



ADULT GUIDE · WORD READING AND ALPHABET

Read words in syllable chunks

What this pack helps with

Hear spoken beats, use carefully chosen chunks and blend longer printed words as whole words.

Before you begin

An adult reads the task instructions and gives a natural spoken model only where the adult guide says to do so.

Pencil and an optional familiar book for the next-step activity.

How to use evidence

Keep the unaided first attempt. Record spoken reading or letter-name evidence exactly; use the fixed models to give specific feedback and choose 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

Accent-sensitive words are avoided. Chunking supports these words but does not prescribe one visual split for all English words. DfE national curriculum in England: English programmes of study and English Appendix 1 (OGL v3.0). Original TheLearnDen prompts and examples. This is not an official assessment.



SAY · NOTICE · PRACTISE · CHECK

Read words in syllable chunks

Name: _____ Date: _____

1. Count spoken beats

Say each word naturally. Clap its spoken beats and write the count.

cat

rabbit

picnic

banana

Syllable counts follow a natural spoken pronunciation, not the number of written vowels.

2. Join the chunks

Point to each chunk, join it and read the whole word.

sun

+

set

=

rain

+

bow

=

foot

+

ball

=

cup

+

cake

=

The printed joins support these words; not every written word has one unique visual syllable split.



SAY · NOTICE · PRACTISE · CHECK

Read words in syllable chunks

3. Mark supported chunks

Say each word. Draw one divider between the two supported chunks.

rabbit

picnic

sunset

market

These dividers are teaching supports for the printed pronunciations, not universal spelling rules.

4. Choose helpful chunks

a place to play☐ play|ground☐ pla|yground**light from the moon**☐ moon|light☐ mo|onlight**a room for a class**☐ class|room☐ cla|ssroom

Meaningful chunks can help decoding, but spoken syllables and morphemes are not always identical.



SAY · NOTICE · PRACTISE · CHECK

Read words in syllable chunks

5. Sort by spoken beats

Say each word. Copy it into the 1, 2 or 3 beat box.

fish

garden

elephant

rocket

dog

banana

1 beat

2 beats

3 beats

Use the learner's natural accent; if a new word varies by pronunciation, discuss it instead of marking it wrong.

6. Blend the whole words

Point to each chunk, join it and read the whole word.

pic

+

nic

=

sun

+

shine

=

rain

+

coat

=

car

+

rot

=

but

+

ter

+

fly

=

Adult observation records this reading attempt; the page alone cannot prove accurate decoding.



SAY · NOTICE · PRACTISE · CHECK

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7. Read longer words in sentences

Read each sentence aloud. The adult records exactly where support was needed.

The rabbit ran into the garden.

I put a raincoat in my backpack.

A butterfly landed on the sunflower.

Adult note _____

An adult must hear the reading; silent completion is not evidence of word-reading accuracy.

8. Choose the next reading step

Use the evidence from this pack.

longer word read accurately

word that needed chunking

spoken beat count to revisit

fresh word to try

One supported list cannot establish fluent multisyllable reading across unfamiliar texts.



ADULT ANSWERS AND FEEDBACK · 1 OF 2

Use the model, record the evidence

Keep the unaided first attempt. Use the boundary under each task and choose one fresh recheck. Do not total a score.

- 1** **1; 2; 2; 3**
cat—1; rabbit—2; picnic—2; banana—3 Say each word naturally, clap its spoken beats, then write the number.
Look for: Counts spoken beats rather than letters. Uses a natural local pronunciation. **Next:** Repeat with the adult saying the word first.

- 2** **sunset; rainbow; football; cupcake**
sunset; rainbow; football; cupcake Join the two printed chunks, read the whole word, then say both beats.
Look for: Blends across the join. Keeps every printed letter. **Next:** Cover one chunk and reveal it after the first attempt.

- 3** **rab|bit; pic|nic; sun|set; mar|ket**
rab|bit; pic|nic; sun|set; mar|ket Say each word and draw one divider between the two supported chunks.
Look for: Says both beats. Reads the whole word after marking. **Next:** Rejoin the chunks without pausing.

- 4** **play|ground; moon|light; class|room**
play|ground; moon|light; class|room Circle the chunking that preserves the familiar word parts, then read the whole word.
Look for: Uses meaningful chunks. Blends the complete word. **Next:** Hide the divider and read again.



ADULT ANSWERS AND FEEDBACK · 2 OF 2

Use the model, record the evidence

Keep the unaided first attempt. Use the boundary under each task and choose one fresh recheck. Do not total a score.

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- 5** **1: fish, dog; 2: garden, rocket; 3: elephant, banana**
1: fish, dog; 2: garden, rocket; 3: elephant, banana Say each word and place it in the matching beat-count group.
Look for: Sorts by spoken beats. Does not sort by word length. **Next:** Add one unambiguous local example to each group.
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- 6** **picnic; sunshine; raincoat; carrot; butterfly**
picnic; sunshine; raincoat; carrot; butterfly Point to each chunk, blend the whole word, then read it again without a pause.
Look for: Moves from chunks to a whole pronunciation. Reads every printed chunk. **Next:** Cover the separators and reread the words in a new order.
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- 7** **Adult-assessed evidence**
Adult records the exact longer word read accurately and the point where support was needed. Let the learner use marked chunks only after an unaided first attempt.
Look for: Reads target words as whole words. Uses chunking to recover from a difficulty. **Next:** Choose one missed word for a fresh sentence later.
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- 8** **Adult-assessed evidence**
Example: sunshine accurate; chunked butterfly; revisit banana; try football. Record exact observed words rather than a total score.
Look for: Names the first-attempt evidence. Chooses one fresh, decodable recheck. **Next:** Repeat after a gap without showing the answer first.
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