Reading Made Simple

Level 2

Name _____

a-e

In Level 2 we seek to build upon vocabulary learnt in Level 1. If your pupil has difficulty with a word, revise the sound family that it belongs to briefly with your pupil. This may just mean simply reading through the relevant list of words in the same family.

In this level we aim to help the pupil become more confident in writing words that have been taught. The pupil should still not be expected to write words that have not been taught yet.

We introduce basic grammar and English language conventions.

Please do not feel that you have to complete every activity. Do those which you feel will benefit your pupil. The main teaching comes through studying the phonic family word lists each week.

The reading passage can also be used for copy work/handwriting practice.

Words in small print should be read by the teacher.

Underline all the words with the letters 'a-e' in red. Then read the passage.

a-e

Jim gave Jane a shake. "Are you awake?" he asked. "It is time to get up. Today we are going to see the caves!"

Jane got out of bed and got dressed.

"Where is the place we are going to?" she asked.

"Cheddar*," said Jim. Dad says the caves are big."

"Will the caves be dark?" asked Jane.

"Yes, but Dad says that there are some lights. You must be brave, Jane."

In the kitchen, Mum gave them a mug of tea and some toast. Then they set off in the car.

When they had gone a long way, Dad said, "Can you see the big lake over there?" The children looked and saw the lake. There were little sailing boats on the water.

Soon they were at the caves. They were dark, but Jane held Mum's hand and felt safe. There were lots of things to see in the caves.

When they came out of the caves, Dad took them to a place where they could have lunch. There was time for the children to run and race before going home again.

"What a fun time we have had today," said the children.

*Cheddar is said Ched - der

Use the story to help you to fill in the missing words.

a-e

1. Jim gave Jane a _____ .

2. "Are you _____ ? Today we are going to see the _____ ."

3. _____ got out of bed and got dressed.

4. "Where is the _____ that we are going to," she asked.

5. "Will the _____ be dark?"

6. "Yes, but you must be _____ said Jim.

7. On the way they saw a big _____ .

8. At the caves, Jane held her mum's hand and felt _____ .

Add ing

When we add 'ing' to powerful 'e' words,

we must knock off the 'e'.

Add 'ing' to these words:

take	
wave	
save	
bake	
wake	
shake	
taste	

Add ed

When we ad 'ed' to powerful 'e' words we just add 'd':

Add 'ed' to these words:

wave	
save	
bake	
taste	

Choose a word to finish these sentences.

1. Tim _____ to his mate.

2. Jane _____ the pie.
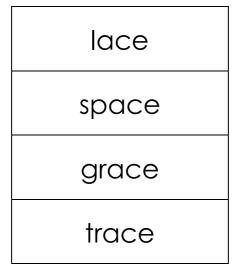
3. Jan _____ a cake.

4. Tom _____ a bit for the cat.

Soft c

Powerful 'e has power to change 'c' to 's'

Study these words. The powerful 'e' is changing the vowel to say its name and the 's' to say 's'. See the little word 'ace' in each word.

f<u>ace</u>
r<u>ace</u>
pl<u>ace</u>

Now you can read these words too.

lace
space
grace
trace

put puts putting

Write the word **put** three times. Don't look!

_____   _____

_____

Now write sentences using the given words, each containing either **put**, **puts** or **putting**.

For example: **Grandad   coat** we could write:

Grandad puts his coat on.
Grandad is putting on his coat.
Grandad put his coat on.

1. Jane   tin   shelf

_____

2. Alfred   oil   tractor

_____

3. Sam   horse   barn

_____

4. Liz   cooking   chicken

_____