



ADULT GUIDE · PHONOLOGICAL AWARENESS

Blend and read simple words

What this pack helps with

Recall taught correspondences, blend phonemes and read reviewed simple words for an adult.

Before you begin

An adult says speech sounds cleanly, follows the learner's taught phonics programme and records first attempts.

Pencil and optional counters. Use only correspondences and real words already taught unless a task is visibly labelled constructed-word practice.

How to use evidence

Say whole words naturally. Avoid added schwa on isolated consonants where possible. Keep hearing, blending, reading, segmenting and spelling as separate evidence and record one precise next step.

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

Examples are programme-, word- and accent-bound. A completed sheet does not prove fluent reading, independent spelling, universal pronunciation rules or topic mastery. DfE national curriculum in England: English programmes of study and English Appendix 1 (OGL v3.0). Original TheLearnDen tasks; the eight constructed words are reused from the separately reviewed phonics-check source. This is not an official assessment.



LISTEN · SAY · BLEND · SEGMENT

Blend and read simple words

Name: _____ Date: _____

1. Say the taught sounds

Say the taught sound for each letter. The adult records the first response.

a	b	c	d	e
f	g	h	i	

The adult judges the taught sound in the learner's phonics programme.

2. Say the taught sounds

Say the taught sound for each letter. The adult records the first response.

j	k	l	m	n
o	p	q	r	

Letter-to-sound evidence depends on the taught phonics programme.



LISTEN · SAY · BLEND · SEGMENT

Blend and read simple words

3. Say the taught sounds

Say the taught sound for each letter. The adult records the first response.

s	t	u	v	w
x	y	z		

Some letters represent more than one sound; this is a programme-bound check.

4. Blend the sound buttons

Say the sounds, sweep through them and write the whole word.

s	u	n	_____
sh	i	p	_____
ch	o	p	_____
r	ai	n	_____

The printed sound buttons support blending; whole-word oral reading still needs an adult to hear it.



LISTEN · SAY · BLEND · SEGMENT

Blend and read simple words

5. Blend and choose

Blend every sound and circle the matching whole word.

m a p

mat

map

mop

f i sh

fit

fish

fin

b oa t

boot

boat

bit

n igh t

net

night

nut

This is supported selection from printed choices, not independent reading evidence.

6. Read for an adult

Read each word aloud. The adult records the first attempt.

ten

fish

boat

green

chip

moon

rain

night

Only an adult-heard response is evidence that the child read the printed word.



LISTEN · SAY · BLEND · SEGMENT

Blend and read simple words

7. Join the word parts

Join the printed parts and write the complete word.

s + un

m + ap

sh + ip

tr + ee

Onset and rime can support a taught word; they do not replace phoneme-by-phoneme decoding.

8. Choose the next blending step

Use the evidence from this pack.

sound correspondence to revisit

word blended accurately

word guessed or paused on

fresh taught word

This bounded set cannot establish fluent or complete word reading.



ADULT ANSWERS AND FEEDBACK · 1 OF 2

Use the model, record the evidence

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

1 Adult-heard or adult-recorded evidence

Adult records the sound given for each printed letter from a to i. Use the taught programme pronunciation; do not require letter names. Record omissions or added schwa.

Look for: Gives the taught sound. Keeps letter names separate. **Next:** Choose two uncertain correspondences for a fresh mixed-order check.

2 Adult-heard or adult-recorded evidence

Adult records the sound given for each printed letter from j to r. Use the taught programme pronunciation; accept the programme's treatment of q with u.

Look for: Gives the taught sound. Avoids added schwa where possible. **Next:** Revisit two uncertain correspondences in words.

3 Adult-heard or adult-recorded evidence

Adult records the sound given for each printed letter from s to z. Use the taught programme pronunciation and record the learner's actual response.

Look for: Gives the taught sound. Keeps letter names separate. **Next:** Mix two secure and two uncertain correspondences.

4 sun; ship; chop; rain

s-u-n → sun; sh-i-p → ship; ch-o-p → chop; r-ai-n → rain Say each phoneme, sweep through the word and write the whole word.

Look for: Keeps digraphs together. Blends without guessing from the first sound. **Next:** Blend one fresh taught word with the same structure.



ADULT ANSWERS AND FEEDBACK · 2 OF 2

Use the model, record the evidence

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

5 map; fish; boat; night

m-a-p—map; f-i-sh—fish; b-oa-t—boat; n-igh-t—night Blend the printed phonemes and circle the matching whole word.

Look for: Uses every printed phoneme. Checks the whole word, not only the first letter. **Next:** Cover the choices and blend one item aloud.

6 Adult-heard or adult-recorded evidence

Adult records the first natural reading of all eight reviewed words. Use only after these grapheme-phoneme correspondences have been taught. Record substitutions or pauses exactly.

Look for: Reads the complete word. Blends rather than guessing. **Next:** Choose two words for a fresh mixed-order recheck.

7 sun; map; ship; tree

s + un—sun; m + ap—map; sh + ip—ship; tr + ee—tree Join the printed parts and write the complete reviewed word.

Look for: Reads both parts. Writes the complete word. **Next:** Blend the same word from phoneme buttons.

8 Adult-assessed next step

Example: revisit q; blended ship; paused on green; try sheep. Record exact evidence from the adult-heard first attempt.

Look for: Separates sound recall from word reading. Names a fresh taught word. **Next:** Recheck in mixed order after a gap.