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TERM ONE | WEEKS 1-4

Up to speed

The first four weeks of Teacher Book D 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 a rules review of 120 words from the previous word lists, which cover all the rules learned so far.

It is recommended to have available a copy of Teacher Books A, B and C, plus single copies of Workbooks 1-8. 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'.

The sounds of **a**

ba-by	We use a to represent the sound 'ay' in baby because a is at the end of a syllable. Because a rule tells us that the end of a syllable is a usual place for a to say 'ay', we need not place 2 above it. The phonogram y usually represents the sound 'ee' at the end of multi-syllable words. 'BAY-bee'
t [^] ake	a can say its long sound 'ay' because of the silent e . Draw an arch from a to the silent e , moving in the direction of writing. The phonogram k (not c) represents the sound 'k' in take . Why? c could not be used, as the e following would make it say its second sound 's'. Therefore we must use k . Note that students will learn the rules for ck in the next section. 'tayk'
play ² they	The phonogram a can represent the sound 'ay' at the end of a syllable, but not at the end of a word. The phonogram ay is usually used to do this. There are only a few common words that use the phonogram ey in this position (they, hey, grey, obey). Place 2 above the ey phonogram. Place 2 above th as no rule governs its second sound. 'play' 'thhay'
³ af-ter yard march	<i>Reading rule:</i> a may say its third sound 'ah' before two consonants. <i>Spelling rule:</i> The phonogram ar usually represents the sound 'ah' before one consonant. The phonogram a usually represents the sound 'ah' before two consonants, <i>unless</i> it comes before the phonograms ch or sh , where ar is used instead. Place 3 above a in after , because the rule is that a may say 'ah' before two consonants, not <i>usually</i> or <i>always</i> . The rule works even if a syllable break comes between the two consonants. 'ahf-ter' 'AHF-tuh' 'yahd' 'mahch'
all walk	a usually says its fourth sound 'aw' before ll or lk at the end of a base word. There is no need to place 4 above a because the rule governs what sound it says in this position. l is silent in the pattern alk , so place two lines underneath. 'awl' 'wawlk' 'wawk'
was ²	a usually says its fifth sound 'o' after the letter w . As a rule governs the sound of a , it need not be numbered. 2 must be placed above s in was because no rule governs its sound. Students may query why a says 'o' after w in was but 'aw' after w in walk . Tell them that the rule for lk is a 'stronger' rule. 'woz'
ex-tra	a usually says its third sound 'ah' at the end of a word. In rhythm of speech it can sound as the schwa. 'eks-trah' 'EKS-truh'
ko-a-la	a usually says its third sound 'ah' before a consonant and another a at the end of a word. Pronounce words like koala carefully for spelling because many of the sounds are shortened to the schwa in rhythm of speech. 'koh-ah-lah' 'koh-AH-luh'

Technique: Using **a** or **ar** to represent the sound 'ah'

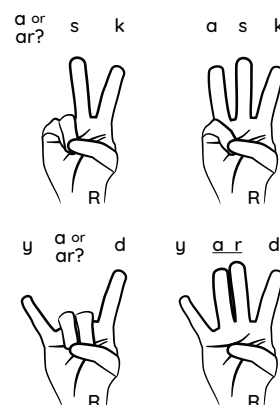
After explaining the rule for the sound 'ah' above, dictate the word **ask**. Hold fingers up for the **s** and **k**, but keep two fingers down for the 'ah' sound as shown. Ask students if one or two fingers will be needed for the sound 'ah' in the word **ask**. They will learn to recognise that **a** (one finger) will be used before two consonants.

For the word **yard**, two fingers will be needed as only one consonant follows.

Give more practice in this concept by writing the following words on the board:

f__st	f__m	h__d
m__st	c__d	y__d
sh__k	bl__st	b__n

Have students add **a** or **ar** depending on whether the sound is before one or two consonants.



**The sounds of a**

Reading rule

B7

RB6

AR3

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

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

A6

G5

N4

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

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

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

The sound 'ah'

Spelling rule

C1

D2

K3

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.

yard hard garden dark shark park arm harvest

The phonogram **a** usually represents the sound 'ah' before two consonants...

ask last fast after past mast rather giraffe

...unless it comes before the phonograms **ch** or **sh**, where **ar** is used instead.

march harsh arch

The phonogram a saying 'ah'

Reading rule

K3

The phonogram **a** usually says its third sound 'ah' at the end of a word.

The phonogram **a** usually says its third sound 'ah' before a consonant and another **a** at the end of a word.

umbrella extra koala banana tomato idea Australia Tasmania

**Student activities**

- The sounds of a** Use the chart in the *Reproducibles* section at the end of this book to review the places where **a** says its various sounds. Have students try to read the following words, referring to the chart for categorisation or assistance with any errors:
wasp chalk fall ta-ble shade mask blast bas-ket swap wad-dle tall brave
- Reading** Have students read the words from the rules review lists they have done so far. When a word is met which has a rule, have them say that rule.
- Sentences** Have students compose three or four sentences using the words they have encountered so far.



<p>lounge 'lownj'</p>	<p><input type="checkbox"/> VERB recline casually <input type="checkbox"/> NOUN a place to lounge <input type="checkbox"/> URDU <i>lungi</i>, a loincloth or skirt ow represents 'ow' before n alone. ge represents the sound 'j' at the end of a word after a consonant or long vowel.</p>
<p>cot-t¹age 'kot-taj' 'KOT-ij'</p>	<p><input type="checkbox"/> NOUN a small, simple house <input type="checkbox"/> OLD ENGLISH/GERMANIC <i>cote</i>, a shelter The pattern age usually represents the sound 'ij' at the end of multi-syllable words. Place a box around a to show it saying the non-given sound 'i' and pronounce it as 'a' for spelling. Do this for passage and garbage as well.</p>
<p>pas-s¹age 'pas-saj' 'PAS-ij'</p>	<p><input type="checkbox"/> NOUN the process of passing through <input type="checkbox"/> NOUN a narrow way or corridor <input type="checkbox"/> MIDDLE ENGLISH/FRENCH/LATIN <i>passus</i>, to pass The pattern age usually represents the sound 'ij' at the end of multi-syllable words.</p>
<p>gar-b¹age 'gah-baj' 'GAH-bij'</p>	<p><input type="checkbox"/> NOUN refuse, domestic waste <input type="checkbox"/> ANGLO-FRENCH Origin unknown The pattern age usually represents the sound 'ij' at the end of multi-syllable words.</p>
<p>re-frig-er-ate 'ree-FRIJ-er-ayt' re-frig-er-a-tor 'ree-frij-er-ay-taw' 'ree-FRIJ-er-ay-tuh' fridge 'frij'</p>	<p><input type="checkbox"/> VERB to make cool or cold <input type="checkbox"/> NOUN appliance which keeps food cold <input type="checkbox"/> LATIN <i>refrigerare</i>, from <i>re</i>, again + <i>frigoris</i>, cold The phonogram dge will not be used in refrigerate or refrigerator, because dge is only used at the end of a one-syllable base word after a single short vowel. When the word is abbreviated to the one-syllable word fridge, dge may be used. Teach the rule that the ending or is used (not er) when the base word ends in ct or ate.</p>
<p>gad-²get 'gad-jet'</p>	<p><input type="checkbox"/> NOUN clever mechanical device or tool <input type="checkbox"/> FRENCH <i>gachette</i>, latch of a machine The pattern dge is only a phonogram at the end of a one-syllable base word after a single short vowel. Otherwise it is considered as separate letters and sounds.</p>
<p>ga-¹r-³age 'ga-rahj' 'guh-rahzh'</p>	<p><input type="checkbox"/> NOUN building or shed for storing motor vehicles <input type="checkbox"/> FRENCH <i>garer</i>, shelter Silent e is making a say its less common long sound 'ah'. In words of French origin the pattern ge may say 'zh'. Place a box around ge. garage has several alternatives for pronunciation and stress – ensure the analysis is consistent for the chosen variant.</p>
<p>beige 'bayj' 'bayzh'</p>	<p><input type="checkbox"/> NOUN pale sandy colour <input type="checkbox"/> FRENCH Origin unknown In words of French origin the pattern ge may say 'zh'. Place a box around ge.</p>
<p>ov-⁴en 'uv-en'</p>	<p><input type="checkbox"/> NOUN an enclosed compartment for cooking food <input type="checkbox"/> OLD ENGLISH/GERMANIC <i>ofen</i> The phonogram o always represents the sound 'u' before the sounds 'v' or 'thh'.</p>
<p>so-fa 'SOH-fah'</p>	<p><input type="checkbox"/> NOUN an upholstered seat with back and arms for two or more people <input type="checkbox"/> FRENCH/ARABIC <i>suffa</i> Whilst the phonogram a usually says 'ah' at the end of a multi-syllable word (reading rule), students must memorise which words use a (instead of ar or ah) at the end to represent the sound 'ah'.</p>
<p>war-drobe 'WAW-drohb'</p>	<p><input type="checkbox"/> NOUN large cupboard for storing clothes <input type="checkbox"/> FRENCH <i>garderobe</i>, to 'guard one's robes' The phonogram ar says its third sound 'aw' after w. Fingers will show the silent e pattern for the syllable drobe.</p>

Rule application

The sound 'j' at the end of a word Take students through the 'hierarchy' of ways to represent the sound 'j' at the end of a word, using the flow chart in the *Reproducibles* section. Help them to understand that if the word has more than one syllable, or if there is a consonant, two vowels or a long vowel sound before the 'j' sound, they cannot use the phonogram **dge**. Apply this in the words **lounge**, **cottage**, **passage** and **garbage** (which use **ge**) and also the word **fridge** (which may use **dge**).

**The sound 'ow'**

Spelling rule C3 H1 N5

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**

shower	tower	owl	loud	cloud	mouth	our	hour
flour	sound	vow	drown	pound	amount	*noun	*pronoun

The sound 'j' at the end of a word

Spelling rule J2 P2 Q4

j is never used at the end of a word.

dge (three letter 'j') always represents the sound 'j' at the end of a one-syllable base word after a single short vowel. This is the only position the phonogram **dge** is used.

age usually represents the sound 'ij' at the end of a multi-syllable word.

Exceptions: **abridge, cartridge, partridge, porridge, knowledge, college, privilege**

If **dge** or **age** cannot be used, use the ending **ge** (g plus silent e).

badge	hedge	dodge	fudge	cage	huge
message	voyage	damage	carriage	marriage	

The ending or

Ending rule O5

Use the ending **or** (not **er**) when the base word ends in **ct** or **ate**.

tractor	actor	factor	director	creator	aviator	decorator
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The pattern dge

Reading rule NEW

The pattern **dge** is only a phonogram at the end of a one-syllable base word after a single short vowel. Otherwise it is considered as separate letters and sounds. This may occur when an ending is added to a word ending in **dge**.

badger	budget	gadget	ledger	pledge > pledger
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The pattern ge saying 'zh'

Reading/spelling rule NEW

In words of French origin, the pattern **ge** may represent and say the sound 'zh' at the end of the word.

garage	beige	collage	prestige	mirage
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The sound 'u'

Spelling rule B1 D5 AR4

The phonogram **o** always represents the sound 'u' before the sounds 'v' or 'thh' (**love, mother**). Note, however, that the phonogram **o** does not always say 'u' before the phonograms **th** or **v** (**moth, move, drove**).

brother	mother	other	love	dove	above
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The phonogram a saying 'ah'

Reading rule K3 O4 Q5

The phonogram **a** usually says its third sound 'ah' at the end of a word.

The phonogram **a** usually says its third sound 'ah' before a consonant and another **a** at the end of a word.

umbrella	extra	koala	banana	tomato	idea	Australia	Tasmania
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The phonogram ar

Reading/spelling rule I2 O2

Reading: The phonogram **ar** usually says its second sound 'air' before the letter **e**.

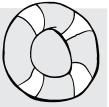
Reading: The phonogram **ar** usually says its third sound 'aw' after the letter **w**.

Spelling: The phonogram **ar** usually represents the sound 'aw' after the letter **w**.

care	share	bare	parent	war	warm	fare	forward	reward
------	-------	------	--------	-----	------	------	---------	--------



<p><u>c</u>om-f<u>o</u>rt 'kum-fawt' 'KUM-fuht'</p>	<p>NOUN state of physical well-being VERB to soothe or console FRENCH/LATIN <i>confortare</i>, to strengthen Explain which phonogram is used to represent the sound 'u' in comfort.</p>
<p><u>c</u>om-f<u>o</u>r-ta-<u>b</u>le 'kum-faw-tay-bl' 'KUMF-tuh-buhl'</p>	<p>ADJECTIVE bringing ease or comfort FRENCH/LATIN <i>confortable</i>, to strengthen Say four syllables carefully for spelling.</p>
<p>cup-<u>b</u>oard 'kup-bawd' 'KUB-uhd'</p>	<p>NOUN furniture with a door and shelves for storing things MIDDLE ENGLISH originally a <i>board</i> on which to hang <i>cups</i> p is silent. Underline the oar phonogram.</p>
<p>stair stairs 'stair'/'stairz'</p>	<p>NOUN a set of steps OLD ENGLISH/GERMANIC <i>stager</i> Underline the air phonogram.</p>
<p>es-<u>t</u>ate 'es-tayt' 'uh-STAYT'</p>	<p>NOUN a large house surrounded by property MIDDLE ENGLISH/FRENCH <i>estat</i>, status Fingers will clarify the pattern for the last syllable.</p>
<p>fur-<u>n</u>ish 'FER-nish'</p>	<p>VERB to provide with the necessary contents OLD FRENCH <i>furnir</i> Explain which phonogram represents the sound 'er'.</p>
<p>fur-nit-<u>u</u>re 'fer-nit-oor' 'FER-nuh-chuh'</p>	<p>NOUN the movable equipment in a house or room FRENCH <i>fourniture</i>, from furnish Explain which phonogram represents the sound 'er'. Say the last syllable as it is spelt ('oor') and show fingers.</p>
<p>key 'kee'</p>	<p>NOUN an instrument to fasten or unfasten a lock OLD ENGLISH <i>caeg</i>, origin unknown Explain which phonogram represents the sound 'ee' and underline it.</p>
<p>prop-<u>e</u>r-ty 'prop-er-tee' 'PROP-uh-tee'</p>	<p>NOUN something owned, especially house or land MIDDLE ENGLISH/OLD FRENCH/LATIN <i>proprius</i>, one's own Explain which phonogram represents the sound 'er'. Review the rule for the phonogram y representing the sound 'ee' in multi-syllable words.</p>
<p>mir-<u>r</u>or 'mir-raw' 'MI-ruh'</p>	<p>NOUN a polished surface which reflects an image MIDDLE ENGLISH/OLD FRENCH/LATIN <i>mirare</i>, look at Pronounce r in both syllables, and clarify which phonogram represents the 'aw' sound on the end. Place 1 above i as it is not part of the ir phonogram.</p>
<p>c<u>o</u>r-ri-<u>d</u>or 'kor-ri-daw' 'KOR-uh-daw'</p>	<p>NOUN a passage from which doors lead into rooms FRENCH/ITALIAN <i>corridojo</i>, running place As for mirror, pronounce r in both syllables, and clarify which phonogram represents the 'aw' sound on the end. Place 1 above o as it is not part of the or phonogram.</p>
<p>shelf shelves 'shelf'/'shelvz'</p>	<p>NOUN a projecting horizontal surface for holding objects MIDDLE ENGLISH/LOW GERMAN/OLD ENGLISH <i>scylfe</i>, partition and <i>scylf</i>, crag When adding the ending s to words ending in one f, change f to v and add es.</p>
<p>*vac-<u>u</u>-<u>u</u>m 'vak-yoo-um' 'VAK-yoom'</p>	<p>NOUN the absence of matter NOUN an electrical appliance that cleans by suction LATIN <i>vacuus</i>, empty vacuum is a rare word with double u – mark it with an asterisk to show it breaking the 'never double' rule for u. Pronounce it as three syllables for spelling and underline the second u twice to denote a silent letter.</p>



BACKUP

- 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.

ea ē ou ea ä ü ö ew
 ou c fh c y qu g ea ä

- Workbook 9: The World of Words** Issue students with Workbook 9 and complete the house plan on page 1, using words from sections R1 and R2. This could be a good time to introduce the concept of *block letters* (all capitals), which are sometimes required for forms and diagrams. If students have time they could try and recreate a plan of their own house.

- Rules: ge saying 'zh'/the pattern dge** Do the first two exercises on page 2 of Workbook 9.

- Grammar: parts of speech** Review nouns, verbs and adjectives:

- A *noun* is a person, place or thing
- A *verb* is a doing word
- An *adjective* is a word that describes something.

Do the categorising exercise on page 2 of Workbook 9.

- Punctuation: exclamation marks** Introduce the exclamation mark and explain how it is used to show strong or sudden feeling. Write the following on the board and have students add a full stop, question mark or exclamation mark at the end:

The car is red What is your name
 Why are you sad That's great
 He's coming, run I will bake a cake

- Dictation** Dictate the following sentences (in two parts if time is short). Review question marks and exclamation marks beforehand, and encourage students to put the right marks according to the inflection of your voice.

Early one morning I woke to the sound of the garbage truck as it drove past my property. Had I put the bin out last night? I put on my comfortable slippers and ran down the stairs, past the beige sofa in the lounge room and out to the garage.

Help! Where is the key? It was not in the drawer. I ran back down the corridor and found it on a shelf in the cupboard. I opened the garage door and waved just as the driver emptied my bin.

- Vocabulary** Find words from sections R1 and R2 that match these meanings:

a small simple house a polished reflective surface
 to soothe or console large cupboard for clothes

- Weekly test** Issue students with *Test Book D*. Each Friday give a test of the week's words and have students write any corrections in the spaces provided. Continue this practice throughout the program.

Review words

The sound 'ow'

how	down	town
round	shower	owl
flower	shout	house

The sound 'u'

fun	other	brother
cup	oven	love
bubble	cut	bug

o before th or v

moth	oval	mother
over	bother	drove

Phonograms

ow ou u o th v

Focus: phonograms

Ensure all students know their phonograms well. Use the videos and the cards to frequently review them, both as a class and as individual students.

The ending able

Focus on the base word **comfort** and ask what happens when the ending **able** is added (it changes to an adjective). See if students can discover any other words where **able** performs this function:

fold > **foldable**
profit > **profitable**
stretch > **stretchable**
play > **playable**

Try some words that end in silent **e** (remember to remove silent **e** when adding an ending beginning with a vowel):

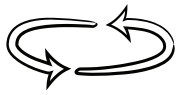
shave > **shavable**
adore > **adorable**
move > **movable**
excite > **excitable**

And finally apply the one one one double rule to endings beginning with a vowel:

swap > **swappable**
hug > **huggable**
swim > **swimmable**



EXTEND



Revision: Section R

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 D*.

Day 1

Phonogram test Test the following phonograms:

- | | | | | |
|-------|-------|----------|--------|--------|
| 1. ou | 5. oi | 9. gn | 13. ow | 17. si |
| 2. m | 6. u | 10. ough | 14. er | 18. j |
| 3. oy | 7. k | 11. augh | 15. ck | 19. sc |
| 4. ng | 8. ee | 12. ear | 16. ti | 20. d |

Word test Test the following words:

- | | | | | |
|----------------|------------|---------------|----------------|--------------|
| 1. oven | 5. shelves | 9. vacuum | 13. skirt | 17. cupboard |
| 2. comfortable | 6. cushion | 10. impress | 14. passage | 18. shirt |
| 3. garbage | 7. embrace | 11. furniture | 15. impression | 19. sofa |
| 4. cotton | 8. mirror | 12. key | 16. comfort | 20. stairs |

Mark the tests as soon as possible after completion. Have students record their errors in *Test Book D*. 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. refrigerate | 5. corridor | 9. cottage | 13. perfume | 17. lounge |
| 2. beige | 6. trousers | 10. wardrobe | 14. fridge | 18. drawer |
| 3. stair | 7. shelf | 11. brace | 15. bracelet | 19. cool |
| 4. estate | 8. property | 12. fabric | 16. garage | 20. fashion |

Mark tests as soon as possible after completion. Have students record their errors in *Test Book D*. 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

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

- | | | | | |
|-----------|-------------|--------------|----------------|----------------|
| 1. depth | 5. repeat | 9. eighty | 13. orphan | 17. present |
| 2. fox | 6. potato | 10. bunch | 14. operation | 18. slide |
| 3. invade | 7. damage | 11. sentence | 15. roll | 19. solve |
| 4. ghost | 8. Victoria | 12. capital | 16. engagement | 20. eucalyptus |

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

Rules reference

This section contains a summary of all the LEM Phonics rules, including where each rule first appears in each Teacher Book. Underneath each rule are example words, which can be used for review exercises and testing at any time.

The rules are organised into reading rules, spelling rules and ending rules, in alphabetical order.

1 Reading rules
Reading rules for vowels
Rules and markings for silent e
Reading rules for phonograms
Reading rules for letter patterns

2 Spelling rules
Spelling rules for sounds
Spelling rules for phonograms and letters

3 Rules for endings

The phonograms **c** and **g** with silent **e**

Reading rule **B4** **E3** **L3** **S3**

The phonogram **c** always says its second sound 's' before the letters **e**, **i** or **y**, so it will say 's' before silent **e**.

The phonogram **c** never says 's' unless it comes before the letters **e**, **i** or **y**.

sentence distance lettuce palace entrance
space ice police

The phonogram **g** may say its second sound 'j' before the letters **e**, **i** or **y** (but not always).

The phonogram **g** never says 'j' unless it comes before the letters **e**, **i** or **y**.

The phonogram **g** always says 'j' before silent **e**.

sponge charge cabbage range

READING RULES FOR PHONOGRAMS

The phonogram **a**

Reading rule **B7** **RB6** **AR3** **S1**

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 phonogram **a** saying 'ah'

Reading rule **K3** **R1**

The phonogram **a** usually says its third sound 'ah' at the end of a word.

The phonogram **a** usually says its third sound 'ah' before a consonant and another **a** at the end of a word.

umbrella extra koala banana idea Australia Tasmania

The phonogram **ar**

Reading rule **I2** **O2** **R1**

The phonogram **ar** usually says its first sound 'ah' at the end of a one-syllable word or before one consonant.

The phonogram **ar** usually says its second sound 'air' before the letter **e**.

The phonogram **ar** usually says (and represents) its third sound 'aw' after the letter **w**.

fare forward backward toward reward

The phonogram **c**

Reading rule **A2** **RA2** **AR1**

c always says its second sound 's' before the letters **e**, **i** or **y**...

cent dance juice face race nice

...otherwise it says its first sound 'k'.

can cake cute cut call cold cow clap secret

The phonogram **gu**

Reading rule **P5**

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.

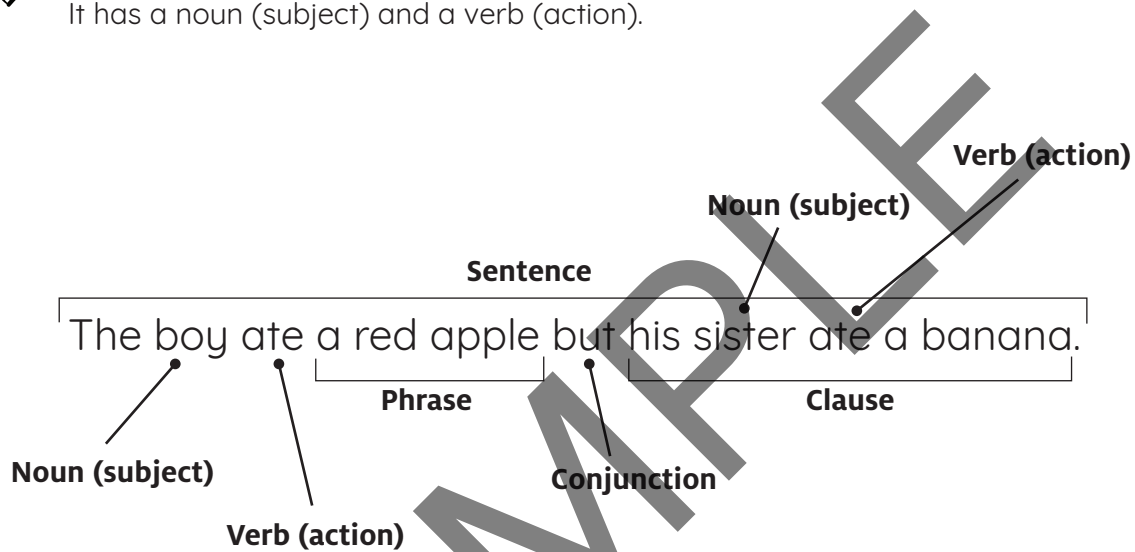
guide guard guilty guess guessed guest language penguin

Sentences, phrases and clauses

➔ A **sentence** is a complete thought. It has a noun (subject) and a verb (action).

➔ A **phrase** is a group of words that do not make a complete thought.

➔ A **clause** is a complete thought that is part of another larger sentence. It has a noun (subject) and a verb (action).



➔ A **conjunction** is a joining word that connects two words, phrases or clauses.

Common conjunctions

and	that	but	or	as
if	when	than	because	while
where	after	so	though	since
until	whether	before	although	nor
like	once	unless	now	except

Food words that end in i



aioli	cannelloni	kimchi	salami	tahini
antipasti	chapatti	linguini	sashimi	tandoori
basmati	chilli	macaroni	scampi	teriyaki
biriani	fettuccini	muesli	souvlaki	tortellini
blini	fusilli	pastrami	spaghetti	tzatziki
bocci	gelati	pepperoni	sukiyaki	ugali
broccoli	gnocchi	ravioli	sushi	vermicelli
calamari	halloumi	rigatoni	tabouli	wasabi