



ADULT GUIDE · SPELLING PATTERNS

Keep every sound in consonant clusters

What this pack helps with

Hear, segment, blend and spell words with adjacent consonant sounds while preserving every phoneme.

Before you begin

An adult reads the instructions, models natural pronunciation where stated and keeps the first attempt visible.

Pencil. Optional counters or letter tiles for oral segmenting and rebuilding.

How to use evidence

Ask the learner to say the whole word, notice its sound sequence or known spelling, complete the task and explain the choice. Record exact evidence and one fresh recheck.

Print A4 at actual size. Child pages are 2–5; pages 6–7 contain models, rubrics and next steps. Colour is optional.

Limits and source

Adjacent consonants remain separate phonemes in these examples. This pack does not treat a consonant cluster as one sound or prove independent spelling across unfamiliar words. DfE national curriculum in England: English programmes of study and English Appendix 1 (OGL v3.0). Original TheLearnDen prompts, word sets and sentences. This is not an official assessment.



SAY · NOTICE · PRACTISE · CHECK

Keep every sound in consonant clusters

Name: _____ Date: _____

1. Notice both starting sounds

Say the word. Underline the two consonant letters named in the instruction.

stop

frog

clap

brush

The two consonant letters represent adjacent sounds here; do not merge them into one sound.

2. Notice both ending sounds

Say the word. Underline the two consonant letters named in the instruction.

tent

milk

hand

lamp

Say the whole word naturally, then stretch the ending enough to notice both sounds.



SAY · NOTICE · PRACTISE · CHECK

Keep every sound in consonant clusters

3. Map every sound

Say each word. Write one letter in each sound box.

frog

--	--	--	--

stop

--	--	--	--

milk

--	--	--	--

tent

--	--	--	--

The sound boxes are fixed for these printed words and this pronunciation model.

4. Blend every sound

Say the separated sounds, blend them and write the whole word.

c - l - a - p

f - r - o - g

h - a - n - d

l - a - m - p

Do not skip a sound because two consonants stand next to each other.



SAY · NOTICE · PRACTISE · CHECK

Keep every sound in consonant clusters

5. Find both consonant pairs

Underline the two starting consonants. Circle the two ending consonants.

plant

crisp

stamp

blend

These pairs are marked because their sounds are adjacent in these words.

6. Build with every tile

Order every tile. Copy the complete word.

b

r

u

sh

s

t

e

p

m

e

l

t

p

o

n

d

The tiles show the intended spelling; this task checks preservation and order, not spelling from memory.



SAY · NOTICE · PRACTISE · CHECK

Keep every sound in consonant clusters

7. Spell from adult dictation

The adult reads four sentences from the answer pages. Write each sentence. The target words are hidden here.

1. _____
2. _____
3. _____
4. _____

The adult reads the sentence; the child page does not reveal the target spellings.

8. Choose the next cluster step

Use the evidence from this pack.

cluster preserved accurately

sound omitted or transposed

word to segment again

fresh word to try

A short supported set cannot establish independent spelling across all adjacent-consonant words.



ADULT ANSWERS AND FEEDBACK · 1 OF 2

Use the model, record the evidence

Keep the unaided first attempt. Use each boundary and choose one fresh recheck. Do not total a score.

- 1** **st; fr; cl; br**
stop—st; frog—fr; clap—cl; brush—br Underline both adjacent consonant letters at the start of each word.
Look for: Keeps both consonants visible. Says each sound before blending. **Next:** Rebuild one word from separated sounds.

- 2** **nt; lk; nd; mp**
tent—nt; milk—lk; hand—nd; lamp—mp Underline both adjacent consonant letters at the end of each word.
Look for: Keeps the final sound sequence. Does not drop the quieter consonant. **Next:** Contrast one word with a version missing its final consonant.

- 3** **f-r-o-g; s-t-o-p; m-i-l-k; t-e-n-t**
f-r-o-g; s-t-o-p; m-i-l-k; t-e-n-t Say the printed word and write one letter in each sound box.
Look for: Records every sound in sequence. Preserves adjacent consonants in separate boxes. **Next:** Cover the word and repeat one segmentation.

- 4** **clap; frog; hand; lamp**
clap; frog; hand; lamp Blend every printed sound and write the whole word.
Look for: Uses every sound once. Keeps the sound order. **Next:** Reread the four words in a mixed order.



ADULT ANSWERS AND FEEDBACK · 2 OF 2

Use the model, record the evidence

Keep the unaided first attempt. Use each boundary and choose one fresh recheck. Do not total a score.

5 **pl|nt; cr|sp; st|mp; bl|nd**

plant—pl/nt; crisp—cr/sp; stamp—st/mp; blend—bl/nd Underline the starting pair and circle the ending pair.

Look for: Marks two letters at each end. Reads the middle vowel too. **Next:** Segment one whole word into all of its sounds.

6 **brush; step; melt; pond**

brush; step; melt; pond Order all the printed tiles and copy the complete word.

Look for: Uses every tile. Checks the consonants at the join. **Next:** Build one word again without seeing the model.

7 **A frog sat on a log. | Put the milk on the shelf. | The lamp is on. | I can clap.**

Adult targets: frog, milk, lamp, clap. Keep the target list on the adult page only. Adult says each complete sentence naturally, repeats it once, then records the learner's exact first spelling.

Look for: Preserves every adjacent consonant. Keeps the rest of each target word in order. **Next:** Choose one missed target for a new oral sentence.

8 **Adult-assessed evidence**

Example: kept fr in frog; omitted k in milk; segment lamp; try step. Record exact first-attempt evidence and one fresh recheck.

Look for: Names the sound sequence observed. Avoids a total score or broad mastery claim. **Next:** Repeat after a gap with a different word.