

Reading Made Simple

Level 2

Name _____

or



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 'or' in red. Then read the passage.

or

Alfred was a poor man. One morning, he went to the store to get some bread and cheese. He had just a pound in his pocket and no more.

He got to the door of the store and felt in his pocket for the pound. It had gone! Did he forget it? He went back home and looked and looked for the pound. Then he found it. It was on the kitchen floor. Back he went to the store but before he got to the shop, he met his pal Jim in the street. Jim had just been to the store and got a loaf of bread.

"This loaf is too much for me," said Jim.

"Can I give you some of it for free?"

"Oh, yes please!" said Alfred.

Alfred was so glad. He got some cheese and went home to have his lunch.

Use these words to fill in the missing words in these sentences.

or

poor store more forget
morning door floor

1. Alfred was a _____ man.
2. One morning he went to the _____.
3. He had a pound in his pocket and no _____.
4. He got to the _____ of the store and felt in his pocket.
5. The pound had gone. Did he _____ it?
6. He went home and found it on the kitchen _____.
7. _____ he got back to the store, he met Jim.

Sentences

Write the beginning of each sentence. Then choose the ending which will match it. Write the sentences on the lines below. Make sure you start with a capital letter and end with a full stop.

Beginning

Jill stood in the porch

Mum sat on the settee

Tim got in his tractor

I must brush my teeth

Tod fed his chickens

Ending

and went up the road.

in the morning.

to keep out of the rain.

to have a cup of coffee.

before I forget.

Note to teacher: Your pupil has met speech marks when reading. We will now learn to use them in writing. Although they are officially called 'Inverted commas', we will keep things simple at this stage.

Explain:

When we are writing, we need to use some special marks to tell readers that someone is talking. We call them 'speech marks'. They are placed around the words that are actually spoken.

Speech marks look like little 66's and 99's, or little commas sloping towards the text fore and aft the words spoken.

"Look at my hat."

Notice how the full stop comes inside the speech mark.

However, if I want to carry on the sentence, then I put a comma after the speech inside the marks:

"Look at my hat," said Sam. ✓

"Look at my hat", said Sam. ✗

Copy these sentences and put in “ ”.

1. I am hot.

2. This is my hat.

3. I can see you.

4. Here is a pound for you.

5. Oh, yes please, said Alfred.

6. You are a good sport, says Frank.

7. Thank you, said Alfred.
