



ADULT GUIDE · NAMED VOWEL PATTERNS

Long oa and oo

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 oa and oo

Name: _____ Date: _____

1. Find the named grapheme

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

boat _____

coat _____

road _____

soap _____

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

2. Complete the reviewed words

Add **oa**. Write the complete word.

b__t _____

c__t _____

r__d _____

s__p _____

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



SAY · NOTICE · WRITE · CHECK

Long oa and oo

3. Find the named grapheme

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

moon

food

room

boot

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

4. Complete the reviewed words

Add **oo**. Write the complete word.

m__n

f__d

r__m

b__t

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



SAY · NOTICE · WRITE · CHECK

Long oa and oo

5. Hear long and short oo

The adult says each pair. Circle the word with the long oo sound.

moon

book

food

foot

pool

wool

boot

good

The grapheme oo represents more than one sound. Accent and word choice matter; the adult models these printed pairs.

6. Use the sentence

Use the sentence. Add the printed grapheme and write the complete word.

The b____t is on the lake.

oa

The m____n is bright.

oo

We walked along the
r____d.

oa

The f____d is hot.

oo

The sentence fixes each reviewed word; it does not make oa and oo interchangeable.



SAY · NOTICE · WRITE · CHECK

Long oa and oo

7. Read for an adult

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

boat	coat	road	soap
moon	food	room	boot

Only an adult-heard response is evidence of oral reading. This page cannot score pronunciation automatically.

8. Choose the next vowel step

Use the evidence from this pack.

oa word read

long oo word read

contrast to revisit

fresh taught word

A short oa/long-oo set cannot establish independent reading or spelling across unfamiliar words.



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** **oa; oa; oa; oa**
boat—oa; coat—oa; road—oa; soap—oa 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** **boat; coat; road; soap**
boat; coat; road; soap 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** **oo; oo; oo; oo**
moon—oo; food—oo; room—oo; boot—oo 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** **moon; food; room; boot**
moon; food; room; boot 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 moon; food; pool; boot

moon; food; pool; boot Adult says each pair naturally; circle the word using the long oo sound in this model.

Look for: Uses the spoken word and spelling together. Does not assume every oo sounds the same. **Next:** Revisit one long/short pair after a gap.

6 boat; moon; road; food

boat; moon; road; food Use the sentence and printed choice to write each complete word.

Look for: Uses meaning to identify the word. Writes the whole word, not only the grapheme. **Next:** Write one selected word in a new oral sentence.

7 Adult-assessed evidence

Adult records the first natural reading of all eight printed words. Accept the learner's usual accent; record substitutions or pauses exactly.

Look for: Reads the complete word. Keeps long and short oo evidence distinct. **Next:** Choose two words for a fresh mixed-order recheck.

8 Adult-assessed evidence

Example: read boat; read moon; revisit food/foot; try soap. Record exact word evidence and one fresh taught word.

Look for: Names the evidence actually heard. Avoids a complete-topic claim. **Next:** Recheck in mixed order after a gap.