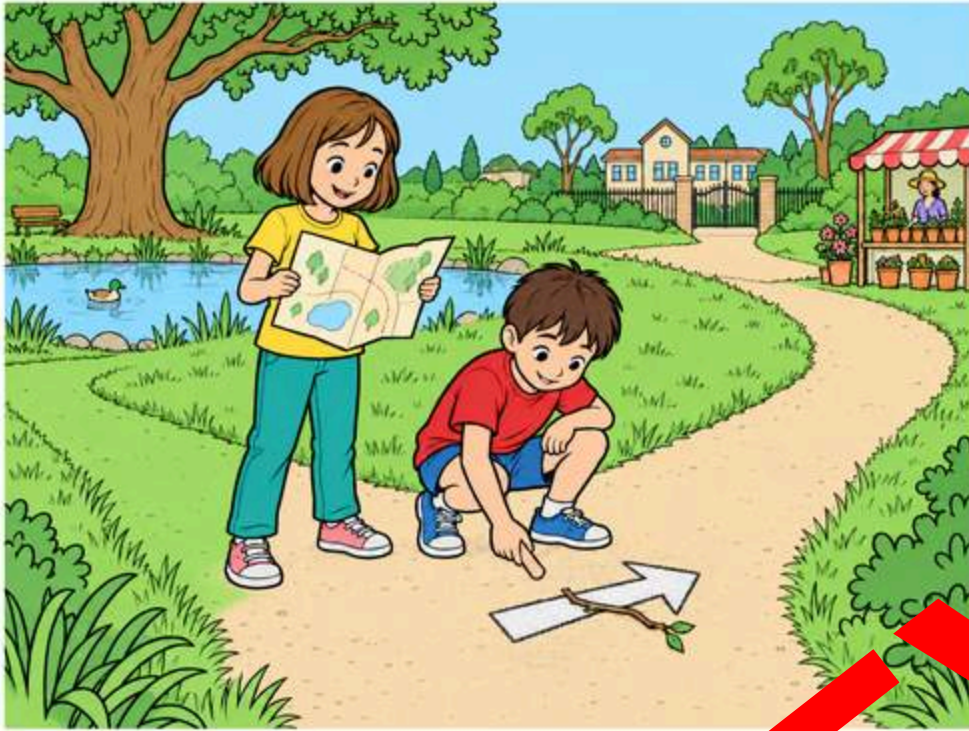


"The map helped us spot the wrong turn," said Jack. "And the test helped us fix it," said Meg. Their trail was clear at last. They had made a plan that helped.

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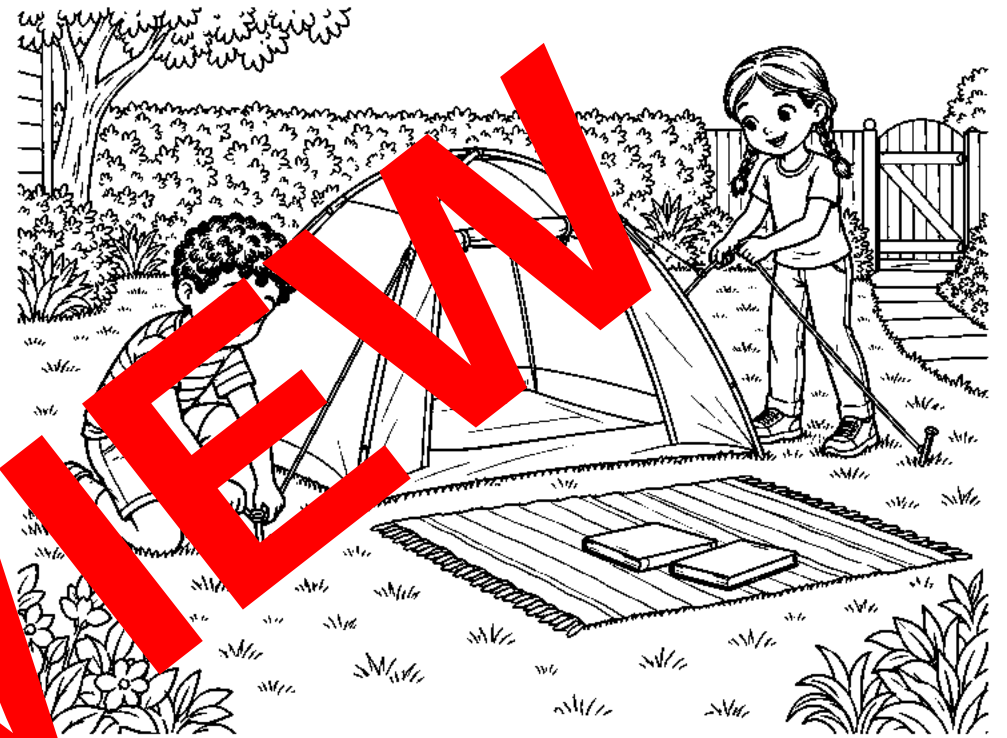


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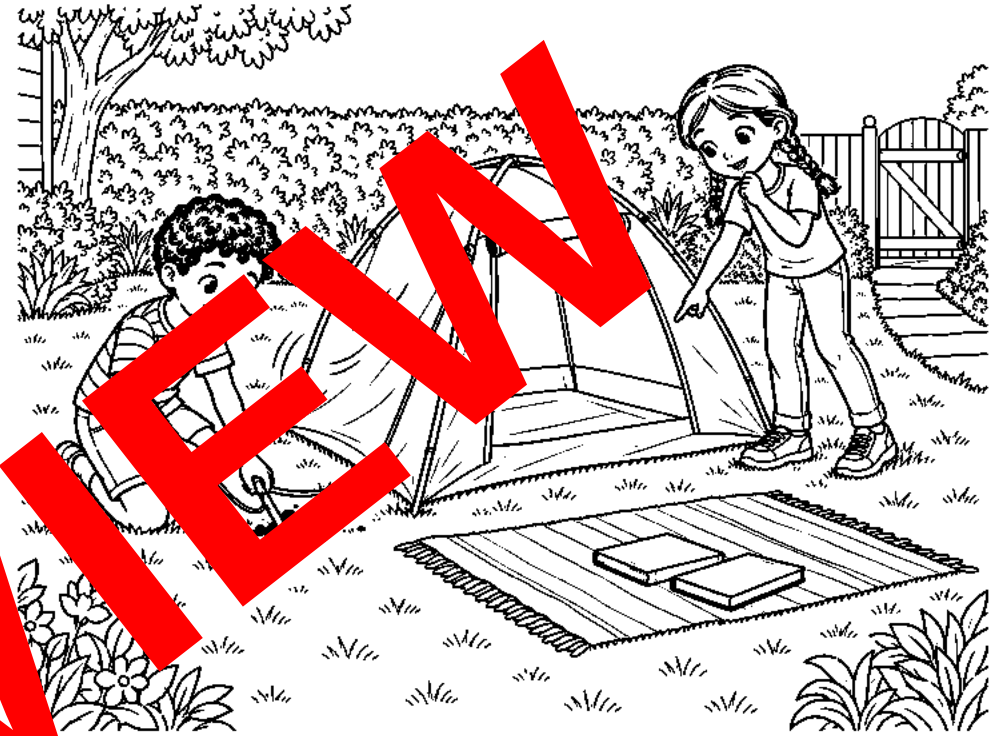
# The Tent Test



Ben and Jess wanted a quiet spot to read. They put up a small tent in the garden. Ben pushed the pegs into the soil while Jess checked the rope.



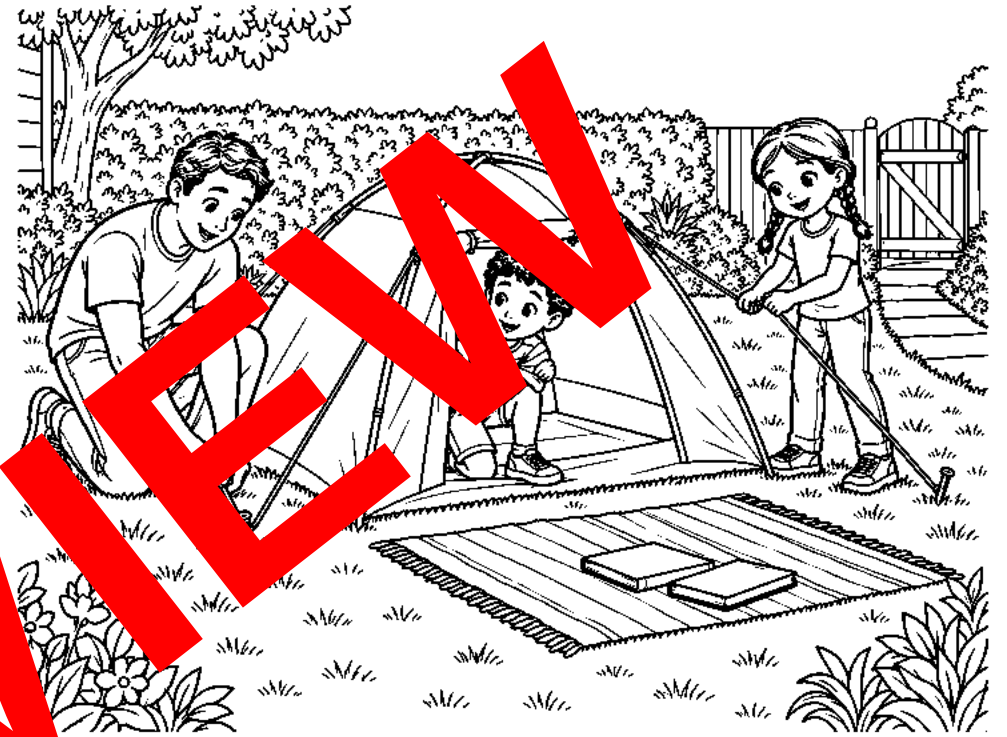
A gust made the tent flap. The peg slipped out, and a corner sagged. "The ground is soft," said Jess. "That peg has no chance."



Ben wanted to push the peg back in. Jess stopped him. "The same soft soil may let it slip again. Let us pick a firm patch before we try."



They asked Dad to help them at the new spot.  
Beside the hedge, the soil was firm. The hedge  
blocked the wind, but the path to the gate  
stayed clear.



Dad helped them set the pegs at the new spot.  
Jess pulled each rope to check its grip. Ben shut  
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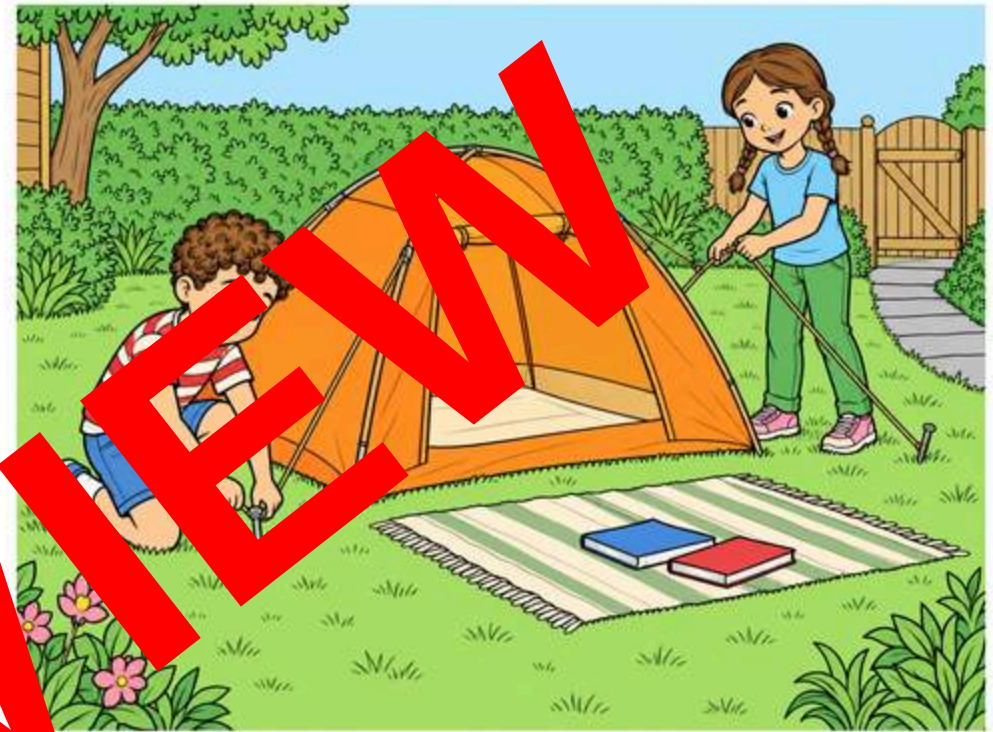


A fresh gust shook the hedge. The tent stayed in place. The tent stood firm. Ben and Jess sat on a rug and opened their books.



"We did more than push the peg back," said Jess. "We checked what made it slip." Ben grinned. "That helped us pick a spot that felt firm." Their reading nook was ready.

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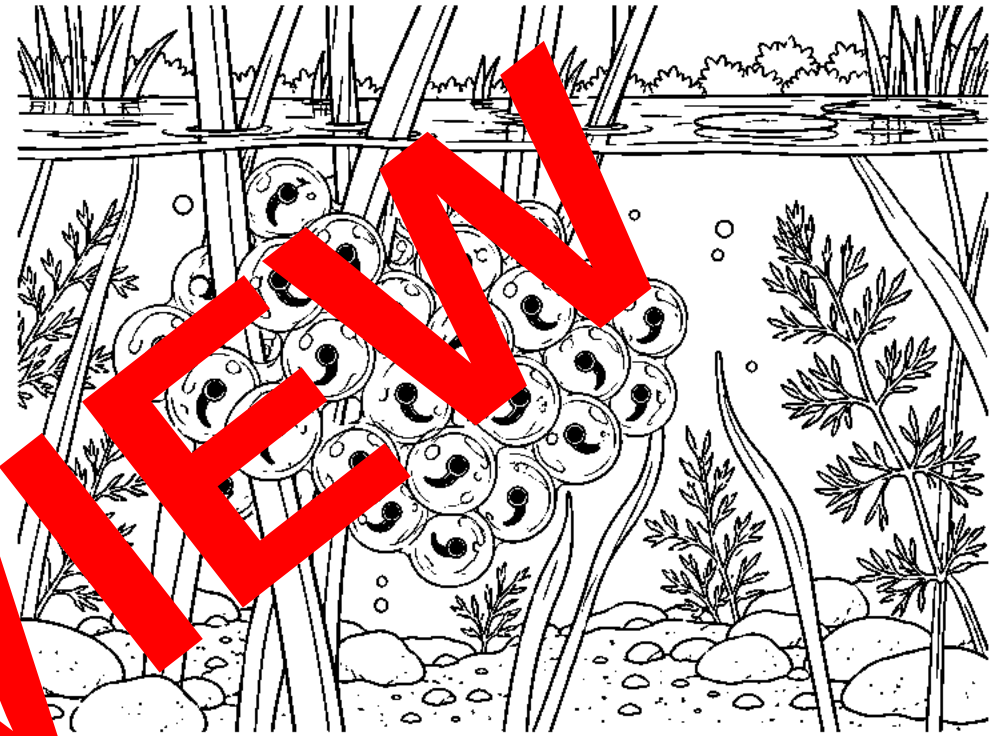


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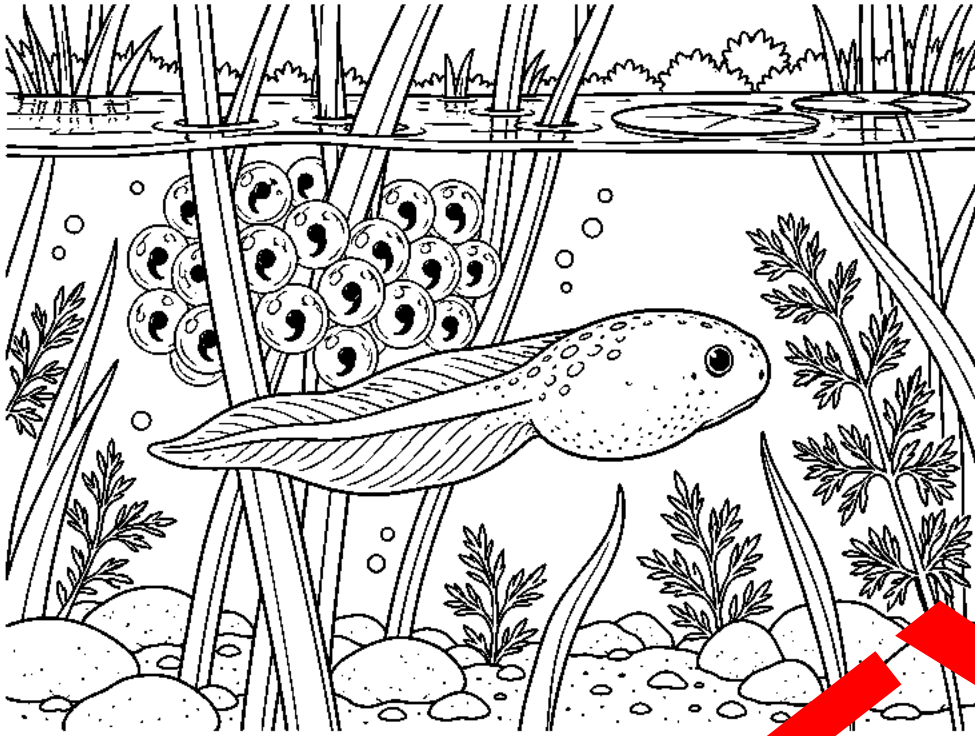


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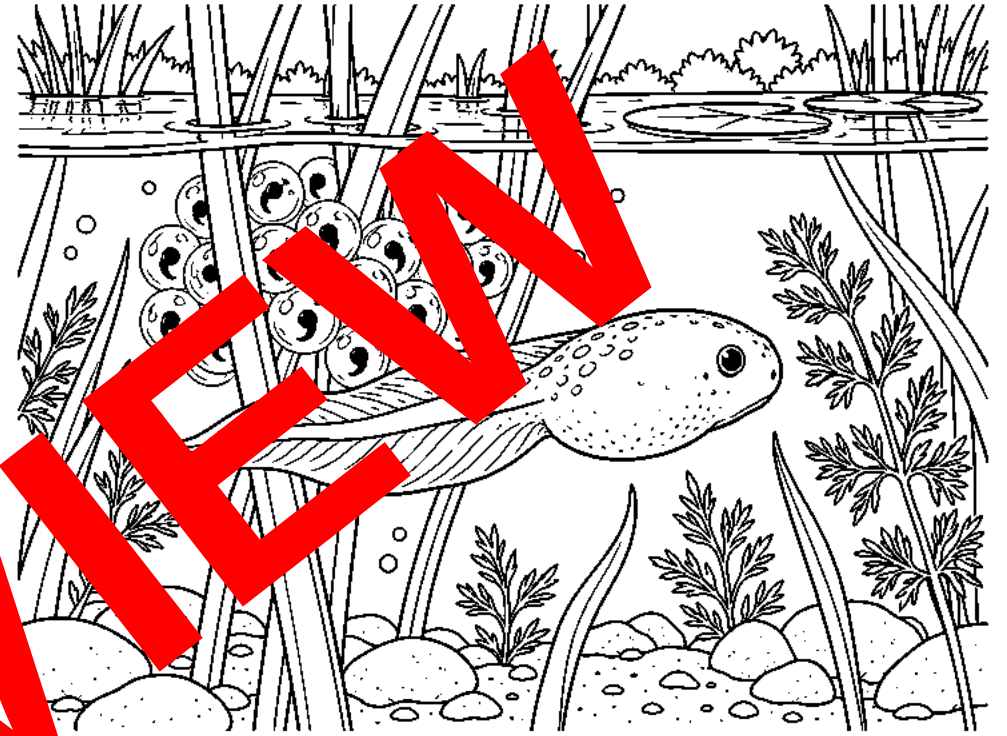
# A Frog Grows



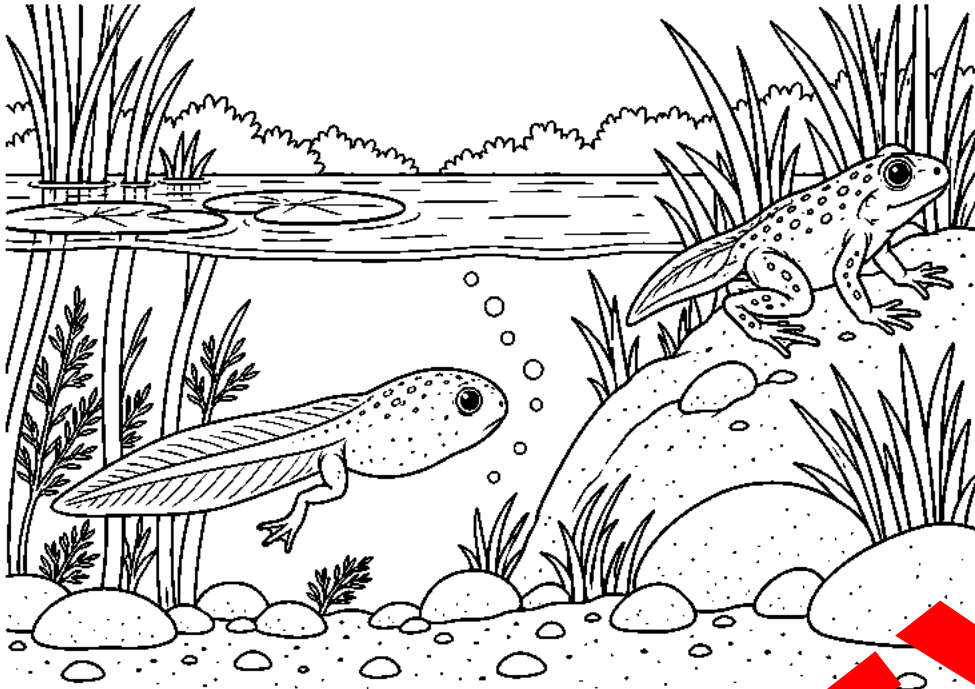
Many frogs start life in a pond. A female frog lays eggs in water. Each egg has a soft jelly coat. A tiny tadpole grows inside the egg.



When it is ready, the tadpole hatches. At first, it has a long tail but no legs. It flicks its tail to swim past stems and pond plants.



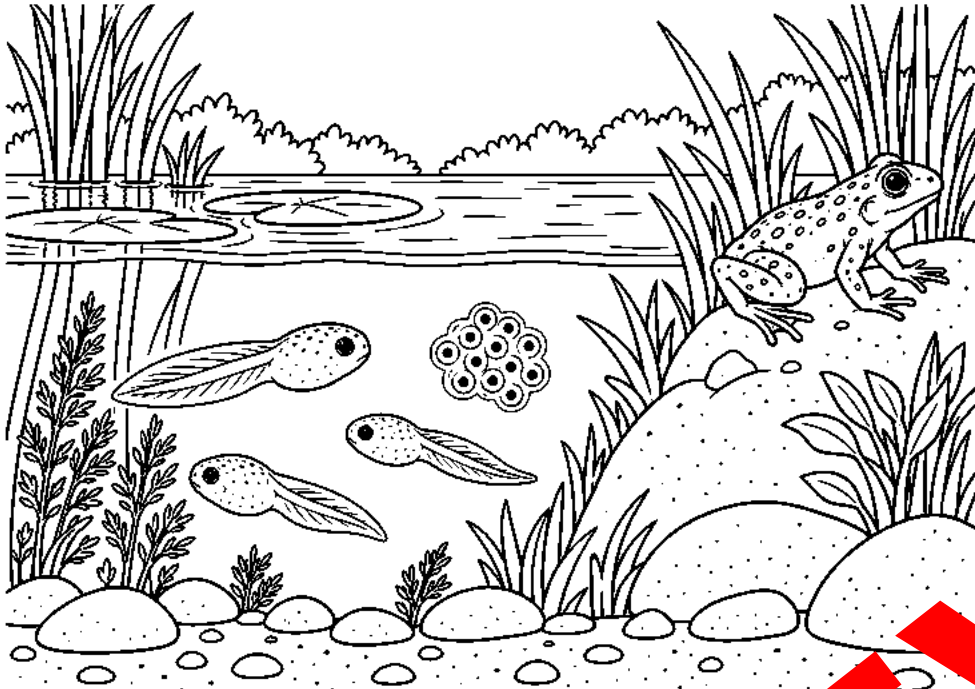
Water has a gas called oxygen. The gills take oxygen from the water. Oxygen helps the body grow and stay alive. The tadpole can get oxygen while it swims underwater.



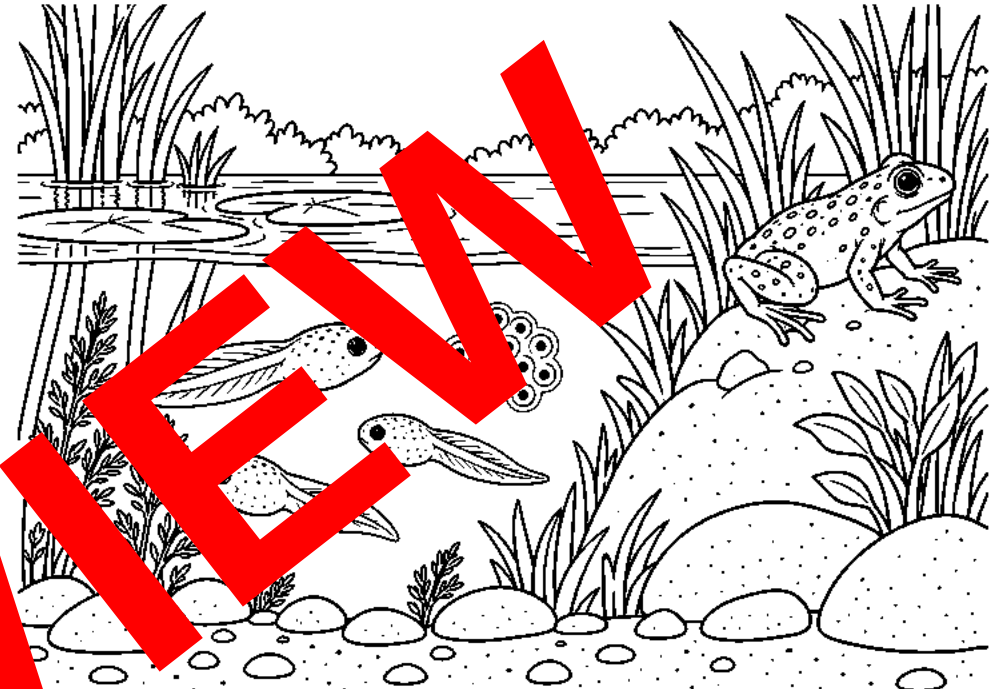
As the tadpole grows, two back legs start to form. The legs bend at the joints. The tail helps it swim. The change takes a long time.



Next, front legs grow. A froglet now has four legs and a tail. Lungs take oxygen from air. The froglet can start to spend time out of the water.



The tail gets shorter as the body grows down and takes it in. It is not cut off. So the young frog can hop on land with its tail.

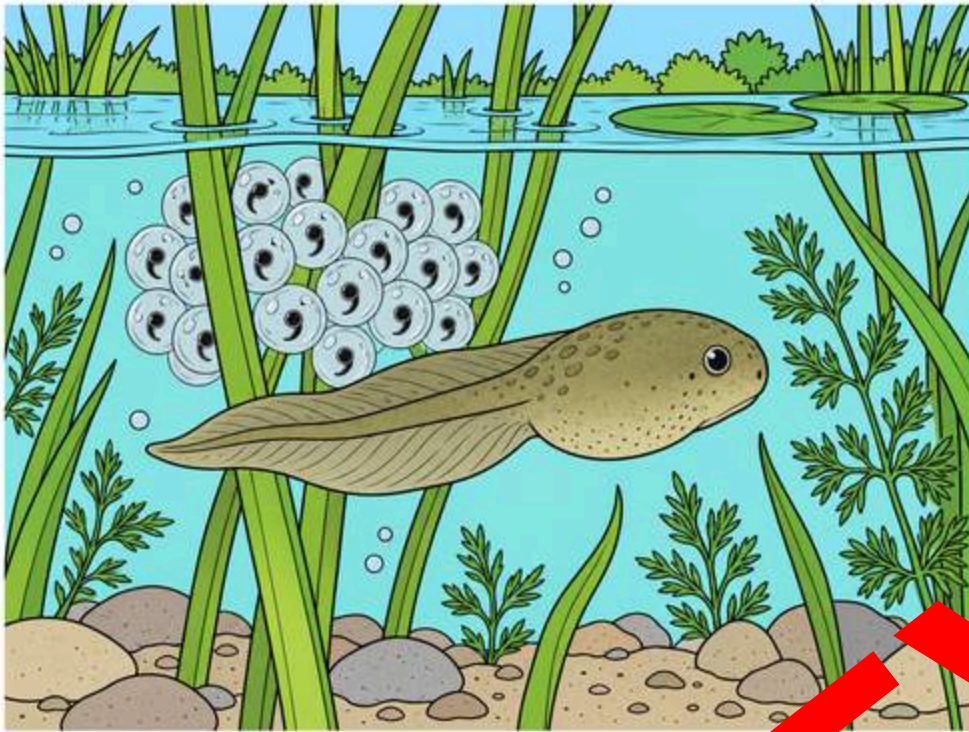


This is how many frogs grow, but not all frogs grow this way. Some grow into tiny frogs inside eggs. A pond can have eggs, tadpoles and frogs at the same time.

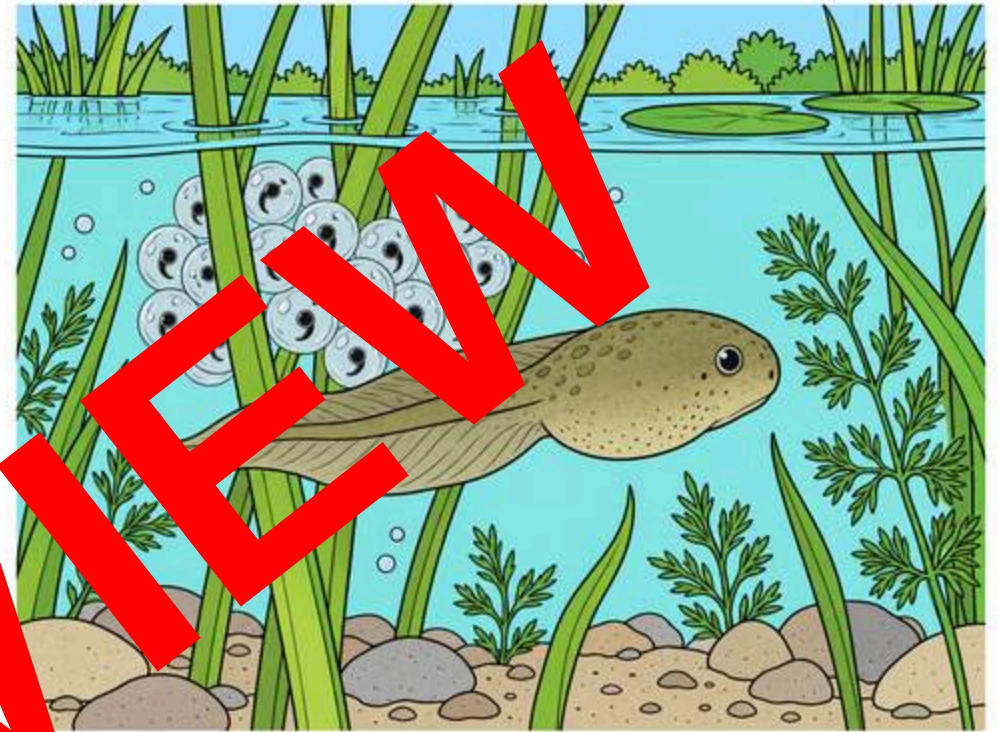
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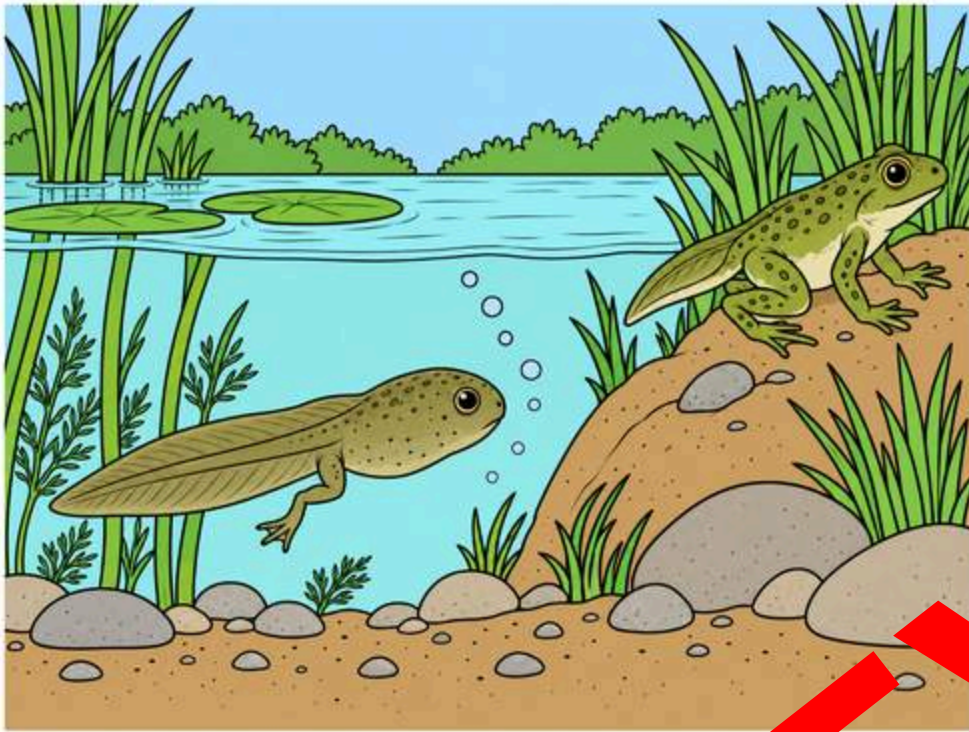
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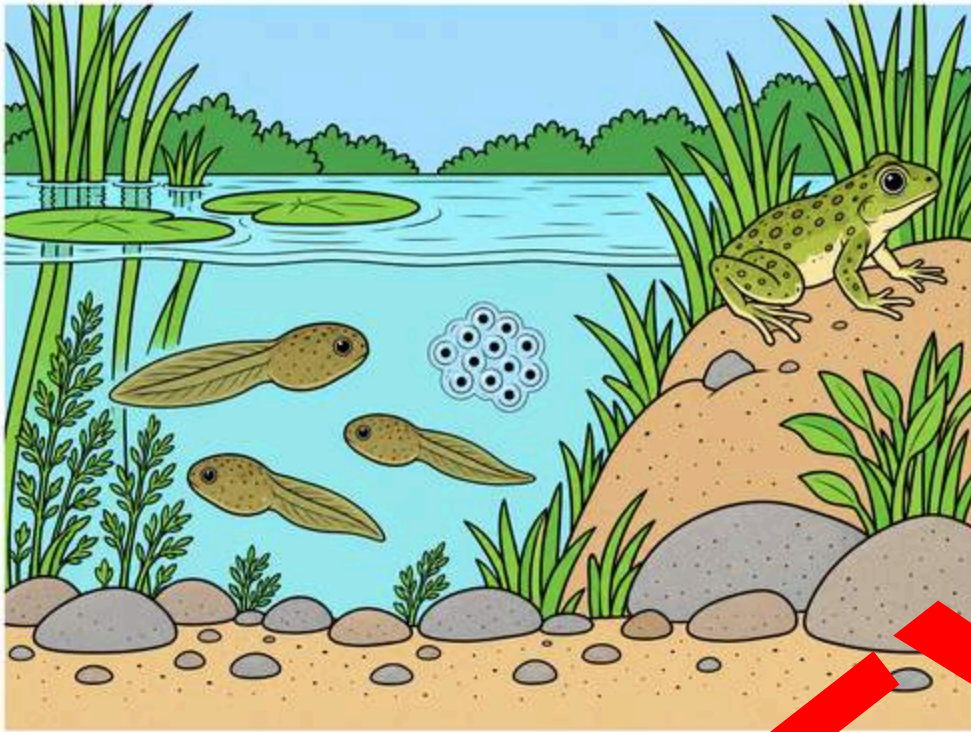
Water has a gas called oxygen. The gills take oxygen from the water. Oxygen helps the body grow and stay alive. The tadpole can get oxygen while it swims underwater.



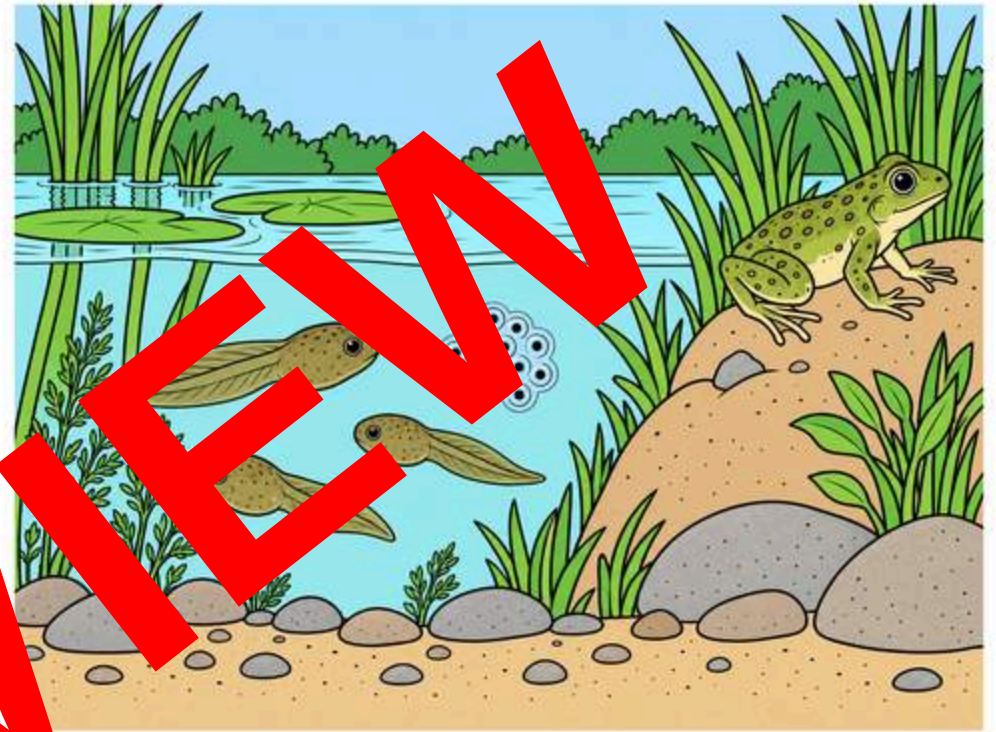
As the tadpole grows, two back legs start to form. The legs bend at the joints. The tail helps it swim. The change takes a long time.



Next, front legs grow. A froglet now has four legs and a tail. Lungs take oxygen from air. The froglet can start to spend time out of the water.



The tail gets shorter as the body grows down and takes it in. It is not cut off. So the young frog can hop on land with its tail.

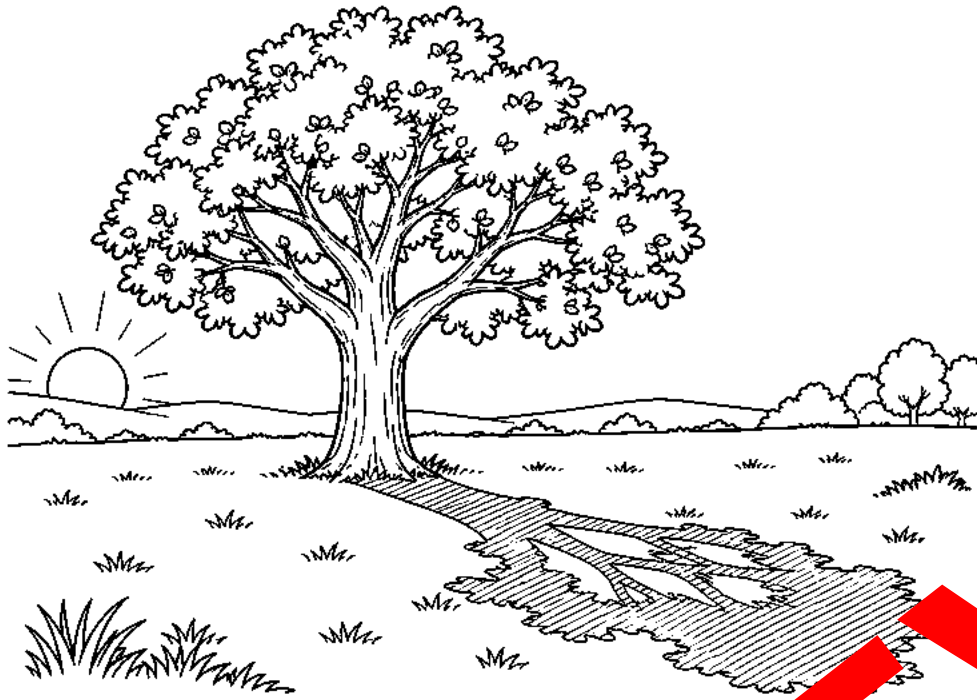


This is how many frogs grow, but not all frogs grow this way. Some grow into tiny frogs inside eggs. A pond can have eggs, tadpoles and frogs at the same time.

# How a Shadow Shifts



Sunlight falls on the ground. When a tree blocks light, less light reaches the ground behind it. That darker patch is a shadow. It forms on the side away from the sun.



A shadow can show a trunk, a branch and a leaf.  
The leaf may look green in bright light, but  
shadow still looks dark. The shadow shows a  
shape, not the green leaf itself.



When the sun looks low in the sky, the tree has  
a long shadow. The light slants past the trunk.  
The dark patch stretches a long way across the  
ground.



When the sun looks high in the sky, the tree has a shorter shadow. The light falls at a steeper slant. The tree has not moved, but its shadow has.



The sun seems to cross the sky as the day goes on. A shadow can shift as well as grow or shrink. The tree can stay in place while its shadow shifts.



Chalk marks can help us check shadow. Mark the tip at two times on a sunny day. Keep the tree and ground the same. Look at the shadow, not at the sun.

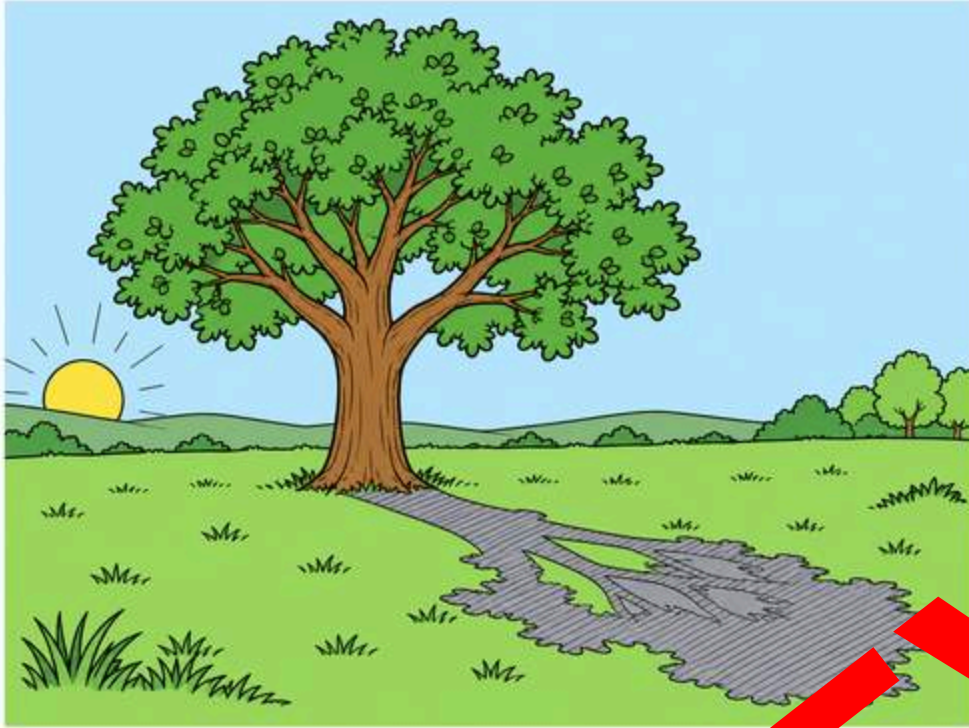


Compare the marks. Has the shadow grown, shrunk or shifted? Read the marks with care. A long shadow means the sun looks low. A short shadow means it looks high.

# How a Shadow Shifts



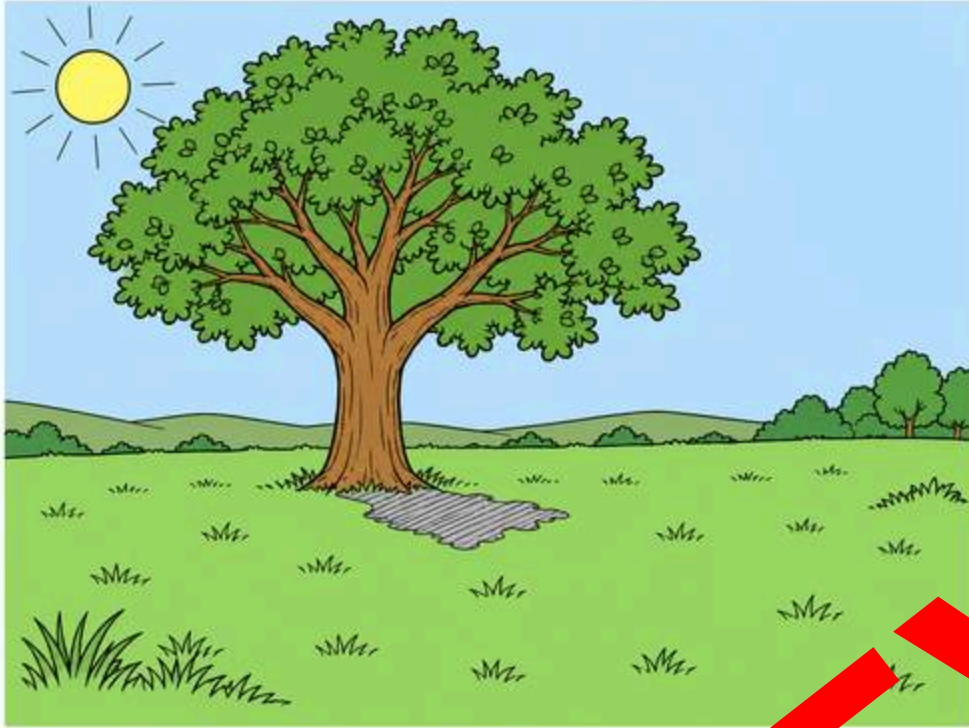
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A shadow can show a trunk, and each leaf.  
 The leaf may look green in bright light, but  
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 shape, not the green tree itself.



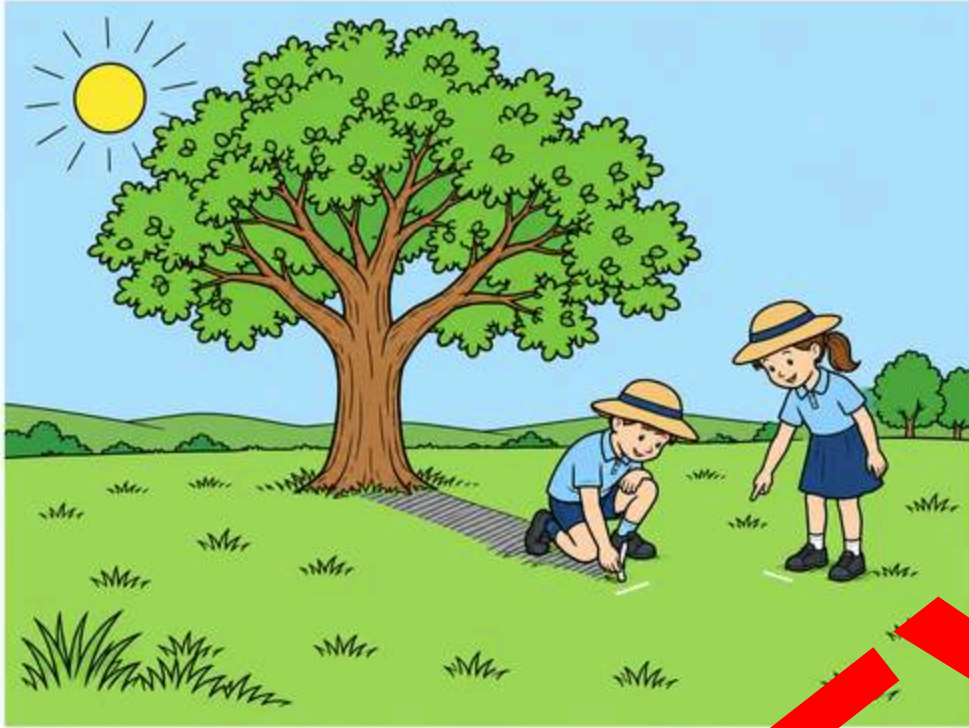
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# Read, check and try again

## Purpose and placement

Use after all teaching through Year 2 Set 07. There is no new compulsory code or teacher word. Practise reading unfamiliar current-code words, explaining connected meaning and revising the exact part that causes an error.

## Before reading

Introduce each title and its purpose. Check the meaning of strain (pull tight), recheck (check again), tadpole, oxygen (a gas living things need) and shadow. Say a word naturally, map its spellings, blend it, then use it in a meaningful sentence.

## Named word support

Teach a and the in their natural weak and strong article forms. Voiced th is already taught. Retain support for their in both stories and of in A Frog Grows. Their has taught eir=/air/ but its actual sound still needs checking. In of, f represents /v/. Each book uses at most three supported forms.

## Model, guide, then try

Model strain: keep /s t r/ in order, read ai as long ai and blend /s t r ai/. A rope can strain when pulled tight. Guide recheck: re means again; blend both parts. Then let students try the new words. If a word is wrong, point to the exact spelling, model that part, blend the whole word and reread its sentence. Check meaning after accurate decoding; do not guess from a picture.

## Dictation and checking

Build and spell: train, shadow, recheck. Listen, write and check: strain, sunlight, recheck; then The shadow grew as the sun sank. Say the full word or sentence, repeat naturally, allow writing, then compare sounds, spellings, capital and full stop. Sentence: The tent stood firm in the wind.

## Reading and practical use

Read the four books naturally before practising phrasing and fluent rereading. Ask what changed, why it changed and which word gave evidence. Support shared directions as needed. Use the full writing areas; cut tiles and cards straight and place them below bin headings. Check transfer on the last page and revisit only a specific need.

## Printing and assembly

Print actual size, single-sided. Reader sheets are landscape A4 with two full portrait A5 pages: cut the centre, stack numbered pages and staple left. This companion is portrait A4. The separate guide explains the files. These are sequential pages, not a folded booklet.

# Listen, say and link

Say the word strain slowly. Hear /s/ /t/ /r/ /ai/ /n/, then blend it. The ai works together for one sound. A rope can strain when it is pulled tight. Try light, then night: what stayed the same?

Read each spelling. Say a taught word that uses it. Some spellings can have another sound, so check the whole word.

ai

ay

ea

igh

i-e

y

Try ai in train, ea in break and final y in my. Explain how the word helps check the sound.

## Blend a new word

Model strain: say each sound, blend the word, then explain it. Read recheck with help: its first e says /ee/ and its second e says /e/. Re means again, so recheck means check again. Now try the last two words. Reread smoothly after each word is accurate.

s t r a i n

. . . . .

Pull tight.

r e c h e c k

. . . . .

Check again.

t a d p o l e

□

A young frog with gills and a tail.

s u n l i g h t

. . . . .

Light from the sun.

The sunlight fell on the path.

# Build and spell

For rain, I hear /r/ /ai/ /n/. I keep ai together, build rain and blend it to check. Listen to three new words. Say the sounds, build each word with the tiles, then write the whole word on its line.

|    |    |    |    |    |
|----|----|----|----|----|
| sh | e  | t  | ow | ch |
| r  | ai | ck | er | e  |
| n  | d  | r  |    |    |

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2

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|  |  |  |  |  |
|--|--|--|--|--|

# Change a sound

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Model light to sight. Only the first sound changes: /l/ becomes /s/. The igh and t stay.  
Blend the new word and check its spelling. Now follow each change. Write the new word,  
then use it in a sentence aloud.

## Start: light

Change /l/ to /s/.

Change /s/ to /n/.

Change /n/ to /t/.

## Start: train

Change /t/ to /b/.

Change /b/ to /d/.

# Sort the long ai spellings

In train, ai spells long ai. In play, ay spells the same sound. In break, ea spells long ai too. Read each card and listen first. Then sort by the spelling you can see, not by the card position. Check each bin by rereading.

train

break

ray

tray

stray

steak

ai

ay

ea

# Build a clear sentence

Read The wind blew. The capital starts the sentence and the full stop ends it. Now read the mixed tiles. Build a sentence that makes sense, check every word, then write the full sentence below. Reread in meaningful groups.

|      |     |       |    |       |    |      |
|------|-----|-------|----|-------|----|------|
| firm | The | wind. | in | stood | he | tent |
|------|-----|-------|----|-------|----|------|

Build here.

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Tell why the sentence makes sense. Pause after The tent and stood firm, then read the whole sentence smoothly.

# Listen, write and check

Listen to each word. Repeat it, say its sounds and write it. Check each sound against a spelling. Then listen to the whole sentence and write it on the wide lines. Reread to check the meaning, capital and full stop.

1

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2

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3

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## Sentence

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Say these small words in a sentence. Listen for their strong and weak forms. Keep the natural spoken form while checking the spelling.

a

the

# Read for meaning

Read each word and all three meanings. Draw a line to the meaning that fits. The choices are mixed, so use the whole meaning. Then answer the story question in a full sentence.

shadow

<sup>1</sup> a path to follow

tadpole

<sup>2</sup> a dark shape made by blocked light

trail

<sup>3</sup> a young frog with a long tail

Why did Meg check the map again?

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# Transfer to a new passage

Try this new passage. If a word slows you down, point to its spellings, say the sounds and blend it. Check the whole sentence for meaning. For sprang, keep /s p r/ in order and ng together. Reread accurately, then make the reading smooth.

A brisk wind swept past the pond. A small frog sprang from the bank and hid in the grass. The sunlight fell on a still patch of water. A long shadow stretched from the oak to the path.

Where did the frog hide?

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Point to the words that prove the answer. Tell which word needed another try and what helped. Practise that part, then reread the passage.

## Teacher observations

☐ Accurate words

☐ Useful repair

☐ Meaning explained