

Reading Made Simple

Level 2

Name _____

u - e





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 words with the letters 'u-e' in red. Then read the passage.

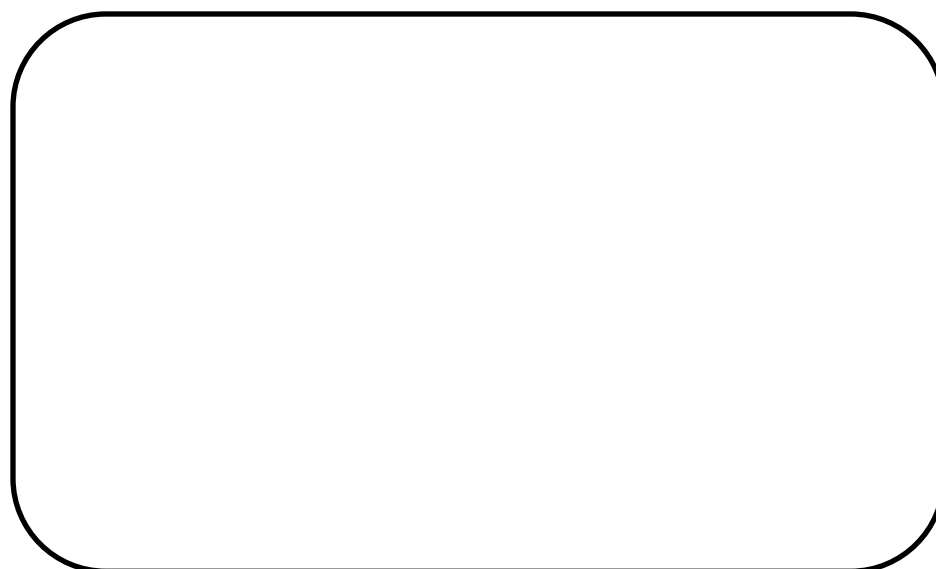
U-e

This morning, Sam is making a model plane. He has a plan of the model. He needs to get some wood, some nails and a tube of glue. He goes to the shop to fetch them. The shop is open but there is a queue. He stands and waits. At last he goes home with the bits in his pocket.

He uses a saw to cut the wood. Then he uses the nails to fix the parts together. He makes the plane a sloping nose. Last of all he puts glue from the tube on the wheels to fix them onto the plane. Sam looks at his model. Now he will paint it. He paints it light blue with white wings and black wheels. Sam looks at his plane. He thinks it is very good.

When the plane is dry, Sam makes it glide up and up and down to the ground.

Draw a picture of Sam's plane and write some sentences about it underneath.



On the next page, the student has to act as teacher and correct the spelling mistakes.

Use your pupil's responses to assess his/her spelling development.

Which families do the words that s/he misses (do not spot as being incorrectly spelt) belong to?

Revise these families and words as necessary.

Read these sentences and correct the spelling mistakes.
Write them again correctly underneath.

1. He needs to get some wood, sum nales

and a chube of gloo.

2. The shop is opn but there is a quoo.

3. He uses a sor to cut the wod.

4. He makes it a slopeing noas.

5. He puts glue from the choob on the wels.

6. He pantes it lite blue with wite wings.

7. He maiks it glid up and doun.

but

The word **but** is a joining word that can be used to join two sentences. Study these:

The shop is open. There is a queue.

The shop is open **but** there is a queue.

Use **but** to join these sentences.

1. The window is broken. Tom will mend it.

2. The pond froze. The sun melted the ice.

3. Mum will cut the cake. She hasn't got a knife.

4. Tim waits for Tom to arrive. He is late.

5. Pam wants to win the race. She is slow.

6. Dad wants to feed the cat. He is missing.
