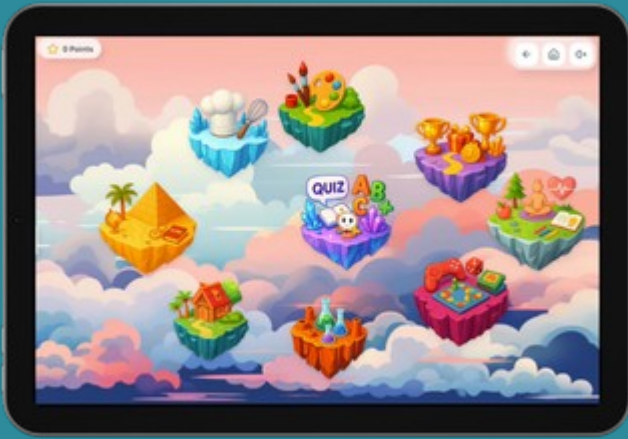




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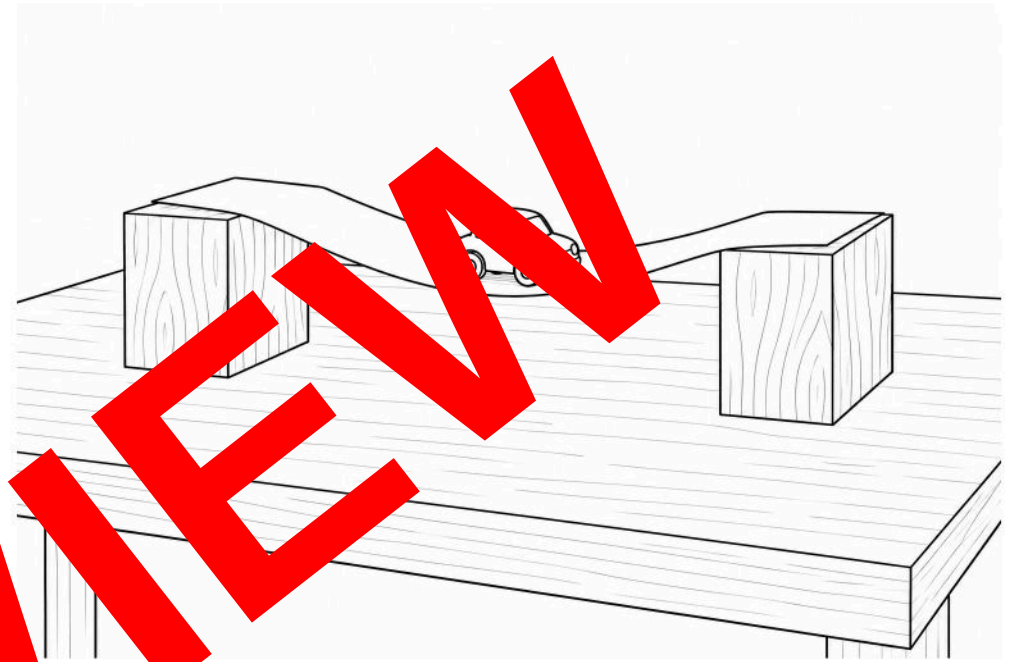
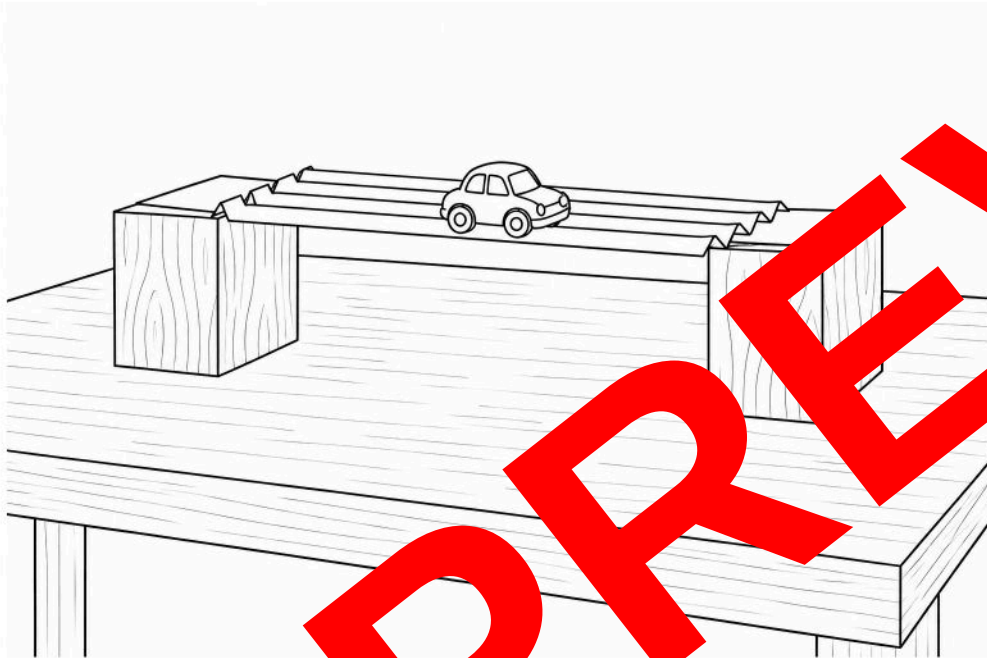


Year 2 Set 07 Longer Texts and Fluency

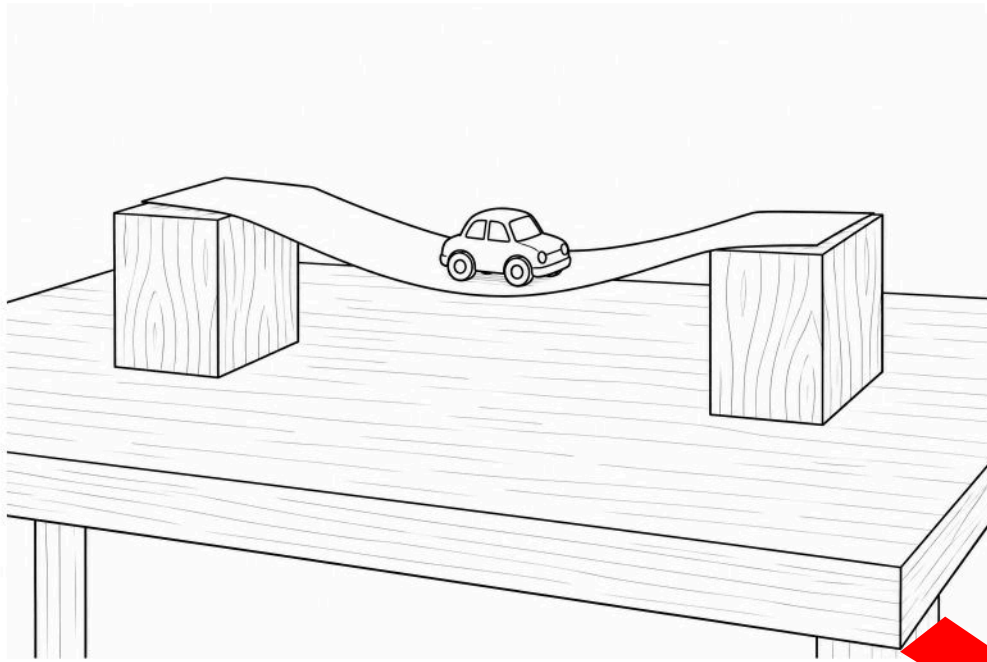
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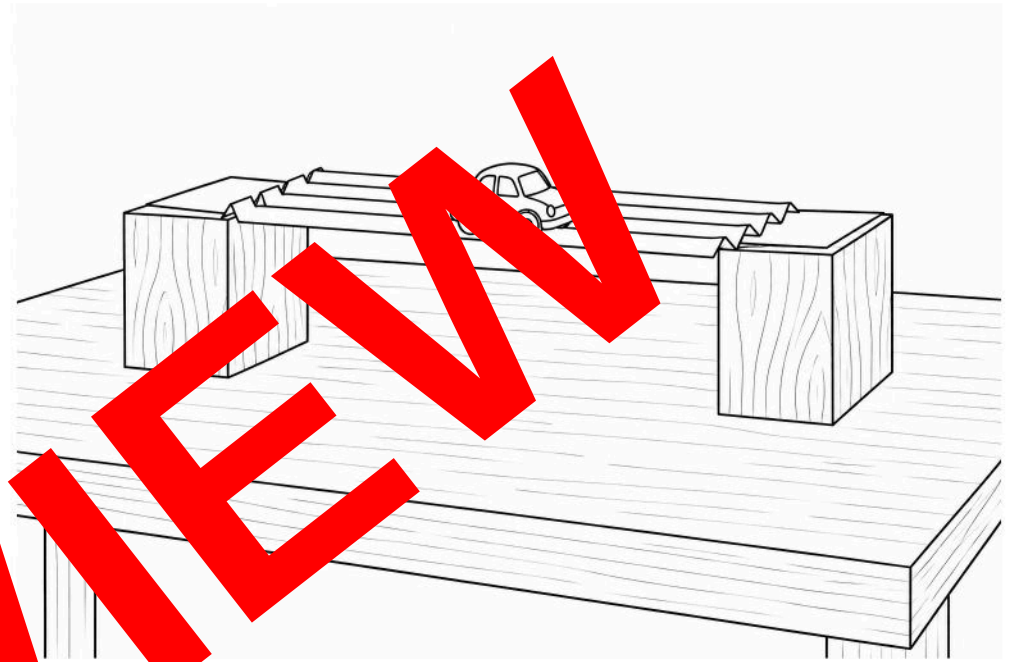
A Strong Paper Bridge



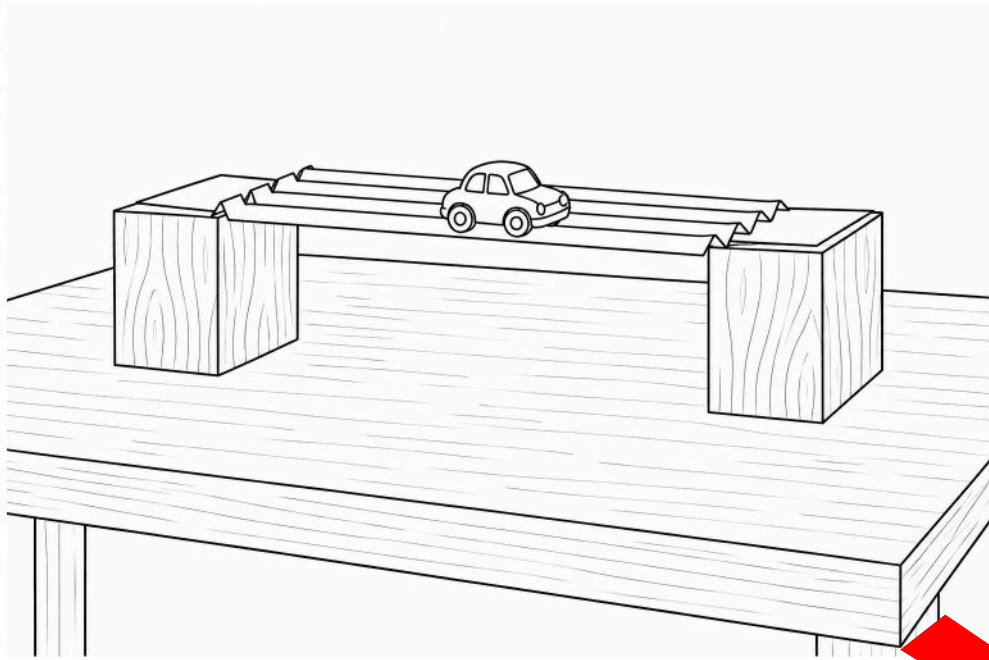
A flat sheet of paper can make a small bridge across a gap. Put each end on a block. The part above the gap has no block beneath it, so a load can make the paper bend.



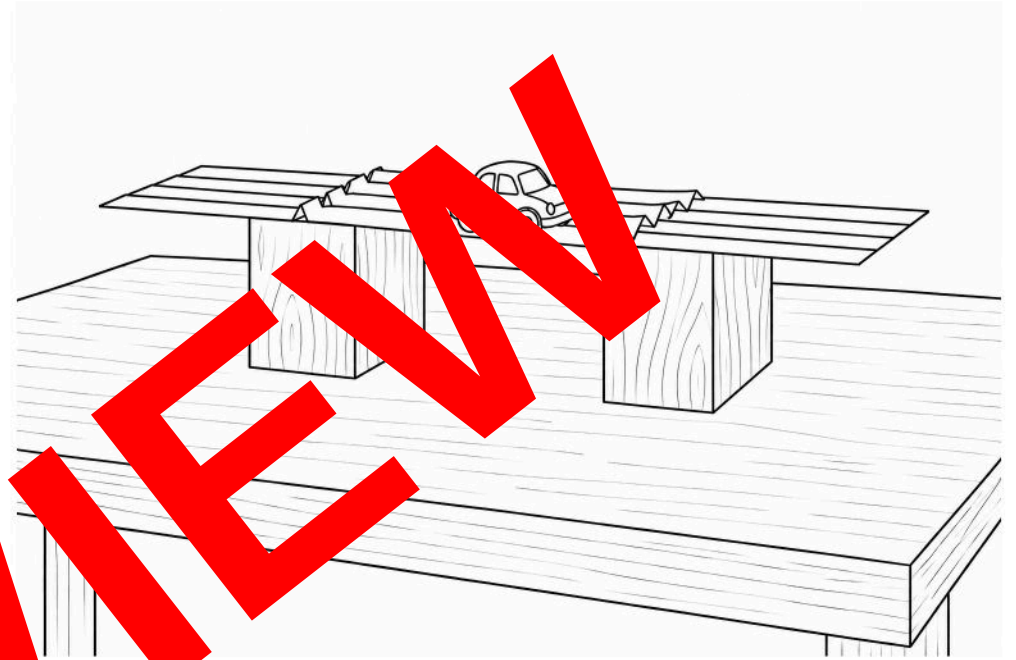
The blocks support the ends, but a heavy load in the middle can make the flat paper sag. Put a small toy on it and look at the shape. It's a paper bridge, not a bridge that people use.



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.

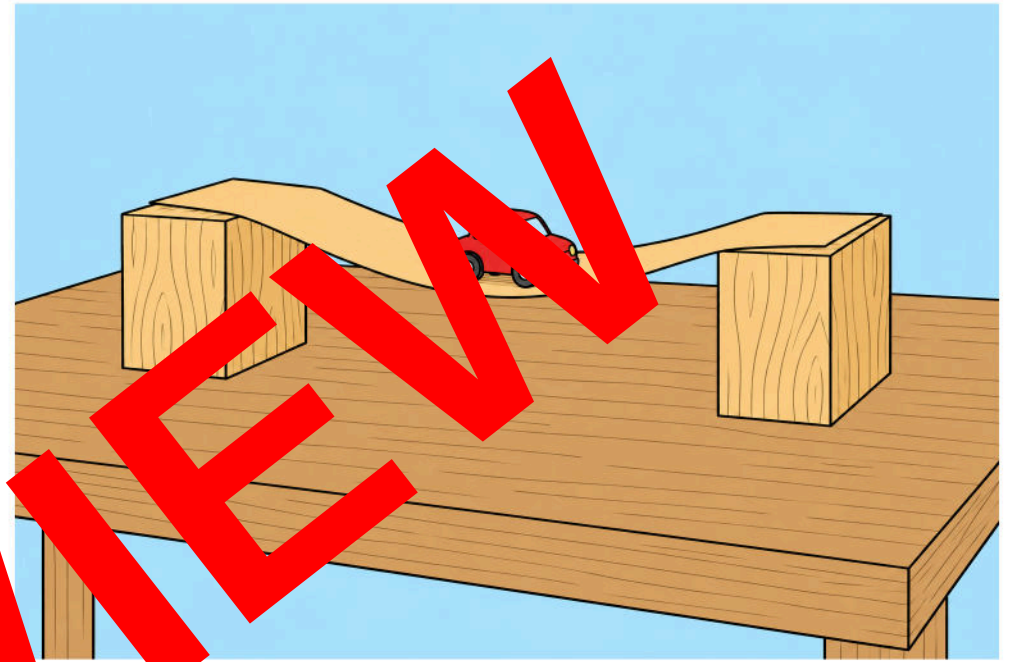
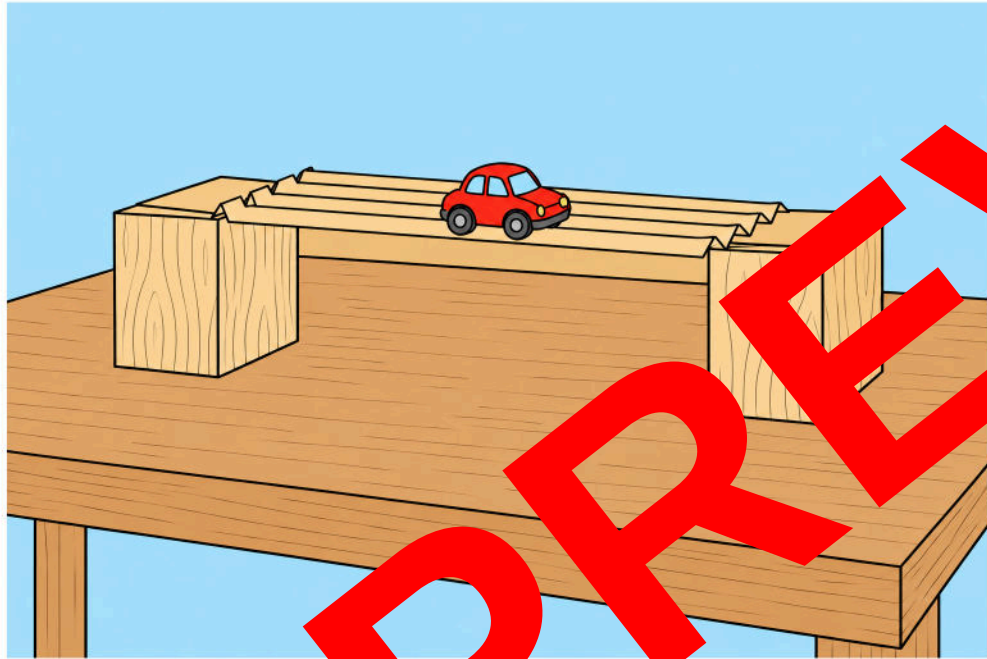


To make a fair test, keep the gap, paper and toy the same. Change just the shape of the paper. Add the load in the same place. Then check which shape sags less.

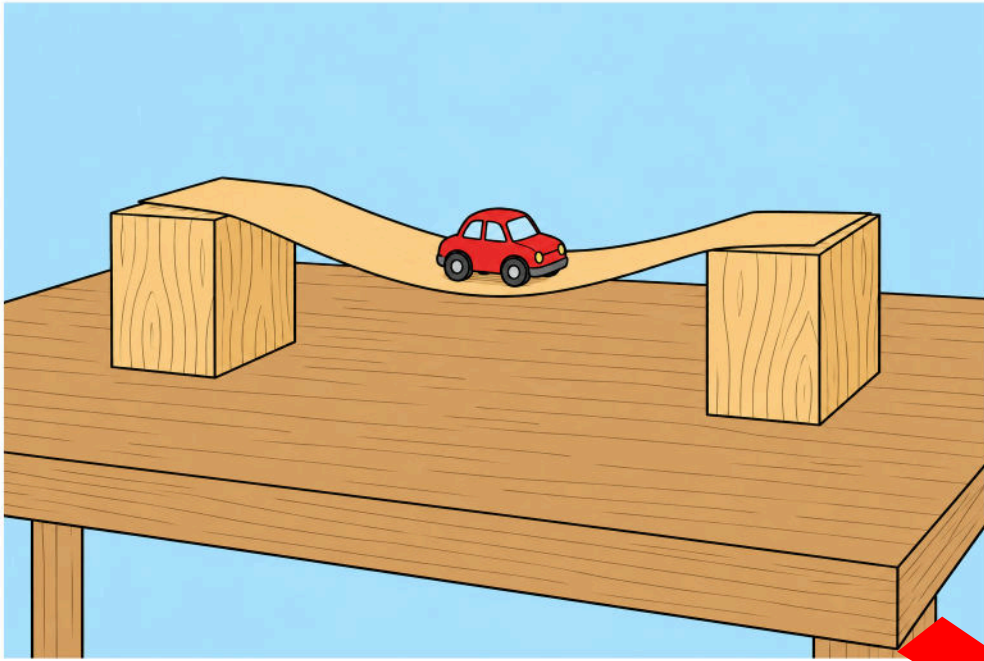


A shorter gap can help, too. Slide the blocks closer and test again. Keep notes or draw what happens. Changing a bridge and checking the result can help explain how the shape and gap affect its strength.

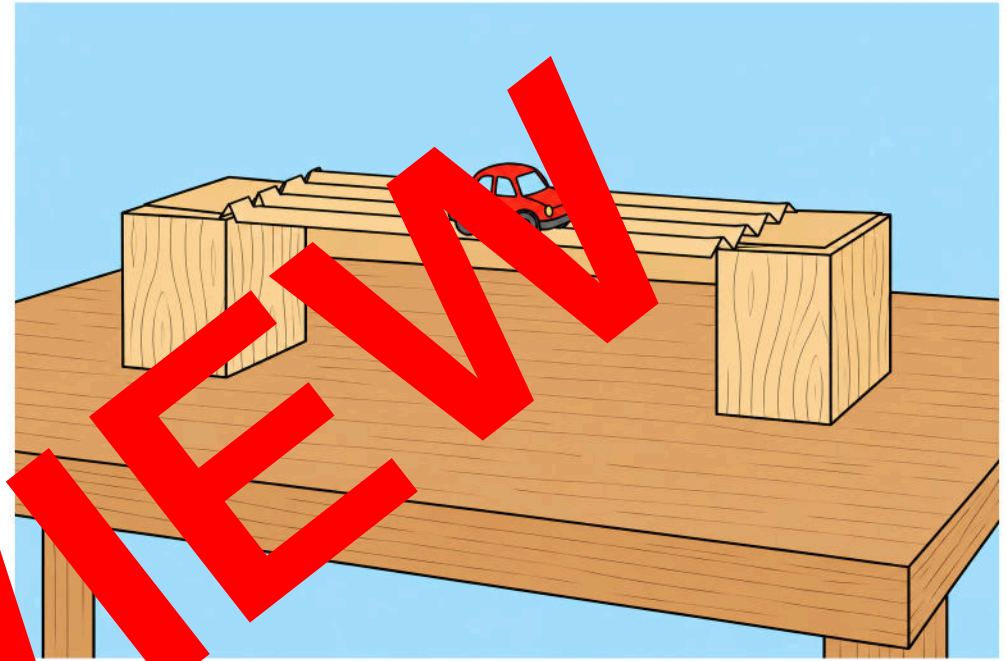
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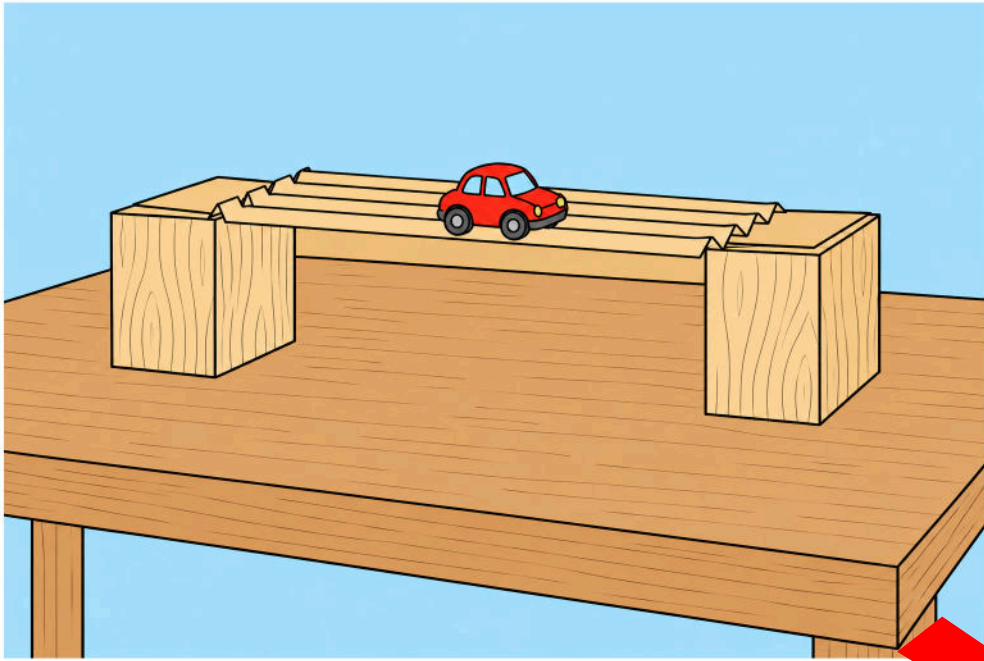
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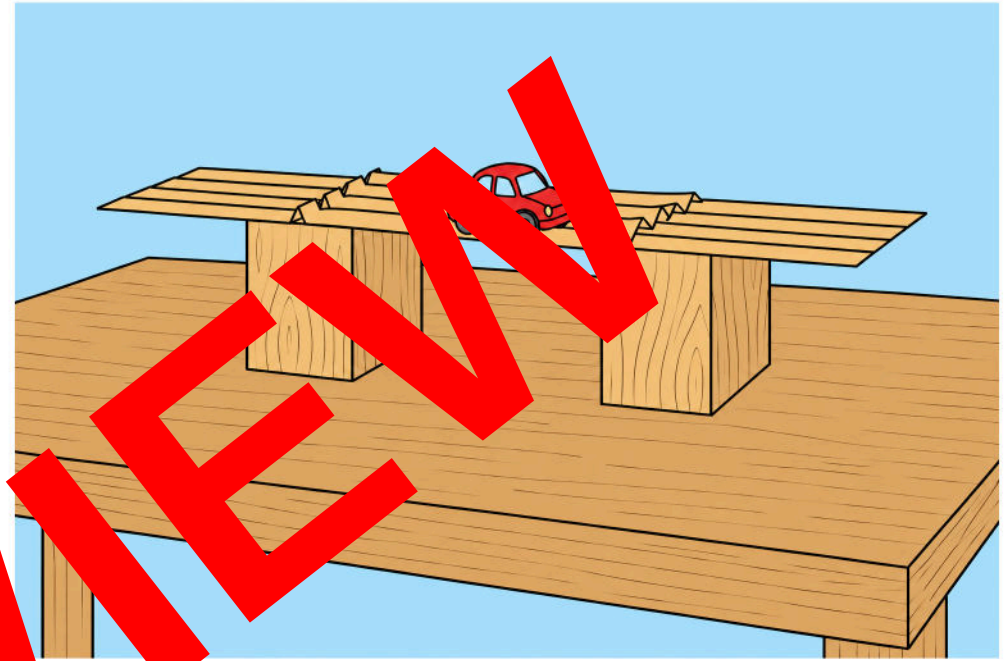
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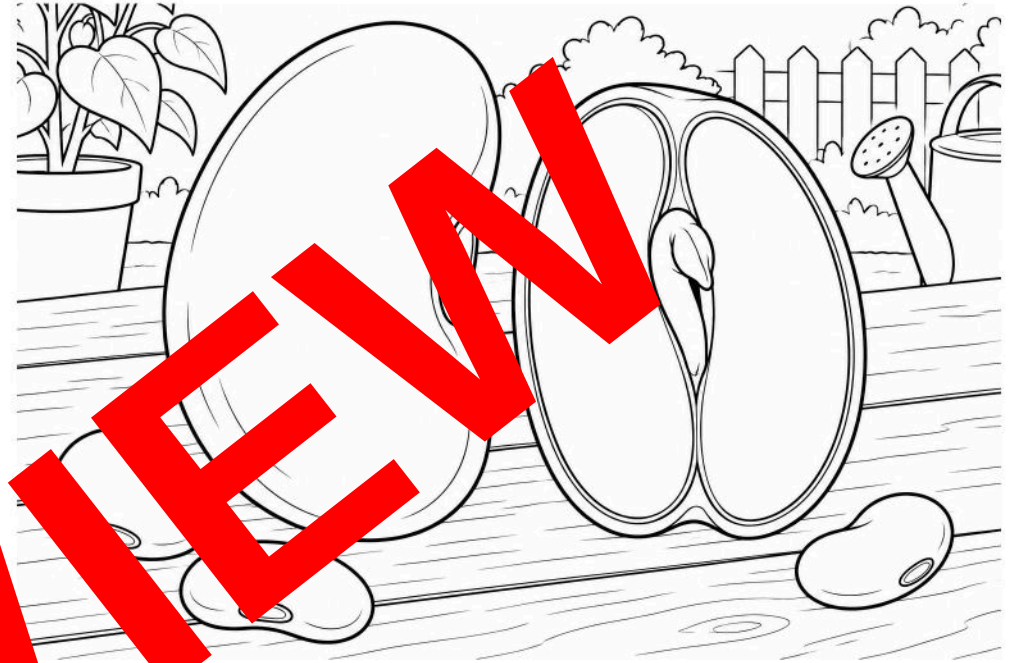


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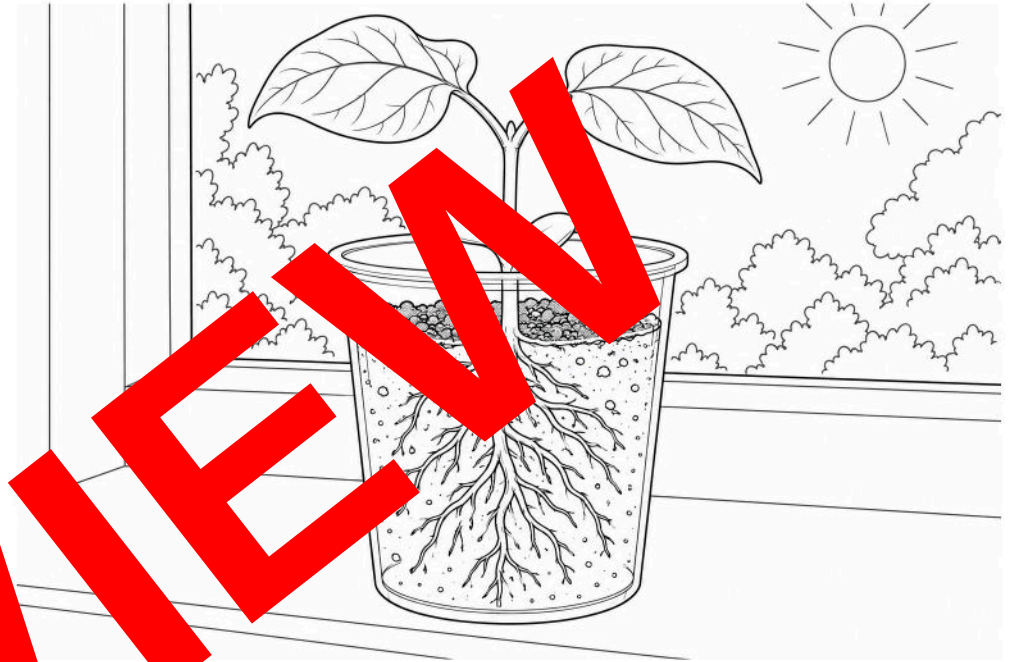
From Seed to Plant



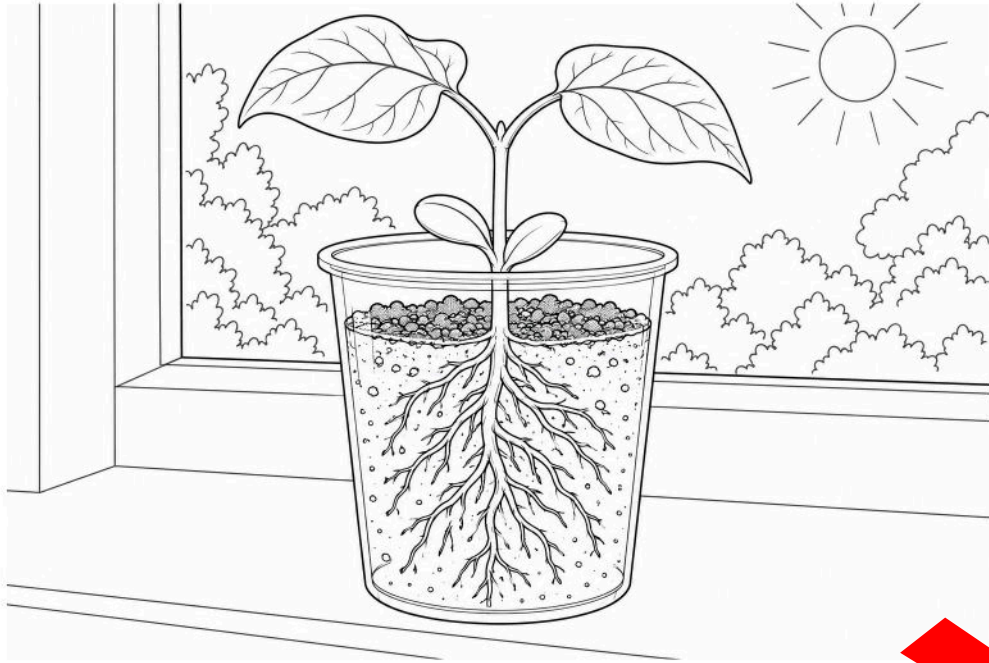
A bean seed has a coat that helps keep its small plant safe. When the seed has water, air and the right warmth, it can start to grow. A dry seed must take in water first.



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.

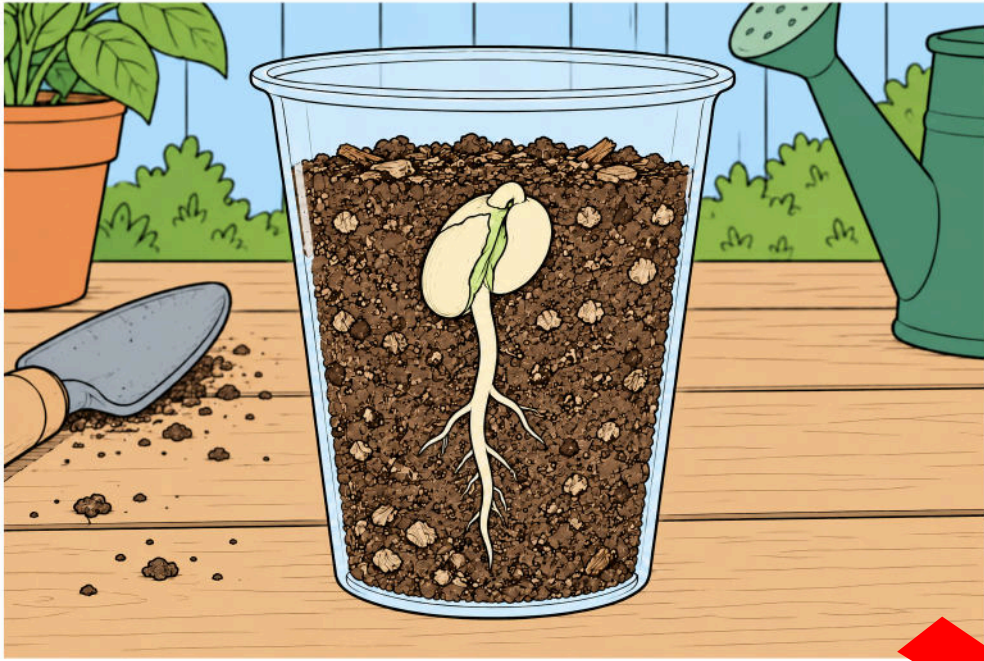


To watch this change, plant a bean in a clear cup with damp soil. Keep it in a light place, and keep the soil damp. Look each day. Draw the root, shoot and leaves when they appear.

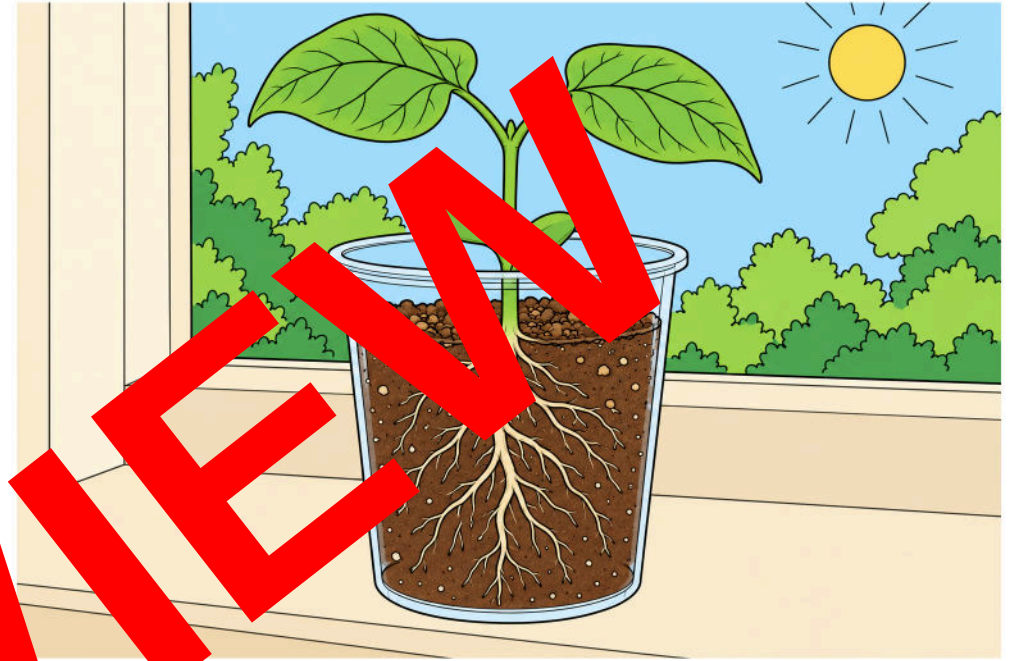
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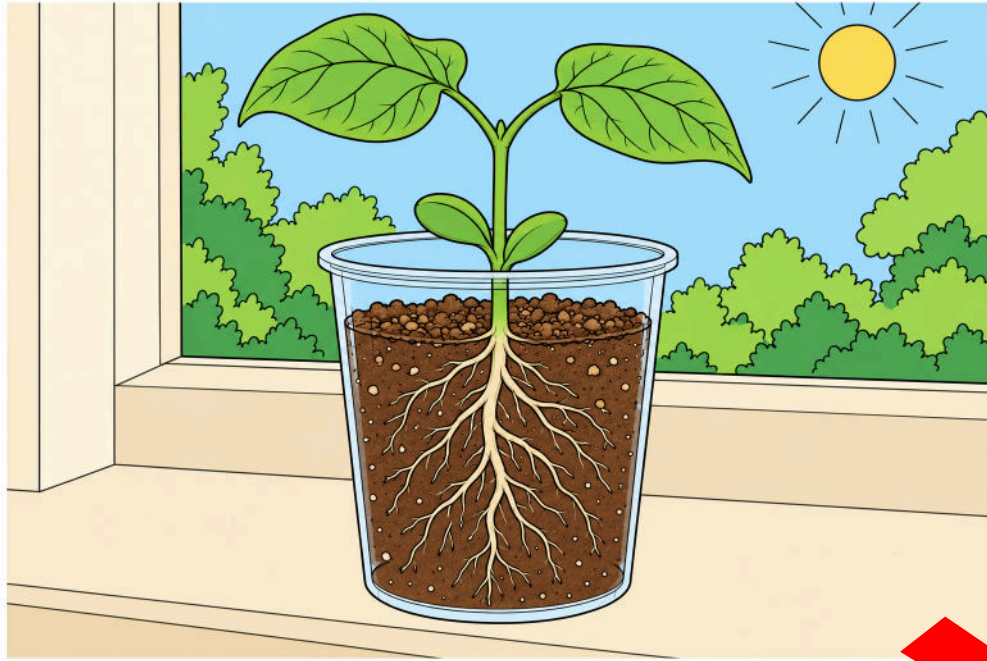
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Read, reread and explain

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 if named support is 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. Recheck 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

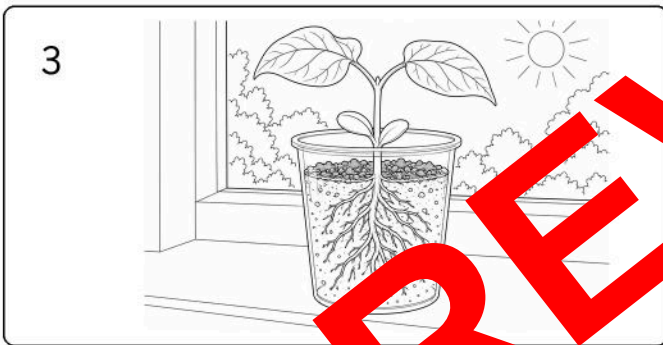
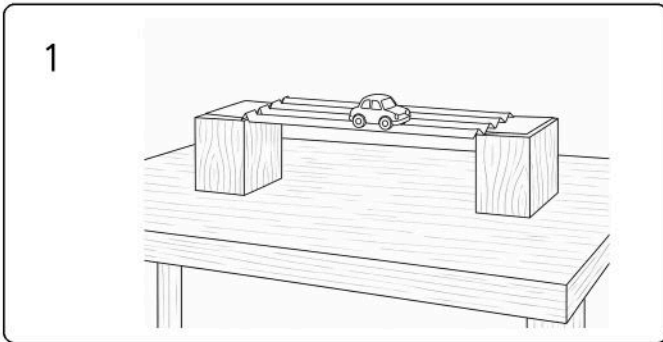
Write the whole sentence.

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

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 looked up at 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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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 need 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 Mum. 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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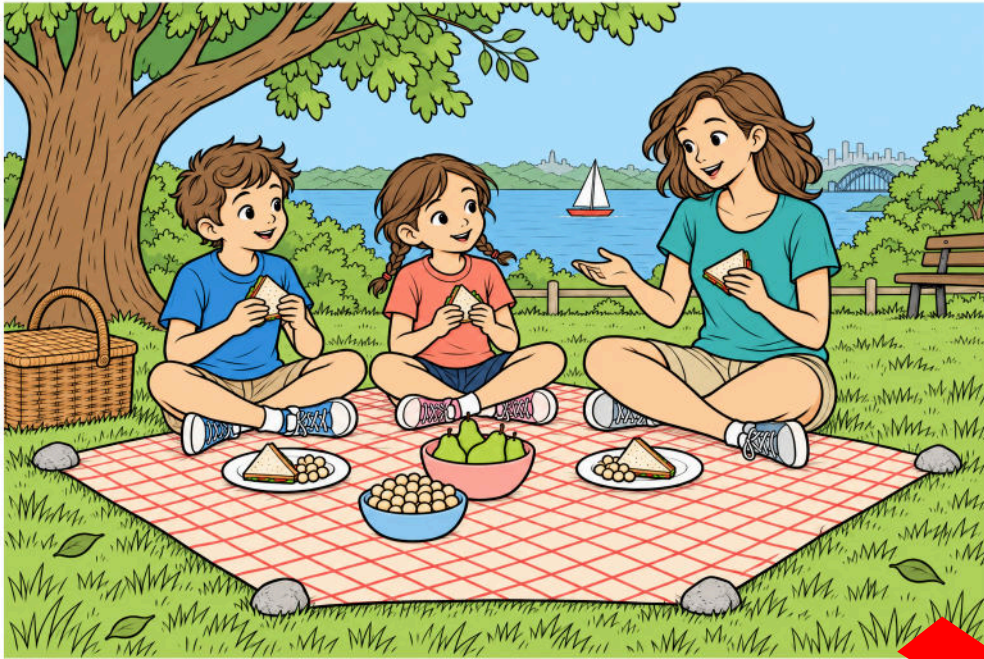
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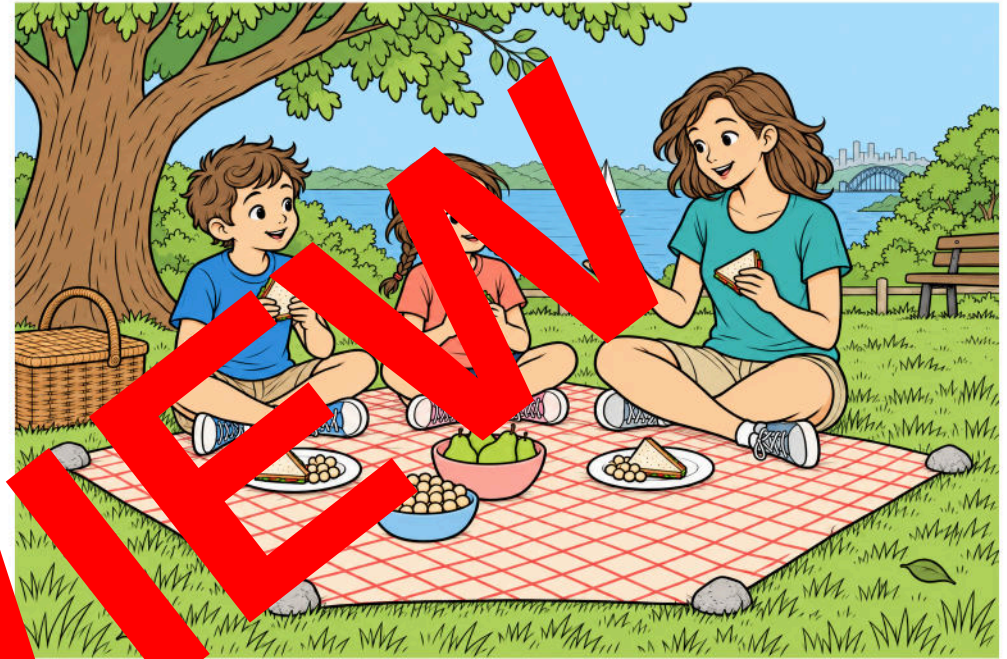
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