

# Reading Made Simple

Level 2

Name \_\_\_\_\_

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# 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.

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 letters 'ing' in red. Then read the passage.

## ing

Liz and her sister Meg are walking in the woods with Jack the dog. Meg sees some Bluebells growing. Liz wants to stop to do a drawing of them. They sit on a soft bank.

Jack is looking for rabbits. Jack sees a rabbit sitting under a tree. Jack barks and goes running after it. The rabbit runs away into a hole.

Meg and Liz are chatting as Liz draws. Jack goes hunting. Now it is getting dark and they must go home. Liz is calling Jack. Jack comes running back. The three go back to their home.

Mum is cooking tea in the kitchen. Dad is cutting the grass in the garden.

Here are some words. Add 'ing' to them and remember to double the last letter before adding 'ing'.

## ing

**Always have two consonants between the vowel and the letters 'ing' e.g. winnning**

cut \_\_\_\_\_

run \_\_\_\_\_

get \_\_\_\_\_

sit \_\_\_\_\_

drop \_\_\_\_\_

slip \_\_\_\_\_

drip \_\_\_\_\_

snap \_\_\_\_\_

grin \_\_\_\_\_

chat \_\_\_\_\_

Here are some words. This time add 'ed' to them and remember to double the last letter before adding 'ed'.

**ed**

**Always have two consonants between the vowel and the letters 'ed' e.g. fitted**

nod \_\_\_\_\_

hum \_\_\_\_\_

peg \_\_\_\_\_

dip \_\_\_\_\_

drop \_\_\_\_\_

slip \_\_\_\_\_

drip \_\_\_\_\_

snap \_\_\_\_\_

grin \_\_\_\_\_

chat \_\_\_\_\_

Choose a word from the box to finish each sentence.

**lapping      getting      shopping      running**  
**chatting      dropping      rubbing      grinning**

1. Dad is \_\_\_\_\_ the dinner.
2. Sid is \_\_\_\_\_ to the shop.
3. Gran is \_\_\_\_\_ to her pal.
4. The cat is \_\_\_\_\_ the milk.
5. Bill is \_\_\_\_\_ his hands.
6. Liz is \_\_\_\_\_ at Meg.
7. Mum is \_\_\_\_\_ .
8. Tom is \_\_\_\_\_ the bag.

# Here

The word 'here' is really in the powerful e-e family.

## here

Practice writing it in the spaces.

First look, then write, then check.

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Now write a sentence for each picture. The first has been done for you. Remember to use full stops and capital letters.



Here is a sheep.



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# Says

The word 'says' is spelt as 'say' with an 's' on the end.

## **say s**

Practice writing it in the spaces.

First look, then write, then check.

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Write the word 'says' in the spaces and read your sentences.

1. Mum \_\_\_\_\_ I must go to bed.
2. Gran \_\_\_\_\_ she has no food.
3. Dick \_\_\_\_\_ he can not play.
4. Meg \_\_\_\_\_ she will cook tea.
5. Dad \_\_\_\_\_ he will fix the car.