



ADULT GUIDE · PHONOLOGICAL AWARENESS

Decode new and constructed words

What this pack helps with

Use taught correspondences to decode new real words and reviewed constructed practice items, then investigate word-bound alternative pronunciations.

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

Decode new and constructed words

Name: _____ Date: _____

1. Blend constructed practice words

These are constructed practice words. Blend every sound and circle the matching whole word.

m i p

vib

mip

grib

v i b

florp

grib

vib

z o f

zof

ulk

choib

th u f

mip

thuf

florp

Every printed option is a reviewed constructed practice item and does not carry vocabulary meaning.

2. Read constructed words for an adult

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

mip

vib

zof

ulk

thuf

choib

florp

grib

These are reviewed constructed words reused from the phonics-check source; they are not vocabulary words.



LISTEN · SAY · BLEND · SEGMENT

Decode new and constructed words

3. Order the decoding strategy

Write 1, 2 and 3 to put the shuffled decoding steps in order.

_____ Check every grapheme. _____

_____ Say each taught sound. _____

_____ Blend through the whole word. _____

The shuffled order must be worked out. The strategy applies only to words containing taught grapheme-phoneme correspondences.

4. Decode adult-selected new words

The adult selects four new decodable words from your taught programme. Read each aloud.

1. _____

2. _____

3. _____

4. _____

The worksheet cannot certify a word as decodable without the learner's taught programme.



LISTEN · SAY · BLEND · SEGMENT

Decode new and constructed words

5. Hear different pronunciations

The adult models each pair. Read after the model and describe what changes.

sea

head

meat

bread

The same grapheme can represent different sounds; accent and word choice matter.

6. Hear different pronunciations

The adult models each pair. Read after the model and describe what changes.

out

soup

cloud

young

The same grapheme can represent different sounds; accent and word choice matter.



LISTEN · SAY · BLEND · SEGMENT

Decode new and constructed words

7. Hear different pronunciations

The adult models each pair. Read after the model and describe what changes.

cow

snow

tie

field

Alternative pronunciations are word- and accent-bound and require an adult-heard model.

8. Choose the next decoding step

Use the evidence from this pack.

taught correspondence secure

constructed word blended

new real word attempted

pronunciation pair to revisit

This bounded pack cannot establish independent decoding across all unfamiliar words.



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** **mip; vib; zof; thuf**
m-i-p—mip; v-i-b—vib; z-o-f—zof; th-u-f—thuf Blend every printed phoneme and circle the matching constructed word. Every printed option comes from the reviewed source set.
Look for: Uses all phonemes in order. Treats the result as a practice item, not vocabulary. **Next:** Cover the choices and blend one item aloud.
- 2** **Adult-heard or adult-recorded evidence**
Adult records first readings of: mip; vib; zof; ulk; thuf; choib; florp; grib. Use the approved reviewed constructed-word set. Show the child only the printed words and record substitutions or pauses.
Look for: Blends unfamiliar strings from taught correspondences. Does not assign a meaning. **Next:** Choose two items for a fresh mixed-order check.
- 3** **3; 1; 2**
Write 3 beside Check every grapheme; 1 beside Say each taught sound; 2 beside Blend through the whole word. Number the three shuffled steps in the order used for a new decodable word.
Look for: Starts from taught correspondences. Checks the whole word after blending. **Next:** Use the sequence with one adult-selected decodable word.
- 4** **Adult-heard or adult-recorded evidence**
Adult writes the four selected words and records first readings. Select words from the learner's current phonics programme; do not use an untaught correspondence.
Look for: Uses taught sounds to blend. Records substitutions or pauses exactly. **Next:** Revisit one correspondence observed in an error.



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 Adult-heard or adult-recorded evidence

Adult models sea/head and meat/bread naturally. Child reads after the model and sorts words by the heard vowel sound; adult records the grouping.

Look for: Uses whole-word pronunciation. Does not state that ea always has one sound. **Next:** Revisit one pair in a spoken sentence.

6 Adult-heard or adult-recorded evidence

Adult models out/soup and cloud/young naturally. Child reads after the model and groups only these printed words by heard vowel sound.

Look for: Uses whole-word pronunciation. Keeps the claim to the printed examples. **Next:** Find one fresh taught ou word and model it.

7 Adult-heard or adult-recorded evidence

Adult models cow/snow and tie/field naturally. Child reads after the model and describes what changes in these exact pairs.

Look for: Hears the whole word. Does not turn the examples into universal rules. **Next:** Revisit one pair after a gap.

8 Adult-assessed next step

Example: secure sh; blended thuf; attempted green; revisit cow/snow. Record exact adult-heard evidence and the source of any selected real word.

Look for: Separates constructed and real-word evidence. Names a precise next step. **Next:** Recheck one item without a model.