

Map 13 • Lesson 130 • Review

Learning Objectives

Children will:

- identify the sounds ue, ea, ai and ear.
- read words with the sounds ue, ea, ai, ear.
- hear, segment and spell words.
- identify rhyming words.
- read and comprehend sentences.

The National Curriculum in England

English Year 2

Reading – word reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Spelling

Pupils should be taught to spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words

Reading – comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding
- understand both the books that they can already read accurately and fluently and those that they listen to.

Word Families

ar: shark, party, yard, shard **ai:** daisy, train **ur:** sturdy, curve, burst

Double letters: umbrella, gorilla, kitten, written, thrill, drill

Words ending in le: turtle, purple, puzzle, puddle, cuddle, wriggle, giggle **ear:** earring, fear, spear, appear **ea** (as in bread): bread,

feather, breath, weather, leather, thread, ready **ue:** glue, blue, tissue, value, argue

Extra Assistance

Sorting Hats

Prepare four different hats each with a label for the taught sounds: ue, ea, ai, ear. Create picture cards with the following images: glue, blue, bread, feather, earring, tissue, daisy, train, spear.

Model the taught sounds and get children to produce them. Show children the picture cards one at a time. Give children time to sort the images into the sorting hats. This is an easy way to quickly evaluate if children can differentiate between some of the taught sounds in this map.

Classroom activities

Spelling

Give children laminated Elkonin boxes or mini whiteboards with a whiteboard marker and eraser. Use the word family words and model breaking the word up into its phonemes. Then model writing the letters in the boxes. *The first word is train. Let's break it up into its sounds: t-r-ai-n. Four, we can hear four sounds in train. The first sound is /t/ like tiger and table so we use the letter t. The second sound is /r/ like rabbit so we use the letter r. Who remembers which letters we can use to represent /ai/? And then we end with /n/ like nail and nurse.*

Model blending through the word to read and check you've used the correct letters.

Dictation

To extend the spelling activity above you can complete a simple dictation. I am going to ask you to write words with double consonants. Write the word: kitten. Break the word into its phonemes. Write the letters to match. Repeat with the word gorilla.

You're now going to write those words in a sentence.

Write: *I read a book about a gorilla and a little kitten.* Pause. I'll say the sentence again.

Pause. I'll say the sentence again.

I'll read it one last time and I want you to follow along with the sentence you've written down to make sure you've got all the words. This short activity helps you assess aural listening, spelling and writing skills.

Reading Eggs Lesson sequence	TEACH Content and skills	PRACTISE Children will:	APPLY
Hear: <i>Animated lesson</i>	Revises the phonics skills taught in the map.	identify taught sounds.	Worksheet 1 Phonics
Find and Write: <i>Daily Dozen, Four Square, What's Missing?, Rhyming Rocks, Frame It</i>	Read the words and find the matching picture. Listen and match letter to sound. Identify the correct letter/s to complete a word. Identify rhyming words. Hear and identify sounds in a word and write the word.	read, understand and match words to pictures. Hear the sound and find the matching letter. Find images of rhyming words. Hear, segment and select letters to spell words.	Worksheet 2 Phonics
Find: <i>Three Right Answers</i>	Connect parts of sentences.	match the beginning and ending of a sentence.	Worksheet 3 Read and Write
Write: <i>What Did Sam Say?</i>	Listen and identify spoken phrases.	choose the correct phrases.	Worksheet 4 Comprehension
Read: <i>Q&A, Captions, Book</i>	Comprehend the meaning of a text. Read aloud book.	read the text and answer questions. Listen, follow the reading and read along.	Reading Eggs Nonfiction book <i>Our Big Farm Day</i>

Worksheet 1 • Phonics

Review

1 Complete each word.

ue

ea

ear

ai



f _____ ther



gl _____



sn _____ l



_____ muffs

3 Unjumble the letters. Write each word.

y

ar

p

t

pp

a

ear

e

tt

i

n

k

r

th

d

ea

3 Circle the words.

daisy

grain

butterfly


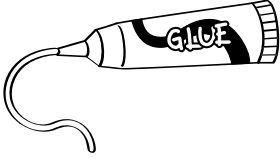
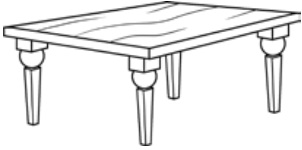


puddle

h	g	f	d	a	i	s	y	t	h	k	l	p	s
t	a	s	h	a	m	y	g	r	a	i	n	d	a
e	b	u	t	t	e	r	f	l	y	a	m	y	c
j	n	d	s	o	s	p	h	p	u	d	d	l	e

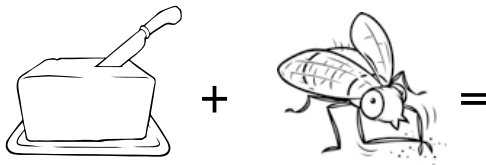
Worksheet 2 • Phonics

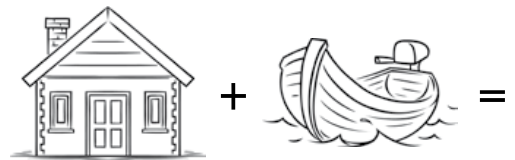
Review

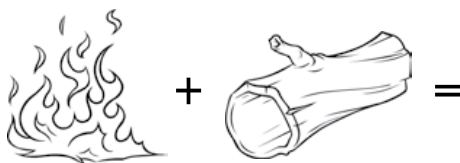
1 Look at the picture. Circle the words that rhyme.

	battle	sparkle	cattle	buckle
	ribbon	blue	bread	clue
	chair	leg	stable	cable
	float	goat	horse	coat
	rainy	cuddle	muddle	huddle

2 What am I?









Worksheet 3 • Read and Write**Review**

1 Unscramble each sentence.

to a big old farm. our class went Last Thursday, on a field trip

with our choice of spreads. some warm bread We each spread

2 Complete the sentences.

storm stables raincoats weather

As we rode back to the _____, the sky started to look gloomy.

Dark clouds rolled in, and we knew a _____ was coming.

I'd never seen the _____ change so fast!

We ran inside and put on our _____ and boots.

3 What happens next in the story?

Write two sentences about the picture.



Worksheet 4 • Comprehension**Review**

Read, then answer the question.

A Day on the Farm

Last Thursday our class visited a farm.

When we arrived we saw cows, pigs and chickens.

First, we went horse riding. Then, it rained, so we splashed in puddles.

After the rain, we visited a windmill to learn about how grain is ground into flour.

We used the flour to bake our own bread. The warm bread smelt amazing! We ate some with spreads.

It was the best day. We went home tired but happy.

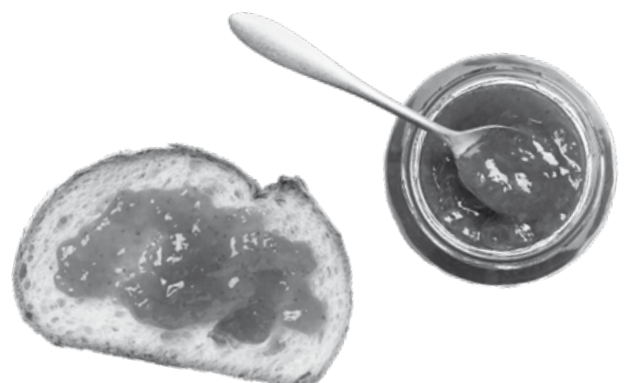
**1** Order the events from the story.

- ☐ After the rain, we visited a windmill and baked bread.
- ☐ Last Thursday our class visited a farm.
- ☐ Then, it rained.
- ☐ First, we rode horses.

2 In this story the children learn how to make bread.

Order the process.

- ☐ Bake the bread.
- ☐ Use flour to make dough.
- ☐ Enjoy with spreads.
- ☐ Windmill grinds grain.

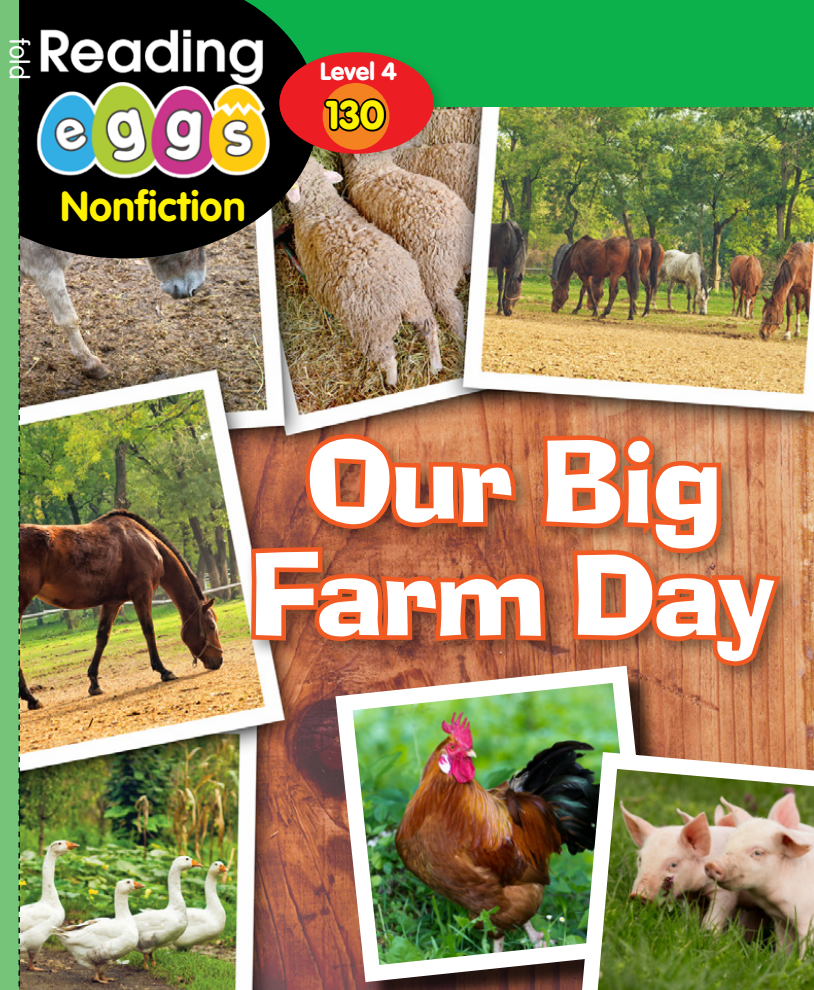




The class field day at the farm was packed full of animal fun, wild weather and yummy adventures!

For lessons, games and hundreds more books head to

www.readingeggs.co.uk



Our Big Farm Day

Sara Leman



A Wonderful Day

As our day at the farm ended, we were tired but happy. The farmer gave us each a little peach and pear pie to take with us on the train. We had seen so many wonderful things and I had learned a lot. It was a big, wonderful day full of animal fun, wild weather and yummy adventures!



The Sunny Start

Last Thursday, our class went on a field trip to a big old farm. The weather was bright and sunny when we got off the train. Right away we saw cows, pigs and chickens. There were also apple, peach and pear trees heavy with fruit. Everyone was excited about the day ahead!

Our Big Farm Day

Level	Word count	Lexile
19	407	560L

Words to know

weather, heavy, fruit, ahead,
saddle, bridle, gloomy, rolled,
rain, puddles, spotty, muddle,
giggle, windmill, grain, smaller,
bread, kneaded, tumble, happy

Reading Eggs
Our Big Farm Day

ISBN 978-1-923253-27-8

Copyright © 2025 Blake eLearning

www.readingeggs.co.uk

Written by Sara Leman
Editor: Stacey Belgre

cut



Riding Horses

Our first adventure was riding horses. In the stable, we learned how to put a saddle on a horse. The farmer put a bridle into the horse's mouth and up over her ears. The horses were big and gentle. I felt so happy as I rode around the barn with my friends.

fold

Write

turtle

umbrella

sturdy

Our Big Farm Day
978-1-923253-27-8



Baking and Tasting

As the bread rolls baked in the oven, the smell was delicious. When they were ready, the farmer let the rolls tumble off the trays onto the table. We each spread some warm bread with our choice of spreads. I chose apple sauce and strawberry jam. It tasted amazing!

Trace and draw

Put a saddle
on a horse.

14

Our Big Farm Day
978-1-923253-27-8

cut



Making Bread

Next, we went to the kitchen to bake bread. We used the flour from the windmill to make healthy wholegrain bread. We mixed, kneaded and shaped the dough into little bread rolls. The dough was fun to play with and I'd like to make bread again.

10

Our Big Farm Day
978-1-923253-27-8

fold

Reading
eggs

Our Big Farm Day

Sara Leman

Our Big Farm Day
978-1-923253-27-8

3



The Weather Changes

As we rode back to the stables, the sky started to look gloomy. Dark clouds rolled in, and we knew a storm was coming. I'd never seen the weather change so fast! It made me shiver. We ran inside and put on our raincoats and boots.

Our Big Farm Day
978-1-923253-27-8

7

Focus Questions

What was the first big adventure?

What did the kids do after the rain stopped?

What does the farm's windmill make?



Splashing in Puddles

The storm came, and it rained heavily. We all grabbed umbrellas to keep our heads dry. Mine had yellow spotty dots. After the rain stopped, we jumped and splashed in the muddy puddles, which made me giggle.



The Old Windmill

After the rain, we visited the farm's old windmill. The guide showed us how the windmill grinds grain into flour. A giant grinding stone churns the seeds and breaks them into smaller and smaller pieces. It was fascinating to see how the old machinery worked.