



ADULT GUIDE · WORD READING AND ALPHABET

Letter names and alphabet order

What this pack helps with

Name letters, distinguish names from example sounds, match case, classify vowel letters and use alphabetical order.

Before you begin

An adult reads the task instructions and gives a natural spoken model only where the adult guide says to do so.

Pencil and an optional familiar book for the next-step activity.

How to use evidence

Keep the unaided first attempt. Record spoken reading or letter-name evidence exactly; use the fixed models to give specific feedback and choose 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

This pack separates names, sounds, case and order. It does not replace systematic synthetic phonics or assess handwriting fluency. DfE national curriculum in England: English programmes of study and English Appendix 1 (OGL v3.0). Original TheLearnDen prompts and examples. This is not an official assessment.



SAY · NOTICE · PRACTISE · CHECK

Letter names and alphabet order

Name: _____ Date: _____

1. Say the letter names

The adult points in mixed order. Say each letter name.



Adult note _____

Letter names and speech sounds are different knowledge; record which one the learner gives.

2. Complete the alphabet runs

Write the missing middle letter.

a	→	_____	→	c
h	→	_____	→	j
m	→	_____	→	o
x	→	_____	→	z

This checks short printed runs, not recall of the whole alphabet independently.



SAY · NOTICE · PRACTISE · CHECK

Letter names and alphabet order

3. Match capital and lower case

Draw lines to match each capital with its lower-case form.

A

y

G

t

M

r

R

m

T

g

Y

a

Capital and lower-case forms share a letter name even when their shapes differ.

4. Sort vowel and consonant letters

Copy each letter into one group.

a

b

e

m

i

s

o

t

u

vowel letters

consonant letters

This classifies vowel and consonant letters; speech sounds need separate phonics teaching.



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Letter names and alphabet order

5. Say the name and example sound

Say the letter name. Then say its sound in the example word.

c name _____ in cat _____

f name _____ in fish _____

m name _____ in map _____

The example gives one sound for each letter; letters can represent other sounds in other words.

6. Put letters in order

Rewrite each set in alphabetical order.

d · a · c · b

p · m · o · n

z · w · y · x

These are bounded letter sets, not a complete independent alphabet recital.



SAY · NOTICE · PRACTISE · CHECK

Letter names and alphabet order

7. Order words by first letter

Use the first letters. Rewrite each set in alphabetical order.

sun · apple · moon

dog · fish · cat

red · yellow · blue

All words here begin with different letters; ordering words with the same first letter is a later step.

8. Choose the next alphabet step

Use the evidence from this pack.

letter names known

name/sound distinction to revisit

alphabet run to rehearse

fresh ordering set

Do not total a score or infer complete alphabet, handwriting or phonics mastery.



ADULT ANSWERS AND FEEDBACK · 1 OF 2

Use the model, record the evidence

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

1 Adult-assessed evidence

Adult records each letter name said, without supplying its sound as the answer. Point in the printed mixed order and record exact first-attempt responses.

Look for: Says letter names, not only sounds. Keeps lower-case forms distinct. **Next:** Recheck only missed names in a new order.

2 b; i; n; y

a b c; h i j; m n o; x y z Write the missing middle letter in each printed run.

Look for: Uses alphabetical order. Forms the intended lower-case letter recognisably. **Next:** Ask for the letter immediately before and after one answer.

3 a; g; m; r; t; y

A—a; G—g; M—m; R—r; T—t; Y—y Match each capital with the same lower-case letter.

Look for: Matches letter identity across case. Does not match by visual size alone. **Next:** Find the pair in a familiar book.

4 vowels: a, e, i, o, u; consonants: b, m, s, t

vowels: a, e, i, o, u; consonants: b, m, s, t Copy every printed letter into one group.

Look for: Uses all five vowel letters. Places each printed letter once. **Next:** Sort a fresh set containing upper-case forms.



ADULT ANSWERS AND FEEDBACK · 2 OF 2

Use the model, record the evidence

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

5 **cee|/k/ in cat; ef|/f/ in fish; em|/m/ in map**

c: cee and /k/ in cat; f: ef and /f/ in fish; m: em and /m/ in map Say the letter name, then the sound in the printed example word.

Look for: Keeps name and sound roles distinct. Uses the supplied example word. **Next:** Repeat with a new familiar letter.

6 **a b c d; m n o p; w x y z**

a b c d; m n o p; w x y z Rewrite each set in alphabetical order.

Look for: Uses each letter once. Checks neighbouring order. **Next:** Add one preceding or following letter.

7 **apple moon sun; cat dog fish; blue red yellow**

apple, moon, sun; cat, dog, fish; blue, red, yellow Order each set by its first letter.

Look for: Compares the first letters. Copies each whole word once. **Next:** Try a set whose first two letters match with adult support.

8 **Adult-assessed evidence**

Example: named m/s/a; revisit c name and sound; rehearse h-j; order ant, dog, sun. Record first-attempt evidence and one precise recheck.

Look for: Separates name, sound and order evidence. Chooses one fresh practice item. **Next:** Repeat in a mixed order after a gap.