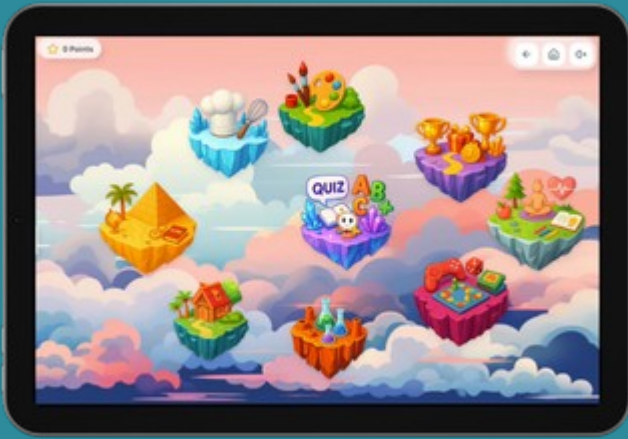




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Year 2 Set 08 Final Transfer and Revision

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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. Mum 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. Her first guess 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 at the junction. He looked at the ring, then followed the arrow. Soon he reached the seed stall and met 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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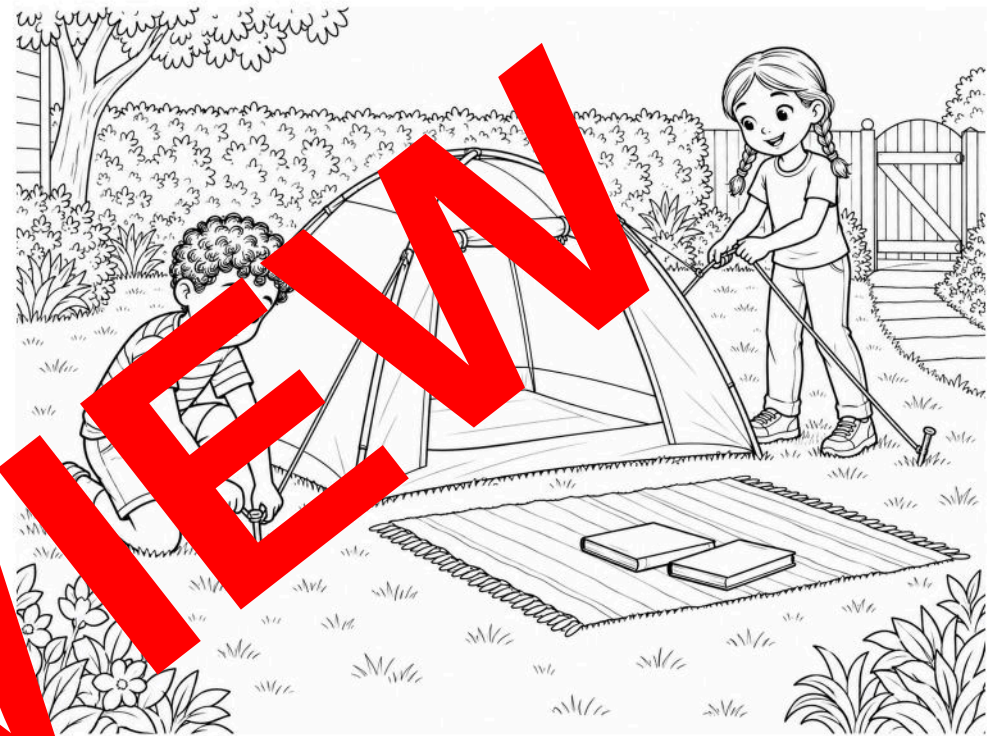


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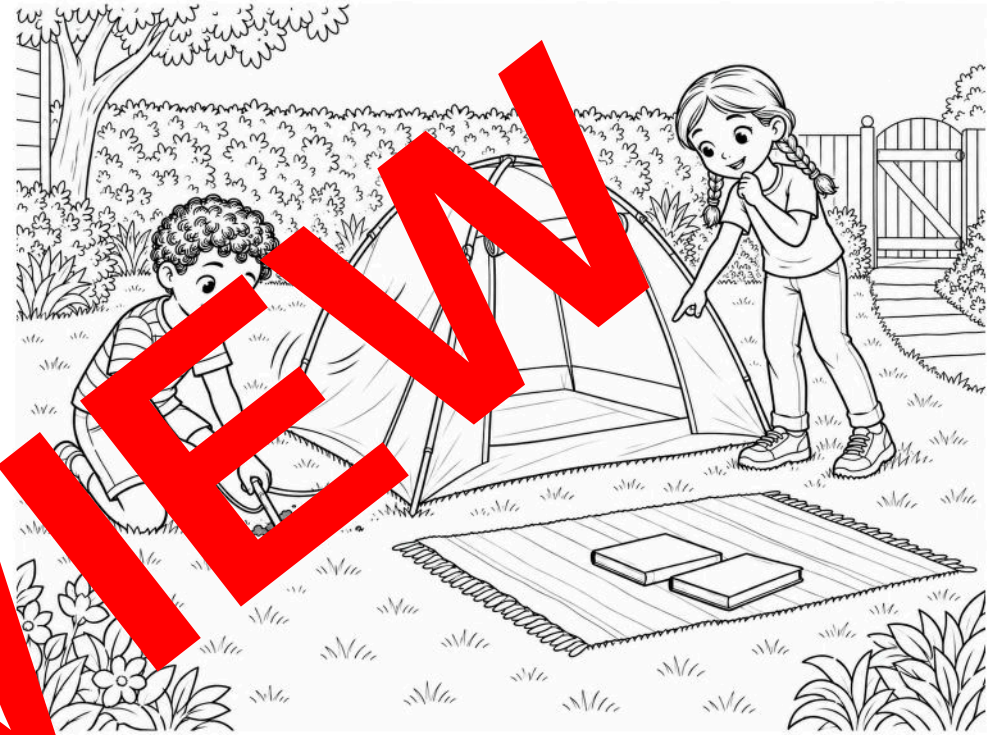
The Tent Test



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 here," said Jess. "That peg has no firm ground to hold."



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 ground.
Beside the hedge, the soil felt 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
the tent flap, then opened it. The tent stood
firm.

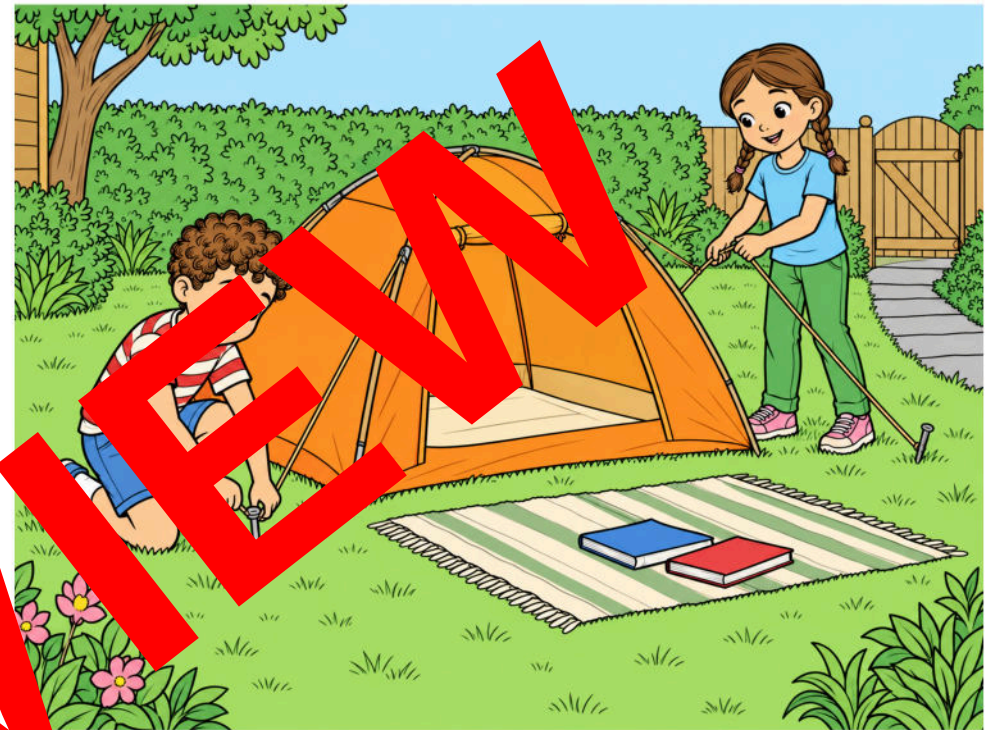


A fresh gust shook the hedge, but the pegs
stayed in place. The tent stood firm. Ben and
Jess sat on a rug and opened their books.



"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.

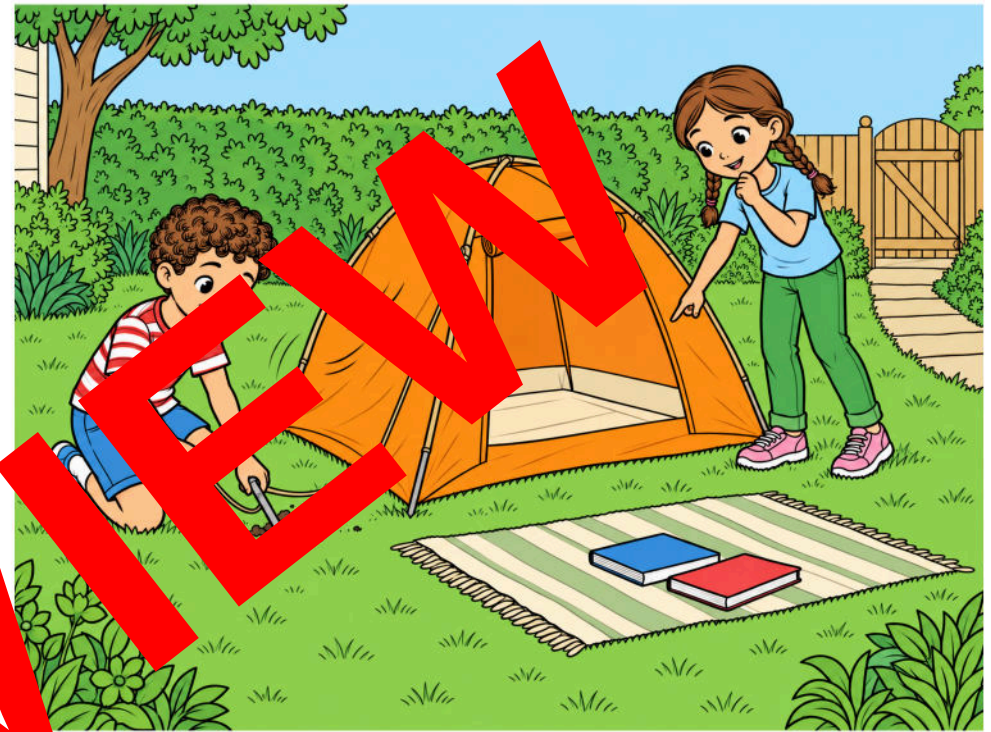
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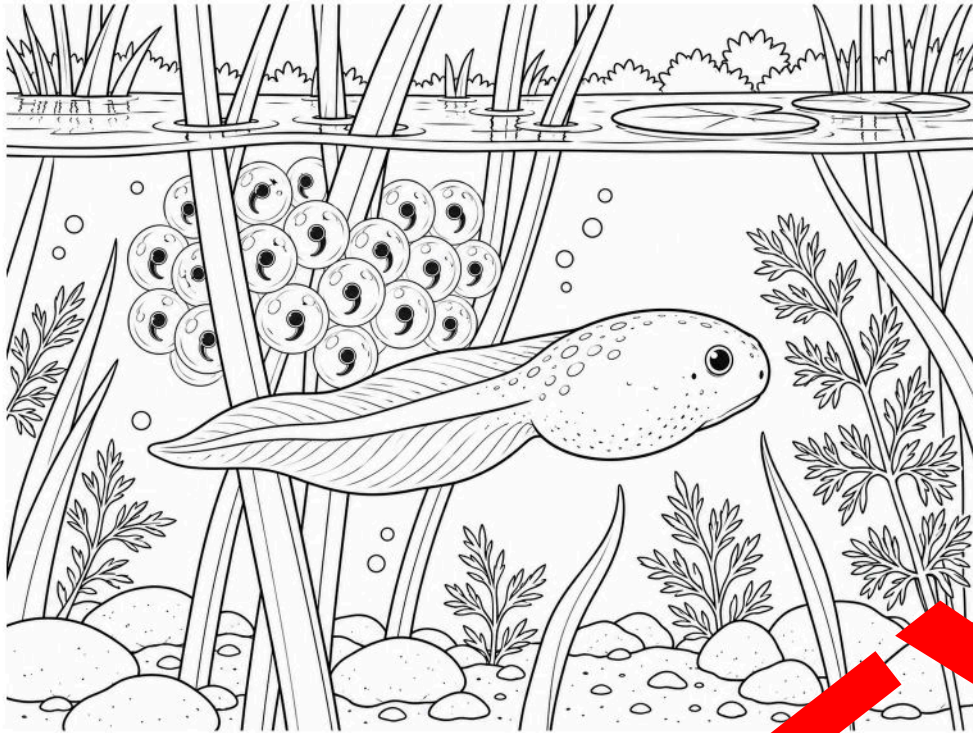


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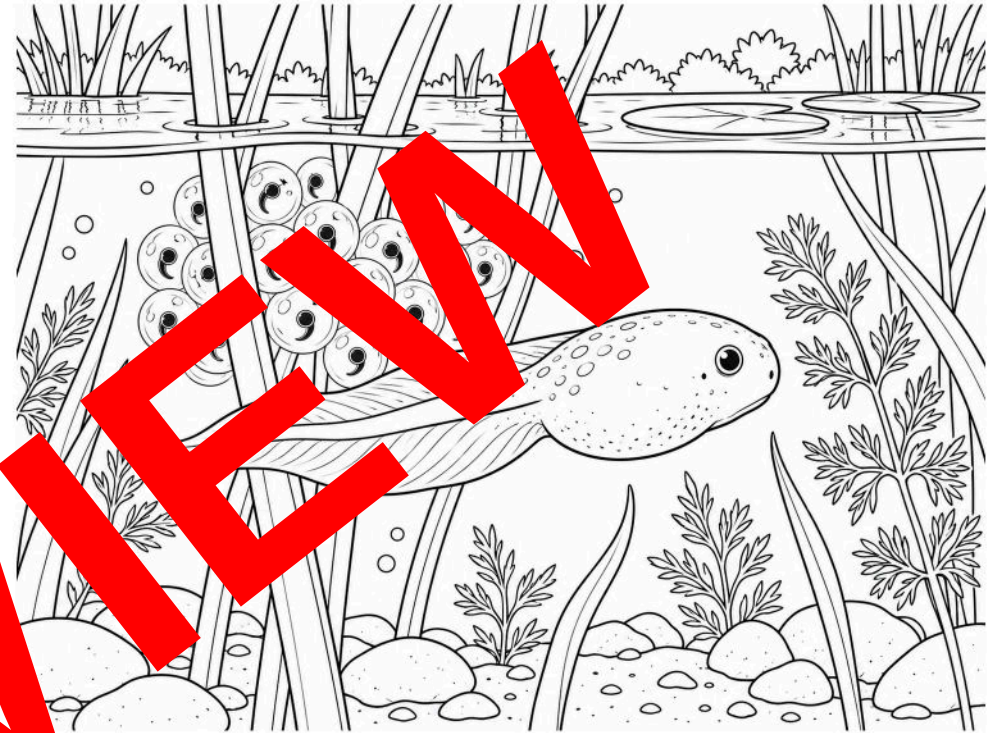
A Frog Grows



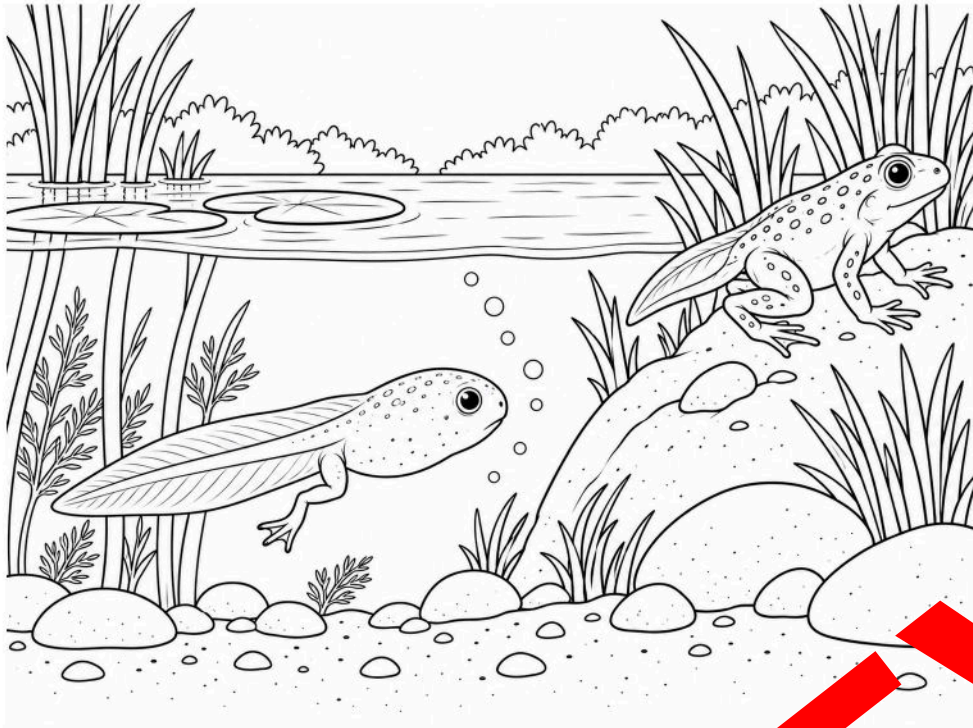
Many frogs start life in a pond. A female frog lays eggs in water. Each egg has a soft jelly coat. A tiny tadpole grows inside the egg.



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.



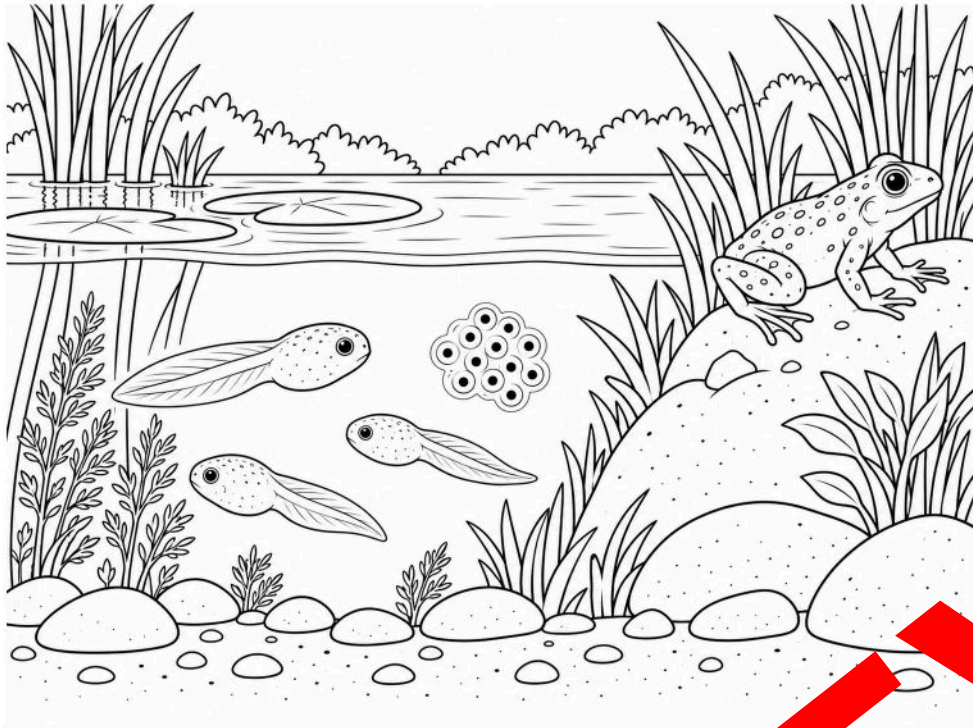
Water has a gas called oxygen. The gills take oxygen from the water. Oxygen helps the body grow and stay alive. The tadpole can get oxygen while it swims underwater.



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

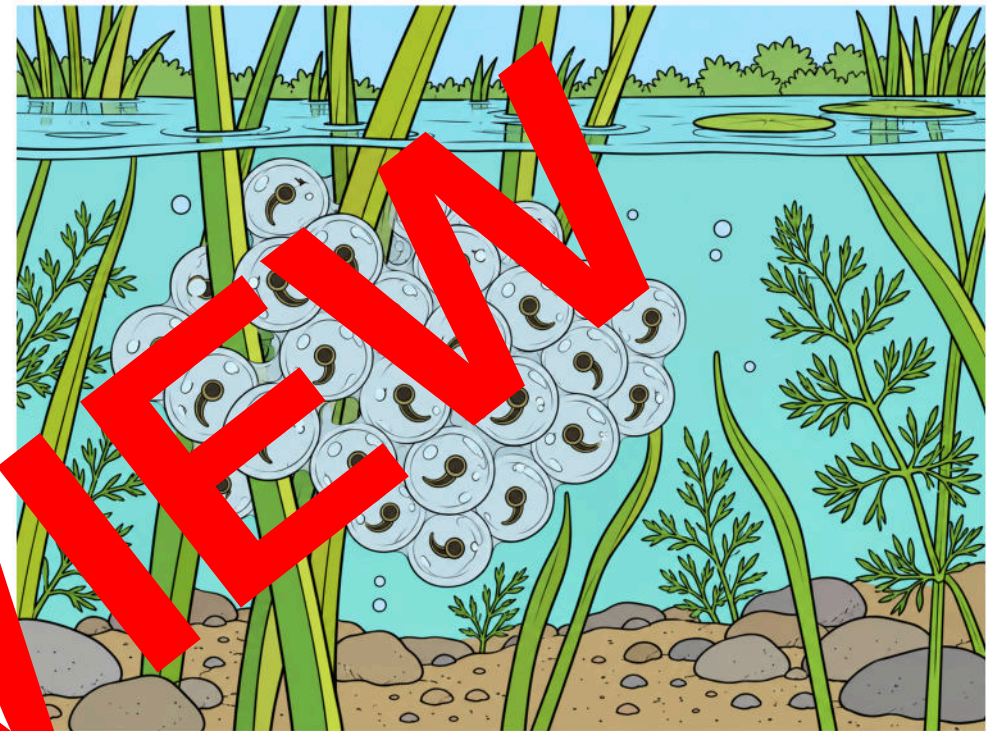


The tail gets shorter as the body grows down
and takes it in. It is not cut off. So the young
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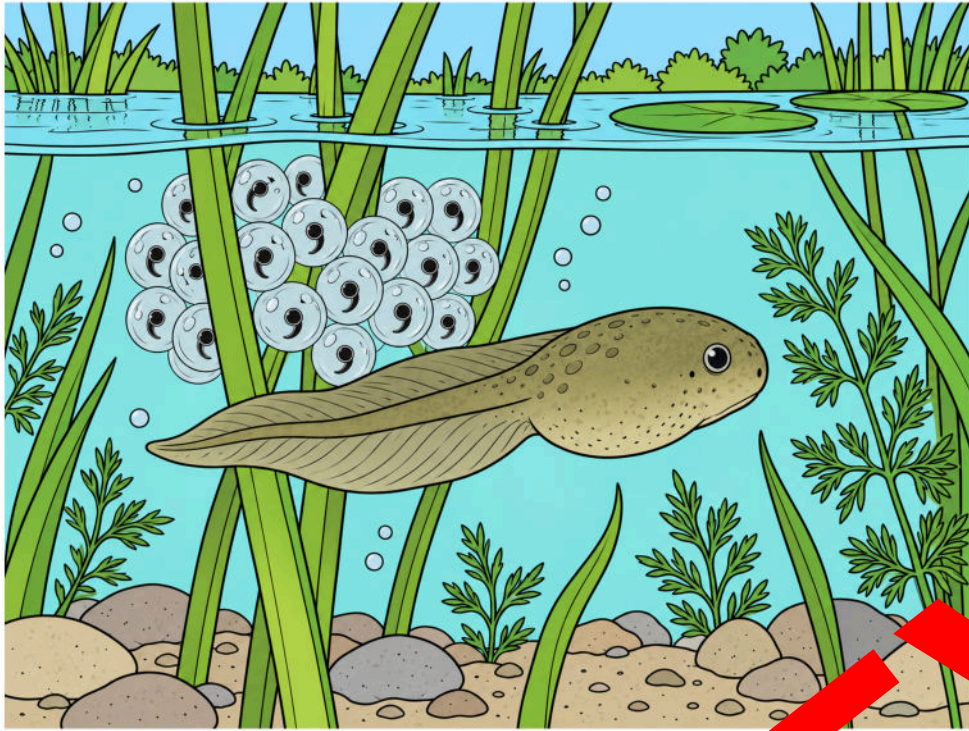


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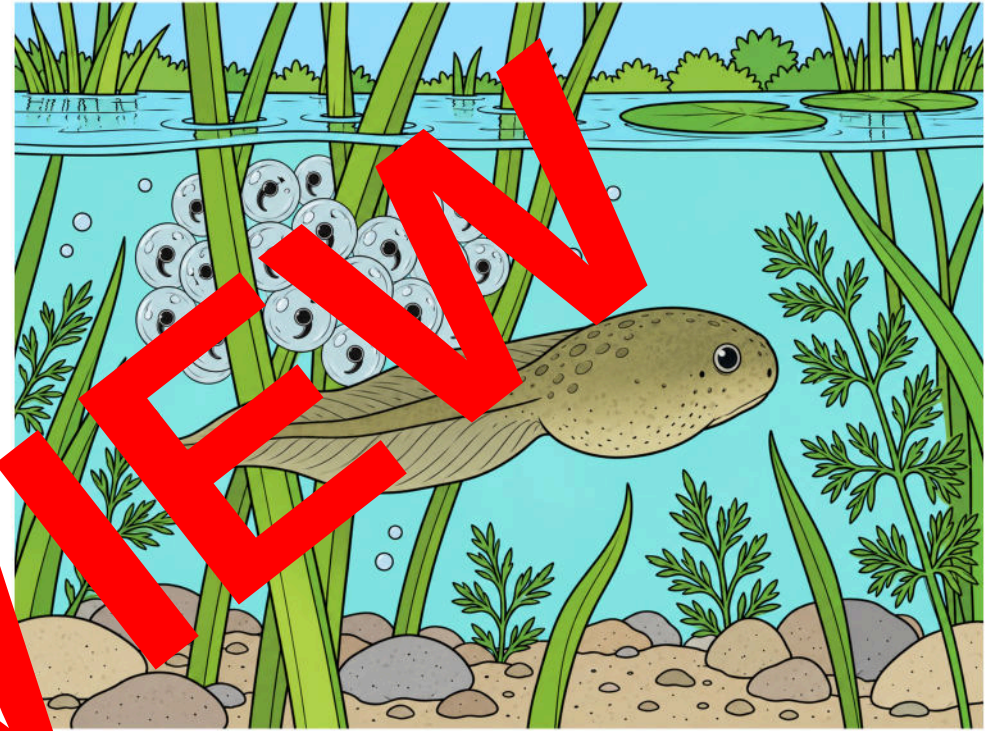
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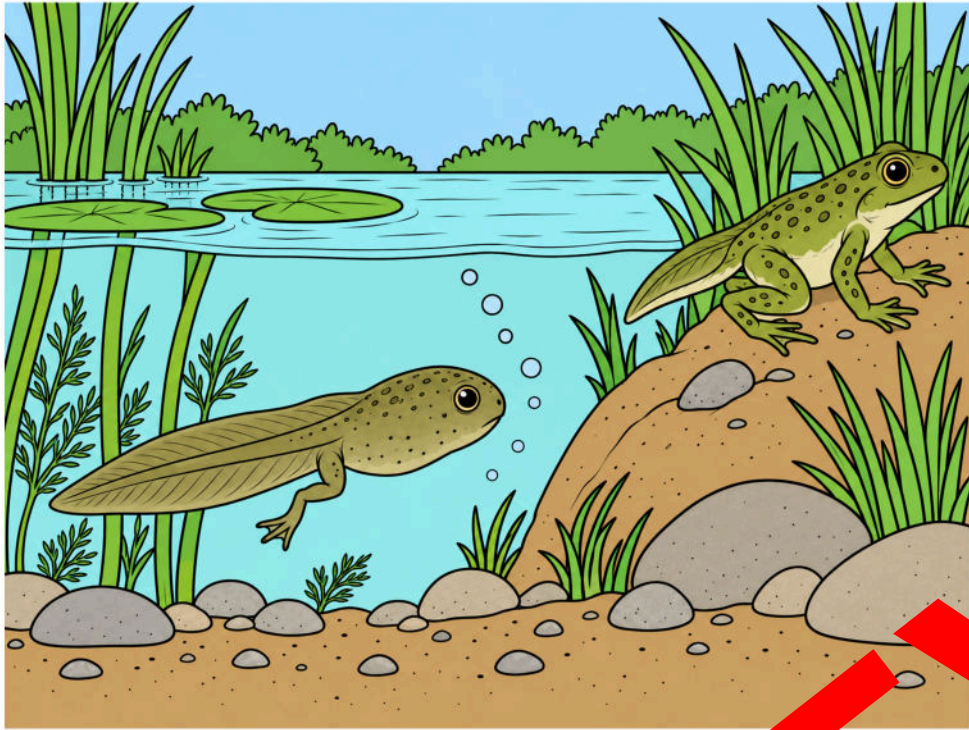
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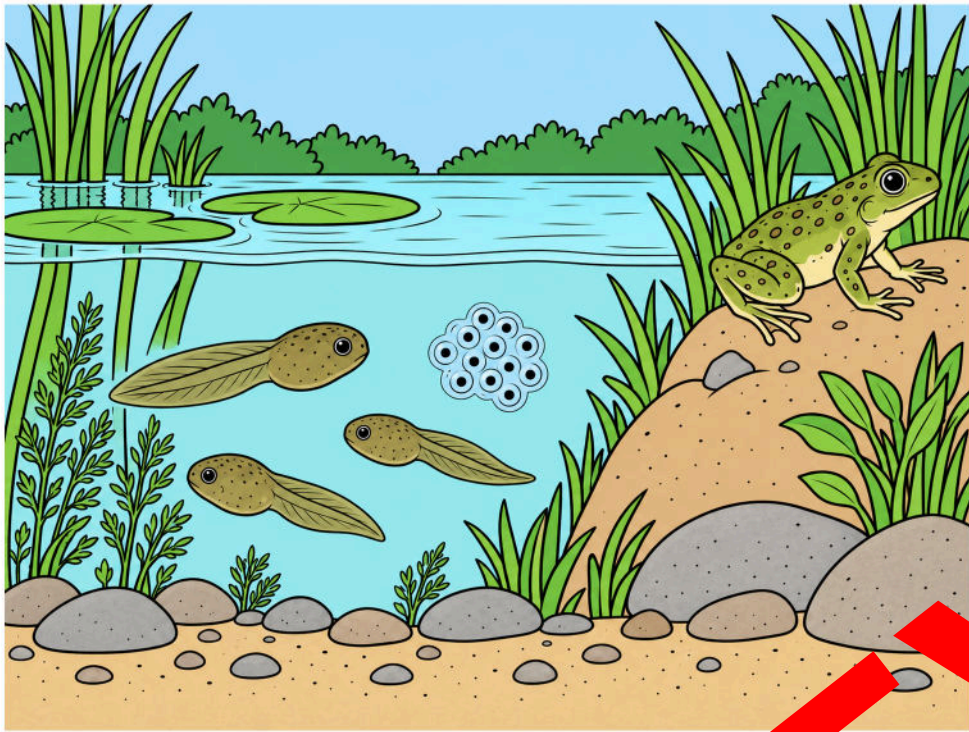
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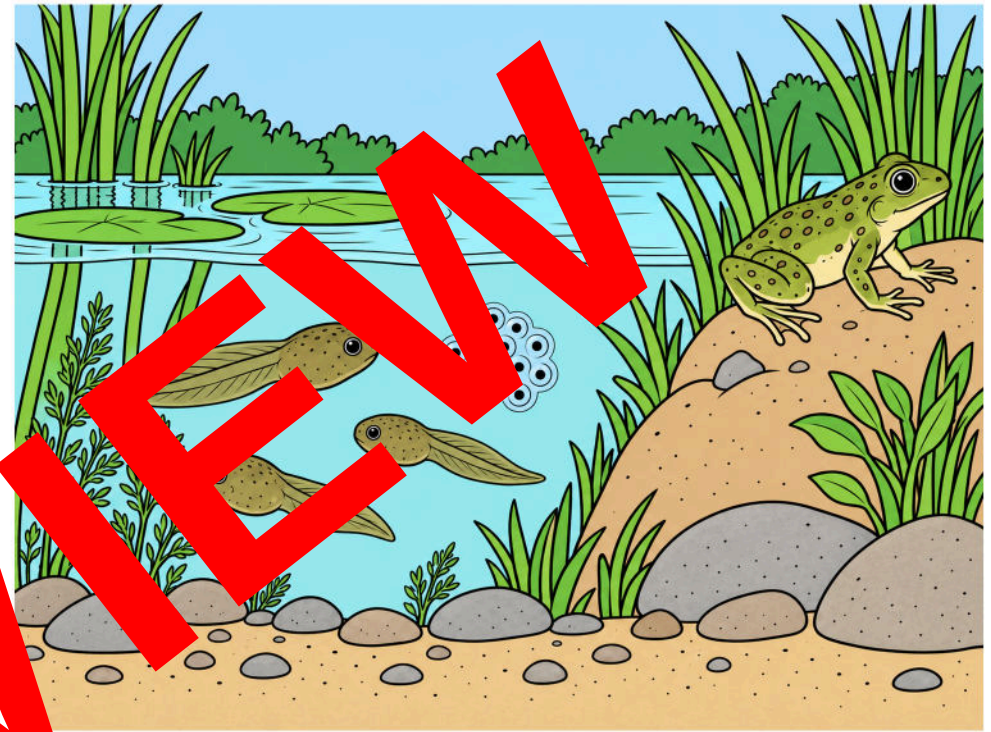
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How a Shadow Shifts



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 the
shadow still looks dark. The shadow shows a
shape, not the green tree 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 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



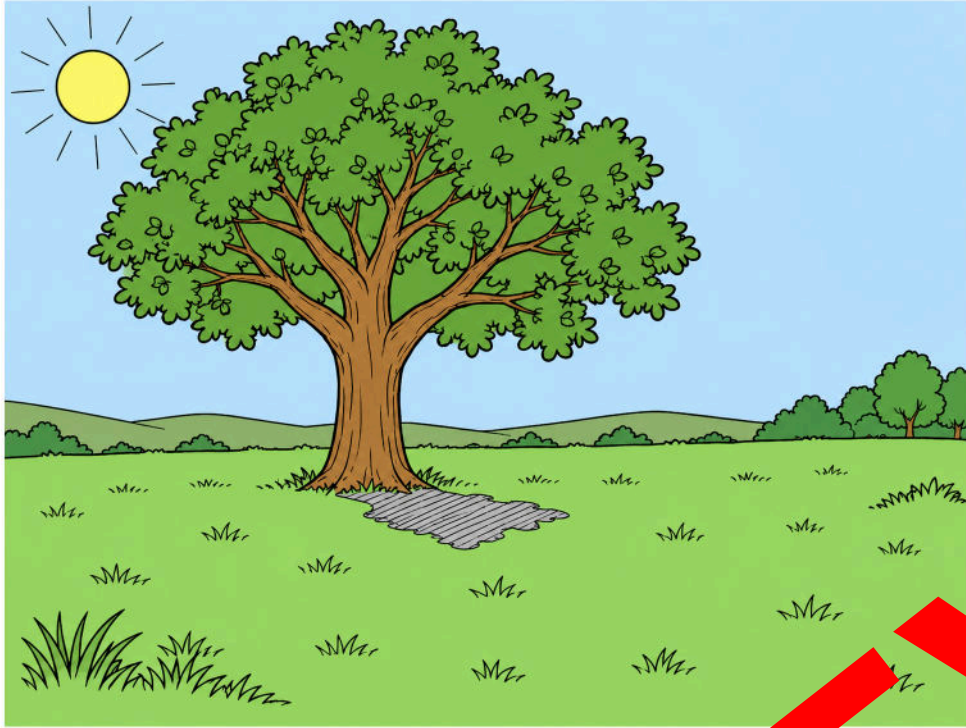
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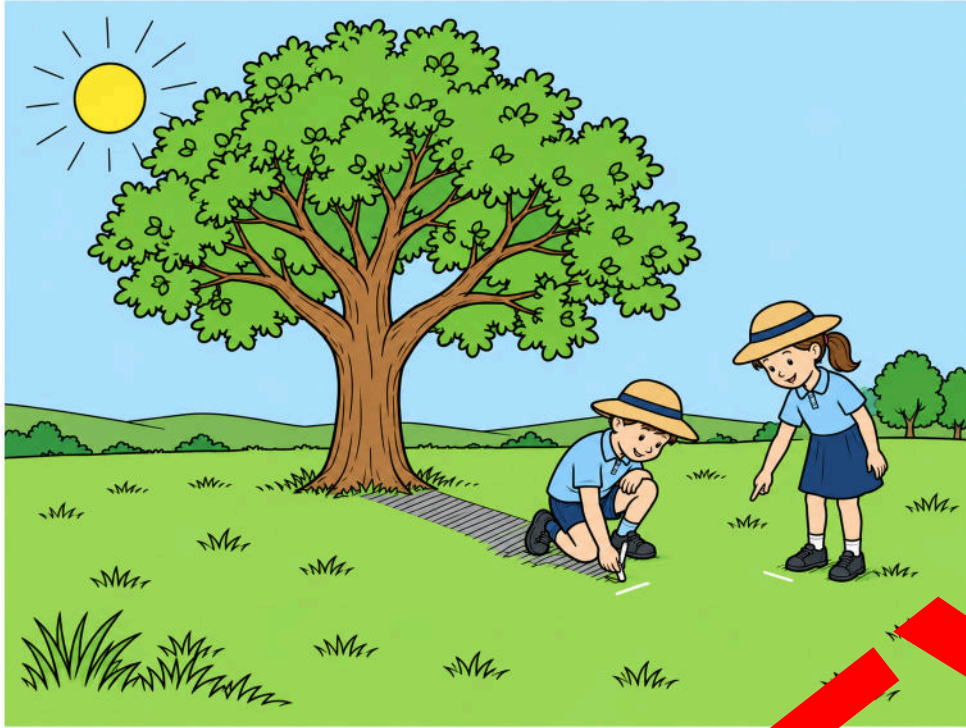
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Read, check and try again

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. Once built, 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 in half 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	a	e
n	d	r		

1

--	--	--

2

--	--	--	--

3

--	--	--	--	--

Change a sound

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	the	tent
------	-----	-------	----	-------	-----	------

Build here.

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 _____ _____ _____	2 _____ _____ _____	3 _____ _____ _____
------------------------------	------------------------------	------------------------------

Sentence

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

¹ a path to follow

tadpole

² a dark shape made by blocked light

trail

³ a young frog with a long tail

Why did Meg check the map again?

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?

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