

# LEM Phonics 2020

SPELLING • LISTENING • SPEAKING • READING • WRITING





# Welcome to LEM Phonics 2020

In 2017, upon my mother's retirement, I took over the responsibility for LEM Phonics. It seemed to be the logical choice, given that over many years of sharing an office we had spurred one another onward to make LEM Phonics the best it could be. Along with LEM Director Peter Frogley and the team of Registered Instructors, I was her main 'sounding board' for the vast number of creative ideas that would stream through her mind.

In taking this responsibility — travelling and visiting teachers and instructors — I became acutely aware of the high level of respect my mother held in the phonics community, and the incredible legacy attached to the body of work I had been handed. I am greatly honoured to carry the work of Evelyn Garrard onward, and I am so grateful that she has given me the opportunity to stand on her shoulders, and the shoulders of others who have gone before.

Over the years of promoting and teaching LEM Phonics, we had noticed consistent sticking points that would come up regularly in classrooms, seminars and conferences. Teachers and instructors had much robust discussion about these sticking points and the possibility of altering them, but to do so would have meant altering the entirety of the program, pulping vast amounts of already printed material, and re-working virtually all the resources.

But we realised that a passing of the baton gave us an excellent opportunity to examine every aspect of our two-decade-old program, and implement many of the changes that had been impractical to this point. Intrinsic in this effort were printing advances and equipment acquisitions which allowed us to not only continue producing existing materials with minimal wastage, but also expand the possibilities for our new materials.

We have called the new revisions 'LEM Phonics 2020' — reflecting the launch year, and also the clear vision we have to see LEM Phonics being instrumental in raising literacy levels in Australia. The two key words we have used to inform our revisions are *simplicity* and *consistency*. We trust that these principles will make using LEM Phonics a better experience for both student and teacher.

Phonics in general is seeing a resurgence in world education today, as educators all across the planet recognise (again) that phonics is the only method of teaching English that is consistent with the brain's pattern of learning. I believe Australia can climb aboard this new wave of phonics instruction through LEM Phonics, making future generations of children *Literate for Life*.

During this period of transition I have leaned heavily on the resources of our Registered Instructors — Greg (and Sue) O'Keefe, Anne (and Gerhard) Fries, Barbara Soutter and Frances Prentice — and I am incredibly appreciative of their input toward all aspects of LEM Phonics. I am also thankful to Peter Frogley for his trust and continuing oversight of the program.

May LEM Phonics continue my mother's legacy — to bring hope and dignity to the children of our nation and beyond.

*John Garrard, LEM Phonics Coordinator*

# Phonogram Changes

LEM Phonics 2020 reflects the first major revision of the LEM Phonics program since the *LEM Phonics Manual* was released in 1997. The revisions have been carefully considered by our team of instructors and teachers, using extensive feedback from a wide base of teachers and students in Australia and overseas.

## 1. Phonograms with the sound 'ee'

The phonograms **i** and **y** have been given a third sound 'ee' to accommodate what was previously referred to as 'French or Spanish **i**', and also to allow a more accurate pronunciation of multi-syllable words ending in **y**. Words like **happy** are no longer required to be pronounced with a short 'i' sound on the end.

In like manner **ey** has had its first sound 'i' replaced with 'ee', which in turn required us to label the **ey** and **ei** phonograms with 'may use/never use at the end of a word' identifiers.

## 2. The phonogram u


Feedback revealed that many found the split second sound of **u** ('oo'/'yoo') difficult to understand and implement. We have adopted a clearer approach with four sounds. The order has also been changed so that the 'letter name' is consistently the second sound for all five vowels. The new sounds are 'u', 'yoo', 'oo', 'uu'.

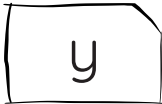
## 3. 'Rascal r' phonograms


'Rascal **r**' was a principle used to explain the way the letter **r** modified the sounds of certain phonograms, and many found this overlaid concept difficult to grasp. We have developed a simpler and more consistent method of explaining 'rascal **r**' by altering the two phonograms **ar** and **ou**, and adding two new phonograms **air** ('air') and **oar** (three letter 'aw'). These simple changes allow 'rascal **r**' sounds to be explained in the same way as all the other sounds in LEM Phonics.

A third sound 'air' has been added to **ar** to accommodate many common words containing the **are** pattern. The new sounds are 'ar', 'air', 'aw'. The rule is '**ar** says its second sound 'air' when followed by silent **e**'.


The second sound of **ou** ('oh') has been replaced by 'aw' to reflect word frequency, better accommodate Australian pronunciation, and to remove the need for 'rascal **r**'. The new sounds are 'ow', 'aw', 'oo', 'u'.

	<sup>1</sup> i	'i'	igloo
	<sup>2</sup> i	'uy'	ice
	<sup>3</sup> i	'ee'	machine


	<sup>1</sup> y	'i'	gym
	<sup>2</sup> y	'uy'	try
	<sup>3</sup> y	'ee'	any
	<sup>4</sup> y	'y'	yam


	<sup>1</sup> ey	'ee'	donkey
	<sup>2</sup> ey	'ay'	grey


*'ee'/'ay' which we may use at the end of a word*

	<sup>1</sup> ei	'ee'	seize
	<sup>2</sup> ei	'ay'	reins


*'ee'/'ay' which we never use at the end of a word*

	<sup>1</sup> u	'u'	under
	<sup>2</sup> u	'yoo'	cute
	<sup>3</sup> u	'oo'	blue
	<sup>4</sup> u	'uu'	bush

	<sup>1</sup> ar	'ah'	star
	<sup>2</sup> ar	'air'	care
	<sup>3</sup> ar	'aw'	award

	<sup>1</sup> ou	'ow'	count
	<sup>2</sup> ou	'aw'	four
	<sup>3</sup> ou	'oo'	soup
	<sup>4</sup> ou	'u'	cousins

	<b>air</b>	'air'	chair
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	<b>oar</b>	'aw'	board <i>three letter 'aw'</i>
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# Resource Updates

## Phonogram Cards

- Updated to reflect new phonograms and sounds
- Available in state-based handwriting font
- New hard plastic case



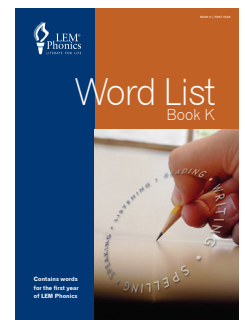
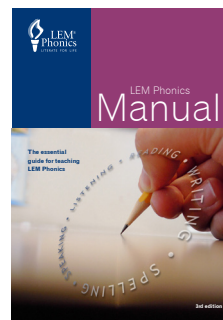
## Phonogram Charts

- Updated to reflect new phonograms and sounds
- Three sizes: A4, A3 and A2
- Available in state-based handwriting fonts
- Landscape format to maximise visibility
- Coloured and themed to match workbooks



## LEM Phonics Manual

- New look, feel and branding
- Simplified layout
- Updated to reflect phonogram changes
- Handwriting and phonogram instruction moved to *Teacher Book A* to consolidate a full year of instruction
- Cursive writing section removed — available in separate cursive book if required
- Rules section simplified, clarified and made more consistent



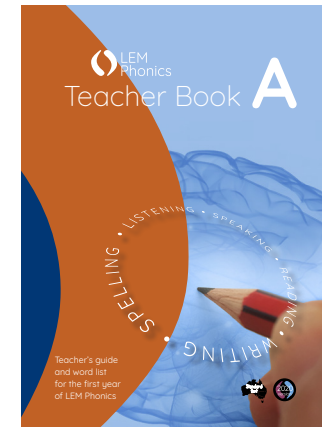
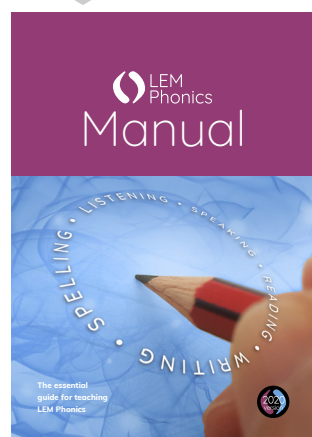
## Word List Book K is now Teacher Book A

- New look, feel and branding
- Consolidated content and renamed *TeacherBook A* to reduce confusion with year levels
- Updated to contain state-based handwriting instruction from the *LEM Phonics Manual*
- Updated to reflect phonogram changes
- Words re-ordered into groups with common rules

Philosophy, methodology and simplified overview

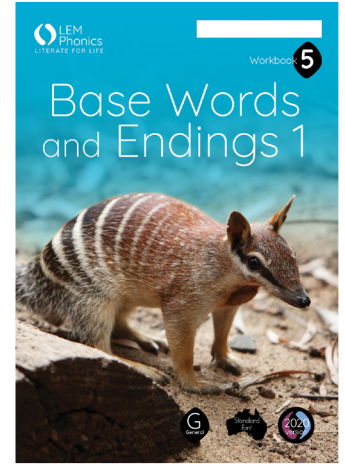
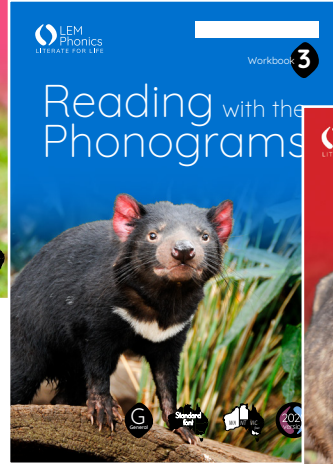
Phonogram and handwriting instruction

Word list and rules instruction



## Word List Books 1 to 3 are now Teacher Books B to D

- New look, feel and branding
- Updated to reflect phonogram changes
- Edited for simplicity and consistency

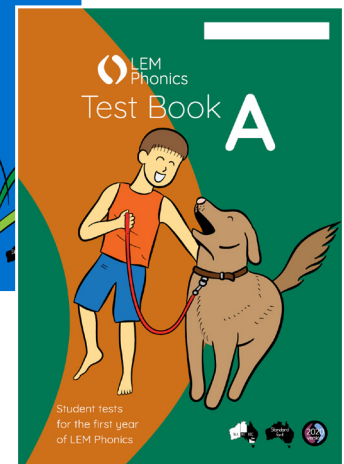
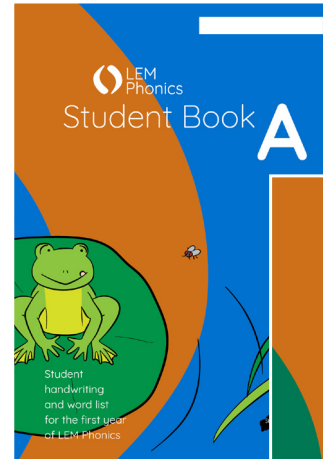


## Workbooks

- New look, feel and branding with Australian animal themes
- State-based handwriting instruction
- Updated to reflect phonogram changes
- Brand new illustrations throughout
- Text and exercises revised and updated

## New Student Books

- *Student Book A* collates and replaces the student's *Handwriting Practice Book*, *Homophone Book*, *Sentence Book* and the student's word list book. Several of these resources were previously exercise books of various kinds. Versions of *Student Book A* are available for each state-based handwriting format, featuring the correct writing lines and faint versions of the letterforms. Similar Student Books are also available for Teacher Books B to D.
- *Test Books A to D* provide space for most of the various phonogram and spelling tests done throughout the LEM Phonics program, using state-based writing grids. This replaces the exercise books used previously.



## Phonogram Readers

- Accurately keyed to word list instruction
- Vibrant colour illustrated covers
- Text is plain with no pictures (to discourage guessing)
- Available for Single and Multiple Phonograms
- 20 readers each in a durable plastic box



# Rule Updates

Several rules have been altered and/or added to accommodate the modifications to the phonograms:

- Rules referring to vowels saying their *second* sounds now refer to *long* sounds to accommodate the ‘ee’ sound of **i** and the non-split sounds of **u**.
- ‘Rascal r’ rules have been eliminated — affecting words with the patterns **air**, **are**, **ayer**, **a-r**, **oar**, **ore**, **our** and **o-r**. The remaining one or two words that cannot be explained with phonograms and sounds are treated as exceptions.

Example	‘Rascal r’ Explanation	2020 Explanation (Phonograms and Sounds)
hair	<b>ai</b> says ‘ay’, then <b>r</b> modifies ‘ay’ to ‘air’	<b>air</b> phonogram
care	silent <b>e</b> lets <b>a</b> say ‘ay’, then <b>r</b> modifies ‘ay’ to ‘air’	<b>ar</b> may say its second sound ‘air’ when <b>e</b> follows
prayer	<b>ay</b> says ‘ay’, then <b>r</b> modifies ‘ay’ to ‘air’	The same written word <b>pray-er</b> (‘one who prays’) is two syllables and follows conventional rules of ‘ay’ + ‘er’. In the word <b>prayer</b> (‘talking to God’) the two syllables have been blended in rhythm of speech into the ‘air’ sound and this word is treated as an exception.
pa-rent	<b>a</b> says ‘ay’ at the end of a syllable, then <b>r</b> modifies ‘ay’ to ‘air’	<b>ar</b> is saying its second sound ‘air’ and is marked with a 2 above. The syllable break changes to keep the <b>ar</b> phonogram ( <b>p<sup>2</sup>ar-ent</b> ).
roar	<b>oa</b> says ‘oh’, then <b>r</b> modifies ‘oh’ to ‘or’	<b>oar</b> phonogram
more	silent <b>e</b> lets <b>o</b> say ‘oh’, then <b>r</b> modifies ‘oh’ to ‘or’	helpless <b>e</b>
four	<b>ou</b> says ‘oh’, then <b>r</b> modifies ‘oh’ to ‘or’	<b>ou</b> usually says its second sound ‘aw’ before <b>r</b>
sto-ry	<b>o</b> says ‘oh’ at the end of a syllable, then <b>r</b> modifies ‘oh’ to ‘or’	Syllable break changes to keep <b>or</b> phonogram ( <b>stor-y</b> )

- ‘French/Spanish i’ is now covered by the new third sound of **i** (‘ee’), meaning words like **machine**, **litre**, **police** and **mosquito** are no longer exceptions. It also provides the correct sound for other foreign words that end in **i** like **spaghetti**, **macaroni**, **bikini** and **ski**.
- The new third sound of **y** (also ‘ee’) brings a new rule that ‘the sound ‘ee’ is usually represented by **y** at the end of a multi-syllable word’ (e.g. **hap-py**, **sil-ly**). Adding the ‘ee’ sound to both **i** and **y** has helped keep the consistency of the ‘change **i** to **y**’ rule.



## Logos and Branding

All LEM Phonics 2020 resources feature a new logo, along with a ‘2020 version’ compatibility icon. This stamp reflects resources which have been updated with the new revisions and will work together. In addition, new icons have been developed for handwriting style and other content variations. These icons prominently feature on all resources and help in selecting the correct variants.



# State-Based Handwriting

Australian State Schools use five different styles of handwriting: Queensland Beginner Script, NSW Foundation, Victorian Precursive, SA Beginner Script and Tasmanian Beginner Alphabet. Previously LEM Phonics had used a standardised 'ball and stick' manuscript as its handwriting basis, but with advances in on-demand printing we are able to produce resources catering for all five state-based scripts, in addition to standard manuscript. The state-based resources include the workbooks, the phonogram cards, the phonogram charts, and the handwriting instruction in *Teacher Book A*.

## Standard Manuscript

abcdefghijklmnopqrstuvwxyz

## Queensland – Qld Beginner Script

abcdefghijklmnopqrstuvwxyz

## New South Wales/Australian Capital Territory – NSW Foundation

abcdefghijklmnopqrstuvwxyz

## Victoria/Western Australia/Northern Territory – Victorian Precursive

abcdefghijklmnopqrstuvwxyz

## South Australia – SA Beginner Script

abcdefghijklmnopqrstuvwxyz

## Tasmania – Tasmanian Beginner Alphabet

abcdefghijklmnopqrstu vwxyz



## Other Changes

### Syllables

Previously the syllable rule for splitting words between their base word and suffix was deemed a 'stronger' rule than other rules such as splitting a word after a long vowel. This led to words like **hoping** being divided as **hop-  
ing** with an explanation that the 'silent e effect' still remained. We have simplified this to say that words usually divide after a long vowel sound (**hop-ping**) or between double consonants (**hop-ping**). This rule covers both base words and their derivatives.

### Sounds

Sound representation for LEM Phonics 2020 has been taken from the respelled pronunciation guide in the *Australian Pocket Oxford Dictionary*. Completely removing numbered phonograms from sound representations (e.g. 'á') reinforces the distinct difference between written or seen *phonograms* and spoken or heard *sounds*. In addition, example words for phonograms have been simplified, using initial sounds where possible.



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