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Year 2 Set 03 Silent Letters

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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
was ready for a sail.

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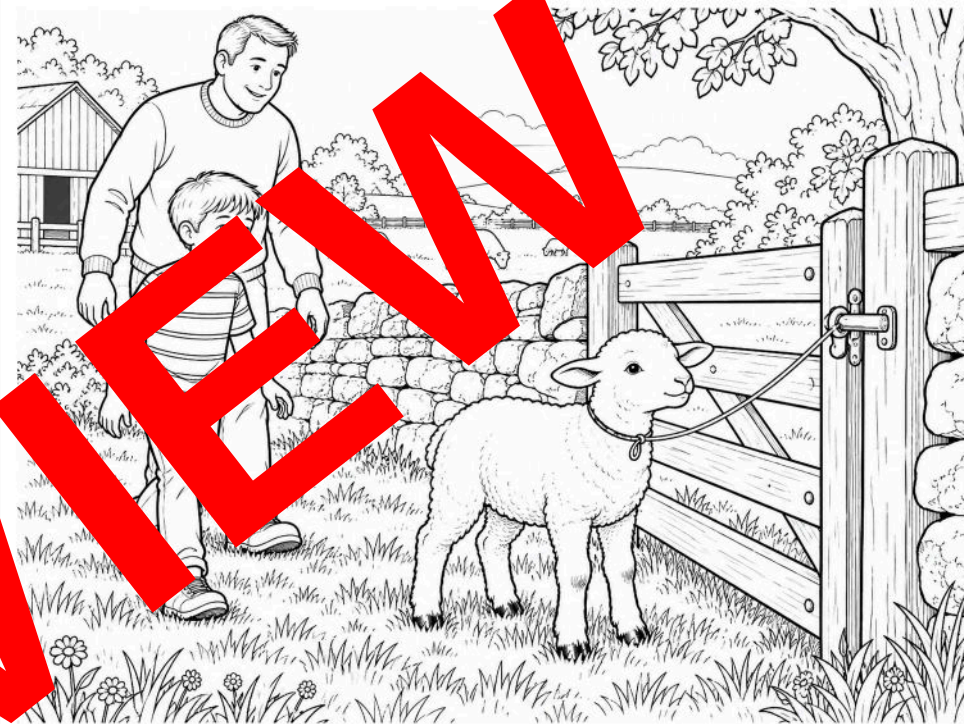


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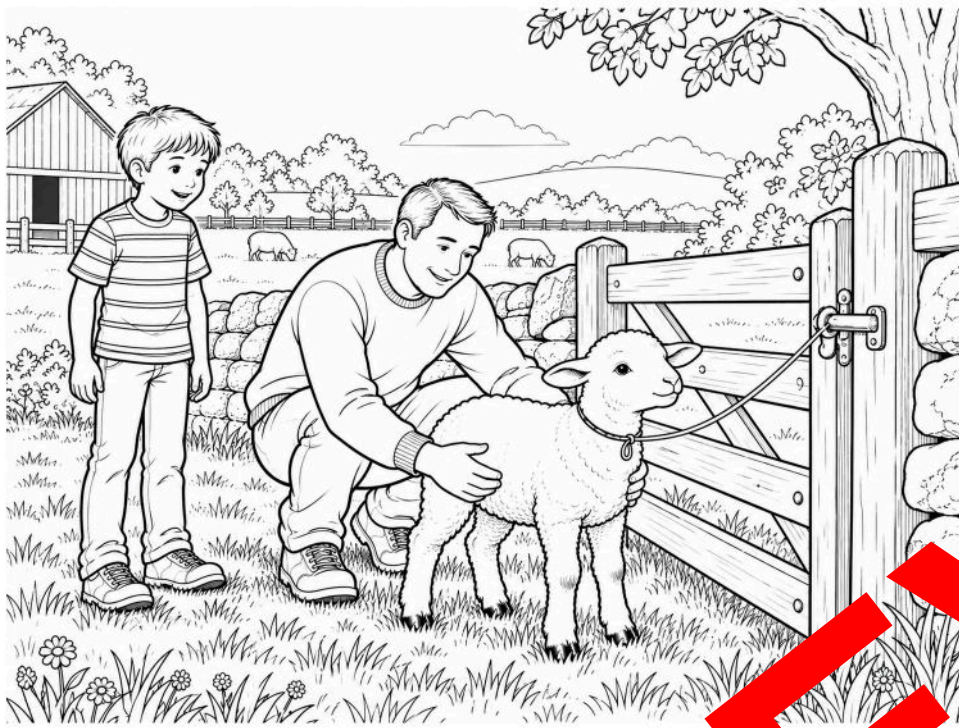


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A Lamb by the Gate



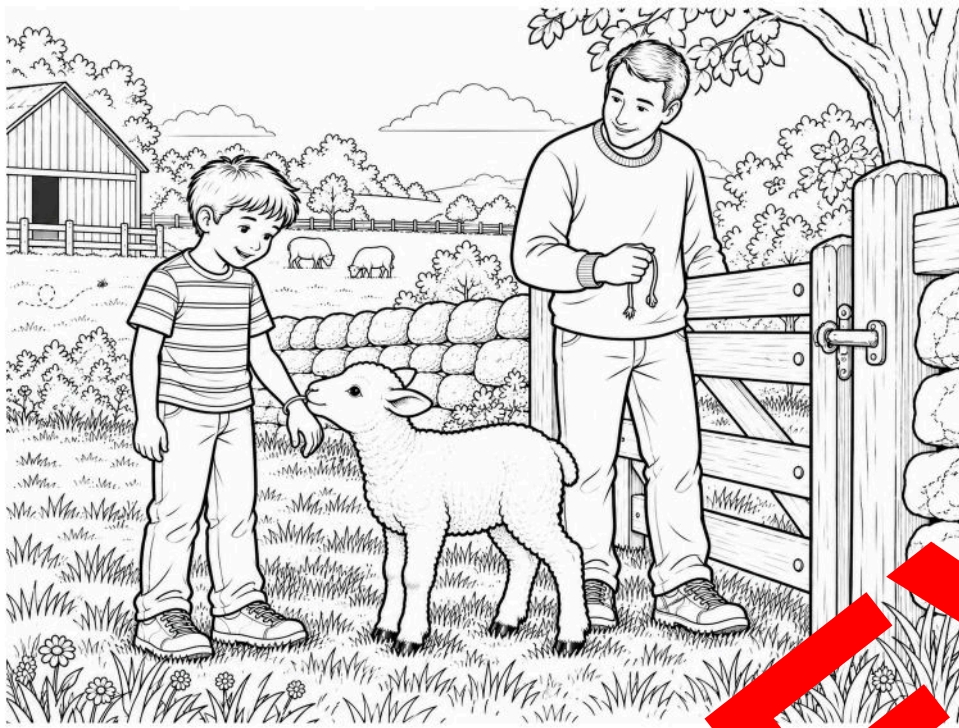
Ben went to the farm with Dad. A lamb stood by the gate. A loop in the string had got stuck on the latch. It tugged, but the string held firm.



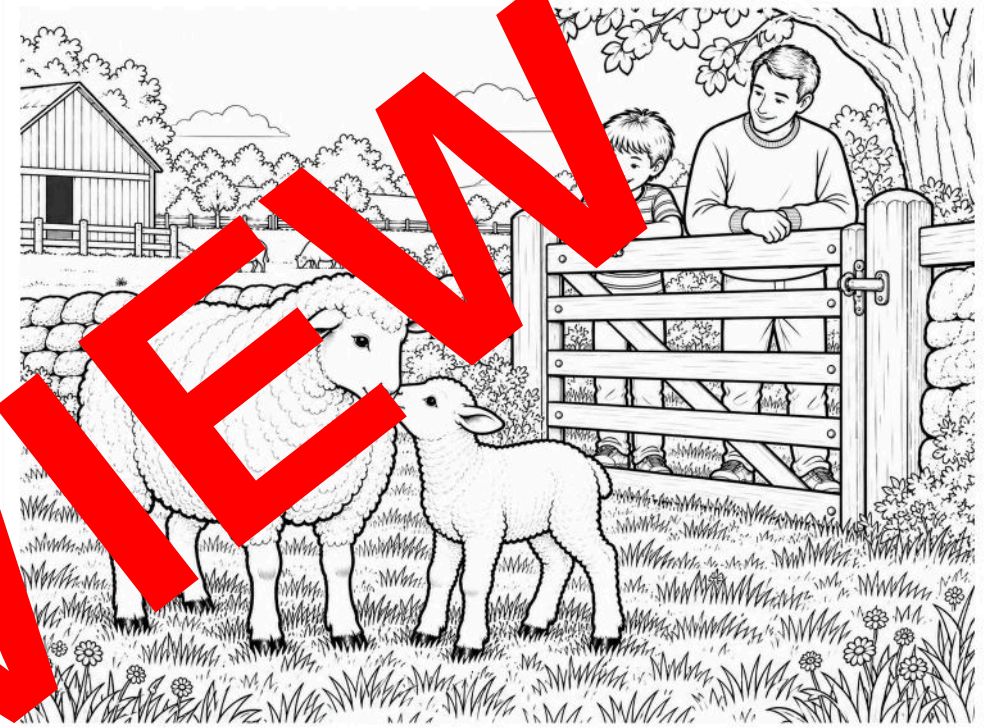
"Stop," said Dad. "The lamb would tug at the string." Ben stood still. Dad held the lamb close to the gate and kept it safe.



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.

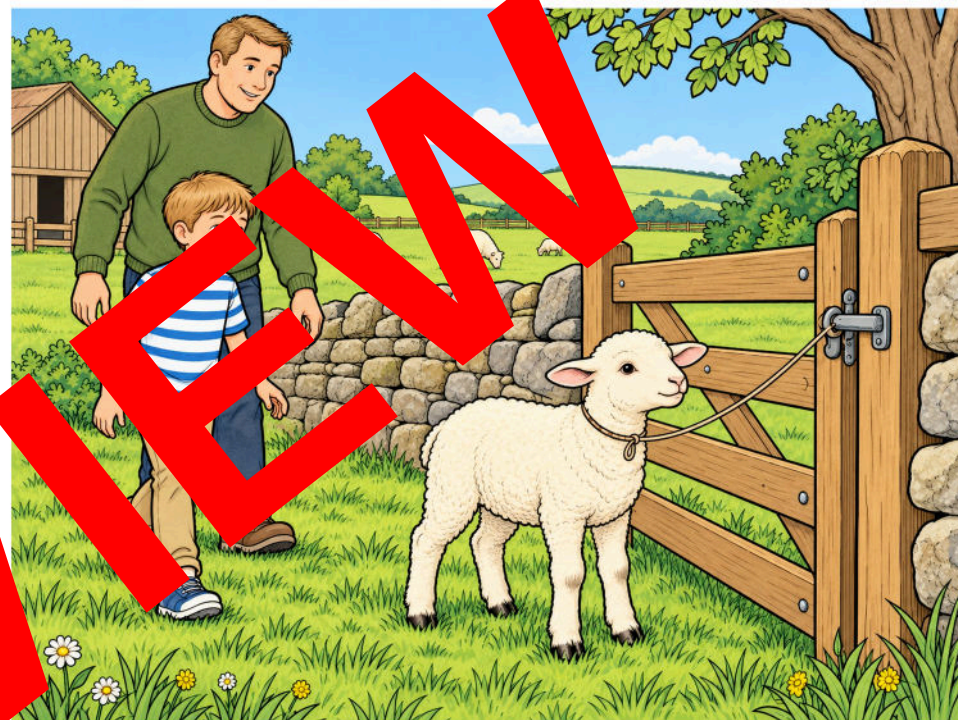


The lamb took two steps back. Ben felt a soft nose on his wrist. The lamb had come to sniff his hand. Dad shut the gate.



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."

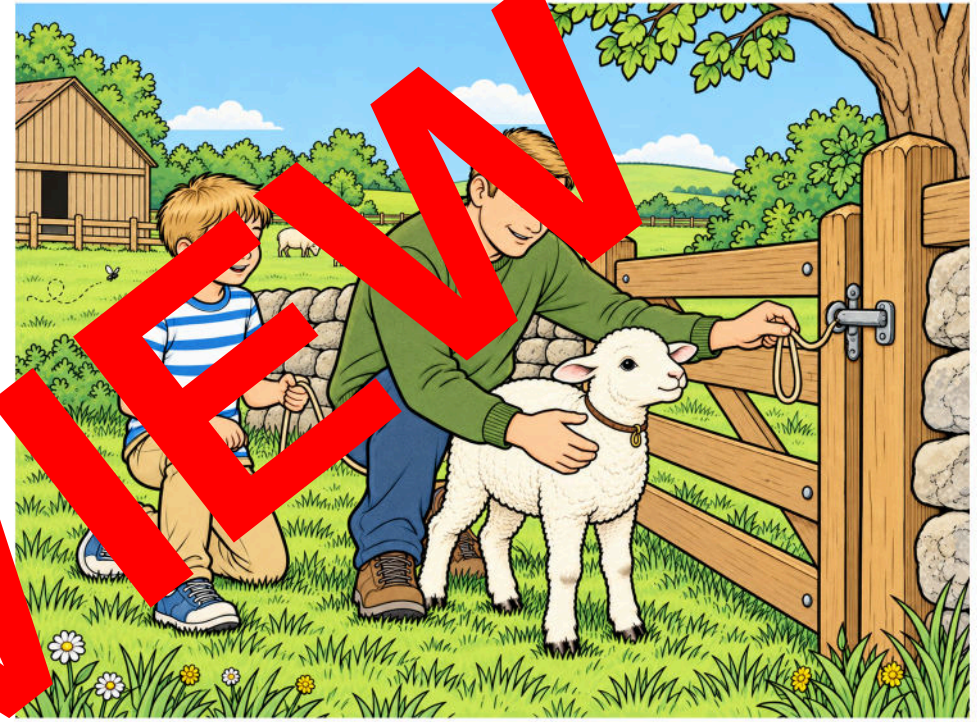
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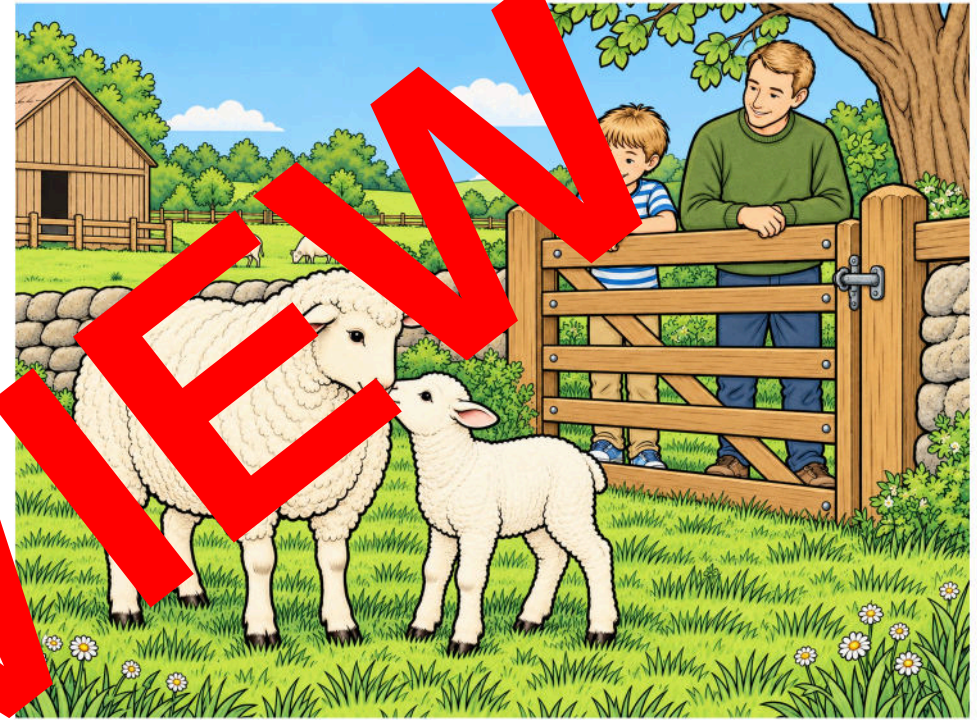
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Why Rats Gnaw



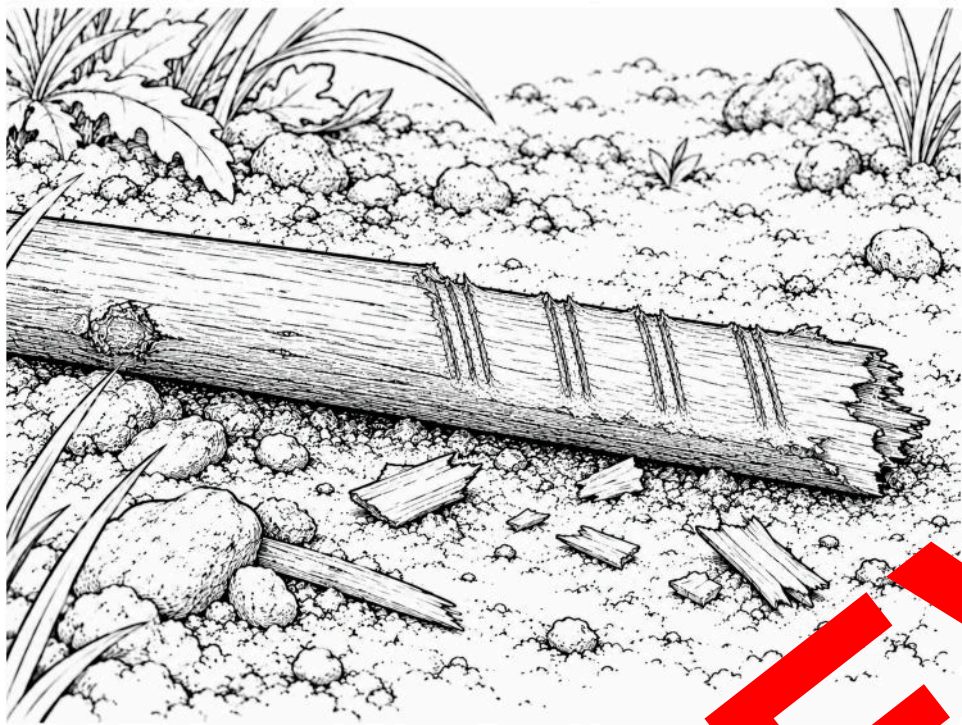
A rat has two long front teeth on top and two below. The front teeth keep growing. Rats use these teeth to bite and gnaw.



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 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.

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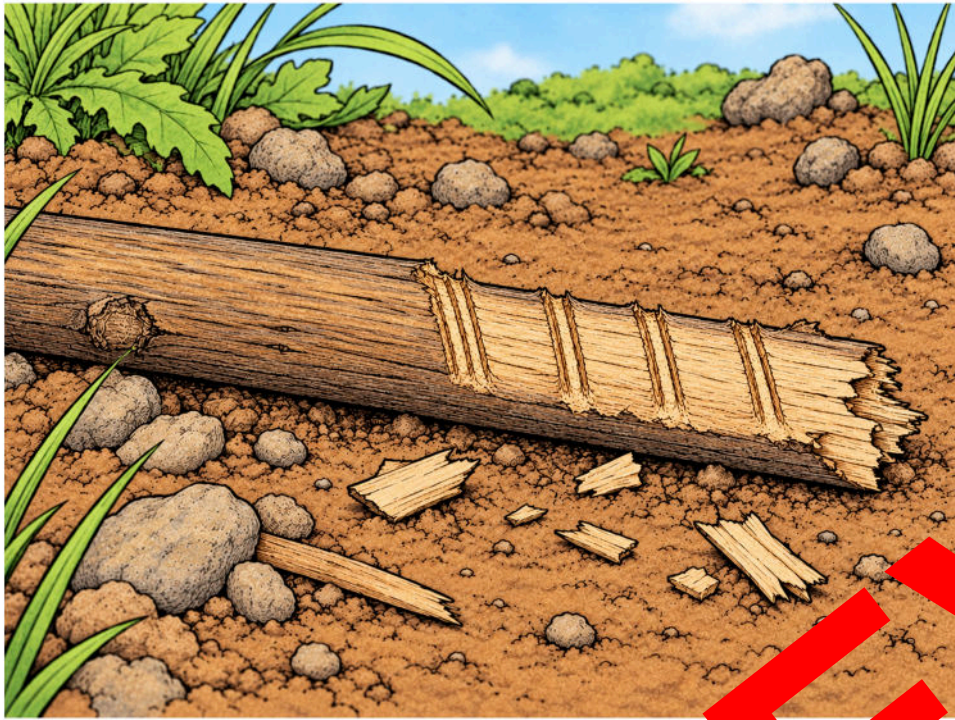
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Bend and Grip



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.



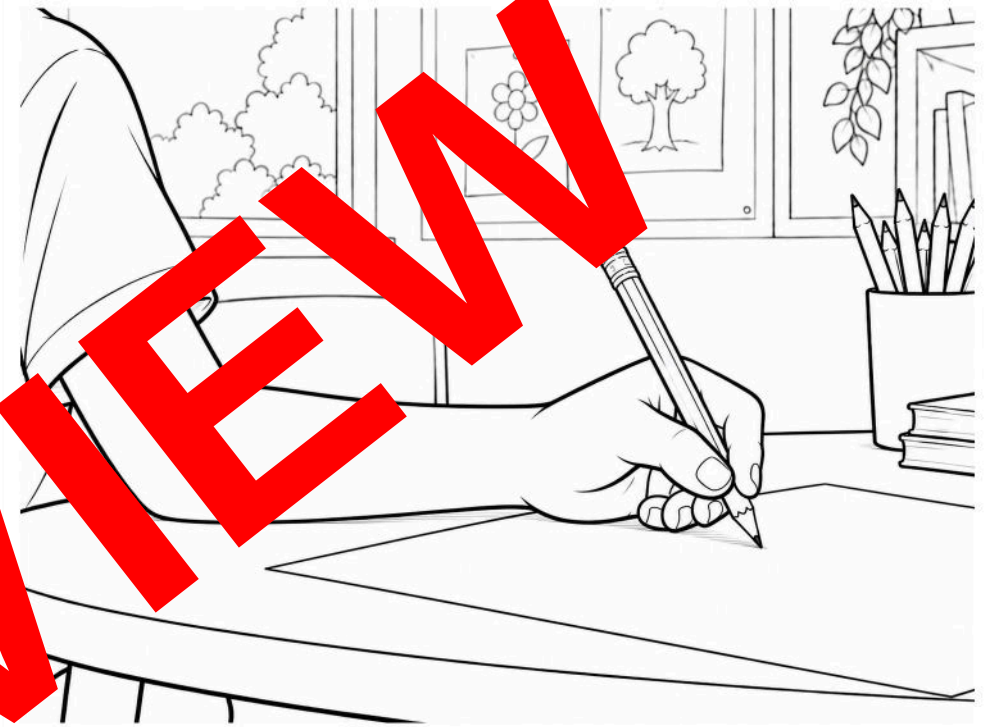
The wrist joins the hand to the arm.
Small bones meet at the wrist. The
hand can bend up and down at this
joint.



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 form. 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= /r/. 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 one: mat hat 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 car stood by the gate. / Kit wrote a name on the tag. Page 8 dictate knife, write, could, two; then The car 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 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

2

3

4

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.

knelt

bent down onto a knee

wrung

twisted a wet item

gnash

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