Printable Phonics Rule Reference Chart: Vowel and Consonant Patterns

Original tasks 1, 2, 3 / complete keys

Task 1

Word: 'cake'. Identify the vowel pattern and state the rule from the chart.

Answer: Silent-e pattern. A vowel followed by a consonant and a final e often says its long sound.

Reason: The word has a, then k, then final e. The chart entry for silent-e gives cake as an example and states the long-sound rule.

Check: Underline the a, k, and final e. Confirm the pattern matches the silent-e entry and that the example word cake is listed.

Task 2

Word: 'ship'. Identify the consonant pattern and say whether it is a digraph or a blend.

Answer: Digraph sh. It is a digraph because the two letters make one sound.

Reason: The chart groups sh under consonant digraphs and gives ship as an example. A blend would have each letter heard, but sh is one sound.

Check: Find sh in the consonant section index. Read the entry note that digraphs make one sound, then compare with a blend entry such as st.

Task 3

Word: 'coin'. Which vowel entry applies, and what sound does the pattern make?

Answer: Diphthong entry. The oi pattern makes a gliding sound, as in coin.

Reason: The chart lists diphthongs separately from vowel teams. The example word coin appears under the oi diphthong entry.

Check: Locate oi in the vowel section. Confirm the entry label is diphthong and that coin is an example word.

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Original tasks 4 / complete keys

Task 4

Word: 'grin'. Identify the consonant pattern and explain why it is not a digraph.

Answer: Blend gr. It is not a digraph because both g and r are heard.

Reason: The chart groups gr under blends and states that each letter in a blend is usually heard. A digraph such as sh makes one sound.

Check: Find gr in the blend entries. Say the word slowly and confirm both sounds are present, then compare with the digraph entry for sh.

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Source rubric / reflection

- [ ] Pattern identification: the learner names the vowel or consonant pattern correctly.
- [ ] Section location: the learner finds the matching entry in the correct chart section.
- [ ] Rule application: the learner states the rule in their own words and applies it to the example word.
- [ ] Example accuracy: the learner reads the example words correctly according to the rule statement.
- [ ] Handwriting convention: copied words are legible and follow the stated baseline-to-midline convention where applicable; alternative letter styles are accepted.

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