



ADULT GUIDE · GRAPHEME STRUCTURES

Split digraphs and ie

What this pack helps with

Notice and use split digraphs and ie in reviewed words and sentences.

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

Split digraph and ie examples are reviewed word patterns, not universal rules. Pronunciation varies by word and accent; adult-heard reading and first-attempt spelling remain separate evidence. 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

Split digraphs and ie

Name: _____ Date: _____

1. Find both split-digraph letters

Underline both letters of the split digraph in each word.

cake

a_e

these

e_e

kite

i_e

home

o_e

The underscore shows the intervening consonant in these spellings; it is not a missing letter to write.

2. Complete split-digraph words

Add both letters shown by the pattern and write the whole word.

a_e

c_k_

e_e

th_s_

i_e

k_t_

o_e

h_m_

The printed frame fixes the intended word and spelling.



SAY · NOTICE · WRITE · CHECK

Split digraphs and ie

3. Hear the word-pair contrast

The adult says each pair. Circle the word with a split digraph.

cap

cape

kit

kite

hop

hope

cub

cube

These reviewed pairs show a spelling contrast; they do not make a universal rule for every word ending in e.

4. Sort split-digraph words

Choose from the word bank. Write each complete word beside its pattern.

tune · rope · five · theme · game

a_e

e_e

i_e

o_e

u_e

Pronunciation can vary by accent and word; the printed word fixes the example.



SAY · NOTICE · WRITE · CHECK

Split digraphs and ie

5. Find the letter team

Underline ie in each word.

pie

tie

lie

cried

The letters ie work together in these named words. The same letters can be pronounced differently elsewhere.

6. Use ie in context

Use the sentence. Add ie and write the complete word.

I ate a p__.

My t__ is blue.

The baby cr__d.

Do not l__.

The sentence fixes the intended word. This task does not predict every pronunciation or spelling of ie.



SAY · NOTICE · WRITE · CHECK

Split digraphs and ie

7. Spell from adult dictation

The adult reads four sentences from the answer pages. Write each sentence. The target words are hidden here.

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

The adult reads the sentence. The child page must not reveal the target words.

8. Choose the next grapheme step

Use the evidence from this pack.

pattern read accurately

word spelled accurately

word to revisit

fresh word to try

A bounded word set cannot establish independent reading or spelling of every split-digraph or ie word.



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** **a_e; e_e; i_e; o_e**
cake—a_e; these—e_e; kite—i_e; home—o_e Underline both separated vowel-pattern letters in each word.
Look for: Marks both letters. Leaves the middle consonant visible. **Next:** Find one split digraph in a fresh reviewed word.
- 2** **cake; these; kite; home**
cake; these; kite; home Add the two printed pattern letters and write the complete word.
Look for: Places both letters correctly. Reads the whole word. **Next:** Cover the pattern and rebuild one word.
- 3** **cap—cape; kit—kite; hop—hope; cub—cube**
cap/cape; kit/kite; hop/hope; cub/cube The adult says each pair. Circle the word containing a split digraph.
Look for: Uses pronunciation and spelling together. Does not call the final e a separate spoken sound. **Next:** Contrast one fresh reviewed pair.
- 4** **a_e—game; e_e—theme; i_e—five; o_e—rope; u_e—tune**
a_e—game; e_e—theme; i_e—five; o_e—rope; u_e—tune Write each complete word beside its printed split pattern.
Look for: Uses both pattern letters. Checks the complete word. **Next:** Add one taught word to a group.



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** **ie; ie; ie; ie**
Underline ie in pie, tie, lie and cried. Underline both letters in each printed word.
Look for: Keeps i and e together. Reads the complete word. **Next:** Find ie in one new reviewed word.
-
- 6** **pie; tie; cried; lie**
pie; tie; cried; lie Use the sentence, add ie and write the complete word.
Look for: Uses sentence meaning. Copies ie accurately. **Next:** Write one completed word in a new sentence.
-
- 7** **I made a cake. | The kite is high. | A rope is on the box. | I ate a pie.**
Adult targets: cake, kite, rope, pie. Keep the full sentences on the adult page only. Say each sentence naturally, repeat it once and retain the learner's first spelling.
Look for: Represents the intended split digraph or ie. Keeps the complete word in sequence. **Next:** Choose one missed target for a new oral sentence.
-
- 8** **Adult-assessed evidence**
Example: read i_e in kite; wrote pie; revisit home; try five. Record exact first-attempt evidence and one fresh recheck.
Look for: Names the exact word and pattern. Avoids a broad spelling score. **Next:** Repeat after a gap with a new reviewed word.
-