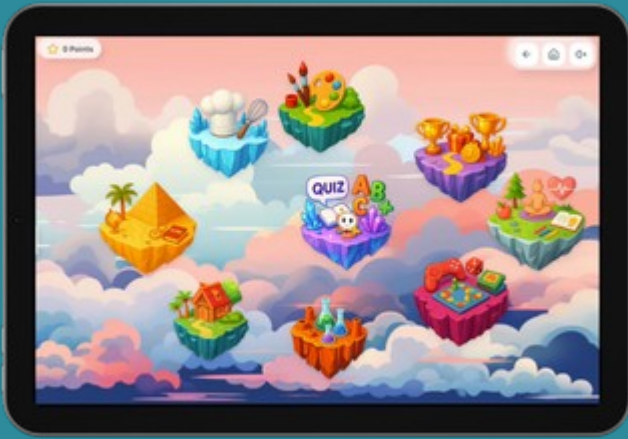




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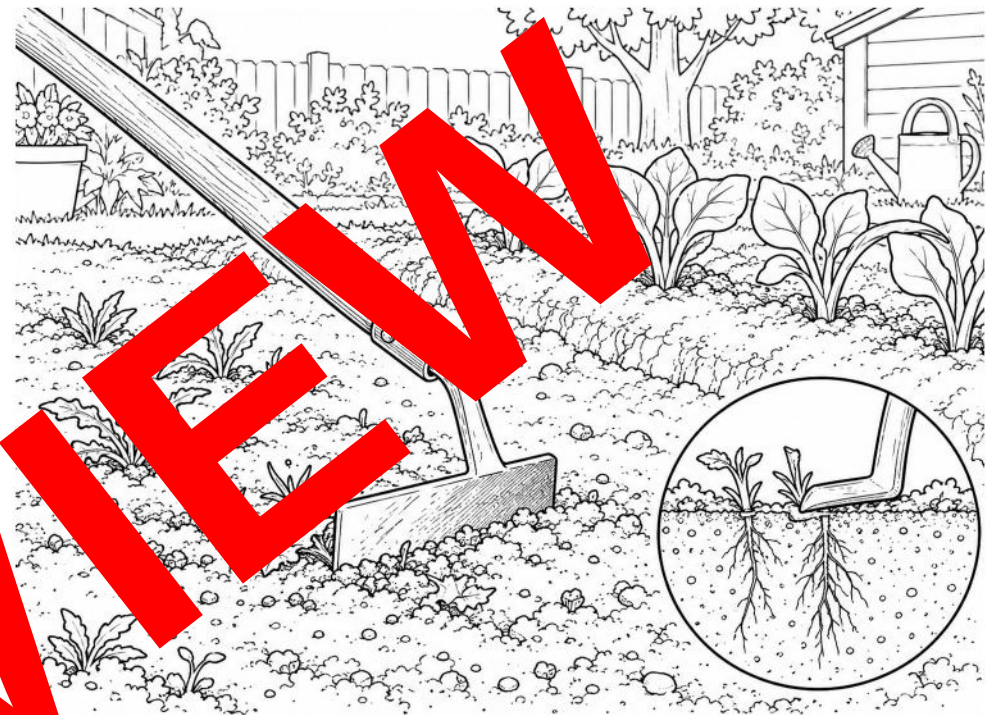
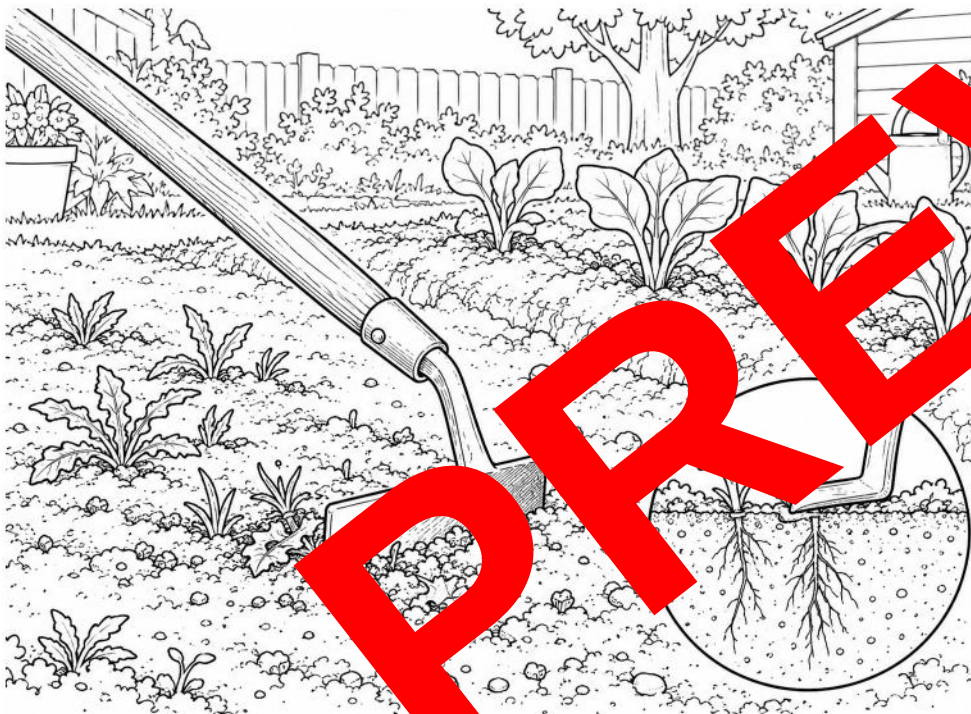


Year 2 Set 05 Less Common Vowel Spellings

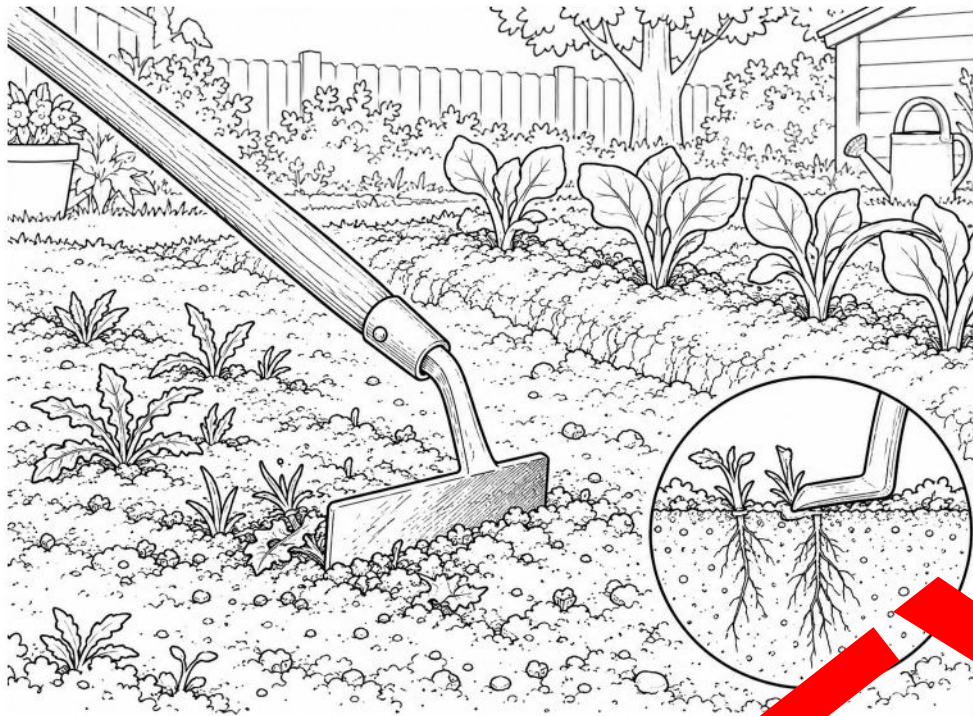
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A Hoe Can Help



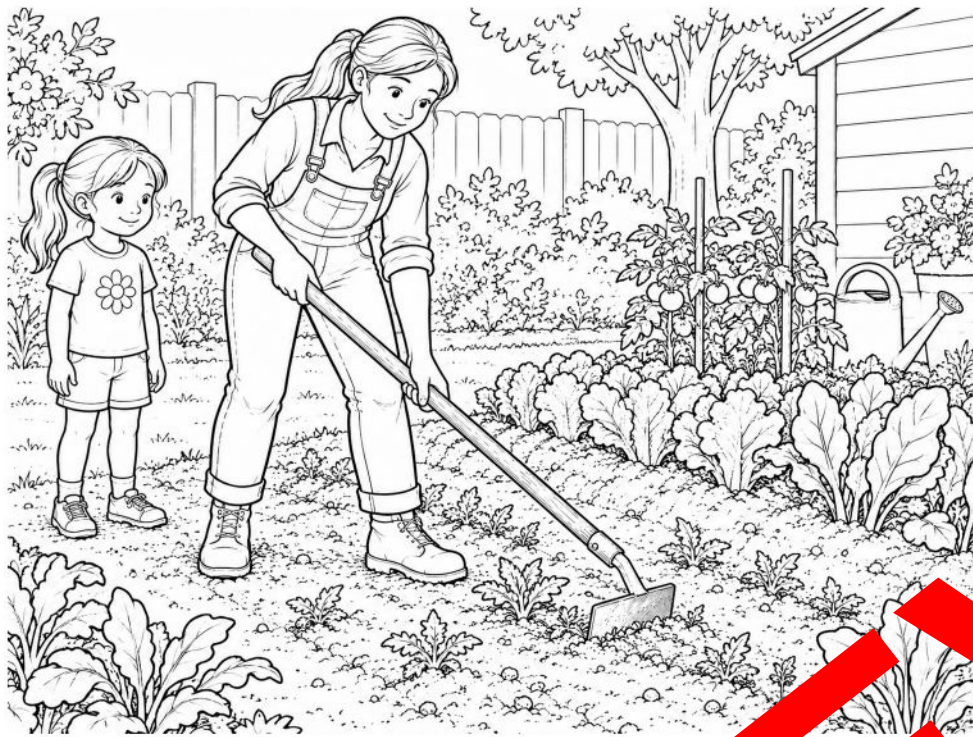
A hoe is a garden tool with a long handle and a flat metal head. The head can cut small weeds just under the soil. You can see the thin edge on the head.



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.

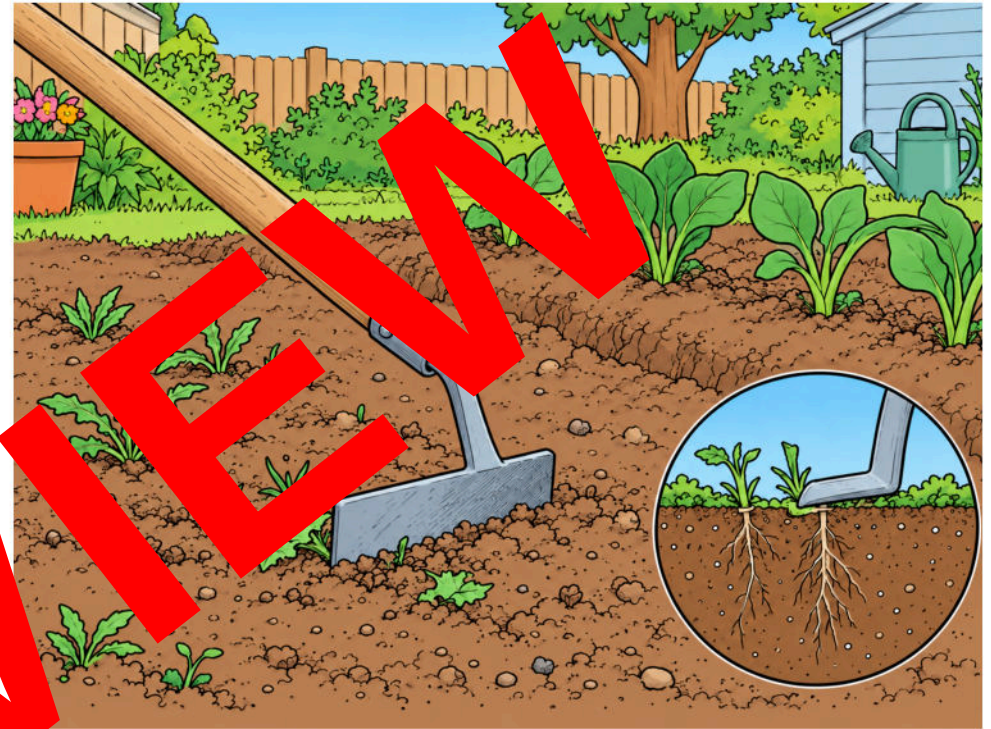
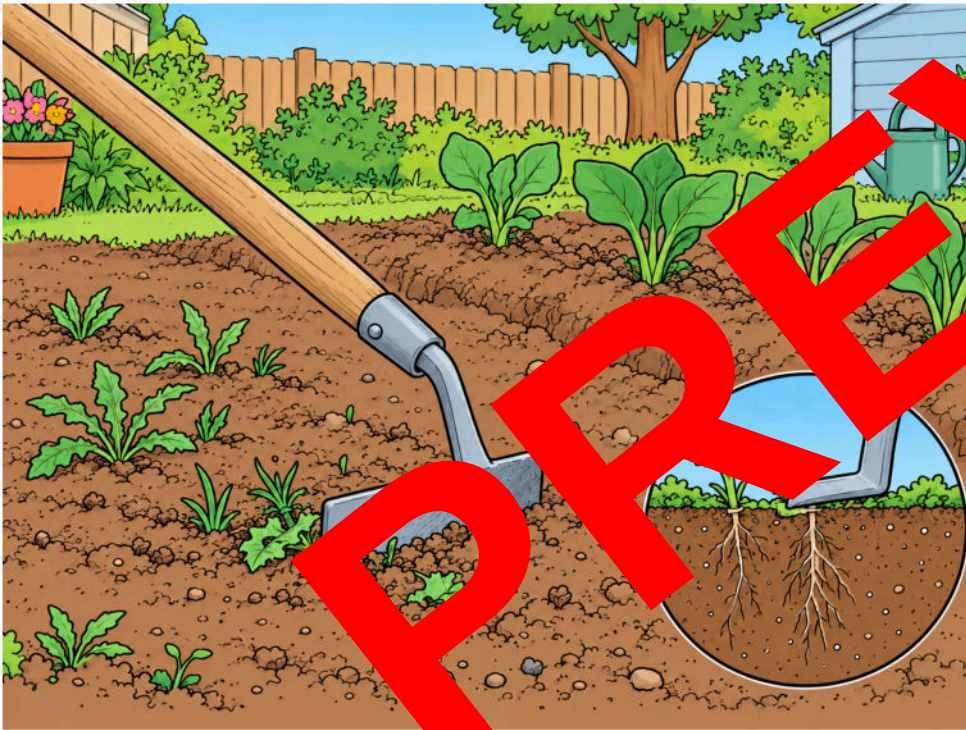


Ask for help before you use a hoe.
 Stand with space between people.
 Keep the head low and use smooth pulls.
 Stop when people come close. A tool
 needs care as well as skill.

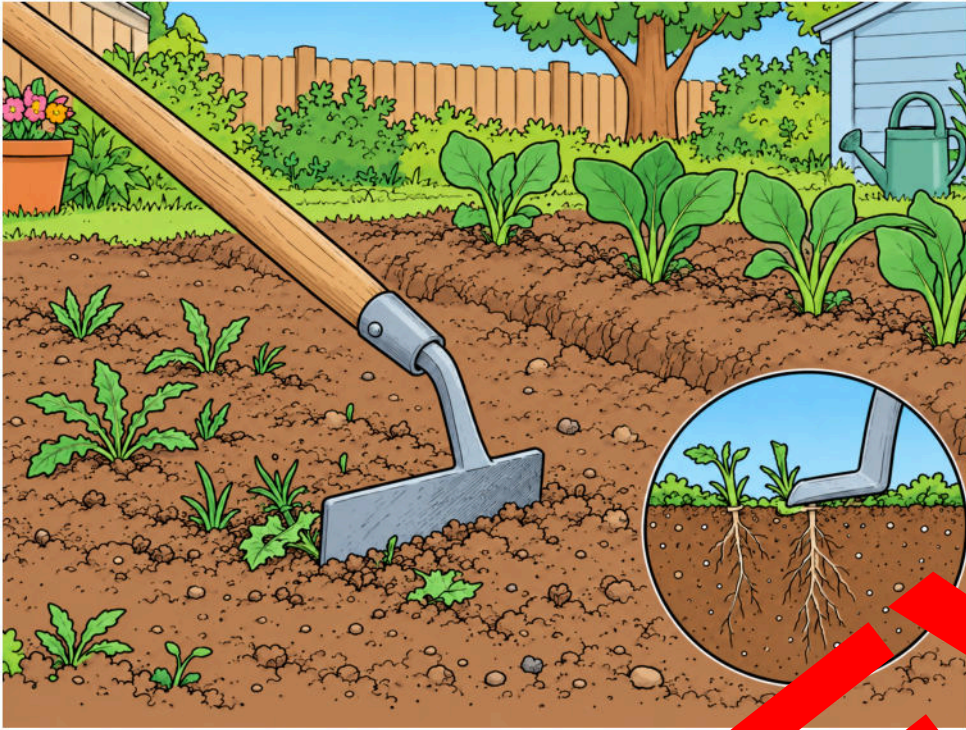


After weeding, put the hoe away with
 care. A dry shed helps keep rain off the
 tool. Set the head down so it will not
 fall on a foot. Keep tools clean and
 ready for next time.

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Teaching and checking

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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 taught, e is weak schwa or strong /ee/. Retain both named articles. Say caught /b 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

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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 • toe	ou • soup	ough • through
ough • through	oor • four	our • four
ar • warm	a • water	al • half
eir • their	ere • where	oa • 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

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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

--	--	--	--

water

--	--	--	--

Change one sound

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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 /f/ to /g/.

floor

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

soup

Sort words by their vowel sound

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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

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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

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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

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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

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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 words for through. Draw what it shows.

☐ I checked the sounds and the meaning.

Teacher observations: _____

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 peeks. Ben put them in the pot. Mum added water. Ben mixed it with a spoon. Mum kept the hot pot warm 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.

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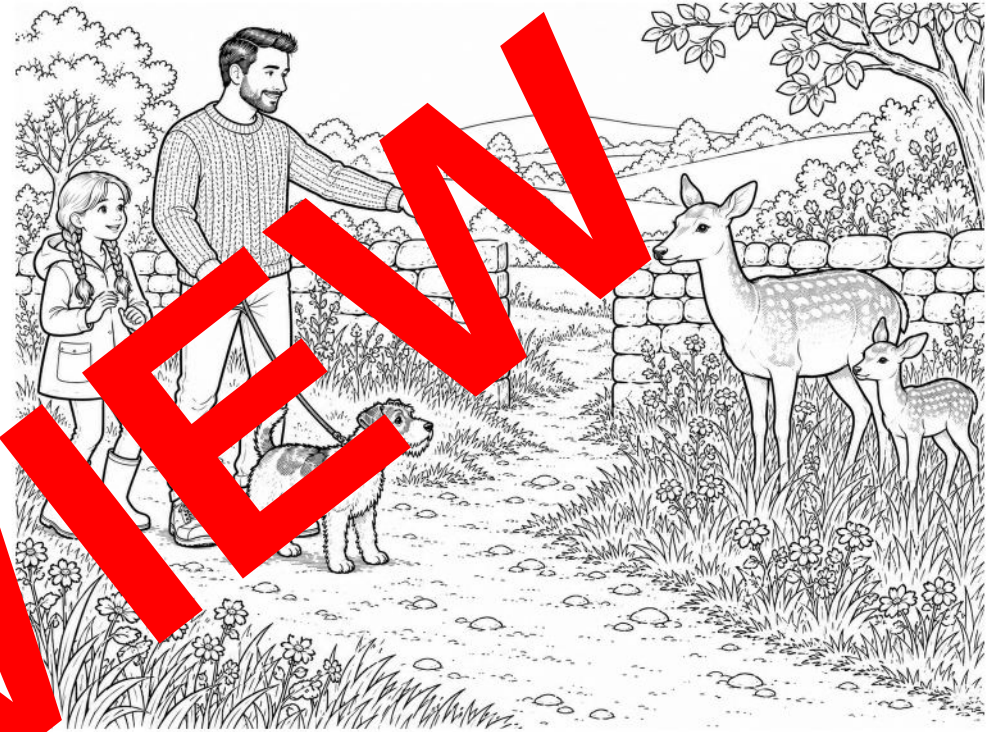
The Doe by the Gate



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.

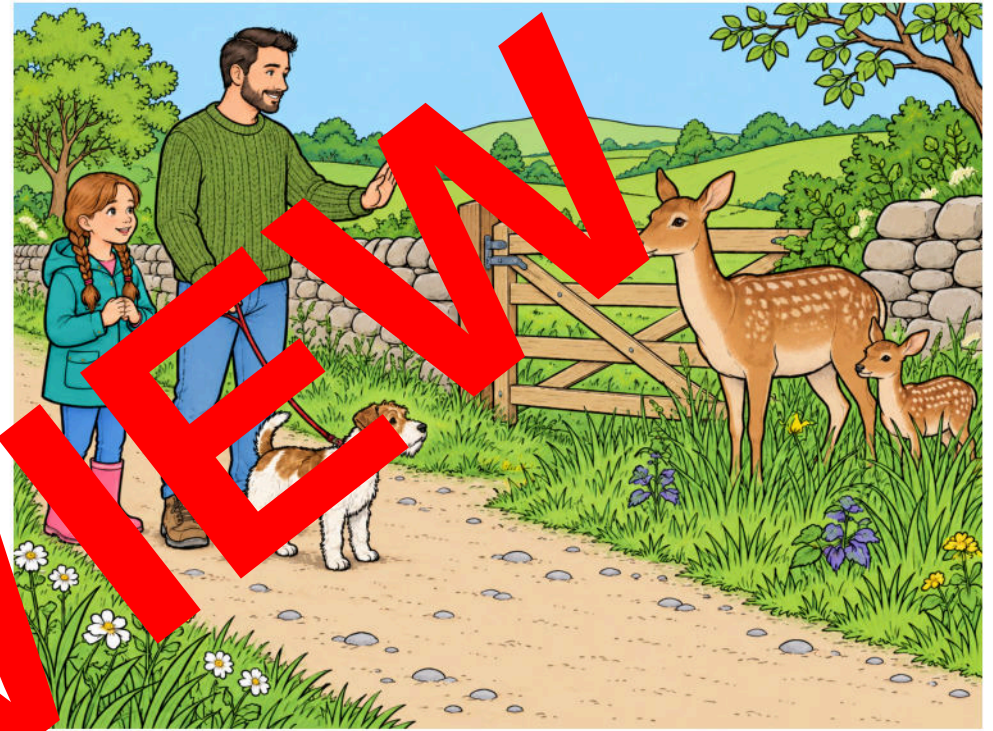


Dad took the dog back down the path. Rose stayed still by the wall. The dog went through the gap. The fawn ran close by her side. Rose felt calm as she watched.



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.

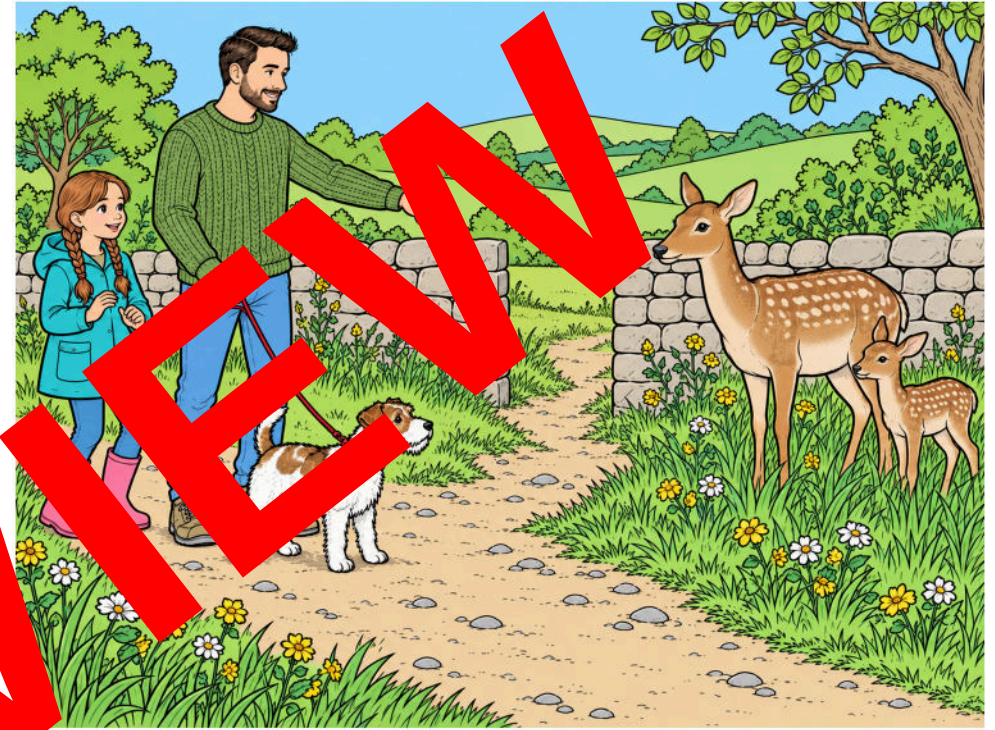
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Where Water Flows



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.

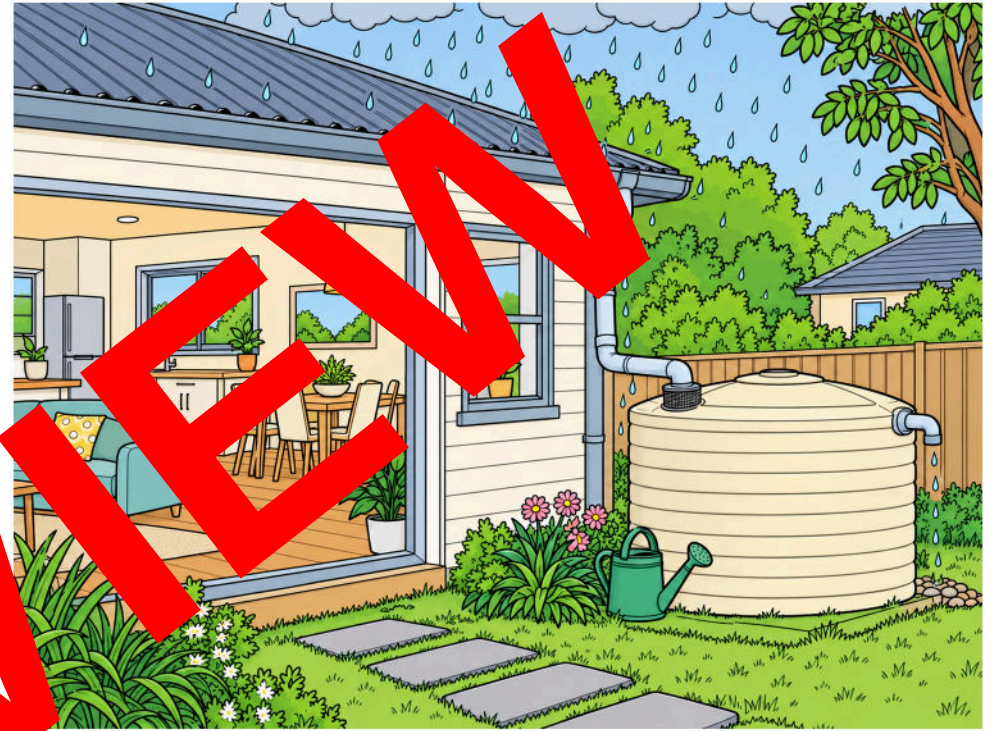


Soil can keep some water in small gaps. Plant roots take in water from the soil. If soil stays too wet, roots may lack air. Holes in the pot let extra water drain out.

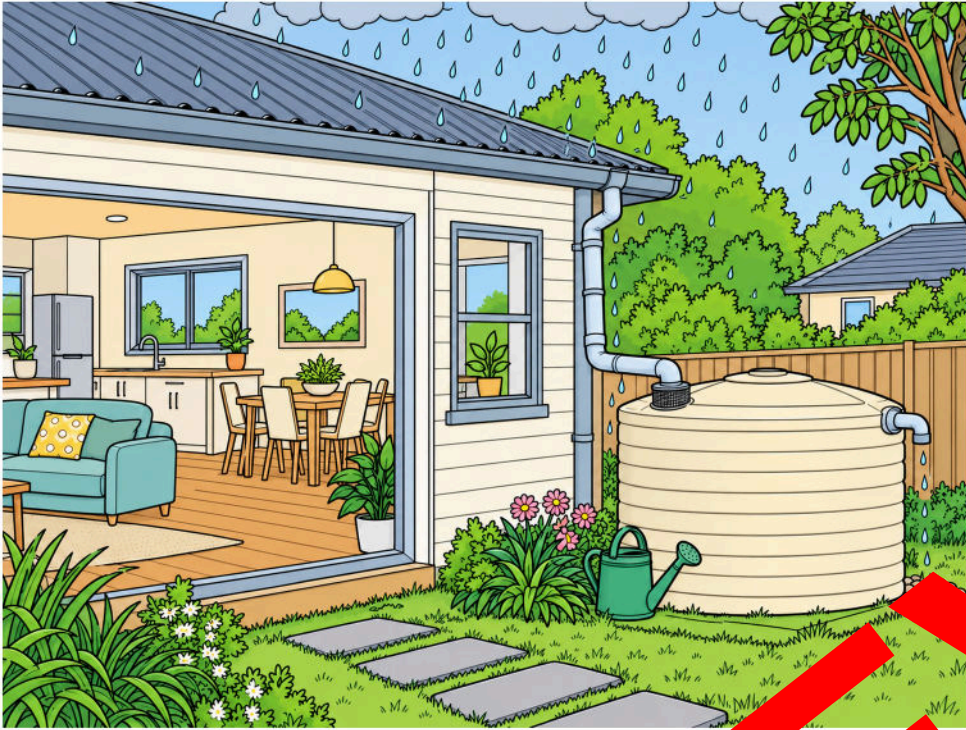


Rain can soak into garden soil. Water may flow away if rain falls too fast for the soil to take it in. Watch where water flows next time rain falls. Can it reach a drain?

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