

Map 13 • Lesson 125 • le words

Learning Objectives

Children will:

- identify words ending in le.
- read words that end with le.
- hear, segment and spell words with le at the end.
- identify rhyming words.
- read and learn definitions for new vocabulary.
- 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

apple, juggle, kettle, saddle, poodle, turtle, muzzle, rattle, purple, puzzle, gentle, sparkle, needle, people, grumble, cable, tumble, puddle, scramble, horrible, hurtles, incredible, terrible, beetle, buckle, marble, handle, stable, table, bottle, chuckle, battle, rattle, angle, tangle, single, tingle, rubble

Extra Assistance

Kinesthetic activities engage children's bodies in learning, making letter-sound correspondences more memorable through physical movement. It helps children create strong sensory associations with the sounds they are learning. Create a mnemonic using this lesson's book character, *Noodle the poodle*. Read the lesson book together to find out more about Noodle.

Classroom activities

Syllables with Silly Bull

This lesson's critter is Silly Bull who loves syllables. Model how we can use syllables to help spell new words. Choose a word that ends in *le* to focus on. Model clapping to segment into syllables. Once split, explain that each syllable needs to contain a vowel sound represented with letters. Explain that using this skill can help children to tackle new words in their independent writing.

Model with more two-, three-, and four-syllable words together that end in *le*.

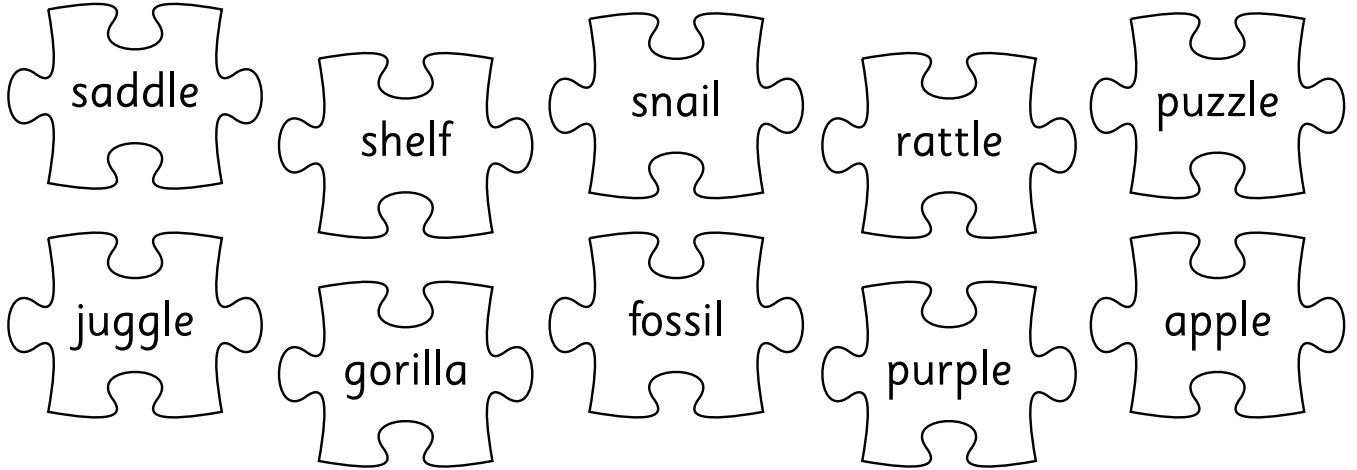
| Reading Eggs Lesson sequence | TEACH Content and skills | PRACTISE Children will: | APPLY |
|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| Hear: <i>Animated lesson</i> | Introduce <i>le</i> . | identify <i>le</i> at the end of words. | Worksheet 1 Phonics |
| Find and Write: <i>Flip and Spin, Tickle Giggle, Syllable Crunch, Daily Dozen, Rhyming Rocks, Frame It</i> | Sound out and blend to read words. Hear and identify phoneme-letter correspondence. Identify syllables in a word and make the word. Identify rhyming words. Hear and identify sounds in a word and write the word. | read a word and find the matching picture. Hear a word and match to the correct spelling. Select the correct syllables to make the word. Find images of rhyming words. Hear, segment and select letters to spell words. | Worksheet 2 Word Family |
| Vocabulary: <i>Define It</i> | Build vocabulary skills: Recognise words by their definitions. | choose the correct word to match the definition. | Worksheet 3 Vocabulary |
| Write: <i>What Did Sam Say?</i> | Listen and identify spoken phrases. | choose the correct phrases. | Worksheet 4 Comprehension |
| Read: <i>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 Story book <i>Noodle the Poodle's Terrible Day</i> |



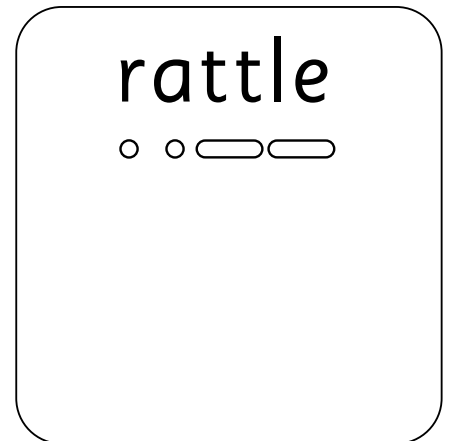
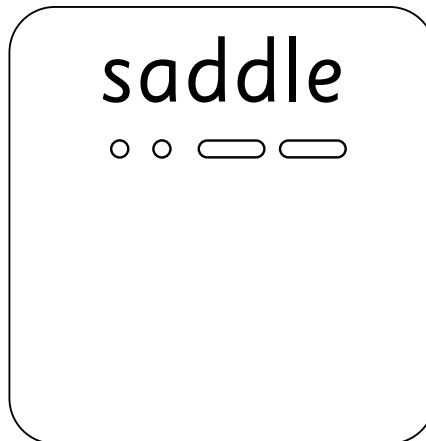
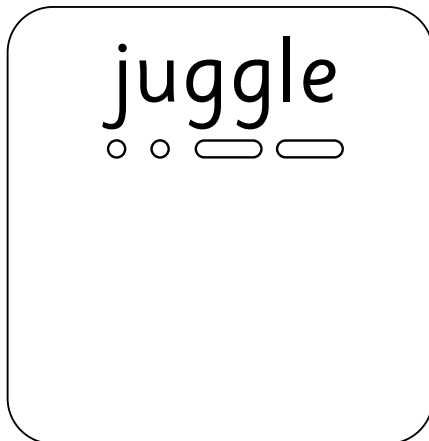
Worksheet 1 • Phonics

le words

1 Colour the puzzle pieces with **le**.



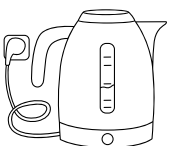
2 Read each word. Draw the picture.



3 Say the name of each picture. Colour its spelling. Write the word.



a e | pp p | le il



k c | ea e | t tt | le la



t tt | er ur | tt t | el le

Worksheet 2 • Word Family**le words**

1 Colour the **le** words purple.

little

angle

chuckle

bubbly

tangle

noodle

wiggle

giggle

fossil

carnival

2 Join the words that rhyme.

settle

battle

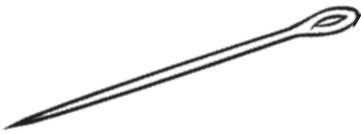
rattle

puddle

kettle

muddle

3 Label the **le** picture. Write the word in a sentence.





Worksheet 3 • Vocabulary**le words**

Read the clue. Match.

I am a small pool of water.
You'll find me on the ground after rain.

I am a little bug.
I have wings and crawl on the ground.

I am a fruit that is red, green, or yellow.
People like to eat me fresh or make me into pie.

I am round and filled with air.
You can blow me with soapy water.

I am the part you grab to hold something.
I help make carrying easier.

I am a piece of furniture with legs.
People use me to eat, work, or play.

I give light when it's dark.
I am made of wax and have a wick to burn.

I hold liquids like water or milk.
You can pour or drink from me.

table**apple****bubble****puddle****candle****bottle****beetle****handle**

Worksheet 4 • Comprehension**le words**

Read, then answer the questions.

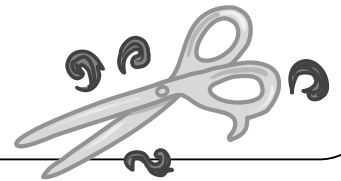
Noodle the Poodle's Terrible Day

Noodle the poodle thinks he's going to the park with Tess. But they drive to Shampoodles Dog Salon. It's Noodle's first visit to the groomer.

Noodle does not want to go. He does not want to dazzle. Noodle gets set to do battle.

With gentle hands, they brush Noodle's fur. They tackle the tangles. Fingers tickle him.

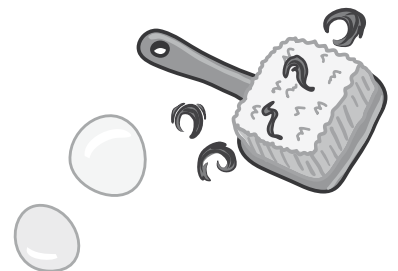
By the end, Noodle looks amazing.



- | | |
|--------------------------|---------------------------------------------------|
| 1 What is Noodle? | 2 Where is Noodle going? |
| a a poodle | a to the park to chase a ball |
| b a noodle | b for noodles with Tess |
| c a groomer | c his first visit to Shampoodles Dog Salon |

- 3** Which word means the same as dazzle?

- a** sparkle
- b** rattle
- c** hurtle



- 4** How do you think Noodles will feel next time he is at the dog salon?

Noodle the poodle's day takes a terrible turn when he finds himself visiting the groomer for the first time.



For lessons, games and hundreds more books head to

www.readingeggs.co.uk



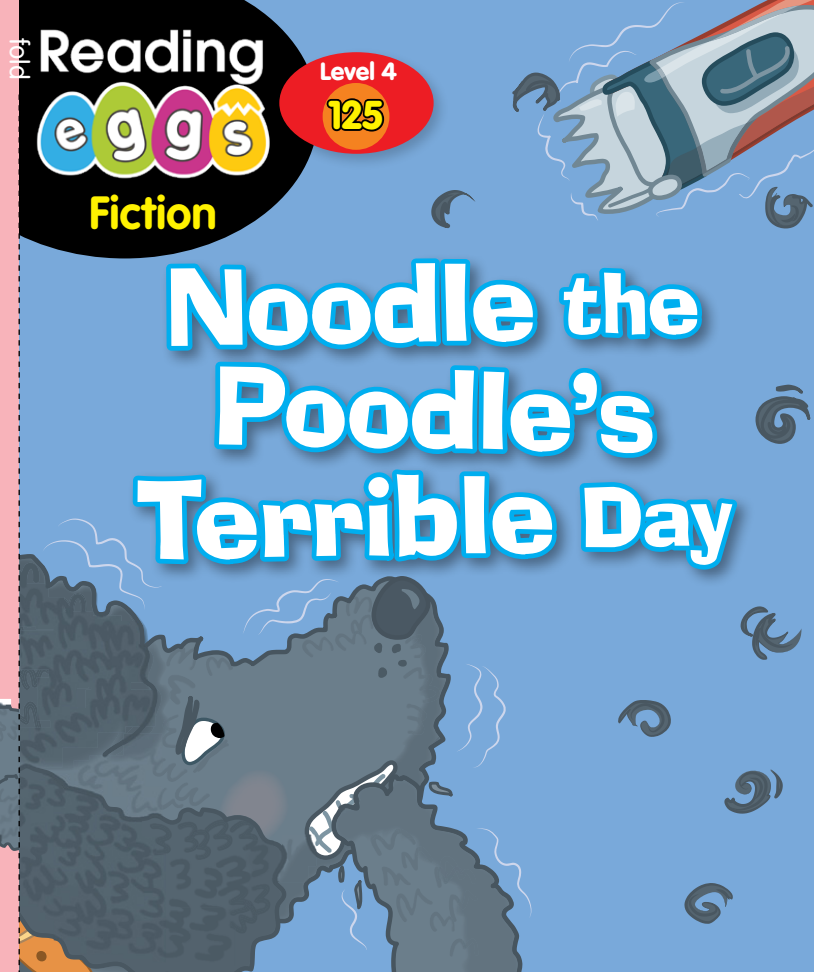
cut



Tess gasps when she sees him. "Wow, Noodle! Is that you? You look incredible!"

People in the street stop to admire Noodle as he struts back to the car. He has never felt this good!

Noodle the poodle wags his tail with its little puff of fur. Perhaps a day at Shampoodles Dog Salon was not so terrible after all!



Noodle the Poodle's Terrible Day

Sara Leman
Illustrated by Molly Sage



"Come on, Noodle!" yells Tess. "It's car time!" Tess rattles the front door handle. Noodle the poodle hurtles into the hall and barks with joy.

"We must be going to the park!" thinks Noodle. "This is going to be the BEST day!"

Noodle the Poodle's Terrible Day

| Level | Word count | Lexile |
|-------|------------|--------|
| 19 | 408 | 550L |

Words to know

Noodle, poodle, rattle, handle, hurtle, puddle, tumble, hole, scramble, people, purple, gentle, tremble, muzzle, dazzle, bubble, battle, cable, middle, struggle, horrible, grumble, terrible, gentle, tackle, tangle, tickle, settle, incredible, little

Reading Eggs
Noodle the Poodle's Terrible Day

ISBN 978-1-923253-22-3

Copyright © 2025 Blake eLearning

www.readingeggs.co.uk
Written by Sara Leman
Illustrated by Molly Sage
Editor: Stacey Belgre

cut



Noodle jumps into the back of the car and wags his tail. He is so excited!

"First I will chase the ball. Next, I will splash in a big puddle. Then I will tumble in the grass and dig a big hole!"

He cannot wait.

Write and draw

Write and draw the **le** words.

beetle

puzzle

Noodle the Poodle's Terrible Day
978-1-923253-22-3



Gentle hands begin to brush Noodle's fur. They tackle the tangles one at a time.

Fingers tickle Noodle under the chin and it feels so good!

Hands preen, pat and stroke Noodle as the clippers buzz. Noodle soon starts to settle and enjoy himself.

Today is Noodle's
first visit to the
groomer!



But wait!

Strong arms gather Noodle and lift him up on a table. A cable clips into the middle of his collar. Noodle tries to struggle but he cannot get free.

"This is horrible!" he grumbles and starts to tremble. How did the day turn out this terrible?

Noodle the Poodle's Terrible Day

Sara Leman
Illustrated by Molly Sage



Soon, the car stops. Noodle scrambles out into a street full of people. A glass door opens, and a man with a big sheepdog strides out. The dog has a purple ribbon in its fur.

"What is happening?" thinks Noodle.

"This is not the park."

He is right. *This* is Shampoodles Dog Salon and today is Noodle's first visit to the groomer!

Focus Questions

Where does Noodle think they are going?

How does Noodle feel when they get to the salon?

How does Noodle feel when he leaves the salon?



With a gentle tug on his harness, Tess steers Noodle inside the salon.

Noodle thinks the salon is hot and smells funny. He sees a ratty little dog in a tub full of bubbles. The dog shivers and trembles.

A dog with a muzzle snarls on a table. Metal clippers buzz as they cut the dog's coat.



"Now it's your turn, Noodle," smiles Tess.

"The people here will make you dazzle!"

But Noodle has a different plan. He will not let them dump *him* in a tub of bubbles. He will not let those clippers come close!

Noodle the poodle gets set to do battle!