



ADULT GUIDE · PROGRAMME-AWARE PRACTICE

Read common exception words

What this pack helps with

Read common exception words accurately, notice exact letter order, connect selected words with meaning and use observed evidence to choose a short rereading set.

Before you begin

An adult identifies which words have already been taught in the learner's systematic phonics programme. Read instructions aloud and accept pointing, oral spelling or adult scribing when writing is the barrier.

Pencil and a card or spare paper for cover-and-write practice.

How to use evidence

Record accurate reading, self-correction and uncertainty separately. Do not time, total or turn the example list into a pass threshold.

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

The DfE Appendix 1 list used here is explicitly an example list; the number, order and choice of exception words vary by phonics programme. These packs do not define an exhaustive Year 1 list, certify every accent or replace systematic phonics teaching. DfE Year 1 English and English Appendix 1 (England; OGL v3.0). Original TheLearnDen prompts and invented distractors. This is not an official assessment.



READ · NOTICE · PRACTISE · CHECK

Read common exception words

Name: _____ Date: _____

1. Exact word match

Circle the word that is exactly the same as the target.

said	said	sade	sed
were	wear	were	wer
friend	freind	friend	frend
school	scool	school	skool
house	howse	hous	house
once	wonce	once	ons

These are printed-word matches. An adult checks the local pronunciation; a look-alike is not accepted as the same spelling.

2. Read words in phrases

Read the words, then complete each phrase.

A building where a family lives:

house

school

friend

We go to _____ today.

school

some

where

Ask your _____.

house

friend

once

Put the book over _____.

their

there

they

Each printed clue has one bank answer. Read every option as a word before using the clue; context supports meaning but is not a guessing shortcut.



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3. Match word and meaning

Write the matching word beside each meaning clue.

the place where lessons happen

a person you know and like

this day

at one time

the place someone lives

feel warm care for

love

house

once

today

friend

school

Meaning clues support vocabulary. They do not prove independent decoding of an unseen word.

4. Choose the word that fits

Choose the word that makes each sentence work.

I

you

your

they

he

she

we

me

my

his

_____ am ready.

The book belongs to you. It is
_____ book.

Mia and Leo are playing. _____
are playing.

Sam gave it to the speaker. Sam gave
it to _____.

Mia and I can help. _____ can
help together.

The coat belongs to Ben. It is
_____ coat.

Each cue names the owner, people or speaker needed for one answer. The adult still checks that the chosen word itself is read accurately.



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5. Adult reading record

Read each word. Adult key: **R** read · **S** self-corrected · **V** revisit.

the ☐ R ☐ S ☐ V	a ☐ R ☐ S ☐ V	do ☐ R ☐ S ☐ V	to ☐ R ☐ S ☐ V	today ☐ R ☐ S ☐ V
of ☐ R ☐ S ☐ V	said ☐ R ☐ S ☐ V	says ☐ R ☐ S ☐ V	are ☐ R ☐ S ☐ V	were ☐ R ☐ S ☐ V
was ☐ R ☐ S ☐ V	is ☐ R ☐ S ☐ V	his ☐ R ☐ S ☐ V	has ☐ R ☐ S ☐ V	I ☐ R ☐ S ☐ V

This is an adult observation of Appendix examples, not a timed score or universal programme list. Pronunciation is checked in the learner's accent.

6. Adult reading record

Read each word. Adult key: **R** read · **S** self-corrected · **V** revisit.

you ☐ R ☐ S ☐ V	your ☐ R ☐ S ☐ V	they ☐ R ☐ S ☐ V	be ☐ R ☐ S ☐ V	he ☐ R ☐ S ☐ V
me ☐ R ☐ S ☐ V	she ☐ R ☐ S ☐ V	we ☐ R ☐ S ☐ V	no ☐ R ☐ S ☐ V	go ☐ R ☐ S ☐ V
so ☐ R ☐ S ☐ V	by ☐ R ☐ S ☐ V	my ☐ R ☐ S ☐ V	here ☐ R ☐ S ☐ V	there ☐ R ☐ S ☐ V

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7. Adult reading record

Read each word. Adult key: **R** read · **S** self-corrected · **V** revisit.

where ☐ R ☐ S ☐ V	love ☐ R ☐ S ☐ V	come ☐ R ☐ S ☐ V	some ☐ R ☐ S ☐ V	one ☐ R ☐ S ☐ V
once ☐ R ☐ S ☐ V	ask ☐ R ☐ S ☐ V	friend ☐ R ☐ S ☐ V	school ☐ R ☐ S ☐ V	put ☐ R ☐ S ☐ V
push ☐ R ☐ S ☐ V	pull ☐ R ☐ S ☐ V	full ☐ R ☐ S ☐ V	house ☐ R ☐ S ☐ V	our ☐ R ☐ S ☐ V

This is an adult observation of Appendix examples, not a timed score or universal programme list. Pronunciation is checked in the learner's accent.

8. Choose the next reading step

Use the evidence from this pack.

words I read accurately

words I self-corrected

up to five words to revisit

how we will check again

The Appendix gives examples and/or other words according to the phonics programme. This sheet does not define one exhaustive Year 1 list.



ADULT ANSWERS AND FEEDBACK · 1 OF 2

Check the evidence, choose the next step

Fixed models check the printed task. Adult-assessed tasks use the learner's actual reading or spelling attempt. Do not total a score.

1 **said; were; friend; school; house; once**

said; were; friend; school; house; once The child identifies the exact printed target. Read each target aloud after choosing it.

Look for: Uses every letter and its order, rather than the first letter alone. Reads the selected word after matching. **Next:** Revisit one confused pair with the school phonics programme.

2 **house; school; friend; there**

house; school; friend; there Read the bank word first, then reread the completed phrase. Context confirms meaning but does not replace reading the word.

Look for: Selects the only word that fits the printed meaning or grammar. Can point to or read the selected word. **Next:** Practise the selected word in one new short phrase.

3 **the place where lessons happen: school; a person you know and like: friend; this day: today; at one time: once; the place someone lives: house; feel warm care for: love**

school; friend; today; once; house; love Accept the printed word matched to each plain-language clue after the child reads it.

Look for: Word and meaning agree. The child does not rely only on word length. **Next:** Use one matched word in an oral sentence.

4 **I; your; they; me; we; his**

I; your; they; me; we; his Use each printed cue and bank word exactly. Read the completed sentence aloud.

Look for: Uses the named person or speaker cue to select the only fitting word. Keeps I as a capital letter. **Next:** Contrast one confused pair, such as you/your or he/his, in two spoken sentences.



ADULT ANSWERS AND FEEDBACK · 2 OF 2

Check the evidence, choose the next step

Fixed models check the printed task. Adult-assessed tasks use the learner's actual reading or spelling attempt. Do not total a score.

5 Adult-assessed evidence

Adult record for example-word set 1. Mark a word only after it is read accurately in the learner's programme and accent. Self-correction may be recorded separately.

Look for: Checks the exact printed word. Keeps hesitation, decoding and automatic reading as observations rather than a score. **Next:** Choose no more than five observed words for focused rereading.

6 Adult-assessed evidence

Adult record for example-word set 2. Mark a word only after it is read accurately in the learner's programme and accent. Self-correction may be recorded separately.

Look for: Checks the exact printed word. Keeps hesitation, decoding and automatic reading as observations rather than a score. **Next:** Choose no more than five observed words for focused rereading.

7 Adult-assessed evidence

Adult record for example-word set 3. Mark a word only after it is read accurately in the learner's programme and accent. Self-correction may be recorded separately.

Look for: Checks the exact printed word. Keeps hesitation, decoding and automatic reading as observations rather than a score. **Next:** Choose no more than five observed words for focused rereading.

8 Adult-assessed evidence

Example: "I read come and some accurately. I self-corrected where. I will revisit said and says, then read them in two new sentences." Use actual reading evidence and choose a short next set. Do not infer mastery from confidence or a total.

Look for: Names exact words from the record. Separates accurate reading from self-correction or uncertainty. States a concrete rereading check. **Next:** Use the chosen programme materials, then repeat only the selected words in fresh phrases.