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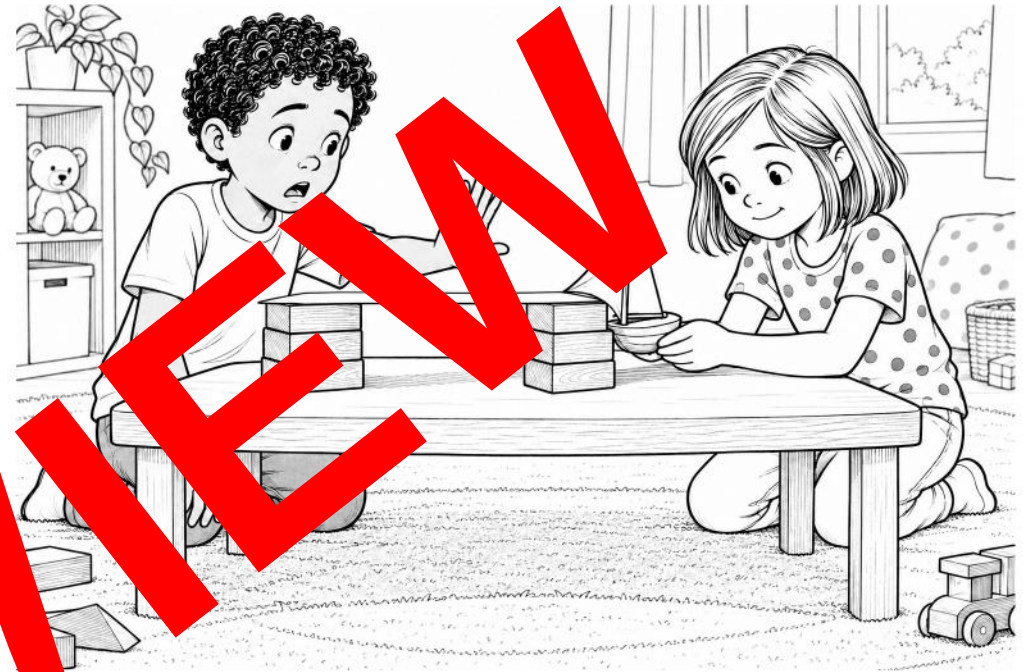


Year 2 Set 01 Launch Review

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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.



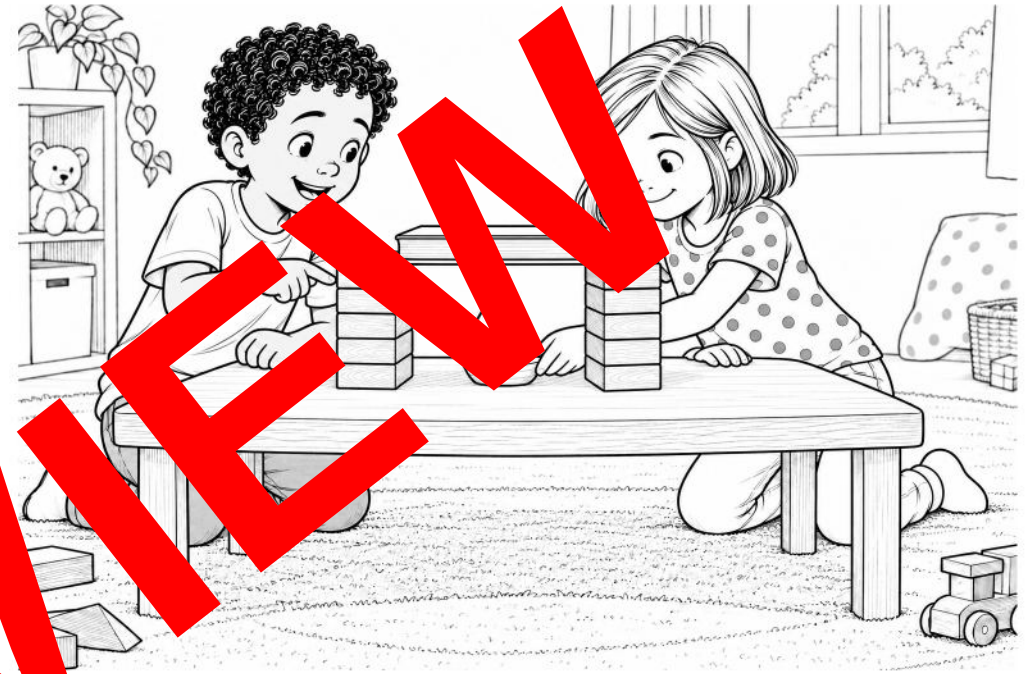
Meg pushed the boat to the gap. The sail hit the card and bent. "Stop!" said Sam. "The boat will not fit." Meg pushed it back. The bridge was in the way.



"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.



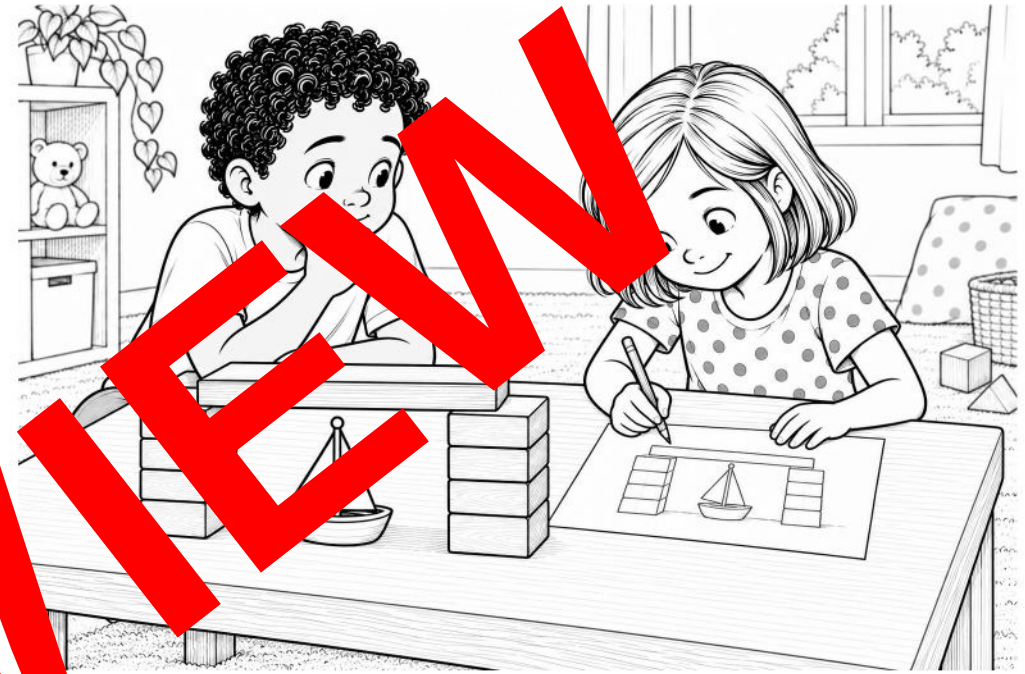
"The boat can fit, but the bridge is not flat," said Sam. Meg slid a stack of blocks on top. The book kept the card flat. Sam and Meg looked at the new gap.



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.

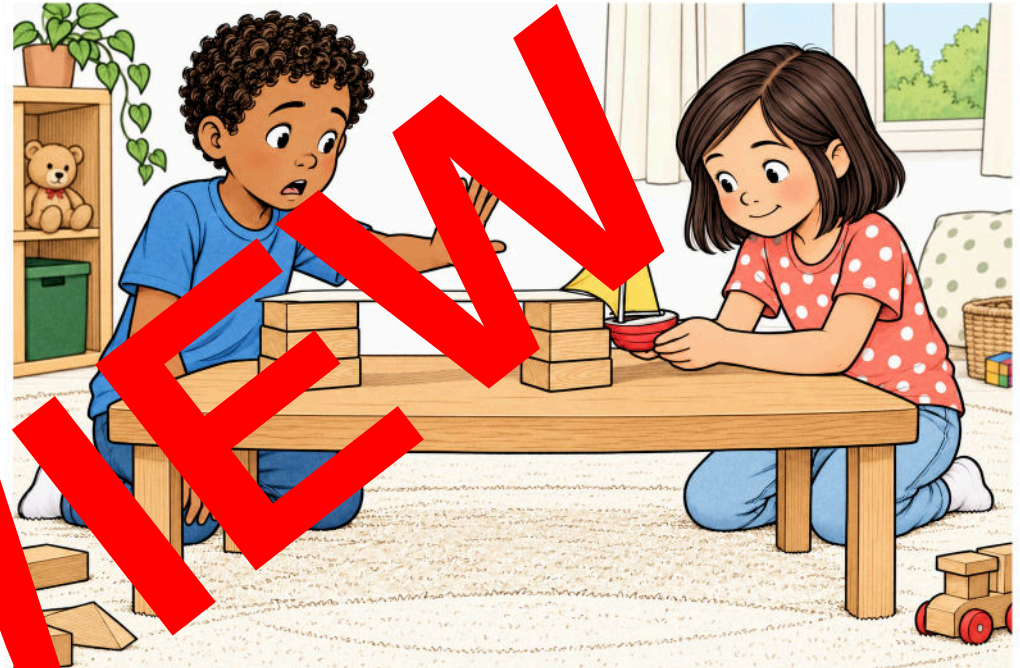


"The first plan had a low gap," said Sam. "The next plan had a high gap. Now the gap is high and the bridge is flat." Meg said, "A different plan helped us fix the problem."



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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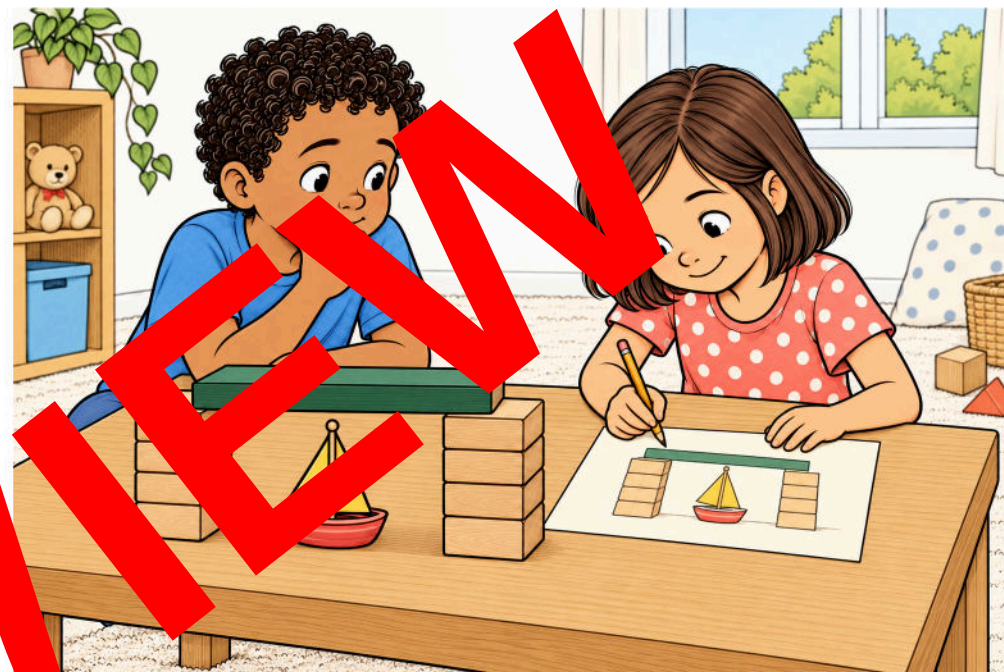
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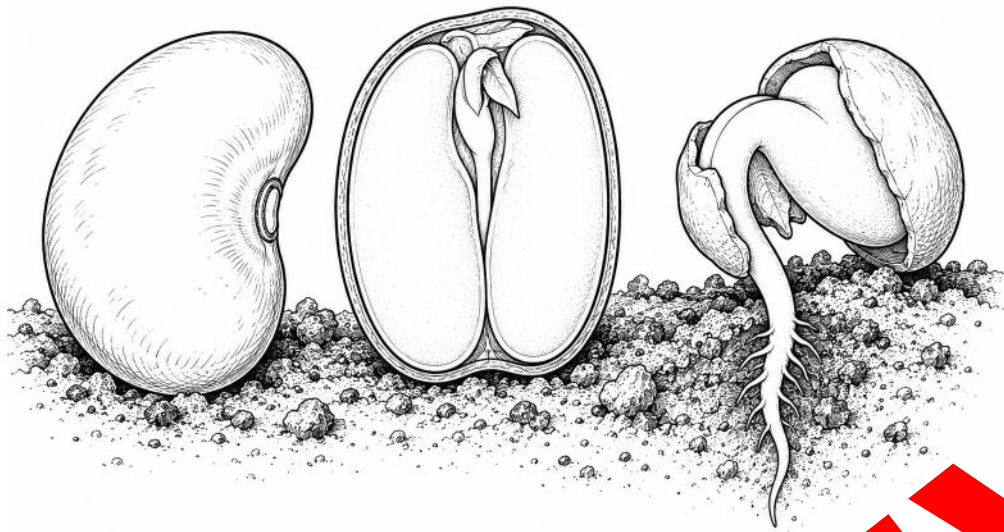


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From Seed to Plant



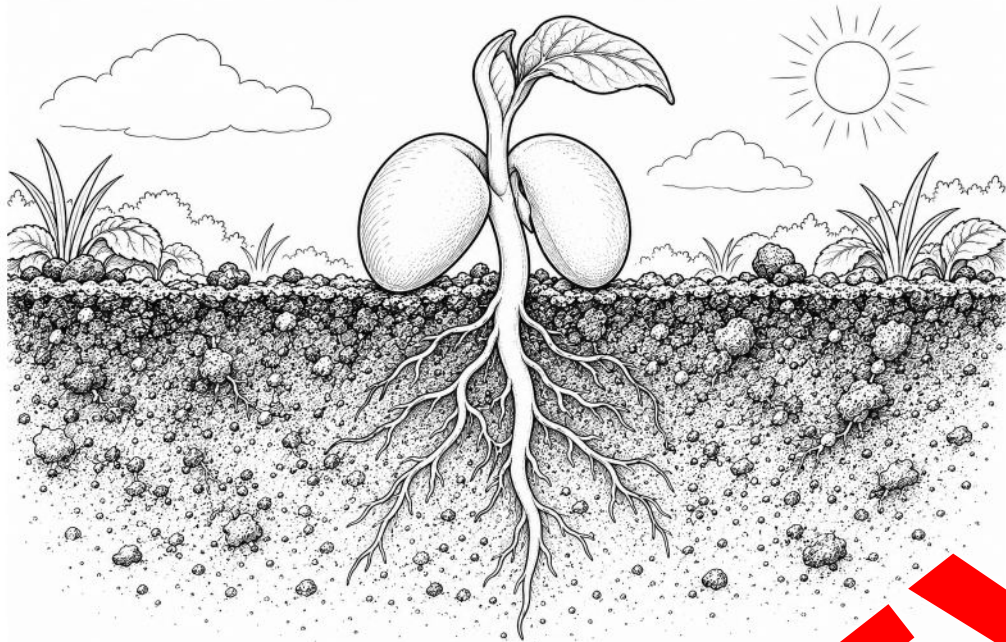
A bean seed has a coat. The coat helps keep the small plant inside safe. The seed has food inside, too. This food helps the new plant start to grow.



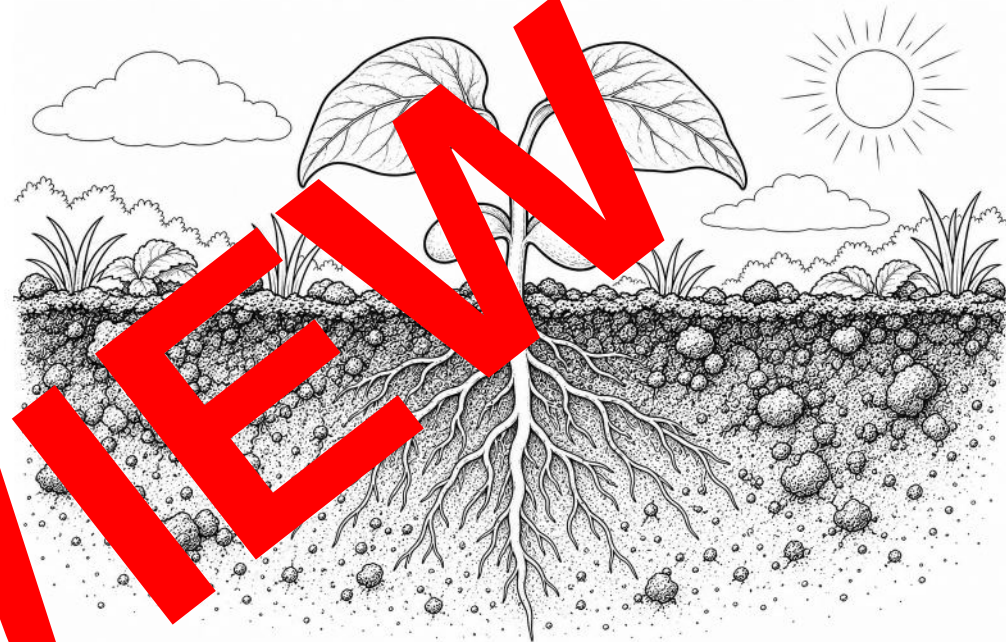
With water, air and the right heat, a seed can start to grow. The seed takes in water and swells. The coat splits, and a small root starts to grow out.



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 and the shoot gets taller.

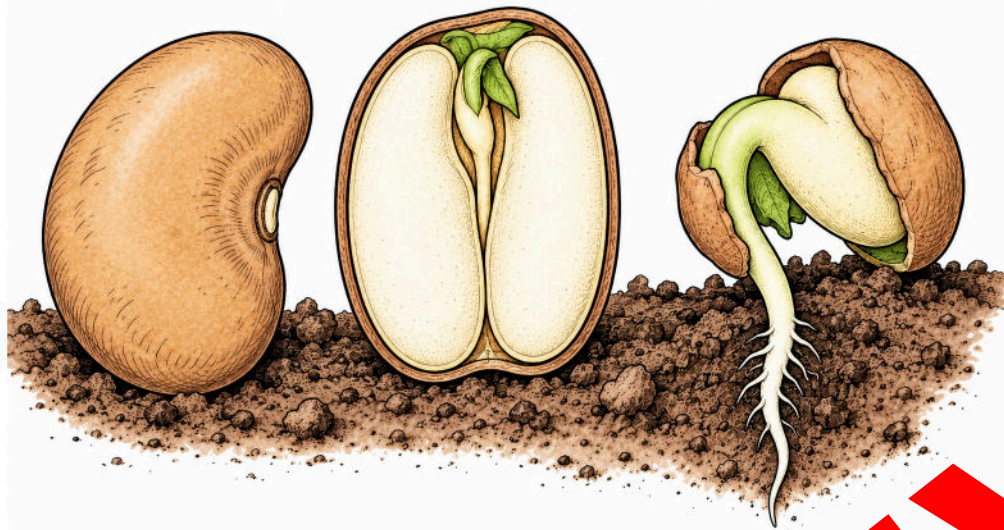


A green leaf can use light, air and water to help make food. Roots keep taking in water as the plant grows. Look at the root, stem and leaf. Each part helps the plant live and grow.

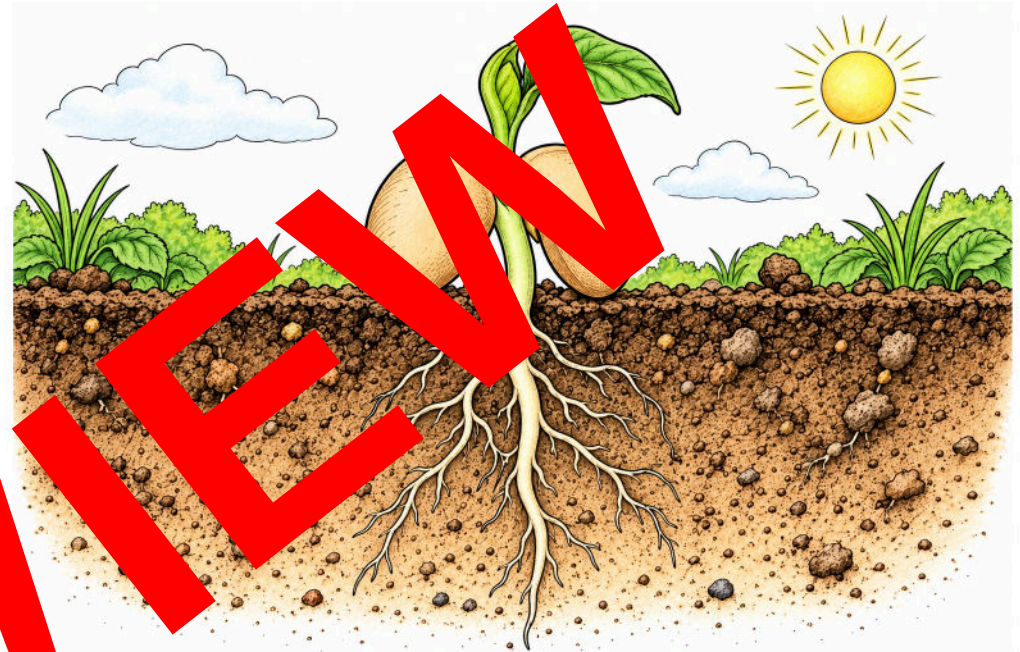
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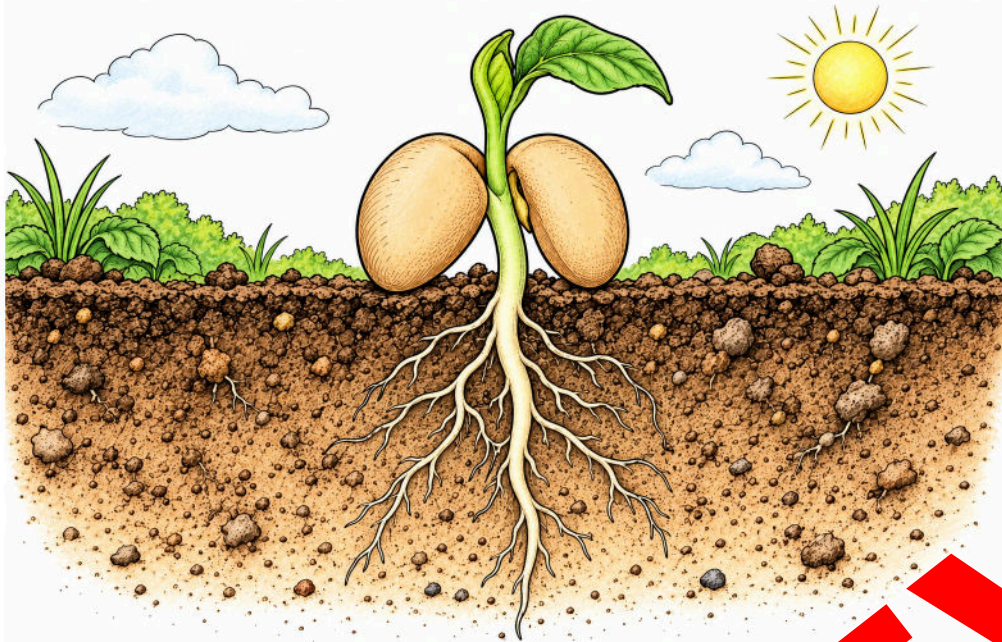
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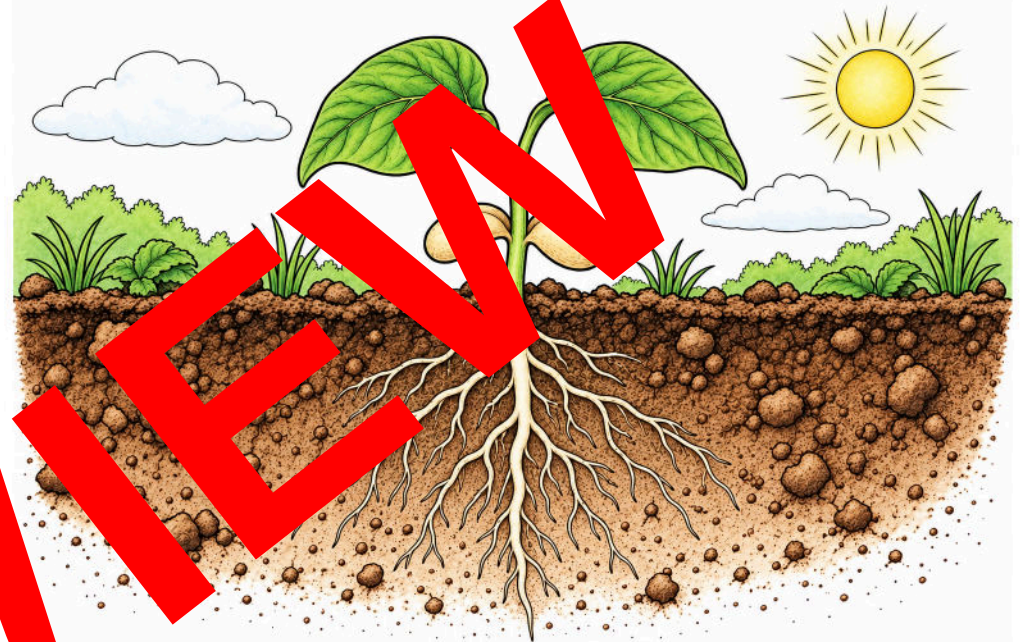
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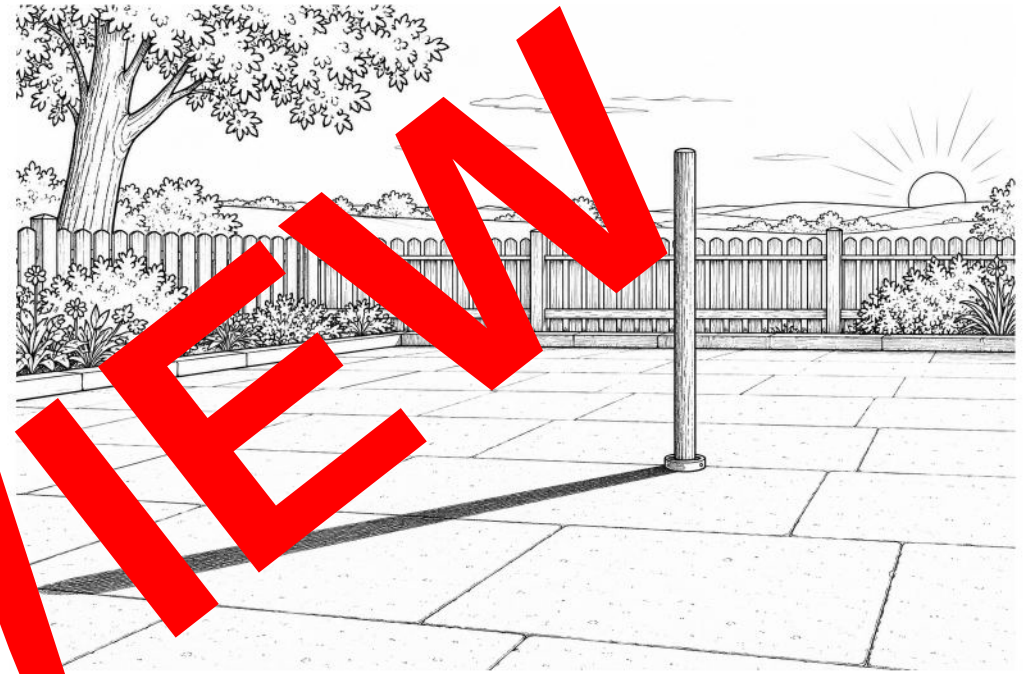
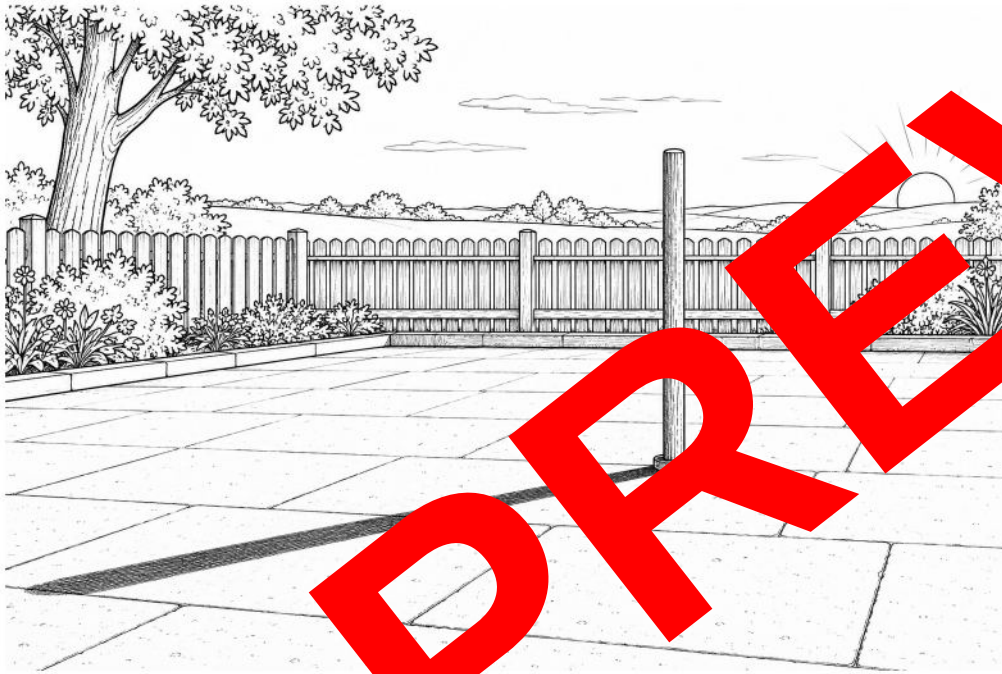


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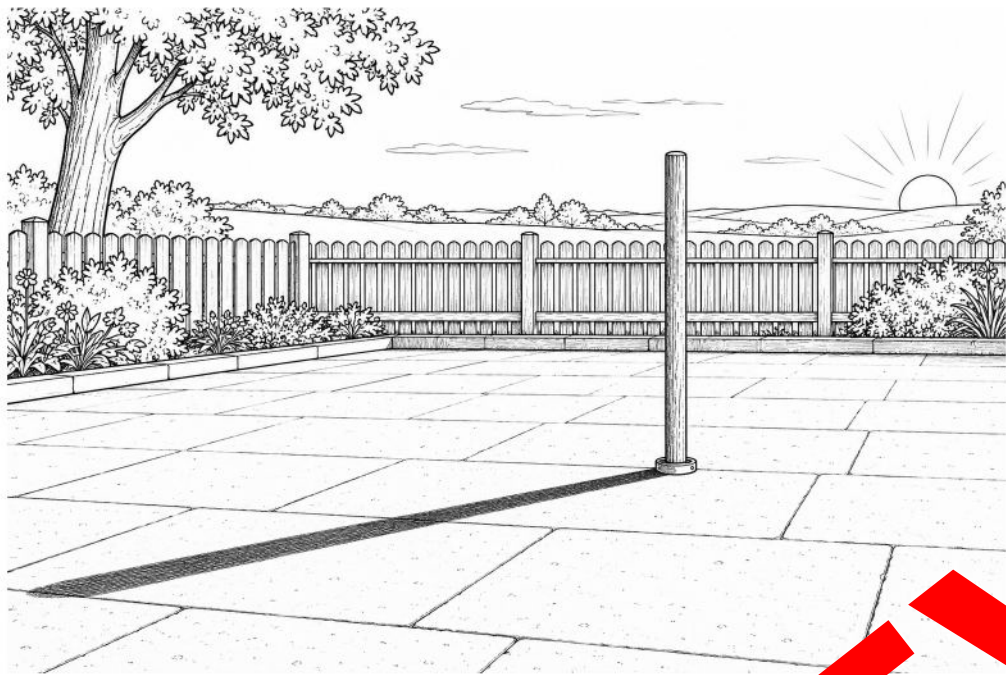


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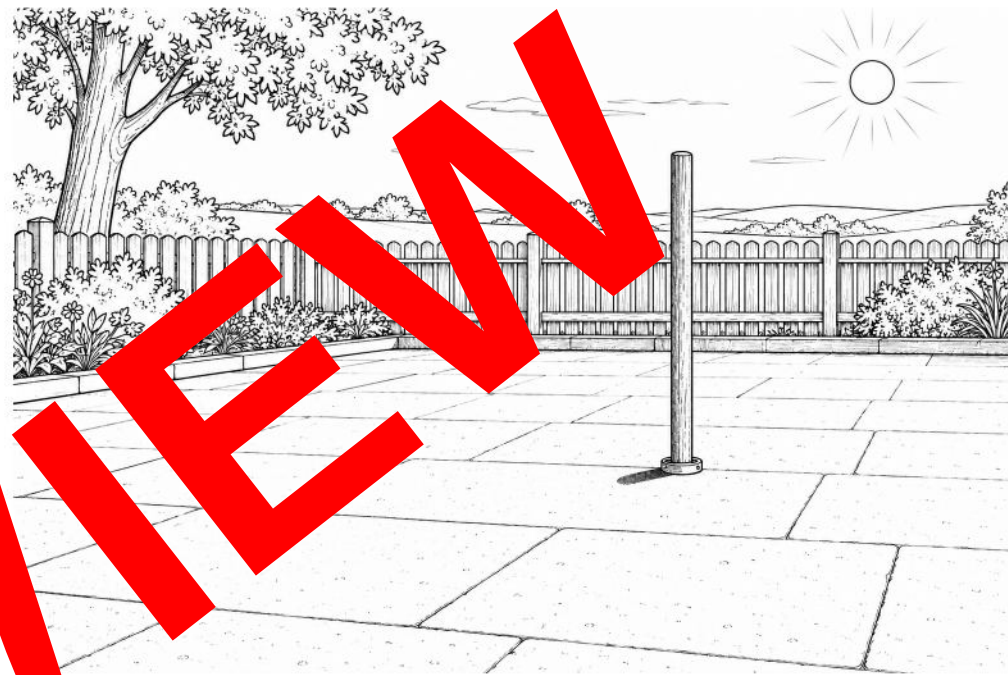
Sun and Shadow



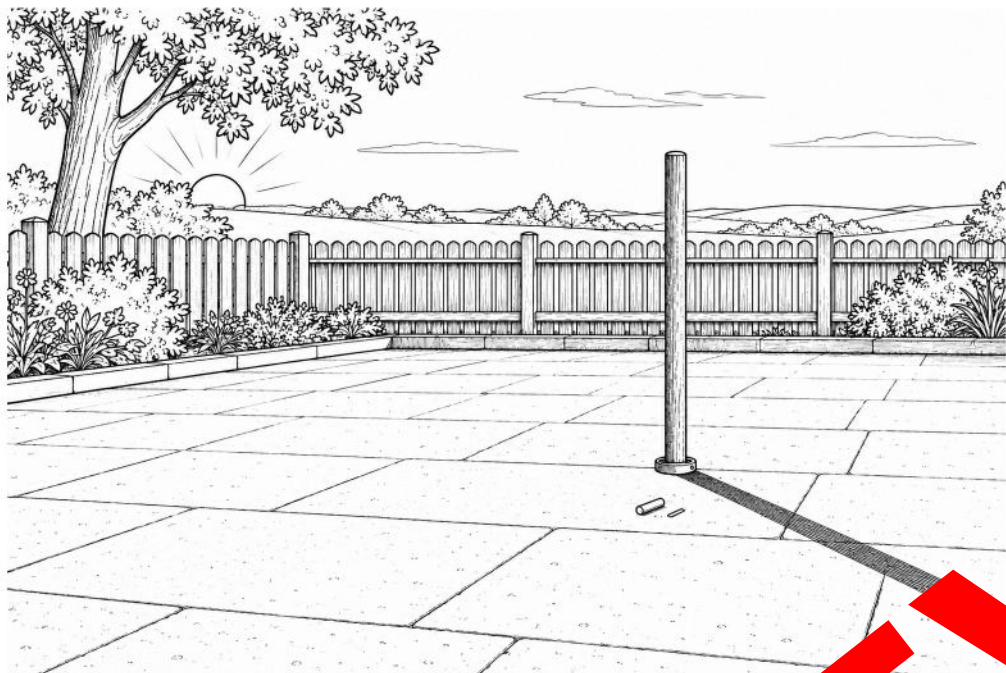
A shadow forms when a thing blocks light. Sunlight hits a stick, but the stick blocks it. The ground in the shade gets less light. This makes a shadow.



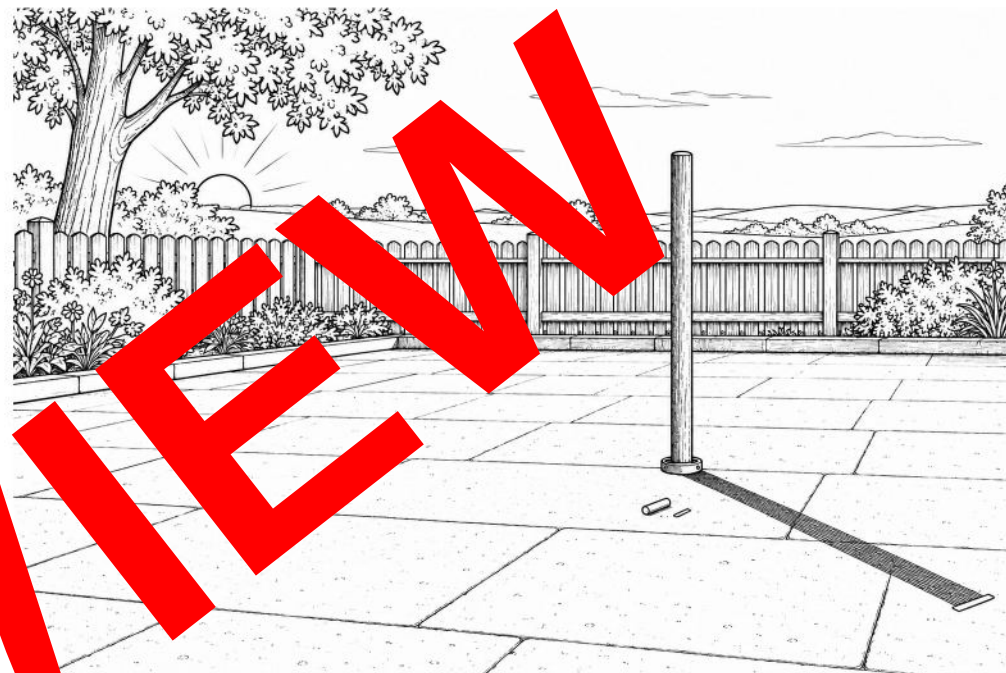
When the sun is low in the sky, the shadow from a tall stick can stretch a long way. Look at the sun and shadow in this book. The stick has not got taller.



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.

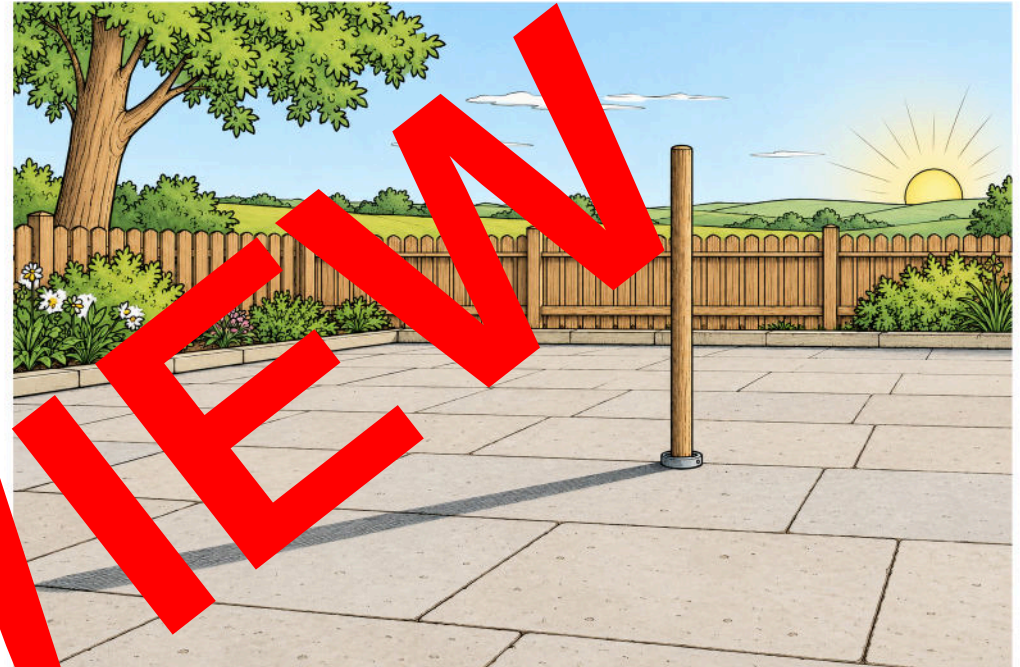
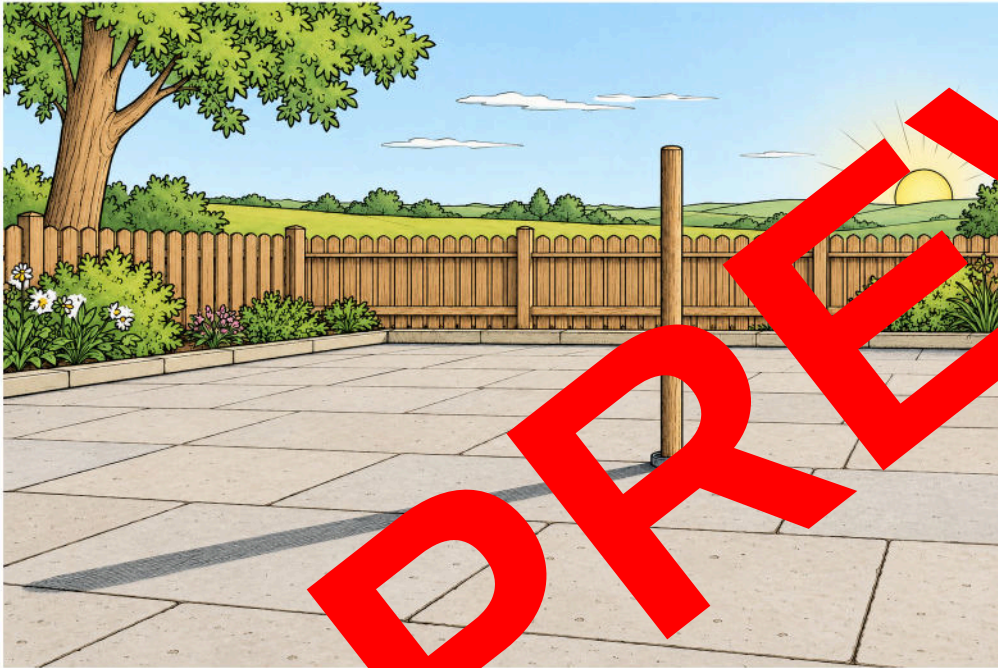


The sun looks higher or lower at different times in the day. The shadow can point a new way, too. A long shadow can come from a low sun. The stick can stay in the same place.

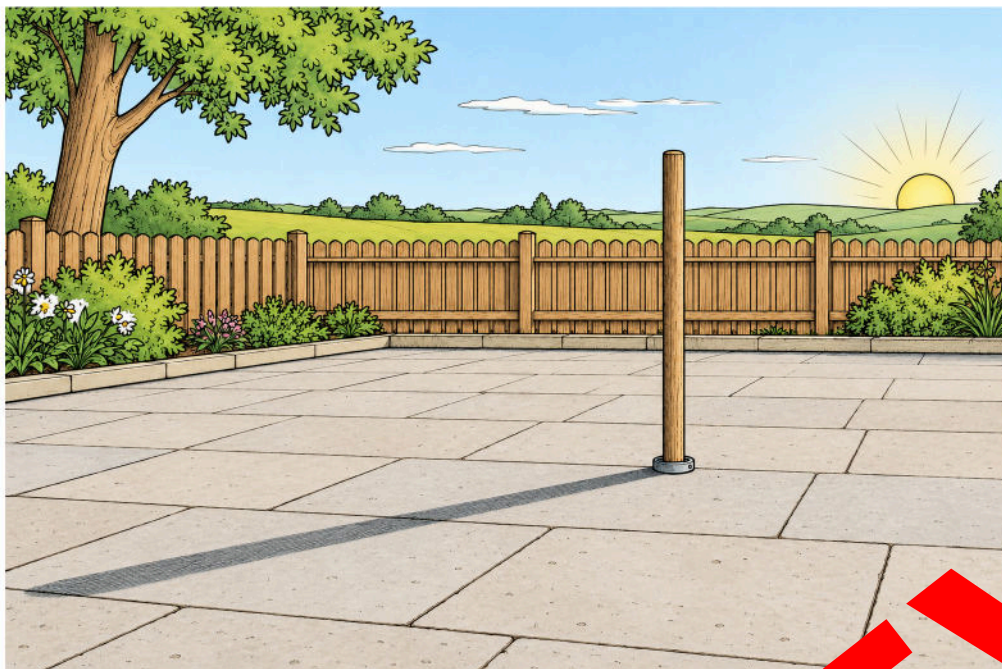


Pick a safe spot with a stick. Stay well back from the road, and never look at the sun. Look at the shadow at different times. Mark its end with chalk. What stays the same? What can change?

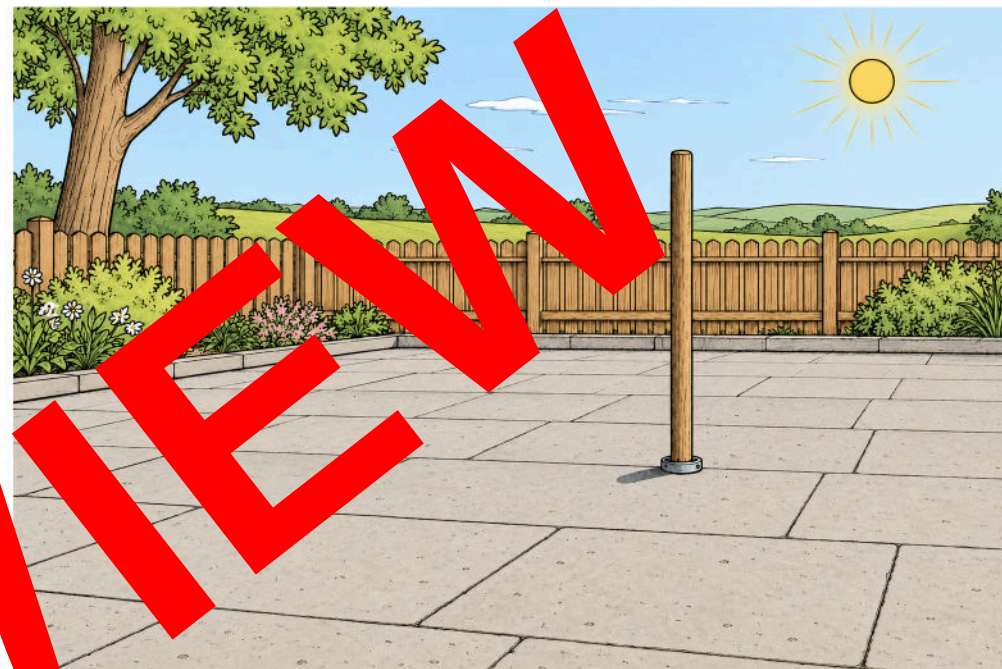
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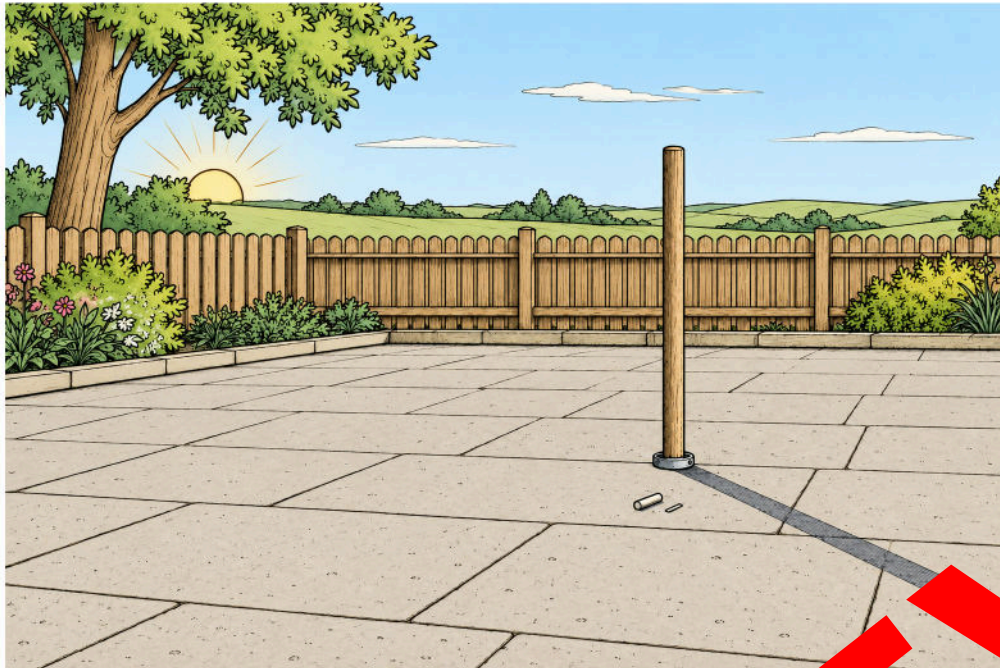
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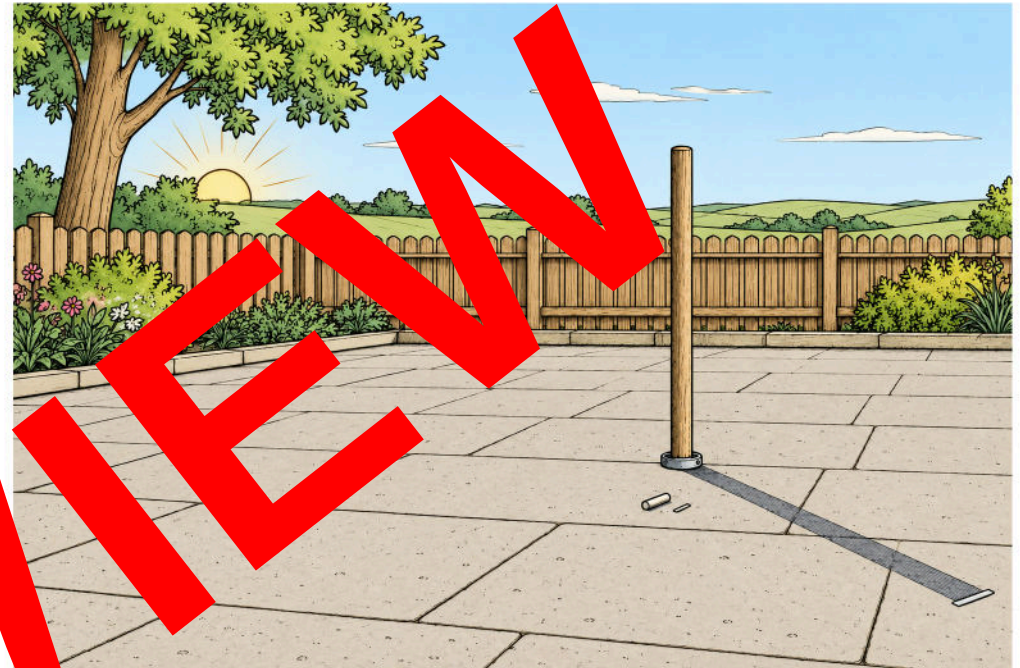
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The Dry Picnic



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.



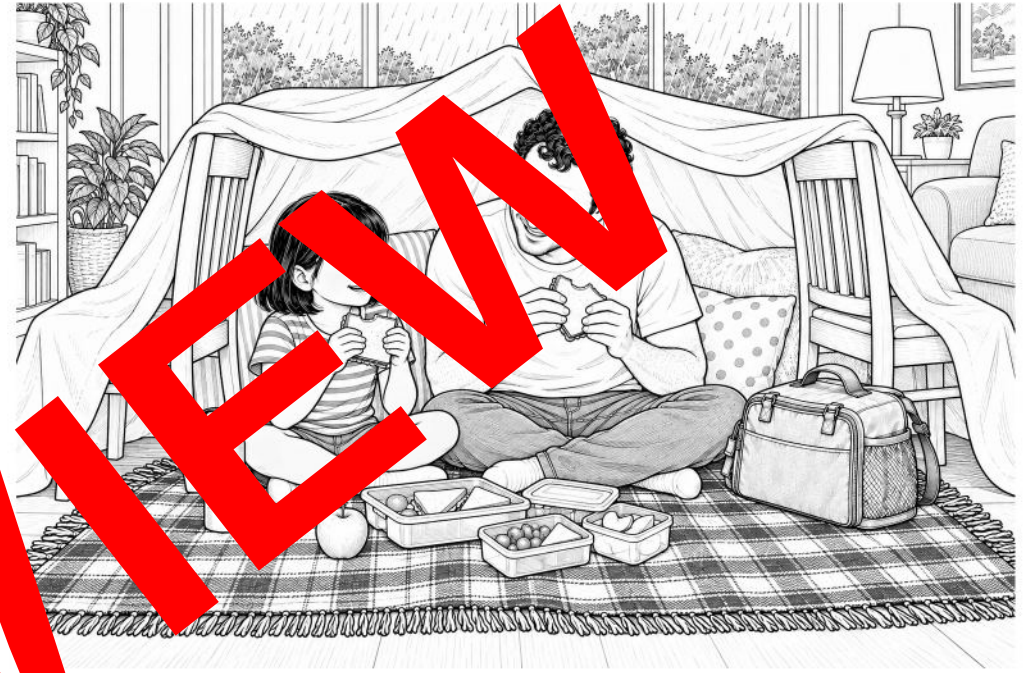
Thick rain ran down the glass. Kim looked at the map, then at the wet path. "The food will get wet," Kim said. Dad put the bag down. "Can we think up a dry place?"



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 kept 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."

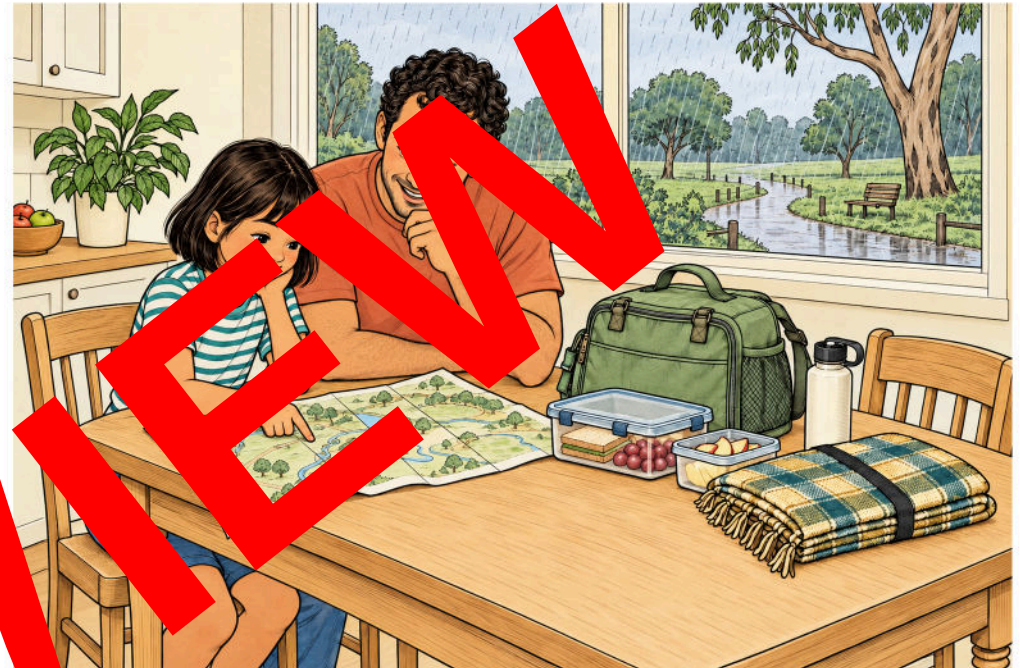


A gust hit the glass. Kim smiled. The tent felt like a small camp. The rain did not spoil the food in the tent. Kim and Dad had made a snug picnic spot in the room.



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.

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?"



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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

oa

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

--	--	--

brush

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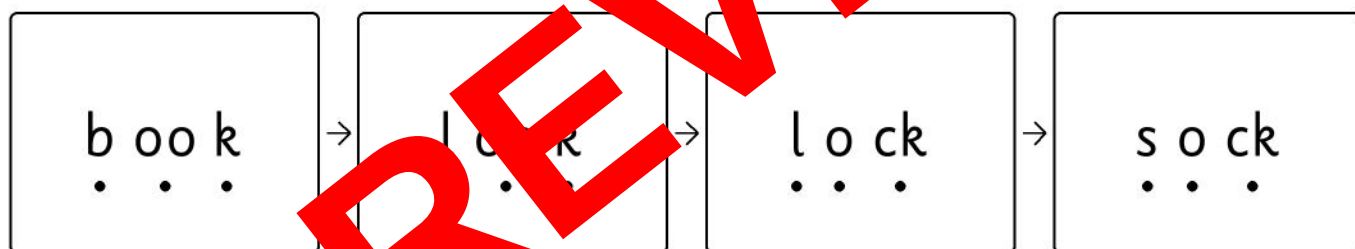
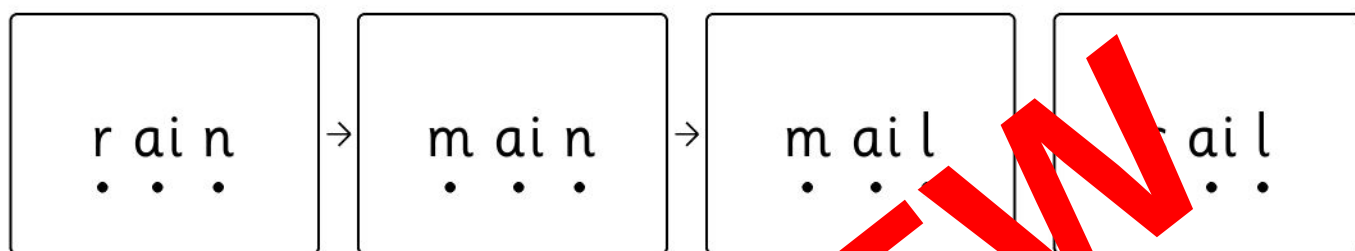
seed

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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.



Write the word after main.

Write the word before sock.

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.

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-ferent, 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.

Say different. Listen to the model and write it.

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

Match the meaning

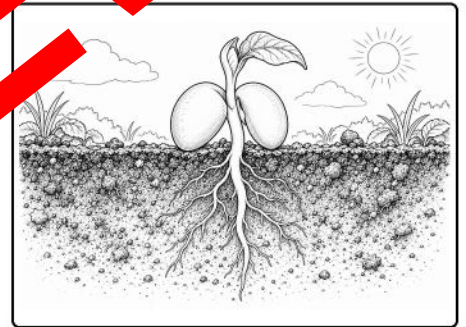
Year 2 Set 01 No new compulsory code; review common vowels, clusters, weak syllables and inflections

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.

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