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H3 Section H List 3

four
pour

co-lour
fo-uour

young
cous-in

could
should
would

en-joy
rou-**oi**
point

H4 Section H List 4

spring
string
sting
stink

king
finger

on-gle fr-on-gle

new
few

grow² **graw**

suit
fruit

Word Analysis

Introduce the rule that **ou** usually says its second sound 'aw' before r. This rule means no numbering is necessary. Showing fingers for **four** and **pou** will stop students from spelling them **for** and **por**.

For spelling **four** and **four** as 'cu-aw' and 'fo-uaw' in normal speech the last syllable is shortened to schwa. Show fingers for the last syllable and explain which phonogram represents the sound 'aw' (ou).

Explain which phonogram represents the sound 'u' in **colour** (o) and **place** (a) above.

Fingers alone should indicate which phonograms are used to spell **young**. Underline the multiple phonograms and place 4 above **ou**.

Fingers will show which phonogram represents the sound 'u' in **cousin**. Place 4 above **ou** and 2 above **s**.

could, **should** and **would** are not able to be sounded properly because **ou** says a non-given sound and the l is silent. Draw a box around **ou** and underline twice in all three words. Underline the multiple phonogram **sh** in **should**. A chart displaying these words could be helpful to students.

oy ('oy' that we may use at the end of a word) represents the sound 'oy' at the end of a word or syllable, whilst **oi** ('oy' that we never use at the end of a word) represents the sound 'oy' within a syllable. Review these rules before dictating the words **en-joy**, **royal** and **point**. Ask students which phonogram should represent the sound 'oy'.

Have students sound the initial three consonants in **spring** and **string** carefully so that no letters are omitted.

Dictate the words **sting** and **stink** carefully. Review the rule that **ng** may not be used before **k**, even though **stink** sounds like 'stingk'.

Ask students to explain why we use **k** to represent the sound 'k' in **stink** (because an ending could make **c say 's'**).

Show fingers for the word **king** and ask students which phonogram should represent the sound 'k'. Go through the choices of **c**, **ck** and **k** and analyse why each one may or may not be used (**c** may not be used because it follows, and **ck** is not following a single short vowel, so **k** must be used).

ng is separated by a syllable break in **finger**, and therefore is not a phonogram. Say each syllable distinctly. Students should be able to tell you which phonogram represents the sound 'er' at the end of multi-syllable words (**er**).

ng is not a phonogram in **an-gle** and **tri-an-gle** as **n** and **g** are separated by a syllable break. Wiggle your finger to indicate the silent **e** in the last syllable and ask students to tell its function and its marking (every syllable needs a vowel).

ew usually represents the sound 'yoo' at the end of a word. The word **due** demonstrates that **ew** is not always used.

grew is an irregular past tense verb for **grow** (not **growned**). Explain the **ow** and **ew** phonograms at the end of each word carefully and place 2 above **ow**.

Explain which phonogram represents the sound 'oo' in **suit** and **fruit**. **fruit** uses the same phonogram as **juice**, which can aid in spelling.

Teacher Notes and Rules

The phonogram ou
ou usually says its second sound 'aw' before r.

The sound 'oy'
oy represents the sound 'oy' at the end of a word or syllable, whilst oi represents the sound 'oy' within an syllable.

n before k
The phonogram **ng** may not be written before **k**. **n** alone is used.

Rules for the sound 'k'
1. Use c whenever you can to represent the sound 'k'. **c** cannot be used before **e**, **i** or **y** (because it says 's'), or if there is a possibility that an ending could be added starting with **e**, **i** or **y** (e.g. **ed**, **ing**).

2. If **c** cannot represent 'k', **ck** is the next choice, as long as it is after a single vowel saying its first sound.

3. If **ck** is not feasible then **k** should be used.

Student Activities

1. Workbook 6 Do pages 37 and 38 about the endings **less** and **mess**.

2. Base words and endings test

happiness	kindness	softness	loudness
fairness	careless	lifeless	powerless
helpless	noiseless	hopeless	waterless
sleepless	dreamless	fatherless	friendless

3. Dictation Dictate the following sentences:
My young cousin is four years old. He likes to swim and make a triangle with his fingers. A few days ago he poured fruit juice on his father's suit. My uncle did not enjoy that.

4. could, should, would Silent and the non-given sound of **ou** make these three common words tricky. Have students create their own chart featuring these three words, linking them to their root words **can**, **shall** and **will**. An example is given in the *Reproduction* section. Then practice with these sentences:
I could be a dentist. I should feed my cat. I would like to get a bird.

5. Written expression – poetry Discuss what it means when two words rhyme (the end sound is the same). Have the students think of words which rhyme with **spring** (e.g. **string**, **sting**, **king**, **ring**, **sing**, **wing**). Then have them choose two of the words and create a two-line poem ending in those words, with the same number of syllables in each line. Students can illustrate their poems if time permits.

6. Workbook 7 Have students complete page 12, which deals with the rules covered in this week's lists.

Diagnose!

Diagnose individual students as you work with a class, finding out where any trouble spots lie. Try to find time to help that student when others are working by themselves. Find out the areas of weakness in the class as a whole and re-teach concepts if necessary.

For **visual learners**, display difficult words. Have them often read through the words in the list to their parents or someone else. For **aural learners**, frequently say a loud (and have them say aloud) the phonogram to be used when there are alternate possibilities.

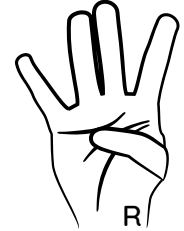


Dictating words

Procedure for dictating a one-syllable word

1 Teacher Says the word, clearly and precisely (e.g. **good**).
Says a sentence containing the word ('We like to eat **good** food').
Repeats the word (**good**).
Shows fingers to represent each phonogram in the word.

g o o d



Students Sound the word as they look at the fingers.

2 Teacher Discusses which phonograms must be used if any are unclear (**oo**, not **u**, because two fingers are used). If a sound can be represented by the same fingers (e.g. **ea** and **ee** in **feet**), tell the students which phonogram to use.

Students Write the word in their *Student Book A*, sounding softly as they write. Then they should attempt to mark the word (**good**).

3 Teacher Writes the word on prepared lines on the board as the students sound it.

Students Check the spelling of the word.

4 Teacher Discusses any rules which apply and teaches any new rules if applicable.

Students Check the marking.

5 Teacher Asks the students to read the word. If the word is spelt differently from the way it is spoken, students should read the word for spelling, then for speaking (see 'Reading for spelling or speaking' in the next section).

Students Read the word as instructed.

When all words have been dictated

Students Read all of the words again both for reading and spelling.

Teacher Reviews any rules learned and gives students practice in applying them to other words. Gives a quick written test on the set of words learned for the lesson.

Important!

The teacher must not write the word on the board **before** the students have written it in their books. Copying will *not* challenge the students to think analytically.



in	in-to ³	into is a compound word with the hyphen showing the syllable break. Place 3 above o .
on	on-to ³	onto is another compound word. Place 3 above o .
has ²	had	Place 2 above s in has . No rule governs where s says its second sound.
a ²	s	Place 2 above s as no rule governs its second sound.
run	ran	As ran is a derivative of run , it is written on the same line.
man	men	As men is a derivative of man , it is written on the same line.
can	cent	<i>Reading rule:</i> The phonogram c always says its second sound 's' before the letters e, i or y . <i>Spelling rule:</i> The phonogram c usually represents the sound 'k' unless it is at the end of a word, or before the letters e, i or y . The phonograms ck or k represent the sound 'k' if c cannot. Reinforce these rules.
see	saw	ee and aw must be underlined to show that they represent one sound.
stop		Students must sound each phonogram carefully as they write, to avoid missing one of the consonant sounds.
at		
from		Ensure that students sound from carefully as they write it. This is to be done with all words, but some students are particularly prone to leaving out a letter when a word has blended consonants.

RA3 Review Section A List 3

too		Underline the phonogram oo .
two		The w is not sounded in two . Looking at related words such as twin, twice and twenty we see that the word two may once have been pronounced with the w . Two lines below w denote that it is a silent letter.
no		o usually says its second sound 'oh' at the end of a syllable. Therefore do not place 2 above. The rule governs.
so		
go	went	went is the past tense of the verb go and is listed on the same line.
bed		
my	our	Students may want to put i at the end of words such as my and by . English words may not end with the letter i . y can do everything i can, as well as being on the end of a word. Do not place 2 over y , as the phonograms i or y may say their second sound 'igh' at the end of a syllable.
by		
try		
fly		our is a derivative of my and is written on the same line. Use examples to explain that we use my to say that I own something, but our to show that more than one person owns it.
with		Underline the multiple phonogram th .
yes		y is a consonant whenever it begins a base word.



A sharp pencil will help writing to be neater.

**The phonogram c**

The phonogram **c** always says its second sound 's' before the letters **e, i** or **y**, otherwise it says its first sound 'k'.

The sound 'k'

The phonogram **c** usually represents the sound 'k' unless it is at the end of a word, or before the letters **e, i** or **y**. The phonograms **ck** or **k** represent the sound 'k' if **c** cannot.

The letter i or y at the end of a word

The letter **i** may not end an English word. The letter **y** takes its place.

The phonogram y as a consonant

The phonogram **y** always says its fourth (consonant) sound 'y' at the beginning of a word.



Student activities

Day 2 SECTION RA2

- Multiple phonograms** Review the multiple phonograms orally and test ten of them in writing.
- Word dictation** Dictate the words from Section RA2 as a test on lined paper. Go through any rules which may pertain to particular words on that page. After students have corrected any mistakes, have them transfer those words neatly into Section RA2 in their *Student Book B1*.
- c or k** Review the rule that tells where **c** says its second sound 's'. Write these words on the board without the first letter.
 ___an ___at ___up ___id ___it
 Tell students the first sound is 'k' in all these words, but they have to use the rule to choose the phonogram **c** or **k** to represent the sound. Work out each word aurally, then have students fill in the blank for each. If students choose **c** for the last two words, write it in, then ask them to tell you what the word must say if **c** is used ('sid' and 'sit'). Then correct with the phonogram **k**.
- Sentence writing** Review the fact that a sentence is a group of words which expresses a complete thought. Have students choose a word from Section RA2 and compose a sentence using that word and write in on lined paper. Choose several students to write their sentence on the board. If there is an unknown word in their sentence, help them to analyse it. Edit the sentence, discussing the need for a capital letter to begin and a fullstop or question mark to end.

Day 3 SECTION RA3

- Phonogram review** Review orally fifteen phonograms (both single and multiple) and test them in writing.
- Word list** Test all words from Section RA3 on lined paper. Discuss markings for each one. Have students neatly transfer those words into *Student Book B1*. Have them read the words aloud both for spelling and reading where appropriate.
- Rules** Discuss the rule that the letter **i** may not be used at the end of a word. The letter **y** is used instead.
- Sentences** Have students think of a few sentences about an animal. Choose several students to help you to write one of the sentences on the board. Omit the capital letter and full stop and have them edit the sentence you have written.

Direct students to the 'sentences and dictation' section of their *Student Book B1*. Locate the marker for section RA3 and next to it write several sentences using words from Section RA3. If the next sentence is not related in meaning to the previous one, have them use a new line. This helps prepare the students for writing in paragraphs later.



bring	
sing sang sung song	sang, sung and song are written on the same line as sing , because these words are related in meaning. Students may not be able to fit all four words on the same line in their <i>Student Book B1</i> . Discuss solutions with the students and suggest writing one of the words on the same line as thing below.
thing	
three	Explain which phonogram represents the sound 'ee' in three . Underline th .
ask fast af-ter	<i>Reading rule:</i> a may say its third sound 'ah' before two consonants. <i>Spelling rule:</i> a usually represents the sound 'ah' before two consonants. Before one consonant, ar is usually used. There is an exception to this for words ending with the phonograms sh or ch , but do not teach students about this until words containing the arsh and arch patterns appear in the list. Place 3 above a in ask, fast and after , because the rule is that a may say 'ah' before two consonants, not <i>usually</i> or <i>always</i> . In after the rule works even if a syllable break comes between the two consonants. We use k to represent the sound 'k' in ask . c is not used because it does not usually end a word. ck may be used only after a single short vowel, so k is the last option.
part hard gar-den	In these words only one consonant follows the 'ah' sound, therefore ar , not a , is used.
most lost	o may say its second sound 'oh' before two consonants (most). However, it does not always do this (lost). Place 2 above o in most because the rule does not govern which sound to use.

RC2 Review Section C List 2

child chil-dren kind find mind be-hind	i may say its second sound 'igh' before two consonants. It does not always do so, as shown by the words mint and wilt . Place 2 above i as the rule does not govern which sound to say when reading (it may say 'igh', it doesn't <i>always</i> or <i>usually</i> say 'igh').
for	Explain which phonogram represents the sound 'aw' in for . Several alternatives could be used (aw, au, ar, ou). We know that au and ou cannot be used at the end of a word (because English words do not end in u). Later it will be taught that ar only says 'aw' after the letter w , but aw is still a possibility. Therefore it must be explained which phonogram to use.
sea	Students have learned the word see . Compare the meanings and spellings of sea and see , explaining where ee and ea are used. Review the term homophone for words that sound the same but have a different meaning.
help	Students may omit the phonogram l if words like help are not sounded carefully. Dictate the four distinct sounds clearly and encourage students to do the same.
how now cow	ow (not ou) always represents the sound 'ow' at the end of a word. ou cannot end a word because English words do not end with the letter u .
send	



o-pen	Say distinctly only the syllables (no fingers) for o-pen . o usually says its long sound 'oh' at the end of a syllable.
ti-ger	i may say its long sound 'igh' at the end of a syllable, but it doesn't always (an-i-mal).
li-on	li-on contains two syllables. i may say 'igh' because it is at the end of a syllable.
ti-ny	Discuss which rules are operating in ti-ny . i may say 'igh' because it is at the end of a syllable, and y usually represents the sound 'ee' at the end of a multi-syllable word.
qui-et	Say only the syllables for qui-et . Students should deduce which phonograms to use.
e-ven e-vent	Say distinctly only the syllables for e-ven . Discuss which phonograms could represent the sound 'ee' at the end of the first syllable (common ones are e , ee and ea). Explain that the sound 'ee' at the end of a syllable is usually represented by e . Use the same rule and process for e-vent . Encourage students to read the words once they have spelt them to ensure phonograms are allowed to say the sounds.
be-tween	Say each syllable of be-tween clearly. Examine the differences between the phonograms saying 'ee' in the word and why we use ee and not e in the second syllable. Ask students how we would read the word if it was spelt be-twen .
rea- ² son sea- ² son	Although e mostly represents the sound 'ee' at the end of a syllable, the words reason and season show that occasionally this is not the case. Explain that such words are less usual. Explain which phonogram represents the sound 'z' and mark s with a 2. The last syllable must be spoken quite precisely ('zon' not 'zuhn') for spelling.
long ³ a-fraid ³	Pronounce the first syllable of a-long and a-fraid as 'ah' for spelling. Explain that a may say its long sounds 'ay' or 'ah' at the end of a syllable. In speech a is shortened to schwa.

D2 Section D List 2 The sound 'ah'

car far	ar usually represents the sound 'ah' on the end of one-syllable words like car and far . Fingers will show which phonogram to use.
dark	a represents the sound 'ah' before two consonants. When there is only one consonant we usually use ar . For dark hold the two fingers representing ar down and ask students if you should put one or two fingers up. They should be able to tell you that ar (two fingers) is used because only one consonant follows.
past	Use the same procedure as dark for past . This time a (one finger) is used because two consonants follow.
shark park mast arm farm	Continue reinforcing the rule that a represents the sound 'ah' before two consonants and ar represents the sound 'ah' before one consonant. Use the 'one or two fingers' method and let students try it too. Underline the phonogram ar where it appears.
start	Have students work out how to spell start without fingers.
par-ty	Fingers will show how to spell par-ty . Discuss how a could say its long sound 'ah' at the end of a syllable (pa-ty), but here the 'one consonant' rule applies. Students should know to use y to represent 'ee' at the end of a multi-syllable word.
ra-ther	Ask students which phonogram will represent the 'ah' sound and why. Explain that 'two consonants' in the rule can be part of a multiple phonogram (in this case th).

**Vowels at the end of a syllable**

The vowels **a**, **e**, **o** and **u** usually say their long sounds 'ay', 'ah', 'ee', 'oh', 'oo', and 'yoo' at the end of a syllable.
The vowels **i** and **y** may say their long sounds 'igh' and 'ee' at the end of a syllable.

The sound 'ee'

The phonogram **y** usually represents the sound 'ee' at the end of multi-syllable words (**sil-ly**, **hap-py**).
The phonogram **e** usually represents the sound 'ee' at the end of a syllable (**e-ven**, **be-tween**).

The sound 'ah'

The phonogram **ar** usually represents the sound 'ah' at the end of one-syllable words (**car**, **far**).
The phonogram **ar** usually represents the sound 'ah' before one consonant (**dark**, **arm**).
The phonogram **a** usually represents the sound 'ah' before two consonants (**past**, **rather**).

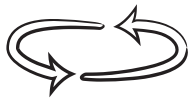
The phonogram ending ed

The phonogram ending **ed** is used to show past tense. Because it begins with a vowel, remove silent **e** before adding **ed** to silent **e** words.



Student activities

- Long vowel sounds** The words for Section D1 all feature long vowel sounds at the end of a syllable. Use the vowel chart in the *Reproducibles* section to review all the vowel sounds, focusing on which ones are long and short. Use a pointer to point to the sounds to give students practice in discerning them quickly.
- The sound 'ah'** Review the rules surrounding the sound 'ah' then dictate the following passage:
A farmer had a rather hard time in his boat, far out to sea. A shark bit the mast and harmed his arm. When it was past dark he tried to drive home to his party, but his car did not start.
- Present and past** Introduce the terms *present* ('Now I...') and *past* ('Yesterday I...'). Create two columns headed *present* and *past* and write these words in the first column:
ask help talk open start
Have students assist in adding **ed** and show how it changes the meaning to something that happened in the past. Have them create sentences with 'Now I...' and 'Yesterday I...'
- Workbook 6** Have students do pages 6–7 regarding the ending **ed** and consonant endings on silent **e** words.
- Base words and endings** Administer this test and discuss the spelling and any rules for each word.
tables writing coming liked parked
- Practice with the sound 'ee'** Write these misspelt words on the board and provide a short sentence to describe each word. Sound each syllable as you write it. Ask students to tell you which phonogram should represent 'ee' and why. Reinforce the two rules for the sound 'ee' from this week's lists.
ba-bee (baby) **y**, not **ee**, represents the sound 'ee' at the end of multi-syllable words.
sen (seen) **e** is not at the end of a syllable so it will not say 'ee'. We need to use **ee**.
sil-lea (silly) **y**, not **ea**, represents the sound 'ee' at the end of multi-syllable words
my (me) **y** represents 'ee' at the end of *multi-syllable* words. In single syllable words use **e**, **ee** or **ea**.
slyp (sleep) **y** represents 'ee' at the *end* of multi-syllable words. Ask students how to spell **sleepy**.
- Workbook 7: Rules and Tools** Issue students with *Workbook 7: Rules and Tools*. Complete pages 1–2 which cover the rules learned in this week's lists.
- Weekly test** Issue students with *Test Book B1*. Each Friday give a test of the week's 24 words and have students write any corrections in the spaces provided. Continue this practice throughout the program.



Revision: Section D

At the conclusion of each section of work, it is recommended that you put aside a week for general revision work on that section. It can be a time for testing of words, more work in sentence writing, reviewing the rules and principles taught, and application of rules to unknown words. Suggested activities for revision week are outlined below.

Students should write their review tests and dictations in the 'review tests' section of their *Test Book B1*.

Day 1

Phonogram test Test the following phonograms:

- | | | | | |
|------|--------|--------|--------|--------|
| 1. e | 5. u | 9. ea | 13. th | 17. aw |
| 2. a | 6. y | 10. ng | 14. er | 18. au |
| 3. i | 7. igh | 11. ai | 15. ay | 19. ou |
| 4. o | 8. ee | 12. ar | 16. or | 20. qu |

Word test Test the following words:

- | | | | | |
|-----------|-----------|-----------|-----------|-----------|
| 1. wind | 5. cost | 9. lion | 13. woman | 17. quiet |
| 2. sight | 6. party | 10. night | 14. only | 18. sky |
| 3. shark | 7. body | 11. tiger | 15. berry | 19. wild |
| 4. myself | 8. season | 12. sorry | 16. wind | 20. just |

Mark the tests as soon as possible after completion. Have students record their errors in *Test Book B1*. Discuss any errors and encourage students to carefully learn words well which have been spelt wrongly.

Have students write sentences on paper containing the words which they originally spelt wrongly.

Day 2

Word test Test the errors made on the previous day together with the following words:

- | | | | | |
|----------|------------|-------------|-------------|-----------|
| 1. open | 5. holiday | 9. jump | 13. eye | 17. copy |
| 2. site | 6. light | 10. wife | 14. carry | 18. both |
| 3. even | 7. far | 11. provide | 15. between | 19. post |
| 4. blind | 8. fancy | 12. country | 16. rather | 20. ready |

Mark tests as soon as possible after completion. Have students record their errors in *Test Book B1*. Discuss any errors or any rules which you see have not been understood and help students to review the errors, re-analyse the words and gain understanding.

Day 3

Word test Test the errors made on the previous day together with the following words:

- | | | | | |
|----------|------------|------------|-----------|------------|
| 1. mast | 5. hold | 9. farm | 13. along | 17. car |
| 2. start | 6. cry | 10. gift | 14. story | 18. sit |
| 3. cover | 7. tiny | 11. dark | 15. fight | 19. invite |
| 4. most | 8. nothing | 12. family | 16. aunty | 20. afraid |

Mark the tests as soon as possible and go through any errors with the students. Have them record any errors in *Test Book B1* and encourage them to learn them thoroughly.



Section D test

Help students locate the 'section tests' in their *Test Book B1*, where they will write their answers. Students should achieve 80% or above in the *Words* test to move on with the word list. If students are weak only in dictation or in base words and endings, provide more practice in those areas but move on with the word list.

Words

- | | | | | |
|------------|------------|-------------|-----------|-------------|
| 1. sit | 11. start | 21. car | 31. arm | 41. might |
| 2. bite | 12. animal | 22. blind | 32. carry | 42. reason |
| 3. fight | 13. invite | 23. eye | 33. park | 43. between |
| 4. women | 14. sorry | 24. wife | 34. ready | 44. site |
| 5. only | 15. mast | 25. tiny | 35. shark | 45. sight |
| 6. provide | 16. lion | 26. cover | 36. even | 46. family |
| 7. post | 17. pretty | 27. oven | 37. hold | 47. body |
| 8. event | 18. most | 28. holiday | 38. aunty | 48. along |
| 9. story | 19. wind | 29. afraid | 39. quiet | 49. myself |
| 10. past | 20. lost | 30. dry | 40. wind | 50. nothing |

Mark the spelling test out of 50, taking off one mark for each word spelt wrongly.

Dictation

A quiet wind is no reason to stop a party in the park. But if it gets wild and the trees start to fall down it might be time to stop the event. Just say sorry to the invited men, women and children and carry your toys home.

Mark the dictation out of 25. Take off one mark for each word spelt wrongly, each capital missed and each full stop not entered.

Base words and endings test

- | | |
|------------|-------------|
| 1. living | 6. funny |
| 2. names | 7. clapped |
| 3. cutting | 8. rested |
| 4. tables | 9. sitting |
| 5. helping | 10. reading |

Mark the base words and endings test out of 10. If students get the base word correct but not the ending take half a mark off. If they get the ending correct but not the base word do likewise.

Word list

Section F

Consonants

- F1** Double **f** and double **l**
- F2** Double **s** and double **z**
- F3** **c** and **ck** representing the sound 'k'
- F4** **ck** and **k** representing the sound 'k'
- F5** **c**, **s** and **z** representing the sounds 's' and 'z'

Extras

- F6** Months of the year

Word list

Section G

Multiple phonograms

G1 er

G2 ir, ur, ear and wor

G3 Choosing **ee** or **ea** to represent the sound 'ee'

G4 Choosing **ee** or **ea** to represent the sound 'ee' (cont)

G5 Choosing **ay** or **ai** to represent the sound 'ay'

G6 **ey** representing the sound 'ay'
sh and **th**

Word list

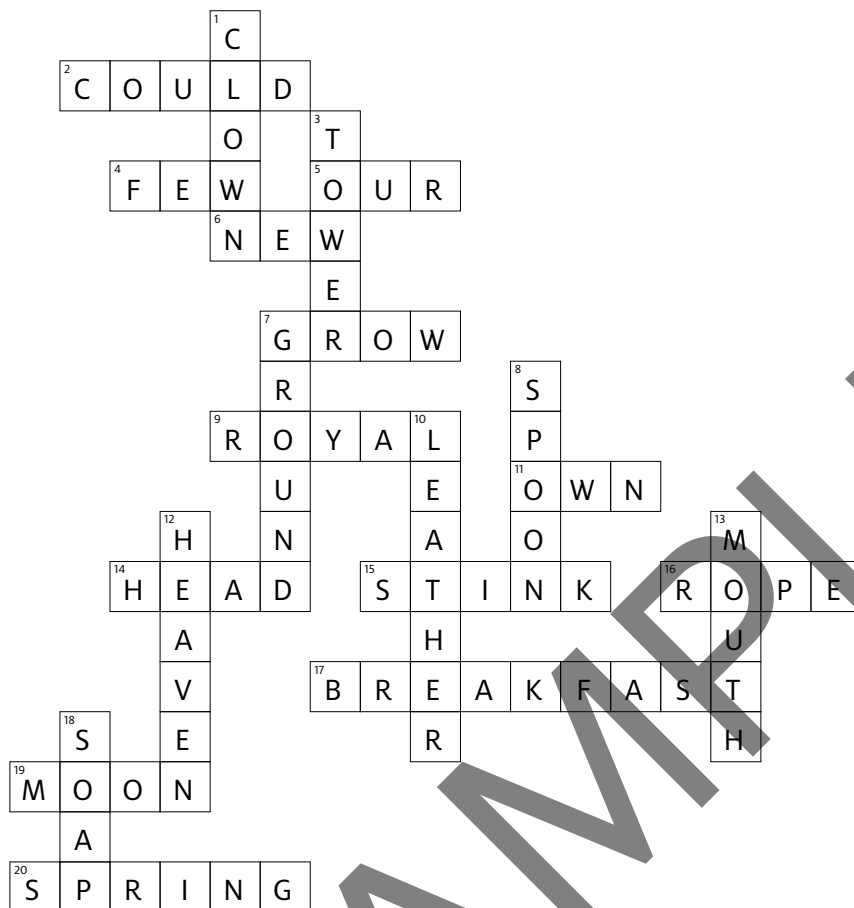
Section H

Multiple phonograms (cont)

- H1** Choosing **ow** or **ou** to represent the sound 'ow'
- H2** The sounds 'ow' and 'oh'
- H3** **ou** says 'aw', **oo** says 'u',
The phonograms **oy** and **oi**
- H4** The phonograms **ng**, **ew** and **ui**
- H5** The phonogram **ea**
- H6** The phonograms **oo** and **oa**

Day 4

Crossword Distribute this crossword from the *Reproducibles* section and show students how to complete it.



Down

1. A funny person
3. A tall narrow building
7. The place we stand on
8. Used for eating and stirring
10. The skin of a cow
12. Where God lives
13. Used for speaking and eating
18. Used for washing hands

Across

2. Would, should, _____
4. Not many
5. Belonging to us
6. Not old
7. To get bigger
9. A king or queen
11. To have
14. Where the brain is
15. To smell very bad
16. A thick woven string
17. The first meal of the day
19. The light in the night sky
20. The season after winter

Day 5

Section test Administer the *Section H test* found on the next page.

If time is available on any of the review days use it for sentence writing and reading.

Student progress chart

Record new data on the *student progress chart*.

Review

The **importance of review** cannot be underestimated. Students cannot always remember the first time they learn something. As they learn new concepts they will build upon the ones which have come before. Unless they have a sure grasp of what comes before, their building is likely to be in vain.



End of Section H

Word list

Section J

Successive seventeen

J1 The phonograms **igh** and **tch**
When to use **tch** or **ch**

J2 When to use **tch** or **ch** (cont)
The phonograms **oe** and **dge**

J3 The phonograms **ough** and **ph**

J4 The phonogram **ie**

Extras

J4 Homophones

J5 Numbers

J6 Numbers (cont)

Rules summary

This section contains a summary of all rules encountered in *Teacher Book B*, including where the rule appears in the list. Underneath each is the list of words featuring the rule, which can be used for review exercises and testing at any time.

- 1** Rules for vowels
- 2** Rules for silent *e*
- 3** Rules for consonants
- 4** Rules for multiple phonograms
- 5** Rules for successive seventeen phonograms
- 6** Rules for endings
- 7** Other rules



Rules summary

Below is a summary of all rules encountered in *Teacher Book B*, including where the rule appears in the list. Underneath each is the list of words featuring the rule, which can be used for review exercises and testing at any time.

1 Rules for vowels

Vowels at the end of a syllable

Reading rule RA1 D1

The vowels **a**, **e**, **o** and **u** usually say their long sounds 'ay', 'ah', 'ee', 'oh', 'oo', and 'yoo' at the end of a syllable. The vowels **i** and **y** may say their long sounds 'igh' and 'ee' at the end of a syllable.

me	l	he	she	we	be	the	no
so	go	my	by	try	fly	over	baby
lady	behind	paper	table	open	tiger	lion	tiny
quiet	even	event	between	along	afraid		

Vowels before a consonant in the same syllable

Reading rule RA1

A vowel usually says its first sound before a consonant in the same syllable.

it	is	am	an	and	in	into	has
----	----	----	----	-----	----	------	-----

Vowels and silent e

Reading rule RA6

a, **e**, **i**, (**y**), **o** and **u** usually say their long sounds 'ay', 'ee', 'igh', 'oh', 'oo', and 'yoo' when silent **e** ends a word.

make	made	cake	take	name	like	time	these
home	rule	cute					

The sounds of the phonogram a

Reading rule RB6

a usually says its first sound 'a' before a consonant in the same syllable.

am	an	and	has	had	as	ran
man	can	at	happy	sad		

a usually says its second sound 'ay' at the end of a syllable. It can also say its third sound 'ah' in this position.

baby	lady	paper	table	father	above	ago
------	------	-------	-------	--------	-------	-----

a usually says its second sound 'ay' if a silent **e** ends the word.

make	made	cake	take	name
------	------	------	------	------

a may say its third sound 'ah' before two consonants, but it does not always do so.

ask	fast	after	hand	hands	thank	back
-----	------	-------	------	-------	-------	------

a always says its fourth sound 'aw' before **ll** or **lk** at the end of a word. The letter **l** is silent in the pattern **alk**.

all	ball	fall	call	talk	walk	chalk
-----	------	------	------	------	------	-------

a usually says its fifth sound 'o' after the letter **w**.

was	want	wash
-----	------	------

The sound 'ay'

Spelling rule RA5 RC4 E5 G5

The phonogram **ay** usually represents the sound 'ay' at the end of a base word or before a vowel.

Exceptions: **they**, **obey**, **grey**, **hey**, **prey**, **whey**, **survey**

play	day	say	way	away	today	stay	pay
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	

Before a consonant, the sound 'ay' may be represented by the phonogram **a** with a silent **e**, or the phonogram **ai**.

rain	wait	tail	mail	sail	train	rail	railway
tale	male	sale					

Other phonograms (**ea**, **igh** and **ei**) may also represent the sound 'ay' but are only taught as they are encountered.

The sounds of the phonogram **a**

¹ a	² a	³ a	⁴ a	⁵ a
<p>'a'</p> <p>a usually says 'a' before a consonant in the same syllable</p> <p>at hat</p>	<p>'ay'</p> <p>a usually says 'ay' at the end of a syllable</p> <p>la-dy ba-by</p> <p>a usually says 'ay' when the word ends with silent e</p> <p>made cake</p>	<p>'ah'</p> <p>a may say 'ah' at the end of a syllable</p> <p>fa-ther</p> <p>a may say 'ah' before two consonants</p> <p>last</p>	<p>'aw'</p> <p>a always says 'aw' before ll or lk at the end of a word</p> <p>ball wall</p>	<p>'o'</p> <p>a usually says 'o' after the letter w</p> <p>was want</p>

More or less?

➔ Write **more** or **less** in the spaces to complete the sentences:

1. A pig eats _____ food than a mouse.
2. Farmers have _____ rain in a dry season.
3. There is _____ milk in the jug than on my breakfast.
4. A book uses _____ paper than a letter.
5. It takes _____ time to have a drink than do the shopping.

