

Contents

Navigating the word list	vi
Before you begin	viii
Teacher's checklist	ix
Finger clues	x
Dictating words	xii
Explanation marks	xiv
Phonograms, sounds and letter names	xiv

Term 1: Weeks 1-4 Up to speed

Phonological awareness	2
Handwriting and the single phonograms	3
The multiple phonograms	4
Review list A	6
Review list B	16
Grammar review	26
Endings review	27
Sentences and dictation	29
Summary: 'Up to speed'	30

Term 1: Weeks 5-8 Word list Section K

Vowels

K1 Short vowels	32
K2 Long vowels	32
K3 The sound 'ah'	34
K4 a says 'o', the sound 'igh'	34
K5 The phonograms o and u	36
K6 The phonogram y , the one one one double rule	36
Revision: Section K	38
Section K test	40

Term 2: Weeks 1-4 Word list Section L

Silent e

L1 Letting vowels say their long sound	42
L2 Long sound (cont), v and u	42
L3 c and g , double function	44
L4 Every syllable must have a vowel	44
L5 Helpless e	46
L6 Adding endings to silent e	46
Revision: Section L	48
Section L test	50

Term 2: Weeks 5-8 Word list Section M

Consonants

M1	c, ck and k representing the sound 'k'	52
M2	ic, k and double s	52
M3	Double l, d before u, f changes to v, g	54
M4	s, x and v	54
M5	Double letters	56
M6	Double letters (cont)	56
	Revision: Section M	58
	Section M test	60

Term 3: Weeks 1-4 Word list Section N

Multiple phonograms

N1	The phonogram er	62
N2	The phonograms ir, ur and ear	62
N3	The phonograms th, sh, ee and ay	64
N4	The phonogram ai	64
N5	The phonograms ow and ou	66
N6	The phonograms ou, oy, oi and ch	66
	Revision: Section N	68
	Section N test	70

Term 3: Weeks 5-8 Word list Section O

Multiple phonograms (cont)

O1	The phonograms au and ng	72
O2	The phonograms oo, ew and ar	72
O3	The phonogram ea	74
O4	The phonograms ea (cont) and wh	74
O5	The phonogram or	76
O6	The phonograms oa, ey, wr, kn and oar	76
	Revision: Section O	78
	Section O test	80

Term 4: Weeks 1–4 Word list Section P

Successive seventeen phonograms

P1	The phonograms eigh , tch , oe and ough	82
P2	The phonograms dge , ph and ough	82
P3	The phonogram ti	84
P4	The phonograms ci and si	84
P5	The phonograms ie , ei and gn	86
P6	The phonograms gu , gh , sc and eu	86
	Revision: Section P	88
	Section P test	90

Term 4: Weeks 5–8 Word list Section Q

Silent letters

Q1	Silent b and l	92
Q2	Silent t and w	92

Other advanced concepts

Q2	Stress changes	92
Q3	Contractions	94
Q4	The ending ge , homophones	94

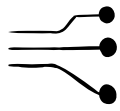
Australia

Q5	Australian states and cities	96
Q6	Australian cities and features	96
	Revision: Section Q	98
	Section Q test	100

Rules summary	102
---------------	-----

Reproducibles	113
---------------	-----

Student progress	145
------------------	-----



Navigating the word list

The LEM Phonics word list contains the words which will be dictated to students each week. These words are on the left-hand page while the right-hand page contains teacher notes, rules and exercises to consolidate the rules and concepts taught. *Teacher Book C* also contains *Backup* and *Extend* sections for beginning and advanced students.

The entire LEM Phonics word list is divided into 26 sections (from A to Z) across four books (*Teacher Book A* to *Teacher Book D*). At the end of each section, opportunity is given for review and testing. In *Teacher Book C*, each week's words are set out in two lists of twelve words. Beside the list of words for each page are notes on word analysis, for instruction and discussion as students learn the words.

Student Book C1 (Terms 1–2) and Student Book C2 (Terms 3–4)

Student Books C1 and C2 are where students will write their word list words. They provide space for twelve words per column, labelled with the appropriate section and list number. Generally students will learn two lists of words per week (six words per day). Derivatives (closely related words) are written on the same line. In addition to the word list words, *Student Books C1 and C2* also include sections for sentences (dictated and composed) and homophones.

Testing

Give spelling tests using the various methods listed below. Daily tests and intra-student testing can be done on loose paper or whiteboards, but all other tests are provided for in *Test Books C1 and C2*.

- **Daily test** – use new words learned and up to ten words from the previous section.
- **Weekly test** – each Friday test the week's words. Weekly tests commence at section K (after the 'up to speed' review lessons).
- **Intra-student testing** – students may test each other from a designated section of their word list.
- **Section test** – tests for each section are included after the reviews, to check whether students should move on or need more review.

Rules

As rules are encountered in the word list or the workbooks, they are listed in boxes in the *Teacher's Notes and Rules* section. Rules are marked as either reading, spelling or ending rules. Rules that have been learned previously are referenced with their list number from *Teacher Book B*.

Dictation

The procedure for dictation is shown in the following pages.

Student exercises

Weekly exercises are provided for each section to help clinch the rules and give practice using words from the list. They can be used as they are or as suggestions to create your own exercises to suit your situation. Word list work in year C continues consolidating and expanding upon existing rules, learning some new rules, writing and reading sentences, adding endings and beginning to learn the parts of speech and basic punctuation.

Revision

A week of revision work with tests is included at the end of each section to enable you to check on the students' knowledge of words and rules thus far.

Rules summary

A helpful reference list of all rules from *Teacher Book C*, with section references and example words.

Reproducibles

This section contains worksheets and charts referenced within the text. These can be copied or downloaded from www.lemphonics.com/downloads for student use.

Student progress

A *student progress chart* follows the word list sections at the end of this book. This may be photocopied for each student and used to record their progress. This resource is also available as a fillable PDF.

Section reference

Word lists

Word analysis and discussion notes

Rule

Student activities

Suggested schedule

K5 Section K List 5 The phonograms **o** and **u**

prob-lem /'prɒbləm/ → 'prɒbləm
 gold /gɒld/ → 'gɒld
 front /frʌnt/ → 'frʌnt
 dɪn-go /'dɪnɡoʊ/ → 'dɪnɡoʊ
 flʌ-mɪn-go /'flʌmɪnɡoʊ/ → 'flʌmɪnɡoʊ
 com-mon /'kɒmən/ → 'kɒmən
 pos-sum /'pɒsɪəm/ → 'pɒsɪəm
 but-ton /'bʌtən/ → 'bʌtən
 ad-ult /'ædʌlt/ → 'ædʌlt
 Use u-ʃʊ-əl /'uʃʊəl/ → 'uʃʊəl
 bʊz-y /'bʊzi/ → 'bʊzi

K6 Section K List 6 The phonogram **y**, the one one double rule

en-é-my /'enɛmi/ → 'enɛmi
 grav-í-ty /'grævɪti/ → 'grævɪti
 ug-ly /'ʌɡli/ → 'ʌɡli
 sev-en sev-en-ty /'sevən 'sevnɪ/ → 'sevən 'sevnɪ
 níne níne-ty /'naɪn 'naɪnti/ → 'naɪn 'naɪnti
 lín-en /'lɪnən/ → 'lɪnən
 plán-et /'plænət/ → 'plænət
 lém-on /'lemən/ → 'lemən
 mel-on /'melən/ → 'melən
 hób-ít /'hɒbɪt/ → 'hɒbɪt
 cam-el /'kæməl/ → 'kæməl
 fíx fíx-íng /'fɪks 'fɪksɪŋ/ → 'fɪks 'fɪksɪŋ

Teacher notes and rules

The sound 'oh', 'uh' at the end of a word
 o ('o', 'oh', 'oo', 'u') usually represents the sound 'oh' at the end of a multi-syllable word after **g** or **t**.

The sound 'ee'
 y ('i', 'igh', 'ee', 'y') usually represents the sound 'ee' at the end of multi-syllable words.
 Exceptions: **money, honey, monkey, donkey**
 e ('e', 'ee') usually represents the sound 'ee' at the end of a syllable.

Adding es to words ending in o
 We usually add **es** to a base word ending in **o** unless the word has something to do with music.

The one one double rule
 If a base word has **one** syllable, **one** vowel and **one** consonant after the vowel, **double** the consonant when adding an ending beginning with a vowel.

The 'never double' letters
 The 'never double' consonants are **h, j, k, q, w, x** and **y**.
 The 'never double' vowels are **a, i, and u**.

Student activities

- Endings: es after o** Review the rule for adding **s** and **es** to words ending in **o**. Write this list on the board and have students write the plurals with **s** or **es** according to the rule.
 potato tomato dingo flamingo piano dello
- Endings: one one double rule** Review the **one one double rule**. Hand out the *One one double application form* from the *Reading/ables* section and have students choose a word from the list below to complete the form.
 rest swim hop trust put feel bend
- One to Five** Write these on the board for students to complete. If they struggle to find words they can use their own list for reference.
 1. Write one word which contains the phonogram **ee** (double 'ee').
 2. Write two words where a 'a', 'ai', 'aw', 'aw', 'o' says its third sound 'ah' at the end of a word.
 3. Write three words where a **s** says its third sound 'ah' within a word.
 4. Write four multi-syllable words ending in the sound 'ee'.
 5. Write five words which have the pattern consonant – vowel – consonant – syllable break – vowel.
- Workbook 8** Have students do pages 3 and 9, covering days of the week, months and numbers.
- Weekly testing** Continue testing each Friday using *Test Book C1*. Give a test of the week's 24 words and have students write any corrections in the spaces provided.

Review words
 y representing 'ee'
 happily tiny partly
 body fancy copy
 auntie sorry carry
 country pretty funny
 fuzzy cily early

Phonograms
 o u y

Essentials
 Ensure all students know the days of the week, months and numbers. Provide extra assistance if they do not.

Focus: base word
 Reinforce the concept of a base word and the endings that can be added to it.

Word origins
 Research and discover where these things got their names:
 • the days of the week
 • the months of the year
 • the planets in our solar system.
 Most of these were named by the ancient Greek and Romans after their festivals, leaders and gods.

Explanation marks

Derivatives (on same line)

TERM ONE | WEEKS 1-4

Up to speed

The first four weeks of *Teacher Book C* are designed to bring new students up to speed quickly, and provide a refresher for existing students. Students review and practice phonological awareness, handwriting, the phonograms, base words and endings, grammar and sentences.

Students also go through two 'review lists' of 60 words each from *Teacher Book A* and *Teacher Book B*, which cover all the rules learned so far.

It is recommended to have on hand a copy of both Teacher Books A and B, plus single copies of Workbooks 1-7. These will assist greatly in review – providing word and rules reference, teaching pointers and whole-class exercises.



Phonological awareness is a set of skills that show a student's ability to distinguish and manipulate words, rhymes, syllables and other word parts.

Before moving into the written skills of English (reading, writing and spelling), it is helpful if a child has an awareness of different aspects of sound in a word – e.g. being able to hear individual sounds in words, hearing and enjoying the repetition of sounds (alliteration), rhyming words and vowel changes in words.

Much of this awareness may take place in the early pre-school years without the child realising it, but if there has been little or no exposure to literature and language in the home, students may need extra assistance in developing these skills.

A detailed explanation of phonological awareness appears in the introductory pages of the *LEM Phonics Manual*.



Student activities

These activities may be done concurrently or over several days, depending on class size. Phonological awareness is one of the best early indicators for reading and spelling ability, and it is important to identify any students who may require extra assistance in this area.

- 1. Phonological awareness test** Administer the phonological awareness test found in the *LEM Phonics Manual*, the *Reproducibles* section or as a digitally fillable PDF at www.lemphonics.com/downloads.
- 2. Rhyming** Locate several children's poems which use frequent rhymes. Read each stanza of the poem aloud without the last rhyming word and have students complete it, with the actual word or one of their own rhyming words.
- 3. Counting** Find a passage of prose and read aloud various selections: have students count the number of words in a particular sentence, the number of syllables in a word, and the number of sounds in a word. Use this exercise to reinforce the difference between consonant and vowel sounds.
- 4. Reading** Choose a simple book and read to the students. As you read, break selected words into their sounds and have students determine the word those sounds create. Remember to use sounds, not letter names (e.g. 'b', 'a', 'g', not 'bee', 'ay', 'jee'). Choose several established students to read to the class in a similar manner.
- 5. Change a letter game** This game is found in the *Reproducibles* section. Students must change only one of the sounds each time to progress through the list and make a different word each time.
- 6. I am a little sound** Assign sounds to groups of 4 students and have them line up to form words. They should then say their assigned sound in turn to make the word. Then see if other words can be made by rearranging the order of the line and/or removing one of the sounds. Some example sounds are shown below:

'spot' >> 'tops' >> 'stop' >> 'pots' >> [remove 's'] >> 'pot' >> 'top'

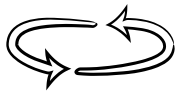
Note that the word **post** could not be used in this example, because it uses the long sound 'oh', not the short sound 'o'. We are working with *sound*, not the written letters.

'skan' >> 'snak' >> 'kans' >> [remove 'n'] >> 'sak' >> [remove 's'] >> 'kan' >> 'nak'

'pram' >> 'ramp' >> [remove 'p'] >> 'ram' >> [remove 'm'] >> 'rap' >> [remove 'r'] >> 'map'

'snap' >> 'span' >> 'naps' >> [remove 's'] >> 'pan' >> 'nap' >> [remove 'n'] >> 'sap'

Do not use **pans** because the **s** on the end sounds as 'z'.



Review lists

Teacher Books A and B

Whilst the English language is by no means straightforward, there are many systematic and predictable principles and patterns that govern the use of the phonograms and sounds, giving us the ability to make sense of them. We call those patterns **rules**. LEM Phonics uses lists of words to teach the rules of the English language, analysing each word and demonstrating the rules as they are encountered.

The review list words have been specially selected from the previous teacher books to cover all the rules learned so far. The lists are ordered by various categories (shown below). Some rules begin with a simpler implementation in the lists from *Teacher Book A* and progress to more complex instruction in *Teacher Book B*.

Established students who have been taught LEM Phonics from the beginning should have a working knowledge of the various rules that have been encountered in *Teacher Book A* and *Teacher Book B*. For existing students, the review lists will provide valuable refreshment, especially at the start of a new year. For new students, the review lists will be essential in bringing them up to speed with the rules of LEM Phonics.

Teacher Book A review list outline

- List 1 Vowels and consonants
- List 2 Silent **e**
- List 3 The sounds of **a**
- List 4 **i, y, o** and **u**
- List 5 **c/ck/k, er, ow**

Teacher Book B review list outline

- List 1 Vowels and consonants
- List 2 Silent **e**, the sounds 'ee' and 'ay'
- List 3 The sounds 'ah', 'igh', 'oh', 'u' and 'ow'
- List 4 Multiple phonograms
- List 5 Phonograms used at the beginning of a word
Successive seventeen phonograms

SAMPLE

Silent **e**, the sounds 'ee' and 'ay'

fence	Explain that the phonogram c represents the sound 's' in fence , therefore silent e is needed to make the c say 's'. Draw a small arch from c to the silent e .
fringe	Explain that the letter j cannot end a word, we must use the phonogram g instead to represent the sound 'j'. We know that g can only say 'j' before the letters e , i or y , so we can use silent e to allow g to say 'j'. Draw a small arch from g to the silent e .
cir-clē	The second syllable of cir-cle requires a vowel, provided by silent e . Place a small v above the e . Explain that c represents both the sounds 's' and 'k' and discuss why each one says the sound it does. Tell students which 'er' phonogram to use ('er' of bird).
place	Sometimes silent e performs two functions. In place a double arch (or 'wave' or 'beak') is used to show that a can say 'ay' and c can say 's' because of the silent e . Draw both arches in the direction of writing.
cit-y mōn-ey	Review the rule that the phonogram y usually represents the sound 'ee' at the end of multi-syllable words. In city either c or s could represent the sound 's', because i follows. Explain which phonogram to use. The words money , honey , monkey and donkey use the phonogram ey ('ee', 'ay' that we may use at the end of a word) instead of y to represent 'ee' at the end. These words must be remembered. Place 4 above o in money .
stay whale rain	There are three phonograms that usually represent the sound 'ay' – a , ay and ai . Less common phonograms are ey , ea , eigh and ei (although ey is featured in several very common words like they , hey , grey and obey). The phonogram ay usually represents the sound 'ay' at the end of a base word or before a vowel. Before a consonant, the sound 'ay' may be represented by the phonogram a with a silent e , or the phonogram ai . Use fingers to show the various phonograms in the words stay , whale and rain , remembering to wiggle the finger for silent e .
tail tale	Show fingers with the different patterns for the homophones tail and tale and discuss the different meanings. tail uses ai and tale uses a with silent e . Mark tale with an arch from a to silent e .
Sun-day	Explain that u (not o) represents the sound 'u' in Sun-day . Say the syllables only without fingers. Explain that capitals are used for names of days and review that ay usually represents the sound 'ay' at the end of a word. Sunday is named after the sun in the sky.



Student activities

- Silent e practice** Write this sentence on the board and have students analyse and mark silent **e**.
I will make some nice apple juice and cheese.
- Days of the week and months** Detailed word analysis on the days of the week is contained in Section E5 in *Teacher Book B*. The months of the year are similarly covered in Section F6. If students are not familiar with either of these, some extra review may be necessary.
- Homophones** Review the definition of a **homophone** (a word which sounds the same but is spelt differently to another word). In order to spell a homophone, we must know the meaning of the word. Say these words out loud and ask students to tell you both meanings:
sail/sale tail/tale main/mane road/rode sun/son
See if students can tell you the spelling of their meaning and write both homophones on the board.



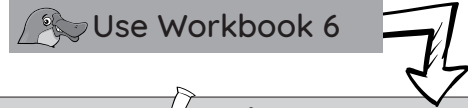
Silent e						Explanation marks
1. e lets a vowel say its long sounds. Draw an arch from the vowel to the silent e .						make [⤴]
make	made	cake	take	name	like	
time	these	home	rule	cute	alone	
table	state	ate	sale	male	female	
delete	line	life	mine	size	quite	
fire	hope	nose	those	clothe	clothes	
use	use	drive	drove	move		
2. e stops the letters v or u from ending an English word. Put a small x under the v or u .						live _x
live	give	have	love	dove	above	
blue	glue	true	glove	clue		
3. e allows c or g to say their second sounds 's' or 'j'. Draw an arch from the c or g to the silent e .						dance [⤴]
dance	juice	large	fence	chance	since	
voice	fringe	orange				
4. e can give a vowel to a syllable. Place a small v above the silent e .						lit-tle ^v
little	apple	middle	purple	gentle	needle	
circle	uncle	people				
5. e can perform two functions at once. Draw a double arch from the letters to the silent e .						face [⤴]
face	race	nice	age	page	trace	
place	grace	price	change	strange		
6. At times e does nothing but is left as a remnant from the days of Chaucerian English. Draw a small x above the silent e .						some ^x
some	come	are	were	house	mouse	
cheese	more	horse	nurse	please	cause	
because	fore	before	where	noise	none	praise

The sound 'ee'		Spelling rule
The phonogram y usually represents the sound 'ee' at the end of multi-syllable words.		
Exceptions: money, honey, monkey, donkey		
happy	tiny	party
aunty	sorry	carry
many	fuzzy	city
early	nearly	thirty
		forty
		fifty
		sixty
		twenty
The phonogram e usually represents the sound 'ee' at the end of a syllable.		
behind	even	event
		between
		female
		delete

The sound 'ay'		Spelling rule
ay usually represents the sound 'ay' at the end of a base word or before a vowel.		
Exceptions: they, obey, grey, hey, prey, whey and survey .		
play	day	say
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
tale	male	sale
		mail
		sail
		train
		rail
		railway
<i>Other phonograms (ea, eigh and ei) may also represent the sound 'ay' but are only taught as they are encountered.</i>		

Spend two lessons reviewing the rules for endings. Workbook 6: *Base Words and Endings 2* will provide review exercises and example words to illustrate the various endings and their rules listed below. Because this is a review, all exercises shown in the workbooks will not necessarily be required – adapt the exercises for whole-class learning or to fit student ability.

s and es



The ending s **Ending rule** WB6 p 2–3

s can be added to most words which are things (*nouns*) and words which are actions (*verbs*). When added to a noun, **s** usually makes it *plural* (more than one). **s** is added to a verb to make a sentence sound correct.

dogs trees runs plays

The ending es **Ending rule** WB6 p 3

The ending **es** (instead of **s**) is added to words which end with the phonograms **x, s, z, ch, tch** or **sh**. **s** always says 'z' in the ending **es**.

boxes messes buzzes arches dishes

Vowel endings

Adding endings to silent e words **Ending rule** WB6 p 4–7

If a base word ends with silent **e**, remove the **e** when adding an ending beginning with a vowel.

give > giving have > having come > coming hope > hoping ease > easy

The phonogram ending ed **Ending rule** WB6 p 6

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.

bake > baked time > timed

The one one one double rule **Ending rule** WB6 p 8–18

If a base word has **one** syllable, **one** vowel and **one** consonant at the end, **double** the consonant when adding an ending beginning with a vowel.

run > running	sit > sitting	swim > swimming	help > helping
lift > lifting	hop > hopping	stand > standing	clap > clapping
read > reading	jump > jumping	cut > cutting	put > putting

Adding the ending er to verbs **Ending rule** WB6 p 19

The ending **er** can be added to a verb to make a noun meaning 'a person who does that verb'.

teacher knitter painter leader jogger rider winner follower baker

Adding the endings er and est to adjectives **Ending rule** WB6 p 20–21

When **er** is added to an adjective it means 'more'. When **est** is added to an adjective it means 'most'.

big > bigger long > longer soft > softer fast > faster thin > thinner

The ending y **Ending rule** WB6 p 22

y is a vowel ending. It can be added to words to make them adjectives.

pointy sunny fatty rusty foggy lacy funny rainy floppy spicy

Sentences

Discuss and review sentences – how they must begin with a capital letter, and the punctuation marks learned so far to end a sentence (full stop or question mark). Each sentence should contain one complete thought. Use the exercises below, or create your own.

- Written expression** Have students compose several original sentences on these subjects:
a mouse clothes an animal in the zoo a birthday party the moon
- Completing sentences** Have these sentence beginnings written on the board:
On Monday I _____ On Friday I _____
On Saturday I _____ On Sunday I _____
Have students read the words and think of suitable ideas to complete each sentence (e.g. On Monday I do music, on Saturday I play sport).
- Question marks** Review the question mark and when to use it. Write the following questions for students to copy, then have them write a full sentence answer to each question.
When do you brush your teeth? Who is bigger than you?
What is smaller than a mouse? Which big star shines in the daytime?
- 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, thing, 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.

Dictation

When sentences are related to each other, have students write each sentence following on from the previous one. If the sentences are not related, start a new line. Assist students to spell (through analysis) any words that pose difficulty.

- Double letters**
I have a little apple. My mother will cut it for me. She cuts out the middle of the apple.
- Short paragraphs**
My aunty got lost in a hot country. She was the only woman. She tried to cover her eyes from the sun but nothing helped. It was just like her body was in an oven.
A small black snake made her way across the grass. Then she was quick to go into a bucket. She went inside and zipped past a glass of milk before deciding to stop in my jacket pocket.
- Homophones**
Tell me the tale of the dog and his tail. The children put their books over there.
I may go away in May for my birthday. I meet my brother and we eat meat.
- Longer paragraphs**
A farmer bought some seeds and brought his niece to help sow them. The first seeds fell on the edge of the road for birds to catch. The second seeds fell on rough ground. Although they started, it was hard to keep growing. The third seeds fell in the weeds where sun could not get through. But the fourth seeds fell in good ground and grew hundreds of seeds.
Numbers are all around us. They tell us how old we are and how much we weigh. How tall are you? What is your shoe size? Numbers will tell. Numbers show time on a clock and also show time through the years. When we go to the shop we see numbers on things to tell us how much money they cost. Where would we be without numbers?

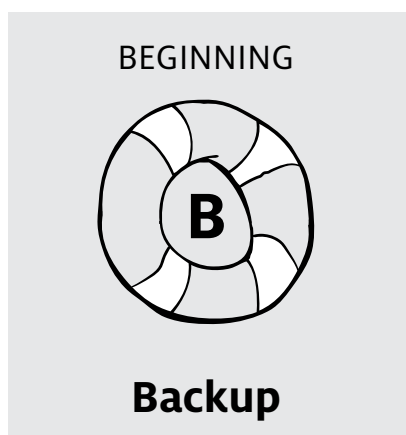
Summary: 'Up to speed'

The phonological awareness test given at the beginning of this section is often the keenest indicator of baseline student knowledge, and is usually reflective of their exposure to literacy in the home before beginning school. What is harder to gauge is students' *ability* to acquire new knowledge, and to manipulate and build their existing knowledge.

These first weeks of reasonably intense review should identify those students who need extra assistance in learning the phonograms, the rules, or perhaps other aspects of LEM Phonics such as handwriting. This assistance can come in the form of teacher aides, parents, or even other students.

Beginning/Developing/Established

There are three broad levels of knowledge and ability that LEM Phonics provides for – **beginning, developing** and **established**. These levels are translated to actions in the course work – **backup, do it!** and **extend**.



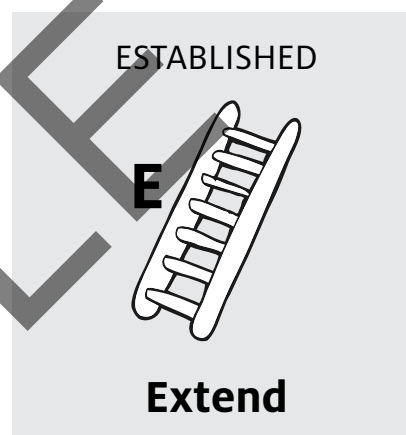
Students in the **beginning** group will need extra review and attention to grasp concepts and progress through the program. Students may be placed in this group because they have had little or no exposure to phonics in the home or classroom and need some time to adjust, or their general ability is not at the same level as the majority of students. Students with above average natural ability but no phonetic training may initially be placed in this group, but will usually adapt quickly and are likely to move up.

The actions of **backing up** and reviewing are essential for the beginning student. Throughout the word list pointers to previous (simpler) words and concepts are provided to assist beginners and provide **backup** for concepts that may not have been fully understood the first time around.



The standard course work is aimed at the **developing** student, taking the philosophy point of 'building on the known' and incrementally building literacy knowledge on previously learned concepts at a steady pace.

The action for the developing student in the main stream is simply this: **do it!**



The **established** group will grasp most aspects of LEM Phonics quickly and easily, and will require extension to maintain interest. One of the most rewarding tasks for this group is to be involved in assisting students in the other two groups. Explaining concepts to their peers is extremely helpful in developing knowledge and character in students – but it needs to be monitored carefully. In addition to this practice, extension work and pointers to higher level concepts are provided throughout the word list.

The action for established students must be **extend** – always seeking to grow in knowledge and to explore the limits of their ability.



glad stamp	Review the sounds for the phonogram a ('a', 'ay', 'ah', 'aw', 'o'). The first sound of vowels is always a short sound (the fifth sound of a is also a short sound). Review the rule that vowels usually say their first sound when followed by a consonant in the same syllable.
left rest west	Pronounce the phonograms clearly in left , rest and west . Ask students if they know any other phonograms that could represent the short 'e' sound (ea) – use the sound charts to assist if necessary.
swim	Review the three sounds of i ('i', 'igh', 'ee'). After dictating the word swim , have students tell you if each of the phonograms is a consonant or vowel.
hop fox	Review the four sounds of the phonogram o ('o', 'oh', 'oo', 'u'). Like a , o has a second short sound, saying 'u'. After dictating the word fox , talk about the phonogram x and discuss which two sounds make up the 'ks' sound ('k' and 's').
bus trust	Review the four sounds of the phonogram u ('u', 'yoo', 'oo', 'uu'). u also has a second short sound which says 'uu' (put). Reinforce again the reading rule that vowels usually say their first sound when followed by a consonant in the same syllable.
cap ¹ -i-tal	Dictate the syllables for cap-i-tal , pronouncing the first sounds of a and i clearly: 'kap-i-tal'. When students have told you how to write it, read it for speaking using the schwa sound: 'kap-uh-tuhl'. Ask if any students recall the rule for vowels at the end of a syllable (vowels may say their long sounds in this position). The i in cap-i-tal may say its long sound 'igh' ('kap-igh-tal'), but here it does not. Place 1 over i.
spi ¹ -rit	Dictate spirit in a similar way to capital and examine the syllables and sounds.

K2 Section K List 2 Long vowels

e- <u>qual</u>	Dictate equal for spelling: 'ee-kwal' and once again review the rule that vowels may say their long sounds at the end of a syllable. Read it for speaking afterwards: 'ee-kwuhl'.
hu-man	The phonogram u has two long sounds 'yoo' and 'oo'. We only number the long sound at the end of a syllable if it is the less common third sound. 'hyoo-man' 'hyoo-muhn'
² i-tem	i may say 'igh' at the end of a syllable. Add 2 above, because i uses a 'permission' rule (may say) rather than a 'prescription' rule (usually says). 'igh-tem' 'igh-tuhm'
na-vy	a , e , o and u will <i>usually</i> say their second sound at the end of a syllable, so we do not need to place 2 over a .
no-bod-y cu-cum-ber	Compare the first letter o in nobody with the second and discuss why they say different sounds (one is at the end of a syllable, the other is followed by a consonant in the same syllable). Do the same with the letter u in the word cucumber .
mo-ment e-vil	Students should be able to spell mo-ment and e-vil if the syllables are stated clearly. Once again note o and e saying their second (long) sounds. 'ee-vil' 'ee-vuhl'
mo- <u>tor</u>	Dictate motor as 'moh-taw' for spelling, sounding the or phonogram. In rhythm of speech it sounds as 'moh-tuh'. Underline the multiple phonogram or .
po-em po-et po- ¹ e-try	Pronounce the short 'e' sound and the syllables clearly in poem , poet and poetry . Place 1 over e in poetry to show it saying its short sound despite being at the end of a syllable.
zeb- ³ ra zebra ³	The Oxford Dictionary gives two pronunciations: 'zeb-rah' and 'zee-brah'. Discuss with students which pronunciation they prefer, and where the syllable break should be and why (after e for 'zee' and after b for 'zeb'). Place 3 above a where it says 'ah'.
stud-y stu-dent	study is the base word of student . The syllable break changes in stu-dent , allowing u to say its second sound at the end of a syllable. Review the rule that y usually represents the sound 'ee' at the end of a multi-syllable word. 'styoo-dent' 'styoo-duhnt'

**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.

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.



Student activities

1. **Phonograms** Write just these phonograms (without the numbers) on the board and ask students to say all the sounds. Then add the numbers and ask them to say the specific sound.

ēā ē ōū ēā ā ū ū ō ēw
āu c fh c y qu g ēā ā

2. **Written expression** Write the following outline on the board about the topic *water*:

- How we get water
- What we use water for
- Water bodies such as lakes, sea, rivers

Divide the class into three groups, who will write about one of the outline topics. Work orally with all students first, hearing their ideas for the different sections of the outline, and then have students write several sentences about their topic. Have students use a new line to begin the sentences about each new point – the beginning of *paragraphing*. When students have finished their written work, choose one or two students from each group to read their work to the class.

3. **Grammar: Phrases** Review the definition of a *sentence* (a group of words which tells a complete thought), and review the fact that sentences must begin with a capital letter and end with a full stop or question mark. Introduce *phrases* by following these steps:

- Say these words to the students: in the garden
- Ask them if those words make sense. Explain that we need more words to make the meaning clear.
- Now say this sentence: A dog is in the garden.
- Ask if those words make sense. Yes they do! It is a complete thought. 'In the garden' does not have a clear meaning – it is only part of a sentence. It is a *phrase*.
- Write the definitions of sentence and phrase on the board and have students copy them into their books:

A *sentence* is a group of words which tells a complete thought.

A *phrase* is a group of words which forms part of a sentence, but is not a complete thought.

4. **Workbook 8** Issue students with Workbook 8: *Read, Spell, Go!* and have students complete pages 1–3.

5. **Weekly test** Issue students with *Test Book C1*. 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.

Review words

Short vowel sounds

it	is	am	
and	in	into	has

Long vowel sounds

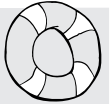
me	he	she
so	go	my
o-ver	ba-by	la-dy
e-ven	ti-ger	qui-et

Phonograms

a e i y o u

Focus: vowels

Use the vowel chart in the *Reproducibles* section to review all the vowel sounds, focusing on which ones are long and short.



BACKUP

Third sounds

Review the third sounds of the vowels. Create a small chart with the headings **ā** ('ah'), **ī** ('ee'), **ō** ('oo') and **ū** ('oo'). Find at least two words for each.

Examples:

ā ('ah')	ī ('ee')	ō ('oo')	ū ('oo')
father	police	move	super
fast	alien	to	flute
past	pizza	prove	rude

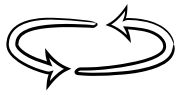
Syllables

Write these words with different syllable breaks and have students read them using the rule for long vowel sounds.

mod-el/mo-del
co-bra/cob-ra
ro-bot/rob-ot
se-cret/sec-ret



EXTEND



Revision: Section K

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 C1*.

Day 1

Phonogram test Test the following phonograms:

- | | | | | |
|-------|--------|--------|--------|----------|
| 1. oe | 5. l | 9. a | 13. ed | 17. ar |
| 2. wh | 6. s | 10. v | 14. t | 18. g |
| 3. i | 7. igh | 11. m | 15. wr | 19. ough |
| 4. ay | 8. h | 12. oi | 16. ew | 20. d |

Word test Test the following words:

- | | | | | |
|------------|------------|------------|------------|------------|
| 1. zebra | 5. button | 9. false | 13. possum | 17. army |
| 2. reply | 6. melon | 10. usual | 14. navy | 18. swim |
| 3. rest | 7. capital | 11. fright | 15. silent | 19. carrot |
| 4. giraffe | 8. west | 12. tomato | 16. fix | 20. linen |

Mark the tests as soon as possible after completion. Have students record their errors in *Test Book C1*. 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. study | 5. wallaby | 9. equal | 13. hospital | 17. problem |
| 2. poet | 6. bus | 10. seventy | 14. duty | 18. motor |
| 3. left | 7. camel | 11. evil | 15. fox | 19. glad |
| 4. trust | 8. pilot | 12. habit | 16. hop | 20. front |

Mark tests as soon as possible after completion. Have students record their errors in *Test Book C1*. 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. umbrella | 5. nobody | 9. moment | 13. ugly | 17. stamp |
| 2. dingo | 6. wattle | 10. ninety | 14. cheetah | 18. salt |
| 3. banana | 7. spirit | 11. potato | 15. extra | 19. cucumber |
| 4. human | 8. flamingo | 12. lightning | 16. common | 20. flight |

Mark the tests as soon as possible and go through any errors with the students. Have them record any errors in *Test Book C1* and encourage them to learn them thoroughly.

Word List

Section L

Silent **e**

L1 Letting vowels say their long sound

L2 Long sound (cont), **v** and **u**

L3 **c** and **g**, double function

L4 Every syllable must have a vowel

L5 Helpless **e**

L6 Adding endings to silent **e**



Section M test

Students will write their answers to this test in the 'section tests' section of their *Test Book C1*. 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. elastic | 11. picnicking | 21. difficult | 31. produce | 41. suppose |
| 2. expense | 12. pepper | 22. octopus | 32. inspect | 42. attack |
| 3. office | 13. correct | 23. self | 33. bottle | 43. leaf |
| 4. travel | 14. certain | 24. sure | 34. curtain | 44. collect |
| 5. danger | 15. collar | 25. escape | 35. novel | 45. plastic |
| 6. electric | 16. command | 26. discuss | 36. exercise | 46. differ |
| 7. except | 17. educate | 27. ankle | 37. dollar | 47. less |
| 8. thief | 18. paddock | 28. manner | 38. effort | 48. expect |
| 9. roll | 19. urgent | 29. angel | 39. bottom | 49. prison |
| 10. engine | 20. kangaroo | 30. grammar | 40. funnel | 50. matter |

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

Dictation

The curtains in the public district have an elastic collar. This allows no light to escape and saves the expense of energy and electricity. The office workers are not excited about this and find it difficult to produce good results in the dark. They say it is no different to a prison. They will urgently discuss it with the people in command and hope it is better tomorrow.

Mark the dictation out of 30. Take off one mark for each word spelt wrongly, each capital missed and each full stop not entered.

Base words and endings test

- | | |
|-------------|---------------|
| 1. bottling | 6. checking |
| 2. roller | 7. exercising |
| 3. results | 8. sugarless |
| 4. sufferer | 9. mannerly |
| 5. allowing | 10. offered |

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.



nar- ² ow <u>th</u> row <u>th</u> rew	Review these rules for the phonogram ow saying its second sound 'oh': <i>Reading:</i> ow may say its first sound 'ow' in any position, but ow may only say its second sound 'oh' at the end of a base word. <i>Spelling:</i> ow may only represent the sound 'oh' at the end of a base word. narrow and throw still need 2 above ow , because even though ow may only say 'oh' at the end of a base word, it may also say 'ow' in that position (see vow below). threw is the irregular past tense verb of throw .
<u>tow</u> -el	Review the rules for the sound 'ow': ow (not ou) always represents the sound 'ow' at the end of a word or syllable, before n alone and before l . Exceptions are noun , foul , crowd . tow-el is actually two syllables, but it can sound as one. Pronounce both syllables for spelling and apply the 'end of a syllable' rule for the sound 'ow'. 'tow-el' 'towl'
<u>vow</u>	vow uses the phonogram ow (not ou) because the 'ow' sound is at the end of a word.
<u>drown</u> <u>pound</u> <u>ā</u> - <u>mount</u> ³	Ask students what ' n alone' means. Use the words drown , pound and amount to show that when another consonant follows the letter n , we use the phonogram ou to represent the sound 'ow'. Use 'ah' in the first syllable of amount for spelling. 'ah-mownt' 'uh-mount'
* <u>noun</u> * <u>pro-noun</u>	noun is an exception to the rules for 'ow' because it should use ow before n alone. The derivative pronoun is spelt the same. Draw an asterisk to indicate a rule-breaker.
<u>cō</u> up- <u>lē</u> ⁴ <u>dō</u> ub- <u>lē</u> ⁴ <u>trō</u> ub- <u>lē</u> ⁴	Fingers will indicate which phonogram represents the 'u' sound in couple , double and trouble . Silent e provides a vowel in the last syllable – mark with a v accordingly. Say just the 'l' sound when dictating for spelling. 'kup-l' 'kup-uhl' 'dub-l' 'dub-uhl' 'trub-l' 'trub-uhl'
<u>jō</u> ur- <u>neū</u>	ou says 'er' in journey. Draw a box to show a non-given sound. The phonogram ey ('ee', 'ay' that we may use at the end of a word) also breaks the rule that y usually represents the sound 'ee' at the end of multi-syllable words. 'jowr-nee' 'jer-nee'

<u>court</u>	Review the rule that the phonogram ou usually says its second sound 'aw' before the letter r , and apply it in the word court . Because of the rule no numbering is necessary.
<u>neigh</u> - <u>bour</u> <u>la</u> - <u>bour</u> <u>hō</u> n- <u>our</u>	The 'aw' sound is reduced to the schwa in neighbour , labour , honour and many other words that use the our ending. Note that Australians use our at the end of a word where US English uses or . Assist students with the infrequently used phonogram igh in neighbour , and double underline the silent letter h in honour . 'nay-baw' 'nay-buh' 'lay-baw' 'lay-buh' 'hon-aw' 'on-uh'
<u>loy</u> -al <u>em</u> - <u>ploy</u> <u>de</u> - <u>stroy</u> <u>poi</u> - <u>son</u> ² <u>re</u> - <u>joice</u> ¹	Review these rules for the sound 'oy': The phonogram oy always represents the sound 'oy' at the end of a base word or before a vowel. The phonogram oi usually represents the sound 'oy' before a consonant. Have students apply the rules to the words loyal (before a vowel), employ and destroy (end of a base word), poison and rejoice (before a consonant). 'loy-al' 'loy-uhl' 'dee-stry' 'duh-stry' 'poy-zon' 'poy-zuhn'
<u>cheap</u>	Review the sounds of the phonogram ch ('ch', 'k', 'sh'). In the word cheap clarify which phonogram represents the sound 'ee'.
<u>chā</u> - <u>rac</u> - <u>ter</u> ² ¹	ch says its second sound 'k' in character . Pronounce 'a' and 'er' carefully for spelling. 'ka-rak-ter' 'ka-ruhk-tuh'
<u>chū</u> te ³ ³	The phonogram ch does not say its third sound 'sh' in many English words – most are of French origin. Draw an arch from u to the silent e and place 3 above u .



The phonogram ow saying its second sound 'oh'



Reading/spelling rule

H2

H6

Reading: The phonogram **ow** may say its first sound 'ow' in any position (**owl, crown, shower, cow**), but **ow** may only say its second sound 'oh' at the end of a base word (**low**). Exceptions: **owe, own**

Spelling: **ow** may only represent the sound 'oh' at the end of a base word (**glow**). Exceptions: **owe, own**

The sound 'ow'



Spelling rule

RC3

H1

H2

The phonogram **ow** (not **ou**) always represents the sound 'ow' at the end of a word or syllable, before the letter **n** alone and before the letter **l** (**cow, show-er, crown, owl**). Exceptions: **noun, foul, crowd**

The phonogram ou



Reading rule

H3

J5

The phonogram **ou** usually says its second sound 'aw' before the letter **r**. Exceptions: **our, hour, sour, flour**

The sound 'oy'



Spelling rule

H3

The phonogram **oy** always represents the sound 'oy' at the end of a base word or before a vowel. The phonogram **oi** usually represents the sound 'oy' before a consonant. Exception: **oyster**

Review words

ow saying 'oh'

blow show own
below elbow grow

The sound 'ow'

how now flower
down town crown
owl howl scowl

ou saying 'aw'

four pour your
favour colour vapour

Phonograms

ow ou oy oi ch

Focus: phonogram choices

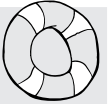
When we spell, we are converting sounds that we hear into written symbols. Many of the rules help us to make a phonogram choice to spell a sound (e.g. the sound 'ow' before **n** alone must be represented by **ow**, not **ou**). Constantly refer students to the sound chart to show these choices for each of the 42 sounds.

Corollaries

A *corollary* is a statement that naturally or obviously follows on from a rule. Sometimes a corollary can help with understanding why a rule exists. For example, the rule for **ow** saying 'oh' might have a simple corollary like this – if **ow** is going to say 'oh', it has to be at the end of a word.

Or, the phonogram **ou** cannot end a word because **u** cannot end a word.

Have students come up with a few simple corollaries.



BACKUP



Student activities

- Grammar: pronouns** Introduce the concept of *pronouns* by writing the following on the board:

A brave man was helping to fight the bushfires. The brave man found a girl trapped in a burning house. The brave man broke the door with the brave man's axe to save the girl. The girl's parents were so thankful to the brave man.

Show students how it sounds much better when we use **he, his** or **him** instead of the underlined phrases for **the brave man**, and use **her** instead of **the girl**. These words are called *pronouns*. Have students write this definition in their books:

A pronoun takes the place of a noun.

Help students create this table:

Noun	Pronoun	Possessive pronoun (ownership)
A female	she, her	her, hers
A male	he, him	his
A thing	it	its
Plural words	they, them	their, theirs
Myself	I, me	my, mine

- Endings: er and est** Review the endings **er** and **est** for adjectives, reminding students how these endings show the *degree* of an adjective (how much there is). Add **er** and **est** to these word list words, ensuring students use the one one one double rule and the change **y** to **i** rule.

ugly pure simple wise dirty
narrow cheap smooth plain

- Workbook 8** Have students complete pages 34–36.

- Written expression: poetry** Have students compose a *limerick* (a five-line poem with the rhyming pattern AABBA). There are several examples in the *Reproducibles* section.



EXTEND



The phonogram ie at the end of a word

Reading rule **J4**

The phonogram **ie** always says its second sound 'igh' at the end of a one-syllable word.

Choosing between ie and ei

Spelling rule **NEW**

Use the phonogram **ei** to represent the sound 'ee' after the letter **c**, to represent the sound 'ay', and in the words **either** and **neither**. Otherwise use the phonogram **ie**.

The phonogram gu

Reading rule **NEW**

gu is only a phonogram before a vowel, otherwise it is split into 'g' and 'u'. **gu** says its second sound 'gw' after the letter **n**, and its first sound 'g' everywhere else.

Double letters

Spelling rule **RA4 F1 F2 M2**

l, f, s and **z** are often doubled at the end of a one-syllable word after a single vowel.

The phonogram sc

Reading/spelling rule **NEW**

Reading: **sc** is only a phonogram before the letters **e, i, or y**. Otherwise it is treated as the phonograms **s** and **c**. *Spelling:* The phonogram **sc** may only represent the sound 's' before the letters **e, i or y**.

The phonogram eu

Spelling rule **NEW**

The phonogram **eu** may not end a word (because words may not end in **u**).

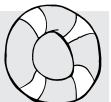
Review words

The phonogram **ie**

niece	die	tie
believe	thief	chief
priest	lie	pie

The phonogram **ey**

they	obey	grey
money	honey	monkey



BACKUP

Phonograms

ie ey kn c

Focus: avoiding confusion

Phonograms like **ie, ei** and **ey** are easily confused, because they have similar letters and make similar sounds. Encourage and train students to be careful spellers to avoid mixing up these and other confusing phonograms.

Double u?

Have students think about the sounds in the word **language** and what letter would normally say the 'w' sound. Then do some research on why that letter might be called 'double u'.

Plural-only nouns

Have students tell you the singular of **scissors** and **trousers** (there is no such thing as a **scissor** or a **trouser**). What part of speech are these words (nouns)? Such words are called *plural-only nouns*. Find several more.



EXTEND



Student activities

- ie and ei** Reinforce the **ie/ei** rules as spelling rules – choosing which phonogram should represent the sound. Display the chart from the *Reproducibles* section and use it to fill in the gaps in these words. Sound the word, but don't fill it in until students have given a reason.
 v____l (veil over my face) p____ce (piece of cake)
 rec____ve (receive a gift) c____lling (ceiling – indoor roof)
 bel____ve (believe in God) dec____t (being untruthful)
- Quotation marks** Whenever somebody speaks in a story, the spoken words have marks called *quotation marks* at the beginning and end. Write this example on the board without quotation marks and have students help to put them in. *Note: In Australia we use single quotation marks – double quotes are only used within another quote.*
 The Little Red Hen found a seed. She said to her farmyard friends, 'Who will help me plant the seed?'
 'Not I,' said the dog. 'Not I,' said the cat.
 Advise students to use a capital letter to begin the spoken part. Dictate this passage and review the quotation marks (and commas) afterwards.
 The first little pig said, 'I will build my house with straw.'
 'Little pig, little pig, let me in,' said the big, bad wolf.
 'Not by the hair on my chinny chin chin,' cried the little pig.
- Endings: er, or and ian** **er, or** and **ian** are 'doer' endings – they are added to base words to mean 'someone who does the base word'.
 driver golfer actor editor electrician musician
- Workbook 8** Have students complete pages 52–54.



isn't = is not	Review the concept of <i>contractions</i> , where an apostrophe stands in for missing letters. Discuss with students which letters are missing in isn't and what it means.
don't = do not does-n't = does not	don't is a contraction for do not . o changes from 'oo' to 'oh', so place 2 above o . does not becomes doesn't . Review the ending rule that words ending in o usually use the es ending (not s) when forming past tense. Place 4 above o in doesn't .
can't = can not	can't has an apostrophe standing in for two letters (otherwise it would be cann't). Place 3 above a to show the sound changing from 'a' to 'ah'.
won't = will not	won't is an irregular contraction where the word will is replaced by wo . Place 2 above o to assist reading.
he's = he is she's = she is I'm = I am they're = they are	is, am and are are present tense verbs of being which form common contractions. 's (apostrophe s) can be a confusing ending, because it is used to show possession as well as the contraction of is . Review the difference between its (possessive) and it's (contraction for it is) from section 15 in <i>Teacher Book B</i> . Ensure that he's (contraction for he is) is not confused with his (possessive). they're should be pronounced 'thh+ay+r' but the ey phonogram shortens to the 'e' sound to form 'air' ('e'+r'). Place a box around ey . 'thhayr' 'thhair'
I've = I have they've = they have you've = you have	have has two letters omitted when it forms a contraction. The silent e stays to stop the letter v ending a word – place a small cross under the v . Underline and number th saying 'thh', ey saying 'ay' and ou saying 'oo'.

mes-sage voy- <u>age</u> dam- <u>age</u>	Review the rules for the sound 'j' at the end of a word: j may never end a word, and dge is only used in one-syllable base words with a single short vowel. All other words use ge . Words ending with the pattern age are usually pronounced as 'ij', which can create confusion for reading (as 'ayj') and also spelling (as idge). Therefore, teach this spelling rule for the sound 'ij': age usually represents the sound 'ij' at the end of a multi-syllable word. This rule applies to over 100 words, with seven exceptions that use dge or ge . Place a box around a to show it saying the non-given sound 'i' and pronounce it as 'a' for spelling. 'mes-saj' 'mes-ij' 'voy-aj' 'voy-ij' 'dam-aj' 'dam-ij'
car-ry car-ri- <u>age</u> mar-ry mar-ri- <u>age</u>	Review this rule: change y to i when adding an ending beginning with a vowel. Discuss how it works in carry > carriage and marry > marriage . carriage and marriage sound like two syllables, but pronounce three for spelling. Apply the rule for 'ij' and place boxes around a . Place 1 above the first a in all words to show it is not part of the phonogram ar . 'kar-ree' 'ka-ree' 'mar-ree' 'ma-ree' 'kar-ree-aj' 'ka-rij' 'mar-ree-aj' 'ma-rij'
im- <u>age</u> i-ma ² g ² -in ^x	Apply the rule for 'ij' in image and mark appropriately. In image the syllables and stress change from the base word. Silent e is helpless in image . Discuss why g can say 'j' in image (it comes before e, i or y). 'im-aj' 'im-ij' 'i-maj-in' 'i-maj-uhn'
al- <u>ter</u> al- <u>tar</u>	alter is a verb, and the homophone altar is a noun. Discuss the different meanings. The Oxford Dictionary gives two options for the first syllable – 'awl' and 'ol'. The last syllables sound the same in normal speech, but for spelling pronounce er and ar clearly. 'awl-ter'/'ol-ter' 'awl-tuh'/'ol-tuh' 'awl-tah'/'ol-tah' 'awl-tuh'/'ol-tuh'
weath- <u>er</u> weth- <u>er</u>	Fingers for the homophones weather and whether will indicate which phonograms are to be used. Explain the meanings and mark all multiples. 'we-thher' 'we-thhuh'
wind wound wound	Discuss <i>homographs</i> (words with the same spelling but different sounds). wound (coiled – 'wound') is the past tense of the verb wind (to coil – 'wighnd'). Compare with the homographs wound (hurt – 'woond') and wind (blow – 'wind').



Rules summary

Below is a summary of all rules encountered in *Teacher Book C*, including where the rule appears in the list. Some rules appear only in the 'Up to speed' review and/or in *Teacher Book B*. 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 before a consonant in the same syllable

Reading rule AR1 BR1 K1

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

glad	stamp	left	rest	west	swim	hop	fox
bus	trust	capital	spirit				

Vowels at the end of a syllable

Reading rule AR1 BR1 K2

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.

equal	human	item	navy	nobody	cucumber	moment	evil
motor	poem	poet	poetry	ze-bra	student		

The sounds of a

Reading rule AR3

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 AR3 BR2 N4 Q6

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**.

bake	save	invade	waste	pain	chain	grain	plain
waist	tailor	fail	jail	captain	contain	remain	Adelaide

Other phonograms (**ea**, **eigh** and **ei**) may also represent the sound 'ay' but are less common.

Phonological awareness test

This test is designed to find the students' skill level in each of the major phonological awareness areas and consequently their readiness to begin the formal reading process.

Guidelines

- The test is presented orally, requiring students to rely on purely phonetic cues – visual cues are not tested at this stage.
- Ensure that sounds (not letter names) are used by both student and teacher.
- The test should be administered to a single student on a 'one-to-one' basis.
- The skills are listed in order of difficulty and should be administered in sections following the schedule outlined below.
- A number of 'nonsense words' have been included to prevent students from guessing the answers, providing a more accurate phonemic assessment.

Sections

Section A (rhyming, word awareness, syllables and phonemic isolation) should be administered before formal instruction in learning the single and multiple phonograms (Terms 1 and 2 of *Teacher Book A*).

Section B (phonemic identity, phonemic categorisation, phonemic blending and phonemic segmentation) should be administered before formal instruction in spelling (Terms 3 and 4 of *Teacher Book A*).

Section C (phonemic manipulation and phonemic substitution) should be administered before proceeding onto *Teacher Book B*.

Students who do not perform well in any of these subtests may need additional support and extra small group activities to improve in these areas in order to successfully complete the formal learning activities.

Answers to change a letter games

1. dog log leg peg pet pot pat hat
2. bug bag bat mat man men hen pen
3. cog cot cat cap tap tag bag wag
4. jet wet pet pat rat rag bag bug
5. pin pig dig dog jog jug hug hut
6. fin fan fat hat hut hug mug mum
7. bat bag bug bun bin fin fix mix
8. rag rug run bun bin pin pan pad

Choosing **ow** or **ou**

to represent the sound 'ow'

➔ Use **ow** in three places:

1. At the end of a word or syllable

cow show-er

2. Before **n** alone

crown

3. Before **l**

owl

➔ Use **ou** everywhere else, except these three words:

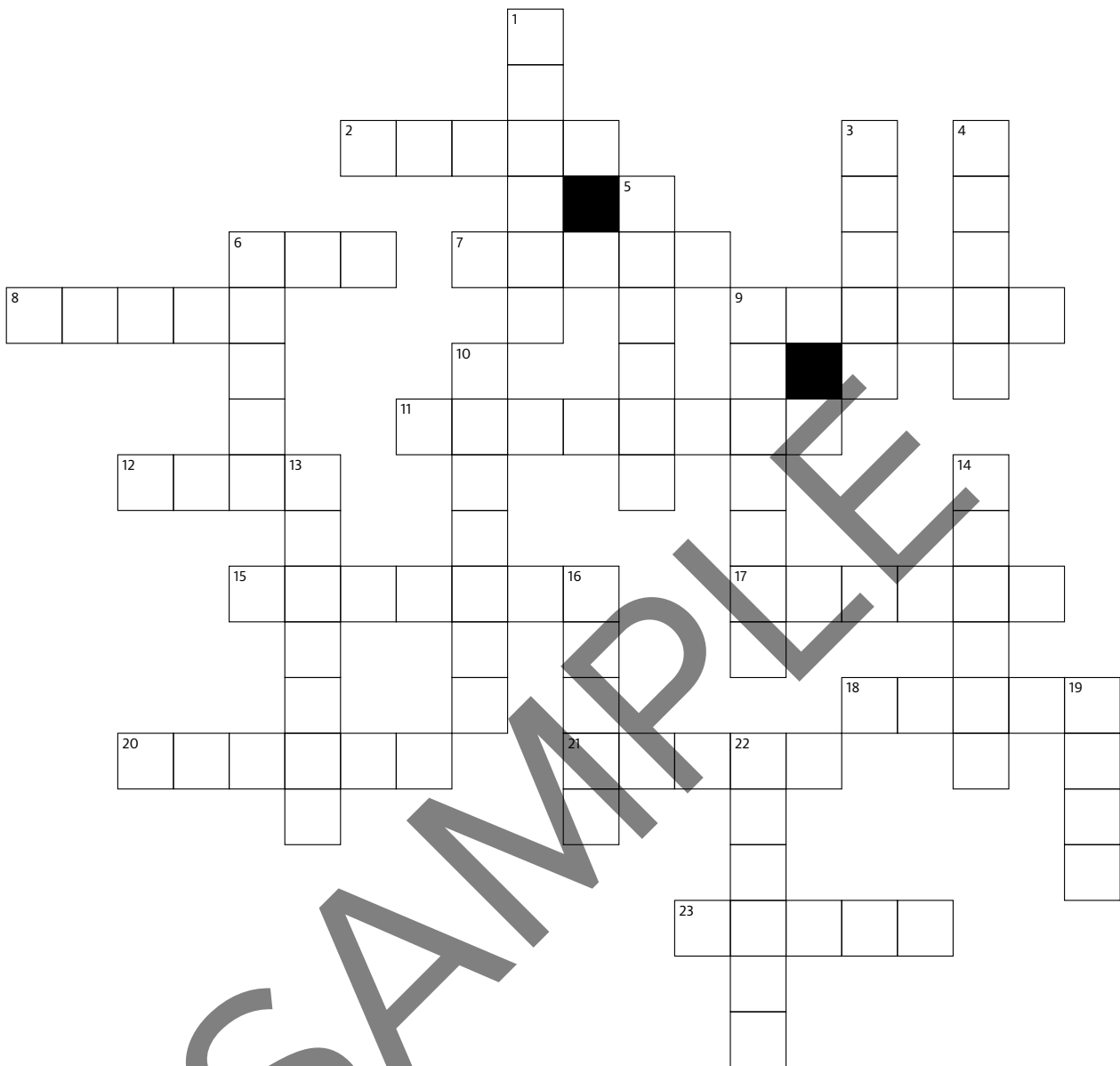
noun

foul

crowd



Section O crossword



Down

1. Between two mountains
3. When water boils
4. Person playing a character
5. Not weak
6. Calm and stillness
9. To have lots of money
10. Washing clothes
13. To speak very softly
14. Crop similar to wheat
16. A sweet oval-shaped fruit
19. A round handle or switch
22. To tell about something

Across

2. Complete with nothing missing
6. A small, round, green vegetable
7. When life ends
8. A large bird of prey
9. A tool to defend or attack
11. Listing of dates
12. Past tense of know
15. What a king rules over
17. In need of food
18. To break
20. To flatten out on a surface
21. Honour and fame
23. Power

The sound 'j' at the end of a word

