



ADULT GUIDE · NAMED VOWEL PATTERNS

Long ai, ee and igh

What this pack helps with

Read, notice, complete and revisit reviewed words containing named vowel graphemes.

Before you begin

An adult reads instructions, models natural pronunciation where stated and keeps first attempts visible.

Pencil. Use only words already taught in the learner's phonics programme for transfer practice.

How to use evidence

Say each whole word naturally. Keep reading, supported completion, oral dictation and spelling from memory as separate evidence. 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 word- and accent-bound. One grapheme can represent different sounds and one sound can have different spellings. A completed sheet does not prove independent decoding, spelling or topic mastery. 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

Long ai, ee and igh

Name: _____ Date: _____

1. Find the named grapheme

Underline every letter in **ai**. Read the whole word.

rain _____

train _____

snail _____

tail _____

In these named words, ai represents the target sound. The same letters can behave differently elsewhere.

2. Complete the reviewed words

Add **ai**. Write the complete word.

r__n _____

tr__n _____

sn__l _____

t__l _____

This is supported completion of reviewed words; it does not prove independent spelling or a universal rule.



SAY · NOTICE · WRITE · CHECK

Long ai, ee and igh

3. Find the named grapheme

Underline every letter in **ee**. Read the whole word.

tree

feet

green

sleep

In these named words, ee represents the target sound. The same letters can behave differently elsewhere.

4. Complete the reviewed words

Add **ee**. Write the complete word.

tr__

f__t

gr__n

sl__p

This is supported completion of reviewed words; it does not prove independent spelling or a universal rule.



SAY · NOTICE · WRITE · CHECK

Long ai, ee and igh

5. Find the named grapheme

Underline every letter in **igh**. Read the whole word.

night

light

high

sigh

In these named words, igh represents the target sound. The same letters can behave differently elsewhere.

6. Complete the reviewed words

Add **igh**. Write the complete word.

n__t

l__t

h__

s__

This is supported completion of reviewed words; it does not prove independent spelling or a universal rule.



SAY · NOTICE · WRITE · CHECK

Long ai, ee and igh

7. Spell from adult dictation

The adult reads three sentences from the answer pages. Write each sentence. The targets are hidden here.

1. _____

2. _____

3. _____

The adult holds the target sentences; the child page does not reveal them.
Dictation records first-attempt spelling, not composition.

8. Choose the next vowel step

Use the evidence from this pack.

grapheme read accurately

word to spell again

fresh taught word

date to recheck

A bounded ai/ee/igh set cannot establish complete long-vowel spelling knowledge.



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 ai; ai; ai; ai**
rain—ai; train—ai; snail—ai; tail—ai Underline every letter in the printed grapheme.
Look for: Keeps the complete grapheme together. Reads the whole word after marking. **Next:** Cover the label and find the grapheme in one fresh taught word.

- 2 rain; train; snail; tail**
rain; train; snail; tail Add the printed grapheme and write each complete word.
Look for: Copies every grapheme letter accurately. Reads the completed word naturally. **Next:** Spell one reviewed word again after a short gap.

- 3 ee; ee; ee; ee**
tree—ee; feet—ee; green—ee; sleep—ee Underline every letter in the printed grapheme.
Look for: Keeps the complete grapheme together. Reads the whole word after marking. **Next:** Cover the label and find the grapheme in one fresh taught word.

- 4 tree; feet; green; sleep**
tree; feet; green; sleep Add the printed grapheme and write each complete word.
Look for: Copies every grapheme letter accurately. Reads the completed word naturally. **Next:** Spell one reviewed word again after a short gap.



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.

5 igh; igh; igh; igh

night—igh; light—igh; high—igh; sigh—igh Underline every letter in the printed grapheme.

Look for: Keeps the complete grapheme together. Reads the whole word after marking. **Next:** Cover the label and find the grapheme in one fresh taught word.

6 night; light; high; sigh

night; light; high; sigh Add the printed grapheme and write each complete word.

Look for: Copies every grapheme letter accurately. Reads the completed word naturally. **Next:** Spell one reviewed word again after a short gap.

7 Rain fell on the path. | I can see green trees. | The light is bright.

Rain fell on the path. | I can see green trees. | The light is bright. Adult says each complete sentence naturally, repeats once if needed and records the first unaided spelling.

Look for: Keeps the target grapheme in each word. Writes a recognisable sentence with spaces. **Next:** Choose one missed target for a fresh oral sentence.

8 Adult-assessed evidence

Example: read igh; spell green again; try paint; recheck Friday. Record exact evidence and one fresh taught word.

Look for: Names a word and grapheme, not a broad score. Keeps reading and spelling evidence separate. **Next:** Recheck without showing the answer first.