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Build a CVC Word - Foundation

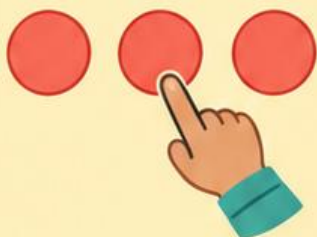
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THREE SOUNDS. THREE GRAPHEMES.



Say it.



Move one counter for each sound.

s	a	t
---	---	---

Map one grapheme to each sound.



Sweep and blend.

sat

map

/s/	/a/	/t/
s	a	t

/m/	/a/	/p/
m	a	p

tap

CHECK ALL 3

/t/	/a/	/p/
t	a	p

-ap is not enough.
Check the first sound.



Teacher Guide: Purpose and Evidence

Unit purpose

This Foundation English unit builds reversible CVC decoding and encoding. Children say a word, segment three phonemes, map one taught grapheme to each sound, sweep and blend the complete word, then cover and spell it again. The fixed core corpus is sat, pat, tap, mat, map, pan, pin, tin, tip, sit, sip and pit.

Success evidence

A learner independently reads six fresh matched CVC words and the same six from dictation in a changed order, and explains at least one correction using the start, middle or final sound position. Record exact attempts; a completed worksheet alone is not sufficient evidence.

Assessment words

Use cat, can, in, fit, am and ram only after confirming that c, f, d and r are already taught. Present the words without a nearby model. Read first, then dictate the same set in a changed order. Record any insecure letters in middle or final position.

Teacher Guide: Five-Lesson Sequence

Lesson 1 — Hear and map three sounds

Use the display and model sat. Move one counter for each phoneme, map s—a–t and sweep to blend. Check that learners do not add /uh/ to consonants.

Lesson 2 — Compare sound positions

Use the model cards. Compare tap/map and pan/pin. Ask what stayed the same and which exact position changed.

Lesson 3 — Guided to independent practice

Complete the guided worksheet together. Move to the core and transfer sheets. Keep each red answer page immediately after its matching student page.

Lesson 4 — Word Builder game

Model one complete turn: read, cover, build, write, explain a match, check and move. Use the two challenge-cards for independent retrieval.

Lesson 5 — Rehearse and assess

Use read-and-repair and dictation rehearsal with fan, fat, ran, rim, dad and ham. Then administer the fresh read-and-spell assessment individually.

Teacher Guide: Preparation and Access

Prepare

Print the display and model cards in colour. Print worksheets, assessment and rubric in black and white. Cut challenge cards. Gather counters, movable grapheme cards, pencils and one marker per player. Rotate the landscape game board left when placing it in the unit plan.

Teach before use

Confirm oral vocabulary and every sound–grapheme correspondence before independent work. Core graphemes are s, a, t, p, m, n and i. Use f, h, r, c and d only after teacher confirmation. Pre-teach connector words in Pat sat on a mat.; A pin in the tin.; and Tap the map. Treat the as an exceptional word, never as a CVC model.

Support, core and extension

Support: replace the voice at say the word slowly and rehearse orally while keeping all three phoneme positions. Core: mix familiar CVC words without a nearby word list. Extension: apply the same method in the three natural sentences and explain which sound position distinguishes two similar words.

THREE-SOUND COUNTER MATS - WORKED MODELS 1

sat



/s/

/a/

/t/

s

a

t



pat



/p/

/a/

/t/

p

a

t



tap



/t/

/a/

/p/

t

a

p



Check the first, middle and final sound.

THREE-SOUND COUNTER MATS - WORKED MODELS 2



mat

●	●	●
/m/	/a/	/t/
m	a	t



map

●	●	●
/m/	/a/	/p/
m	a	p



pan

●	●	●
/p/	/a/	/n/
p	a	n

What changes in map and pan?

The first sound changes: /m/ to /p/.
The final sound changes: /p/ to /n/.

THREE-SOUND COUNTER MATS - WORKED MODELS 3



/p/	/i/	/n/
p	i	n



/t/	/i/	/n/
t	i	n



/t/	/i/	/p/
t	i	p



Blend smoothly:
/p/ /i/ /n/ = pin.



Do not add 'uh'
after a consonant.

THREE-SOUND COUNTER MATS - WORKED MODELS 4



sit

/s/

/i/

/t/

s

i

t

READ

COVER

BUILD

WRITE

CHECK



sip

/s/

/i/

/p/

s

i

p

READ

COVER

BUILD

WRITE

CHECK



pit

/p/

/i/

/t/

p

i

t

READ

COVER

BUILD

WRITE

CHECK

Reading and spelling use the same three sound positions.

NAME: _____

DATE: _____

READ, BUILD, COVER, WRITE - GUIDED

Say each word. Move 3 counters. Write one grapheme in each box. Blend. Cover and write again.

1. sat

--	--	--



COVER

2. map

--	--	--



COVER

3. pin

--	--	--



COVER

4. tip

--	--	--



COVER

ANSWERS _____ DATE: _____

READ, BUILD, COVER, WRITE - GUIDED

Say each word. Move 3 counters. Write one grapheme in each box. Blend. Cover and write again.

1. sat

s a t



sat
sat

2. map

m a p



map
map

3. pin

p i n



pin
pin

4. tip

t i p



tip
tip

NAME: _____

DATE: _____

READ, BUILD, COVER, WRITE - CORE

Read each word. Cover it. Build it with tiles. Write it from memory. Check all 3 positions.

1. pat

--	--	--

2. tin

--	--	--

3. sit

--	--	--

4. tap

--	--	--

5. pan

--	--	--

6. pit

--	--	--

PREVIEW

ANSWERS

DATE: _____

READ, BUILD, COVER, WRITE - CORE

Read each word. Cover it. Build it with tiles. Write it from memory. Check all 3 positions.

1. pat

p a t

pat

2. tin

t i n

tin

3. sit

s i t

sit

4. tap

t a p

tap

5. pan

p a n

pan

6. pit

p i t

pit

NAME: _____

DATE: _____

TRANSFER: CHANGE THE SOUND

Read the first word. Build the new word. Circle every box that changed. Explain what changed.

1. fan -> fat

f	a	n

2. ran -> rim

r	a	n

3. dad -> am

d	a	d

I changed _____ to _____

because _____.

NAME: **ANSWERS**

DATE: _____

TRANSFER: CHANGE THE SOUND

Read the first word. Build the new word. Circle every box that changed. Explain what changed.

1. fan -> fat

f	a	n
f	a	t

Final /n/ changed to /t/.

2. ran -> rim

r	a	n
r	i	m

Middle /a/ changed to /i/.

Final /n/ changed to /m/.

3. dad -> ham

d	a	d
h	a	m

First /d/ changed to /h/.

Final /d/ changed to /m/.

I changed **fan** to **fat**

because **the final sound changed from /n/ to /t/.**

WORD BUILDER: READ IT, BUILD IT, WRITE IT



How to Play

1. Draw a challenge card.
2. Read the word.
3. Cover the card.
4. Build and write the word.
5. Explain one sound-grapheme match.
6. Check. Move 1 space if your explanation matches the key.

You need:

letter tiles, counters, pencil, challenge cards.

A worked turn:

sip -> /s/ /i/ /p/

s

i

p

-> sip

WORD BUILDER CHALLENGE CARDS 1

sat

READ

COVER

BUILD

--	--	--

WRITE: _____

EXPLAIN ONE MATCH

mat

READ

COVER

BUILD

--	--	--

WRITE: _____

EXPLAIN ONE MATCH

pin

READ

COVER

BUILD

--	--	--

WRITE: _____

EXPLAIN ONE MATCH

tip

READ

COVER

BUILD

--	--	--

WRITE: _____

EXPLAIN ONE MATCH

pan

READ

COVER

BUILD

--	--	--

WRITE: _____

EXPLAIN ONE MATCH

sit

READ

COVER

BUILD

--	--	--

WRITE: _____

EXPLAIN ONE MATCH

WORD BUILDER CHALLENGE CARDS 2

pat

READ

COVER

BUILD

WRITE: _____

EXPLAIN ONE MATCH

tap

READ

COVER

BUILD

WRITE: _____

EXPLAIN ONE MATCH

map

READ

COVER

BUILD

WRITE: _____

EXPLAIN ONE MATCH

tin

READ

COVER

BUILD

WRITE: _____

EXPLAIN ONE MATCH

sip

READ

COVER

BUILD

WRITE: _____

EXPLAIN ONE MATCH

pit

READ

COVER

BUILD

WRITE: _____

EXPLAIN ONE MATCH

NAME: _____

DATE: _____

REHEARSAL: READ AND REPAIR

1. Read each word aloud.

fan	CORRECT ☐	CHECK ☐	fat	CORRECT ☐	CHECK ☐
ran	CORRECT ☐	CHECK ☐	rim	CORRECT ☐	CHECK ☐
dad	CORRECT ☐	CHECK ☐	ham	CORRECT ☐	CHECK ☐

2. Repair the wrong responses

fan -> fat

Which sound position was missed? Repair the word.

FIRST	MIDDLE	FINAL

3. My next check will be _____.

NAME: **ANSWERS**

DATE: _____

REHEARSAL: READ AND REPAIR

1. Read each word aloud.

fan	CORRECT ☒	CHECK ☐	fat	CORRECT ☒	CHECK ☐
ran	CORRECT ☒	CHECK ☐	rim	CORRECT ☒	CHECK ☐
dad	CORRECT ☒	CHECK ☐	hain	CORRECT ☒	CHECK ☐

2. Repair the wrong responses

fan -> fat

Which sound position was missed? Repair the word.

FIRST	MIDDLE	FINAL
-------	--------	-------

f a n

The final sound should be /n/.

fan

3. My next check will be I will check the final sound before I blend.

NAME: _____ DATE: _____

REHEARSAL: LISTEN, BUILD AND WRITE

Listen to each word. Move 3 counters. Write one grapheme in each box. Read your word back.

1.				_____
2.				_____
3.				_____
4.				_____
5.				_____
6.				_____

Circle the position that needs another check: FIRST MIDDLE FINAL

REHEARSAL: LISTEN, BUILD AND WRITE

Listen to each word. Move 3 counters. Write one grapheme in each box. Read your word back.

1.

f

a

n

fan

2.

f

a

t

fat

3.

r

a

n

ran

4.

r

i

m

rim

5.

d

a

d

dad

6.

h

a

m

ham

Circle the position that needs another check: FIRST MIDDLE FINAL

Accept an accurate oral response in an accessible mode.

Record the exact attempt.

NAME: _____

DATE: _____

ASSESSMENT: READ AND SPELL CVC WORDS

A. Read these 6 words aloud.

cat ☐ CORRECT ☐ CHECK	can ☐ CORRECT ☐ CHECK
fin ☐ CORRECT ☐ CHECK	fit ☐ CORRECT ☐ CHECK
dim ☐ CORRECT ☐ CHECK	ram ☐ CORRECT ☐ CHECK

B. Listen to the same 6 words in a changed order. Spell each word.

1.				_____
2.				_____
3.				_____
4.				_____
5.				_____
6.				_____

C. Teacher records the insecure position:

☐ FIRST ☐ MIDDLE ☐ FINAL ☐ NONE

Exact attempt: _____

Explained correction: _____

ASSESSMENT: READ AND SPELL CVC WORDS

A. Read these 6 words aloud.

cat	☒ CORRECT	☐ CHECK	can	☒ CORRECT	☐ CHECK
fin	☒ CORRECT	☐ CHECK	fit	☒ CORRECT	☐ CHECK
dim	☒ CORRECT	☐ CHECK	ram	☒ CORRECT	☐ CHECK

B. Listen to the same 6 words in a changed order. Spell each word.

1.

c	a	n
---	---	---

can
2.

d	i	m
---	---	---

dim
3.

r	a	m
---	---	---

ram
4.

f	i	t
---	---	---

fit
5.

c	a	t
---	---	---

cat
6.

f	i	n
---	---	---

fin

C. Teacher records the insecure position:

☐ FIRST ☐ MIDDLE ☐ FINAL ☐ NONE

Exact attempt: Record the learner's exact attempt.

Explained correction: Credit a specific sound-grapheme explanation.

LEARNER: _____ DATE: _____

BUILD A CVC WORD - LEARNING EVIDENCE RUBRIC

CRITERION	NEEDS TEACHING	DEVELOPING WITH SUPPORT	TARGET MET INDEPENDENTLY
Concept / accuracy	Uses a guess or inaccurate sound map.	Correct on familiar models with a prompt.	Maps and blends all 3 positions in a fresh case.
Application / procedure	Cannot complete the read-and-spell routine yet.	Completes with a model or step prompts.	Reads 6 and spells 6 independently.
Reason / evidence	Gives a guess or no sound evidence.	Names a relevant sound with prompting.	Explains a correction using a specific sound-grapheme match.
Transfer / communication	Response is not yet interpretable.	Clear with support; response remains insecure.	Applies the same method to a fresh matched CVC word.

Exact evidence observed:

Targeted next step:

Do not grade effort, neatness, dialect or an accessible response mode.

Build a CVC Word





Our learning goal

Use three sounds to read and spell CVC words

Success: hear three sounds, choose one grapheme for each, blend without adding /uh/, then cover and spell

Diagnostic: the teacher says sat on a pin. Show one counter per sound without seeing the answer





Words for our work

Phoneme — a sound

Grapheme — a letter that represents a sound

Segment — pull a word apart into sounds

Blend — push sounds together to read

Vowel — the middle sound in these CVC words

Use only graphemes the children have already learned.





Three sounds, three graphemes

Say the word.

Move one counter for each sound.

Map one grapheme to each sound.

Sweep and blend the whole word.



SOUNDS AND GRAPHEMES.

it. Move one counter for each sound. Map one grapheme to each sound. Sweep and blend.

sat

●	●	●
/s/	/a/	/t/
s	a	t

map

●	●	●
/m/	/a/	/p/
m	a	p

tap

CHECK ALL 3

●	●	●
/t/	/a/	/p/
t	a	p

-ap is not enough. Check the first sound.



Worked example: sat

Say sat.

Segment /s/ /a/ /t/.

Map s a t.

Sweep and blend sat.

Keep consonants crisp, not add uh/.





Check every sound position.

Compare tap and map.

Both end in ap, but the first sound changes. Reading from the ending alone gives the wrong word.

Check and blend all the graphemes.





Your turn: pin

Say pin.

Move three counters.

Write one grapheme in each box.

Blend the word.

Pause before revealing the answer.



NAME: _____ DATE: _____

REVEAL - BUILD - COVER, WRITE - GUIDED

Say each word. Move 3 counters. Write one grapheme in each box. Blend. Cover and write again.

1. cat

				_____
			COVER	_____

2. map

				_____
			COVER	_____

3. pin

				_____
			COVER	_____

4. tip

				_____
			COVER	_____



Check: pin

/p/ /i/ /n/ maps to p i n.

Blend once: pin.

Explain which grapheme represents the middle sound.





Map each sound: mat

Segment /m/ /a/ /t/.

Select m, a and t.

Read mat.

Cover it.

Spell it again from spoken word.





One complete game turn

Draw sip.

Read it.

Cover the card.

Build s i p.

Write sip.

Explain one sound-grapheme match.

Check and move the space.





Independent challenge: pit

Read pit.

Cover it.

Build and write it.

Explain one sound–grapheme match.

Work without a partner. Prompt on possible answer model.





Repair the word-family guess

Incorrect claim: "It ends in -it, so it must be *hit*."

Actual word: *pit*.

Check the first grapheme *p*, sound /p/, then blend all three sounds.





Fresh transfer: fan

Read fan and cover it.

Listen as the teacher dictates fan.

Segment /f/ /a/ /n/.

Write one grapheme per sound.

Compare and correct.



DATE: _____

PARSA READ AND REPAIR

1. Read aloud.

fan	CORRECT ☐	CHECK ☐	fat	CORRECT ☐	CHECK ☐
ran	CORRECT ☐	CHECK ☐	rim	CORRECT ☐	CHECK ☐
dad	CORRECT ☐	CHECK ☐	ham	CORRECT ☐	CHECK ☐

2. Repair the wrong response.

fan -> fat

Which sound position was missed? Repair the word.

FIRST	MIDDLE	FINAL

3. My next check will be _____.



Three routes to the same target

Support: fewer known graphemes and oral rehearsal

Core: mixed retrieval without a nearby word list.

Extension: use the same method in “Pat sat on a mat.” after the teacher pre-teaches on and a.





Independent assessment

Read six fresh CVC words.

Then spell the same six from dictation
in a changed order.

The teacher records whether the first,
middle or final position is insecure.

No answers are shown.



DATE: _____

ASSESSMENT: READ AND SPELL CVC WORDS

A. Read the words and spell them.

cat	☐ CORRECT ☐ CHECK	can	☐ CORRECT ☐ CHECK
in	☐ CORRECT ☐ CHECK	fit	☐ CORRECT ☐ CHECK
dim	☐ CORRECT ☐ CHECK	ram	☐ CORRECT ☐ CHECK

B. Listen to the same 6 words in a changed order. Spell each word.

1.	☐ ☐ ☐	_____
2.	☐ ☐ ☐	_____
3.	☐ ☐ ☐	_____
4.	☐ ☐ ☐	_____
5.	☐ ☐ ☐	_____
6.	☐ ☐ ☐	_____

C. Teacher records the insecure position:

☐ FIRST ☐ MIDDLE ☐ FINAL ☐ NONE

Exact attempt: _____

Explained correction: _____



Evidence and next step

Record the exact read attempt.

Record the exact spelling attempt.

Record one explained correction.

Identify any insecure sound position.

Choose one target for next step.

A worksheet tick box one of these to prove decoding.





Read and spell in both directions

Hear the sounds and build the word.

See the graphemes and blend word.

Check all three positions every time.





Well Done!
Check every sound and one grapheme in
each box.



PREVIEW

Build a CVC Word Quiz





Question 1

Which row shows the three sounds in sat?

A. /s/ /a/ /t/

B. /s/ /t/

C. /a/ /t/





Answer 1

A. /s/ /ɑ/ /t/.

sat has three phonemes. Each sound needs its own phoneme box.



Question 2

Compare map and tap. Which sound position changes



Answer 2

The first sound changes from /m/ to /t/.

The middle /a/ and final /p/ stay the same.



Question 3

Put the routine for pin in order:

blend · map graphemes · segment · cover and spe



Answer 3

Segment /p/ /i/ /n/.

Map p i n.

Blend pin.

Cover and spell pin again.





Question 4

Which word matches /p/ /i/ /t/?

- A. pit
- B. sit
- C. pin





Answer 4

A. pit.

The final sound is /t/, so the last grapheme is t.





Question 5

Change pan to pin. Which single grapheme changes?



Answer 5

Change the middle grapheme from a to i.

The first p and final n remain.





Question 6

A learner sees pit and says sit because both words end in it. What must the learner check and correct?





Answer 6

Check the first grapheme.

p represents /p/, so blend /p/ /i/ /t/ and read it





Question 7

Complete this game challenge independently: recognize, cover it, build it, write it, then explain one match.





Answer 7

Build and write s i p.

A valid explanation is: "The first sound is, and I use."





Question 8

Compare sat and sit. Name one similarity and one difference.





Answer 8

Both start with s and end with t.

The middle grapheme changes from a to e, the middle sound changes.





Question 9

Segment the fresh word fan and write one grapheme for each sound.



Answer 9

/f/ /ɑ/ /n/ maps to f a n.



Question 10

What evidence proves that fan has three phonemes?





Answer 10

Say /f/ /a/ /n/, move three counters, and point to one matching number in each of three boxes.





Question II

Claim: “If two words end in ap, I only need to look at ap to see the claim satisfied. Explain.”





Answer II

No. map and tap share ap but have different first sound

Check and blend all three positions.



Question 12



The teacher says ham. What is the next complete action that meets the independent target?





Answer 12

Segment /h/ /a/ /m/, write h a m, blend ham, then explain or connect one sound-grapheme match without a model.





Will Done!
Check every sound. Read it and spell it.



PREVIEW