

# Reading Made Simple

## Level 2

Name \_\_\_\_\_

er



# 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 letters 'er' in red. Then read the passage.

## er

Mr. Roberts was walking along by the river on Tuesday. He was on his way to post a letter in the letter box. It was very quiet and there were not many people around. He was glad to see a number of birds on his walk as he liked birds.

Suddenly, there was a loud squeal. He looked round in surprise to see a driver in a car swerving to miss a lorry. The car mounted the kerb and crashed into a tree on the pavement (pave - ment).

Mr. Roberts grabbed his mobile (mo-bile) from his pocket and quickly stabbed his finger onto the numbers. 999. He told them there had been a bad crash. The police came quickly.

Mr. Roberts posted his letter and went home.

Later the police rang him to tell him the story. The man was a burglar. He had been driving too fast. The police, together with the firemen, had got the driver out of his car. He was badly injured and he had been taken to hospital where he was now being treated.

Answer these questions with complete sentences.

1. Where was Mr. Roberts walking?

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2. Where was he going?

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3. What did he hear?

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4. What did he do?

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5. What was the man in the car?

---

6. Why did he crash?

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7. Who helped the driver?

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8. Where was he taken?

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List all of the 'er' family words you can find in the story. Do not repeat words.


Now list all of the 'ur' words you can find in the story. Do not repeat words.


# ir, ur or er

Fill in the missing letters in these words.

Then draw something for each sound family.

1. t \_ \_ nip

2. th \_ \_ ty

3. comput \_ \_

4. p \_ \_ se

5. inj \_ \_ ed

6. robb \_ \_

7. c \_ \_ cus

8. ov \_ \_

9. th \_ \_ d

10. b \_ \_ sting

11. f \_ \_ niture

12. s \_ \_ prise



**ir**



**ur**



**er**

