

Reading Made Simple

Level 2

Name _____

a (ar)



Reading Made Simple

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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.

We begin now to extend the child's reading ability by including words that can be sounded out, but have not necessarily been introduced in the word lists. Please support your child as s/he starts to realise that s/he can now read many words - even ones they have never read before.

Words in small print should be read by the teacher.

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

Underline all the words with the letter 'a' saying 'ar' in red.
Then read the passage.

a (ar)

Last summer, Tommy and his sister Amy spent a pleasant week on holiday in Wales with their father and their mother. They camped in their blue tent, on a farm near to the sea. Each day, their mother packed a big basket with plenty of food and a flask of hot tea for their picnic. After breakfast, the family would walk to the beach where they would enjoy a swim before lunch. The cool water was re-freshing as the sun had been rather hot that week.

In the afternoons, Tommy and Amy would play on the sand or fish in the rock pools with their nets while their mother and father sat on their towels to read. They often had a banana mid afternoon as a snack.

At tea time they made their way back to their tent, where their mother cooked tea on the small camping stove. After tea they would go for a stroll and maybe meet the farmer and his wife, before the sun set. Then they would tuck themselves up in their camp beds and fall fast asleep.

Now answer these questions:

1. Can you give this story a title?

2. What kind of holiday did Amy and Tommy have last summer?

3. What did their mother do every morning?

4. What did the family do after breakfast?

5. What did the children do in the afternoon?

6. How did their mother cook the tea?

7. What did they do after tea?

Note to parents/teachers:

On the next page, the student will be asked to give instructions for making a cup of tea.

This involves first thinking through the act of making a cup of tea and then organising the different steps into sentences. To help, we have broken the task into three steps: **first, then, after that.**

It might look like this:

First fill the kettle with water from the tap and switch it on.

Then put a tea bag into the cup and pour the boiling water into the cup. Leave it to brew.

After that, take the tea bag out. Add milk and sugar if they are wanted. Enjoy your cup of tea.

Some children will find this task easy - others will need a lot of help. If need be - make a cup of tea together and note the actions needed.

Maybe taking photos and writing about the photos may help others.

Write instructions for making a cup of tea.

First

Then

After that

Alphabetical Order

Write the alphabet.

When we write words in alphabetical order we start by looking at the first letter of each word. Words starting with 'a' are listed first, followed by those starting with 'b' and so on.

Write these words in alphabetical order.

1. rat, sat, mat, bat, cat

2. fin, pin, bin, win, tin

3. bed, teddy, Ned, led, fed,

Check your answers on the next page.

Check your answers here.

1. bat, cat, mat, rat, sat
2. bin, fin, pin, tin, win
3. bed, fed, led, Ned, Teddy