Phonics Sound-Spelling Rules Reference Sheet

Original tasks 1, 2, 3 / complete keys

Task 1

The word rain contains the vowel team ai. Say the sound the team represents and blend it with the surrounding consonants to read the word. Then name one other word that uses the same team.

Answer: The ai team represents one vowel sound. Blending gives the word rain. Another word using ai is train.

Reason: The learner must recognize ai as a vowel team, treat it as a single sound unit, and blend with r and n. Naming another word confirms the pattern is generalized.

Check: Confirm the learner says the ai sound as one unit, reads rain correctly, and supplies a real word containing ai.

Task 2

The word ship begins with the consonant digraph sh. Explain why the letters s and h are not sounded separately, and read the word. Then name one other word that begins with sh.

Answer: The letters sh form a digraph representing one sound, so they are not sounded separately. The word is ship. Another word beginning with sh is shop.

Reason: The learner must identify the digraph, state that it represents a single sound, and apply that to reading. A second example confirms recognition.

Check: Confirm the learner does not say s and h separately, reads ship correctly, and supplies a real word beginning with sh.

Task 3

The word car contains the r-controlled pattern ar. Say the r-controlled sound as a unit and read the word. Then name one other word that uses ar.

Answer: The ar pattern represents an r-controlled sound said as a unit. The word is car. Another word using ar is star.

Reason: The learner must treat the vowel plus r as a single sound unit rather than a simple sequence. A second example confirms the pattern.

Check: Confirm the learner says the ar sound as a unit, reads car correctly, and supplies a real word containing ar.

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Original tasks 4 / complete keys

Task 4

Compare the words cap and cape. Explain what the final e in cape signals about the vowel sound, and read both words. Then name one other pair of words that shows the same silent-e pattern.

Answer: In cape, the final e signals that the preceding vowel represents its long sound, while cap has a short vowel sound. The words are cap and cape. Another pair is tap and tape.

Reason: The learner must identify the silent-e pattern, contrast the vowel sounds in the two words, and generalize to a new pair.

Check: Confirm the learner explains the final e signal, reads both words correctly, and supplies a real word pair that follows the same pattern.

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Source rubric / reflection

- [ ] Identifies the target pattern by name or by its letters.
- [ ] States the sound the pattern typically represents.
- [ ] Provides or recognizes at least one correct example word for the pattern.
- [ ] Blends the pattern sound with surrounding letters to read the word.
- [ ] Handwriting is legible and follows the stated convention: x-height measured from baseline to midline; any consistent letter style is acceptable.

Reflection: What did you check, what did you change, and what will you try next?