



ADULT GUIDE · KEEP THIS PAGE

Decode sounds and spellings

England national curriculum · Year 2

What this pack helps with

Connect spoken phonemes to printed graphemes while reading, spelling, contrasting vowel sounds and segmenting reviewed Year 2 words.

Start here

The learner can blend simple words and has met common Year 1 grapheme–phoneme correspondences. If not, return to the matching taught programme step.

Use a pencil and three counters or coins for the sound-box task. An adult reads instructions, says words naturally and records oral evidence without supplying the answer.

Print and use

Print A4 at actual size (100%). Child pages: **2–6**. Answers and feedback: **7**. Pages may be used separately.

Say words naturally in the learner's accent. Keep first-attempt reading, self-correction and spelling evidence separate. Help is useful teaching information, not a failed test.

What to try next

Names letters instead of sounds	Say the word and move one counter per phoneme before looking at the spelling.
Splits a digraph or trigraph	Box the complete grapheme and say the one sound it represents in that word.
Reads but cannot spell	Segment the spoken word, choose a grapheme for each phoneme, then check the taught word.
Completes all examples	Recheck one fresh taught word after a gap and record the first attempt.

Scope and source

The pack samples seven current site activities through reviewed words. It does not replace a systematic synthetic phonics programme or establish fluent decoding, independent spelling, accent correctness, complete transfer or mastery. Based on DfE English programmes of study and Appendix 1 (England; OGL v3.0). DfE example words are identified in the source model; tasks and layouts are original TheLearnDen work.



LEARN TOGETHER

Decode sounds and spellings

Name: _____ Date: _____

Sound and spelling are connected

A **phoneme** is one sound you say or hear. A **grapheme** is one letter or a group of letters used to write a sound.

ship

3 phonemes: sh | i | p

night

3 phonemes: n | igh | t

igh has three letters and is one grapheme that represents one phoneme in *night*.

How to practise

1. Say or hear the whole word. 2. Notice the printed grapheme. 3. Blend to read or segment to spell. 4. Recheck one word later.

Words and accents vary. These pages practise the named words and do not replace your taught phonics programme.



PRACTISE

Sounds and letter patterns

1 Sound or spelling?

P phoneme — one sound you say or hear

G grapheme — one letter or a group of letters used to write a sound

Write P or G.

The sound at the start of fish

The letters ph in dolphin _____

The three sounds in ship: sh | i
| p _____

The letters ear in hear _____

2 What sound does c represent here?

S = /s/ as in sun **K** = /k/ as in cat. Read each whole word and write S or K.

race _____

cell _____

city _____

fancy _____

cat _____

cot _____

cup _____



PRACTISE

Vowel contrasts and ear

3 Hear the vowel contrast

An adult says each pair. Circle the word with the long vowel sound and underline the spelling that carries the contrast.

☐ cap ☐ cape☐ kit ☐ kite☐ hop ☐ hope☐ cub ☐ cube

4 Find ear, then listen

Underline all three letters **ear** in every word.

hear

dear

near

year

bear

pear

wear

Copy each whole word into the sound group that matches your accent. Use commas between words.

sounds like near in this accent

sounds like air in this accent

If a word sounds different in your accent, tell the adult. Your accent is not wrong.



PRACTISE

Read and spell ph and wh

5 Complete with ph, then read

dol__in

Whole word: _____

☐ adult heard it**al__abet**

Whole word: _____

☐ adult heard it**__onics**

Whole word: _____

☐ adult heard it**ele__ant**

Whole word: _____

☐ adult heard it

6 Complete with wh, then read

__en

Whole word: _____

☐ adult heard it**__ere**

Whole word: _____

☐ adult heard it**__ich**

Whole word: _____

☐ adult heard it**__eel**

Whole word: _____

☐ adult heard it**__ile**

Whole word: _____

☐ adult heard it



LISTEN AND RECORD

Segment and revisit

7 One sound per box

An adult says the word naturally. Write one phoneme in each sound box, then underline the printed vowel grapheme.

seed vowel spelling

boat vowel spelling

night vowel spelling

moon vowel spelling

8 Read, notice and revisit

The adult listens without giving the grapheme first.

word	first try	self-correct	revisit
city	☐	☐	☐
cape	☐	☐	☐
hear	☐	☐	☐
dolphin	☐	☐	☐
wheel	☐	☐	☐
night	☐	☐	☐

first attempt accurate

self-corrected

word to revisit

fresh taught word checked later



ADULT ANSWER GUIDE

Answers and next steps

Check the complete word in the learner's normal accent. Oral reading must be heard; a written answer alone cannot prove decoding.

- 1 **P, G, P, G.** If sound and spelling are mixed up, say the word aloud and point separately to the letters that write the sound.
Accept P, G, P, G. Ask the learner to explain that phoneme counts concern sounds, while grapheme counts concern written letters or letter groups. A grapheme can contain one, two or three letters. The examples are word-specific; the same letters can behave differently elsewhere.
- 2 **S: race, cell, city, fancy. K: cat, cot, cup.** Revisit one contrast such as city/cat. Ask what letter follows c in the printed example.
Accept S for race, cell, city and fancy; K for cat, cot and cup. Read each complete word naturally. The c-before-e/i/y pattern is useful in these named examples, not a claim that every c or every English word follows one universal rule.
- 3 **cape, kite, hope, cube; underline both split-pattern letters.** Say the pair again without exaggerating it. Keep the spelling and spoken contrast together.
Accept cape, kite, hope and cube, with both split-pattern letters underlined in the chosen word. Long and short are labels for the vowel contrast in these reviewed pairs. Pronunciation can vary by word and accent; this is not a universal final-e rule.
- 4 **Underline ear in every word. Usually near group: hear, dear, near, year; air group: bear, pear, wear. Accept the learner's accent.** If a word differs in the learner's accent, record the spoken grouping rather than marking the accent wrong.
Underline all three letters ear in every word. Group hear, dear, near and year together, and bear, pear and wear together when that matches the learner's accent. ear is the printed trigraph in every example, but it does not represent one sound in every word or accent.
- 5 **dolphin, alphabet, phonics, elephant.** If spelling is correct but reading is hesitant, blend the complete word; if reading is secure, cover and respell one word after a gap.
Add ph to complete dolphin, alphabet, phonics and elephant. The adult then hears each complete word read accurately. These are the DfE Appendix 1 example words. Completed copying and one reading do not prove independent spelling or fluent decoding of every ph word.
- 6 **when, where, which, wheel, while.** Keep both letters together. Cover one completed word and ask for a fresh spelling after a short gap.
Add wh to complete when, where, which, wheel and while. The adult then hears each complete word read accurately. These are the DfE Appendix 1 example words. Pronunciation of wh varies by accent; judge the whole word in the learner's normal accent.
- 7 **seed [sleejd; boat b|oa|t; night n|igh|t; moon m|oo|n.** Move one counter per spoken phoneme before writing. Do not split a digraph or trigraph into separate sound boxes here.
Accept the three phonemes shown for each word and the complete vowel grapheme underlined: ee, oa, igh and oo. In night, igh is one grapheme that represents one phoneme. Three sound boxes count phonemes, not letters. These words contain reviewed long-vowel examples; pronunciation remains word- and accent-bound.
- 8 **Adult records the first attempt, any self-correction, one exact revisit and a later fresh taught word.** Choose one specific next step from the evidence: blend, notice the grapheme, segment for spelling or revisit the exact word.
The adult records the exact first attempt, any self-correction, one word to revisit and one fresh taught word checked later. An adult must hear oral reading. This short, untimed set cannot establish automatic decoding, fluent reading, universal accent coverage or complete phonics mastery.

My practice trail

Optional: colour one circle for each task tried and discussed. This records practice, not a test score.



One exact word or sound pattern to revisit: _____