

Belonging to

Jack's pain is bad.

The '**s** in Jack's tells us that the pain belongs to Jack. It is his pain.

We could have said:

The pain which belongs to Jack.

It is much easier to say:

Jack's pain.

Put an apostrophe (') before the **s** in these sentences.

- | | |
|-------------------|-----------------------|
| 1. Mum s hat | 8. the boy s scarf |
| 2. Jay s car | 9. the girl s dress |
| 3. Tim s hat | 10. the bike s brakes |
| 4. Jill s coat | 11. the baby s bib |
| 5. Anna s cat | 12. the lady s pen |
| 6. the dog s tail | 13. the car s wheels |
| 7. the man s bag | 14. the van s driver |

Reading Made Simple

Level 2

Name _____

ur



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Commas

If we make a list of two or more things in a sentence, we separate them by using commas(,).

Study this example:

Bess had jam, butter and cream on her scone.

Notice how there is a no comma between the last two things as we use the word **and** instead.

Copy these sentences putting in the commas.

1. Mum went to the shop to get coffee milk bread and eggs.

2. Tod Andy Bill and Sam went to the park.

4. Please can you hang up the socks shirts and vests?

ir or ur?



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Find the mistakes and rewrite the passage correctly.

jan had a suprise when a birglar cam into
her hous and stole her perse

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 include the word 'furniture' at this point for reading only, as it will be taught for spelling in stage 3. The 't' says 'ch' and the 'e' is silent.****

We include both commas and apostrophes in this lesson. Make sure the student has studied both of these before giving the dictation.

Give support where necessary to help the student to write these correctly - even in the dictation.

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 'ur' in red. Then read the passage.

ur

Tim Barns was in a state. He had been riding his bike along the road when he saw a deep pothole. He had tried to avoid it, but had somehow landed on the ground.

He was now sprawled on the road having injured his knee as he fell. He tried to get up, but the joint hurt too much, added to which he could see that his wheel was now bent.

He had been riding along a lane. There were no houses or people in sight and few cars came this way. He looked at his watch. It was getting late and it would soon be dark.

"I have no choice but to wait for help," he said to himself. "This road is hard and cold to sit on. I could do with something soft to sit on!" He began to think of his soft furniture at home.

Answer these questions with complete sentences.

1. What had happened to Tim Barns?

2. What had he hurt?

3. Why didn't he get up?

4. Where had Tim been riding his bike?

5. Why did Tim have no choice but to sit and wait?
