



ADULT GUIDE · PHONOLOGICAL AWARENESS

Segment sounds for spelling

What this pack helps with

Segment spoken words, connect phonemes to taught spellings and keep oral and written evidence separate.

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

Segment sounds for spelling

Name: _____ Date: _____

1. Count the phonemes

Say each word. Circle the number of speech sounds.

sun

2

3

4

fish

2

3

4

nest

3

4

5

boat

2

3

4

Segment the spoken word. Printed letters are a support, not the definition of a phoneme.

2. Write one spelling per sound

Say the reviewed word. Write one taught spelling in each sound box.

sun

fish

chat

moon

This task uses taught spellings to record heard phonemes; other words may spell the same sound differently.



LISTEN · SAY · BLEND · SEGMENT

Segment sounds for spelling

3. Track each sound position

Write the first, middle and final sound spellings.

cat			
shop			
rain			
moon			

The table records phoneme positions with taught spellings, not letter counts.

4. Choose the sound split

Say the word. Circle the split with one taught spelling per phoneme.

ship	sh-i-p	s-h-i-p	sh-ip
tent	t-e-n-t	te-n-t	t-en-t
boat	b-oa-t	bo-a-t	b-o-a-t
ring	r-i-ng	r-in-g	ri-n-g

The spelling is already taught; the task checks segmentation structure.



LISTEN · SAY · BLEND · SEGMENT

Segment sounds for spelling

5. Segment from adult speech

The adult says four hidden words. Say the phonemes in order.

1. _____
2. _____
3. _____
4. _____

The target words stay on the adult page so the evidence is oral segmentation, not reading.

6. Choose and spell

The adult says the target word. Circle the vowel and write the complete word.

c_t

a

e

i

h_n

i

o

e

p_g

a

i

u

s_n

o

a

u

Choosing a printed vowel is supported spelling; it does not prove independent spelling from memory.



LISTEN · SAY · BLEND · SEGMENT

Segment sounds for spelling

7. Segment, then spell from memory

The adult says three hidden words. Segment each aloud, then spell it from memory.

1. _____
2. _____
3. _____

The target spellings stay on the adult page; segmenting and spelling are recorded separately.

8. Choose the next segmenting step

Use the evidence from this pack.

word segmented orally

phoneme position missed

supported spelling completed

word to spell from memory

A short set cannot establish complete segmentation or spelling knowledge.



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** **3; 3; 4; 3**
sun—3; fish—3; nest—4; boat—3 Adult says each word naturally; child stretches and circles the phoneme count.
Look for: Counts speech sounds, not letters. Keeps digraphs together. **Next:** Use one counter per phoneme for a fresh word.
- 2** **s / u / n; f / i / sh; ch / a / t; m / oo / n**
sun—s/u/n; fish—f/i/sh; chat—ch/a/t; moon—m/oo/n Say the reviewed word and write one grapheme for each phoneme in the boxes.
Look for: Uses one sound slot per phoneme. Keeps digraph spellings in one slot. **Next:** Segment one fresh taught word with counters first.
- 3** **c / a / t; sh / o / p; r / ai / n; m / oo / n**
cat—c/a/t; shop—sh/o/p; rain—r/ai/n; moon—m/oo/n Write the taught grapheme for the first, middle and final phoneme.
Look for: Tracks all three positions. Keeps digraphs in one position. **Next:** Swap one position to build a fresh taught word.
- 4** **sh-i-p; t-e-n-t; b-oa-t; r-i-ng**
ship—sh-i-p; tent—t-e-n-t; boat—b-oa-t; ring—r-i-ng Say the word and circle the segmentation that gives one taught grapheme per phoneme.
Look for: Preserves every phoneme. Keeps digraphs together. **Next:** Build one selected word with counters.



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 prompts: sun; fish; boat; night. Adult says one word at a time without showing it; child says the phonemes. Record the first response.

Look for: Segments all phonemes in order. Does not add or omit a sound. **Next:** Repeat one missed word after a short gap.

6 cat; hen; pig; sun

c-a-t—cat; h-e-n—hen; p-i-g—pig; s-u-n—sun Adult says the target word; child circles the printed vowel and writes the complete word.

Look for: Uses the spoken word and all letters. Writes a complete taught spelling. **Next:** Spell one item from memory after a gap.

7 Adult-heard or adult-recorded evidence

Adult says map, ship and rain; child segments aloud, then spells each from memory. Keep the first attempt visible and record segmentation separately from written spelling.

Look for: Segments before writing. Preserves every target grapheme. **Next:** Choose one missed word for a fresh oral sentence.

8 Adult-assessed next step

Example: segmented fish; missed final sound in nest; completed cat; recheck rain. Record one exact response in each relevant field.

Look for: Keeps oral and written evidence separate. Names a word rather than a broad score. **Next:** Recheck without showing the spelling first.