

Student's name _____ Date _____

	<i>Rhymes with</i>	Student responses	Vowel	Double/ single consonant	tch/dge	ce/se/ge	prefix
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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.

clane clain	<i>stain</i>		a_e ai				
lote loat	<i>boat</i>		o_e oa				
loating loting	<i>floating</i>			t			
lotter				tt			
pight pite	<i>night</i>		igh i_e				
claning claining	<i>draining</i>		ai	n			
clanning	<i>fanning</i>			nn			
freat freet frete	<i>beat</i>		ea ee e_e	t			

freater freeter freter	<i>beater</i>		ea ee e_e	t			
fretter	<i>better</i>		e	tt			
sarting	<i>part</i>		ar	t			
sormer	<i>storm</i>		or	m			
torse torce	<i>horse</i>		or			se ce	
drook	<i>book</i>		oo				
Stop here if there are multiple difficulties. The student should start at Wordchain 3							
rorge	<i>gorge</i>		or		ge	ge	
radge	<i>badge</i>		a		dge		
ratch	<i>match</i>		a		tch		
rouch	<i>couch</i>		ou		ch		
chert churt chirt	<i>hurt</i>		er ur ir				

goot gute	<i>boot</i>		oo u_e				
mout	<i>stout</i>		ou				
moil	<i>foil</i>		oi				
gloise	<i>noise</i>		oi			se	
gloice	<i>voice</i>		oi			ce	
gouce gouse	<i>house</i>		ou			ce se	
splare splair	<i>flare</i>		are air				
slear sleer	<i>hear</i>		ear eer				
blore blaw	<i>floor</i>		ore aw				
plew plue	<i>grew</i>		ew ue				
prown	<i>town</i>		ow				
unquine	<i>fine</i>		i_e				un
redroit	<i>exploit</i>		oi				re

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

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