

The Magic E Pack

A complete week of split-digraph practice



The silent e reaches back over the consonant and tells the vowel to say its name.

WHAT'S INSIDE

- A 7-day teaching method using the bridge technique
- Word lists for every pattern: a-e, i-e, o-e, u-e, e-e
- Decodable sentences for each pattern, plus a mixed challenge
- A reference sheet of common exceptions to know

HOW TO USE THIS PACK

Start with the bridge worksheets (one per day, in order). Most kids have the basic pattern in a week. Then move to the word lists, one pattern per week. Decodable sentences come last — they're where it all comes together.

DAY 1

Hear the difference

Today, we just listen. The grown-up reads each pair out loud. The child says which word has the longer vowel sound. No reading or writing yet — this is ear training.

cap → cape**can → cane****hat → hate****mad → made****tap → tape****rat → rate**

DAY 2

Meet the bridge

Today, the grown-up draws the arrow from the silent e back to the vowel. Read each pair together. The arrow shows that the e is reaching back to change the vowel.

cap → **cape**

can → **cane**

hat → **hate**

mad → **made**

tap → **tape**

rat → **rate**

DAY 3

Draw the bridge yourself

Today, the child draws the arrows. As they draw each one, they say what the e is doing — for example, “the e tells the a to say ay.”


bike → kite
home → hope
time → mine
cute → tube
made → gate
note → rope

DAY 4**Read without the bridge**

Today, no arrows. Read each word aloud. If a word is tricky, the child can draw the arrow themselves and try again. Aim for fluent reading, not perfect.

snake**frame****spine****bride****stone****globe****tube****cube****plate****gate****shine****wide**

DAY 5

Mix short and long

Today, mix short-vowel and magic-e words. The child reads each one and watches for the silent e. The contrast is what proves the rule has stuck.

cap → cape**hop → hope****bit → bite****not → note****cub → cube****mad → made**

DAY 6

Sentence reading

Today, read short sentences. The magic-e words are scattered through real sentences. Read each one aloud, then talk about what it means.

☐

1. **Jane made a cake.**

☐

2. **Mike rode his bike.**

☐

3. **The cat sat on the gate.**

☐

4. **Pete is at home.**

☐

5. **Use the cute mug.**

☐

6. **Take the rope to the lake.**

DAY 7

Mixed practice

Today, the child reads a longer mix of words. By the end of this week, magic-e words should feel familiar. Don't expect perfect — expect progress.

cake

bike

home

cute

snake

time

note

tube

plate

shine

rope

cube

frame

bride

stone

use

a-e

The first pattern. Long /ay/ sound, as in cake.

COMMON WORDS

made

make

take

cake

name

came

gave

place

face

race

space

late

gate

plate

date

hate

ate

bake

lake

snake

page

age

cage

save

ONCE THOSE ARE SOLID — HARDER WORDS

shape

escape

brave

frame

blame

plane

crane

blade

shade

trade

grape

taste

paste

waste

wave

wake

brake

WATCH OUT

Tricky exception: **have** looks the same but have ≠ “hayve” — see the exceptions sheet.

i-e

Long /eye/ sound, as in bike.

COMMON WORDS

time

like

bike

ride

side

hide

line

mine

nine

fine

wine

kite

bite

white

while

smile

mile

file

life

wife

ice

nice

mice

rice

ONCE THOSE ARE SOLID — HARDER WORDS

spice

slice

prize

size

drive

alive

dive

prime

crime

shine

spine

divide

decide

beside

polite

invite

WATCH OUT

Tricky exceptions: **give**, **live** (verb) — short i sound. See the exceptions sheet.

o-e

Long /oh/ sound, as in home.

COMMON WORDS

home

hope

note

joke

smoke

woke

broke

stone

alone

phone

bone

those

close

nose

rose

rope

hose

code

rode

mode

vote

wrote

ONCE THOSE ARE SOLID — HARDER WORDS

explode

suppose

propose

compose

expose

awoke

remote

devote

milestone

telephone

WATCH OUT

Tricky exceptions: **done, none, some, come, love, glove** — short u sound.

u-e

Long /yoo/ or /oo/ sound, as in cute or tube.

COMMON WORDS

cute

tube

June

cube

use

used

fuse

mute

huge

rule

tune

dune

ONCE THOSE ARE SOLID — HARDER WORDS

confuse

amuse

compute

absolute

introduce

commune

consume

WATCH OUT

Two sounds: cute/mule = /yoo/, rule/tune = /oo/. Kids pick it up from listening; don't over-explain.

e-e

Long /ee/ sound, as in here. The rarest pattern.

COMMON WORDS

here**these****theme****complete****athlete****concrete****scene****Steve****Pete****Eve**

ONCE THOSE ARE SOLID — HARDER WORDS

delete**compete****recede****precede****extreme****supreme**

WATCH OUT

Most long /ee/ words use ee or ea instead. Don't over-drill this pattern.

a-e sentences

Tick each sentence as it's read.

- ☐ 1. **Jane made a cake.**

- ☐ 2. **The snake is in the gate.**

- ☐ 3. **Take the plate, please.**

- ☐ 4. **Place the grape on the plate.**

- ☐ 5. **I made a brave snake.**

- ☐ 6. **The frame is in the case.**

i-e sentences

Tick each sentence as it's read.

☐1. **Mike rode his bike.**
-----☐2. **The kite is white.**
-----☐3. **I like to ride at night.**
-----☐4. **It is time to shine.**
-----☐5. **The bride had a smile.**
-----☐6. **Five mice, nice and white.**

o-e sentences

Tick each sentence as it's read.

☐1. **The bone is at home.**
-----☐2. **Joke time! She broke the rope.**
-----☐3. **Hope is at home alone.**
-----☐4. **Woke up and rode the bus.**
-----☐5. **Vote for the stone.**
-----☐6. **Close the rose.**

u-e sentences

Tick each sentence as it's read.

☐ 1. **The cute mule.**☐ 2. **Use the tube.**☐ 3. **June is here.**☐ 4. **Huge cute cube.**☐ 5. **I use the rule.**☐ 6. **Tune the cube.**

Mixed pattern challenge sentences

Use this only after each individual pattern is fluent.

☐ 1. **Jane rode her bike home.**

☐ 2. **Mike made a huge cake.**

☐ 3. **These cute kites are white.**

☐ 4. **Take the rope to the lake.**

☐ 5. **Pete broke the stone.**

☐ 6. **I like to ride and bake.**

When magic e doesn't work

Some common words look like magic e words but follow different rules. The four big groups:

GROUP 1: -VE WORDS (THE V NEEDS AN E)

English words don't end in just a v, so an e is added — but it doesn't change the vowel.

have

give

live

love

glove

shove

dove

above

GROUP 2: O-E THAT SAYS SHORT U

These look like o-e words but the vowel says /u/, not /oh/.

come

some

done

none

GROUP 3: -LE ENDINGS (NOT MAGIC E)

-le is its own ending, not a split digraph. Teach as a separate pattern later.

table

apple

little

simple

gentle

puzzle

GROUP 4: SOFT C (THE RULE STILL WORKS)

Magic e still works here, but the c says /s/ instead of /k/. Worth flagging.

face

place

race

space

nice

mice

rice

ice

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