



ADULT GUIDE · GRAPHEME STRUCTURES

Consonant digraphs and word endings

What this pack helps with

Notice, read and complete reviewed words containing consonant digraphs and selected final spellings.

Before you begin

An adult reads the instructions and models natural pronunciation without supplying an answer unless the task says to.

Pencil. Optional letter tiles for rebuilding one reviewed word.

How to use evidence

Ask the learner to say the whole word, notice the printed grapheme, complete the task and explain what the letters are doing in that word. Retain the first attempt 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

Every claim is bound to the named word. Letter groups can behave differently elsewhere, and supported matching or copying does not prove independent decoding or spelling. 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 · WRITE · CHECK

Consonant digraphs and word endings

Name: _____ Date: _____

1. Find the letter team

Underline the consonant digraph in each word.

ship _____

chop _____

thin _____

ring _____

In these named words, the two marked letters work together to represent a sound. The same letters can behave differently in other words.

2. Match team to word

Draw a line from each grapheme to its word.

sh

chin

ch

bath

th

song

ng

shop

The match is fixed by these printed words and the adult's natural pronunciation.



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3. Choose ng or nk

Use the sentence. Choose ng or nk and write the whole word.

The bell will ri__.

☐ ng ☐ nk

The boat may si__.

☐ ng ☐ nk

We sang a so__.

☐ ng ☐ nk

The shell is pi__.

☐ ng ☐ nk

In these words, ng ends with /ŋ/ while nk includes a following /k/ sound; accent and word choice still matter.

4. Complete known words

Add ph. Write each complete word.

__one

dol__in

al__abet

gra__

In these reviewed words, ph represents /f/. This does not mean every /f/ sound is spelt ph.



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Consonant digraphs and word endings

5. Complete known words

Add **wh**. Write each complete word.

___en

___ip

___isk

___ich

These exact words begin with wh. Pronunciation varies by accent; the spelling is learned with the whole word.

6. Complete known words

Add **ck**. Write each complete word.

du___

ba___

ne___

so___

The printed examples use ck after one short vowel. They do not establish a rule for every word ending in /k/.



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Consonant digraphs and word endings

7. Sort ll and ss endings

Write each word under its ending.

ll

ss

bell · fill · dress · miss

ll

ss

The doubled endings belong to these named words. Copying and sorting do not prove spelling from memory.

8. Choose the next grapheme step

Use the evidence from this pack.

grapheme read accurately

word to revisit

contrast to hear again

fresh word to try

This bounded word set cannot establish independent reading or spelling across all consonant digraphs.



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 sh; ch; th; ng**
ship—sh; chop—ch; thin—th; ring—ng Underline both letters in the named group.
Look for: Keeps both letters together. Says the whole word after marking. **Next:** Use one marked word in a short oral sentence.

- 2 sh—shop; ch—chin; th—bath; ng—song**
sh—shop; ch—chin; th—bath; ng—song Draw one line from each printed grapheme to its matching word.
Look for: Reads the complete word. Matches by the grapheme and sound together. **Next:** Cover the grapheme labels and find them in the words.

- 3 ring; sink; song; pink**
ring; sink; song; pink Use the sentence, choose ng or nk and write the complete word.
Look for: Keeps ng and nk distinct. Reads the completed sentence. **Next:** Contrast one new reviewed pair such as sing/sink.

- 4 phone; dolphin; alphabet; graph**
phone; dolphin; alphabet; graph Add ph to each frame and write the complete word.
Look for: Uses both letters. Reads each known word naturally. **Next:** Revisit one word without the frame.



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.

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- 5** **when; whip; whisk; which**
when; whip; whisk; which Add wh to each frame and write the complete word.
Look for: Uses both letters. Checks the whole word. **Next:** Use one completed word in a sentence.
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- 6** **duck; back; neck; sock**
duck; back; neck; sock Add ck to each frame and write the complete word.
Look for: Uses both final letters. Checks the short vowel in the printed word. **Next:** Build one word from letter tiles.
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- 7** **ll:bell,fill; ss:dress,miss**
ll—bell, fill; ss—dress, miss Write each complete word under its printed ending.
Look for: Preserves the doubled final letters. Reads the complete word. **Next:** Contrast one new reviewed ll/ss pair.
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- 8** **Adult-assessed evidence**
Example: read sh in ship; revisit which; hear sing/sink; try shell. Record exact first-attempt evidence and one fresh recheck.
Look for: Names the grapheme and word. Avoids a broad phonics score. **Next:** Repeat after a gap with a different word.
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