| Student's name |  |  |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
|  | Rhymes <br> with | Student responses | Vowel | Double/single <br> consonant | tch/dge | ce/se/ge | prefix |

Note: Where there are two possible spellings listed, ask the student to write two possible answers. Where there are three, as in freat, students should write three possible spellings of this word. Ask the student to spell this word in the three most likely ways. Emphasise that you are looking for the most common spelling patterns for words like this.


| freater <br> freeter <br> freter | beater |  | ea <br> ee <br> e_e | t |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| fretter | better |  | e | tt |  |  |  |
| sarting | part |  | ar | t |  |  |  |
| sormer | storm |  | or | m |  |  |  |
| torse <br> torce | horse |  | or |  | se <br> ce |  |  |
| drook | book |  | oo |  |  |  |  |

Stop here if there are multiple difficulties. The student should start at Wordchain 3

| rorge | gorge | or |  | ge | ge |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| radge | badge |  | a |  | dge |  |  |
| ratch | match |  | a |  | tch |  |  |
| rouch | couch |  | ou |  | ch |  |  |
| chert <br> churt <br> chirt | hurt |  | er <br> ur <br> ir |  |  |  |  |


| goot <br> gute | boot |  | $\begin{aligned} & \text { oo } \\ & \text { u_e } \end{aligned}$ |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| mout | stout |  | ou |  |  |  |  |  |
| moil | foil |  | oi |  |  |  |  |  |
| gloise | noise |  | oi |  |  |  | se |  |
| gloice | voice |  | oi |  |  |  | ce |  |
| gouce gouse | house |  | ou |  |  |  | $\begin{aligned} & \text { ce } \\ & \text { se } \end{aligned}$ |  |
| splare <br> splair | flare |  | are air |  |  |  |  |  |
| slear <br> sleer | hear |  | ear eer |  |  |  |  |  |
| blore blaw | floor |  | ore aw |  |  |  |  |  |
| plew <br> plue | grew |  | ew ue |  |  |  |  |  |
| prown | town |  | ow |  |  |  |  |  |
| unquine | fine |  | i_e |  |  |  |  | un |
| redroit | exploit |  | oi |  |  |  |  | re |


| inflair <br> inflare | dare |  | air <br> are |  |  |  | in |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| imprace | grace |  | a_e |  | ce | im |  |
| expound | found |  | ou |  |  | ex |  |
| decurn | burn |  | ur |  |  | de |  |
| premure | pure |  | ure |  |  | pre |  |
| conflore | sore |  | ore |  |  | con |  |
| combare | share |  | are |  |  | com |  |
| discurt | hurt |  | ur |  |  | dis |  |
| prosleer | cheer |  | eer |  |  | pro |  |
| If |  |  |  |  |  |  |  |

If there are multiple difficulties in this section, the student should start at Wordchain 4.

