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Rules reference

Below is 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

Vowels before a consonant in the same syllable Reading rule **A1 RA1 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 **A1 D1 K1 S7 V1**

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		

RULES AND MARKINGS FOR SILENT E

Silent e Explanation marks **A7 E1 L1 S1 V1**

- e** lets a vowel say its long sounds. Draw an arch from the vowel to the silent **e**. ma[~]ke

bake	save	invade	waste	complete	file
slide	fine	describe	machine	bone	lose
costume	nature	picture	mixture	capture	culture
cure	pure	prove	improve		
- e** stops the letters **v** or **u** from ending an English word. Put a small **x** under the **v** or **u**. li_xve

solve	continue
-------	----------
- 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**. dan[~]ce

sentence	distance	lettuce	palace	entrance
sponge	charge	cabbage		
- e** can give a vowel to a syllable. Place a small **v** above the silent **e**. lit-tl^ve

ripple	paddle	temple	simple	centre	twinkle
terrible	horrible	possible	assemble	probable	visible
- e** can perform two functions at once. Draw a double arch from the letters to the silent **e**. fa[~]ce

space	range	ice	police
-------	-------	-----	--------
- 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**. som^xe

promise	else	verse	medicine	sense	freeze
increase	loose	bronze	opposite		

2 Spelling rules

SPELLING RULES FOR SOUNDS

The sound 'ah'

 Spelling rule **C1** **D2** **F6** **K3** **T1**

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
farm start party army 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 march

The sound 'ay'

 Spelling rule **A6** **G5** **N4** **S5** **W3**

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.

The sound 'ayk' at the end of a word

 Spelling rule **V5**

The sound 'ayk' at the end of a word is usually represented by **ake** (not **ayk** or **aik**).

Exceptions: **break, steak, opaque, ache**

quake make take bake snake lake brake

The sound 'ay+s' at the end of a word

 Spelling rule **T7**

The sound 'ay+s' ('ace') at the end of a word is usually represented by **ace**, not **ase**. Exceptions: **case, chase, base/bass**

face grace place race
space lace brace pace

The sound 'ch'

 Spelling rule **J1** **P1** **U1** **V3**

The phonogram **tch** usually represents the sound 'ch' after a single short vowel.

Otherwise use the phonogram **ch**. Exceptions: **much, such, rich, which, sandwich, attach**

scratch bunch *sandwich

The sound 'choo'

 Spelling rule **U3** **W1**

In some words the pattern **tu** or **tew** sounds like 'choo'. Pronounce such words 'tyoo' to assist spelling. It can be helpful to know that only two words (**choose** and **chew**) use the phonogram **ch** to represent the sound 'choo'.

tune attitude gratitude punctual tuba tulip Tuesday stew

3 Rules for endings

The one one one double rule

 Ending rule **D3** **K6** **W3**

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
tap > tapping	bend > bending	feel > feeling	

Extension to the one one one double rule

 Ending rule **T1** **W3**

If a multi-syllable word ends in **one** consonant before **one** vowel at the end, *and* the stress is on the last syllable, **double** the consonant before adding an ending beginning with a vowel.

ˈtar-get-ing for-ˈget-ting be-ˈgin-ning ˈo-pen-ing ˈvis-it-ing

The prefix *com*

 Ending rule **X5**

The prefix **com** usually has double **m** before a vowel. Exceptions: **coma, come, comedy, comet, comic**
community command committee commend comma commute

Adding endings to silent *e* words

 Ending rule **C7** **RC5** **L1** **S3** **X1**

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

engage > engagement	arrange > arrangement	arrive > arrival
endure > enduring	include > including	fame > famous
image > imagine > imaginary	serve > servant	bride > bridal
drive > driven	wise > wisdom	tire > tired

The endings *ence* and *ent*

 Ending rule **Y1**

Nouns with the ending **ence** usually form adjectives with the ending **ent**.

confidence > confident absence > absent patience > patient excellence > excellent

The 'doer' endings *er, or, an, eer* and *ist*

 Ending rule **P5** **U1** **W1**

The endings **er, or, an, eer** and **ist** can be added to words to mean 'someone who does what the base word suggests'.

butcher	editor	governor	comedian	engineer	typist
driver	conqueror	electrician	mountaineer	artist	journalist

Adding the endings *er* and *est* to adjectives

 Ending rule **F3** **N5**

When the ending **er** is added to an adjective it means 'more'.

When the ending **est** is added to an adjective it means 'most'.

ugly > uglier	pure > purer	simple > simpler	wise > wiser
dirty > dirtier	narrow > narrower	cheap > cheaper	smooth > smoother

The French endings *ique, ine, iche* and *igue*

 Spelling rule **W5**

The phonogram **i** represents the sound 'ee' in French endings such as **ique, ine, iche** and **igue**.

technique fatigue magazine quiche

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

Change a letter game

Change one letter of each word to make a new word that matches the picture.



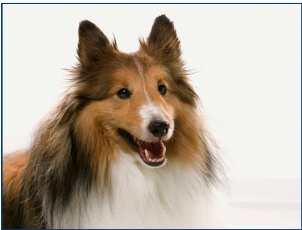
1. pin



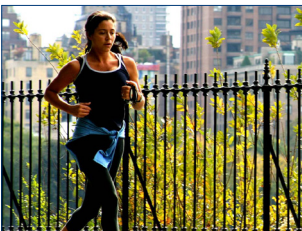
2. _____



3. _____



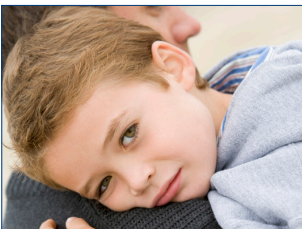
4. _____



5. _____



6. _____



7. _____



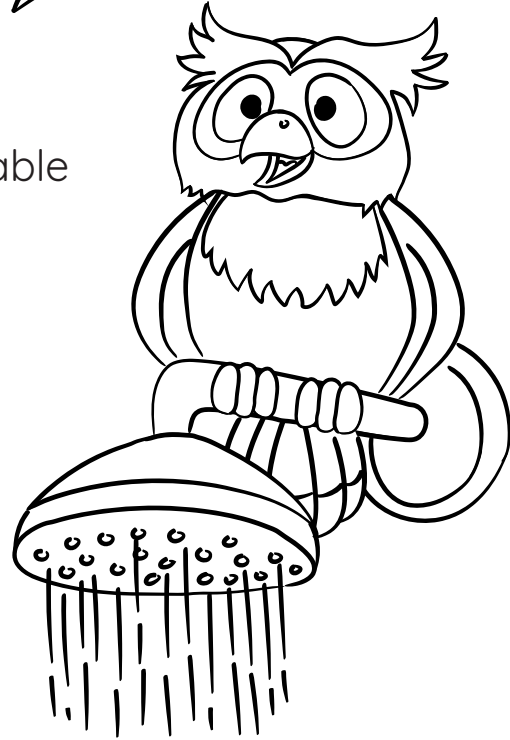
8. hut

Choosing **OW** or **OU**

to represent the sound 'ow'

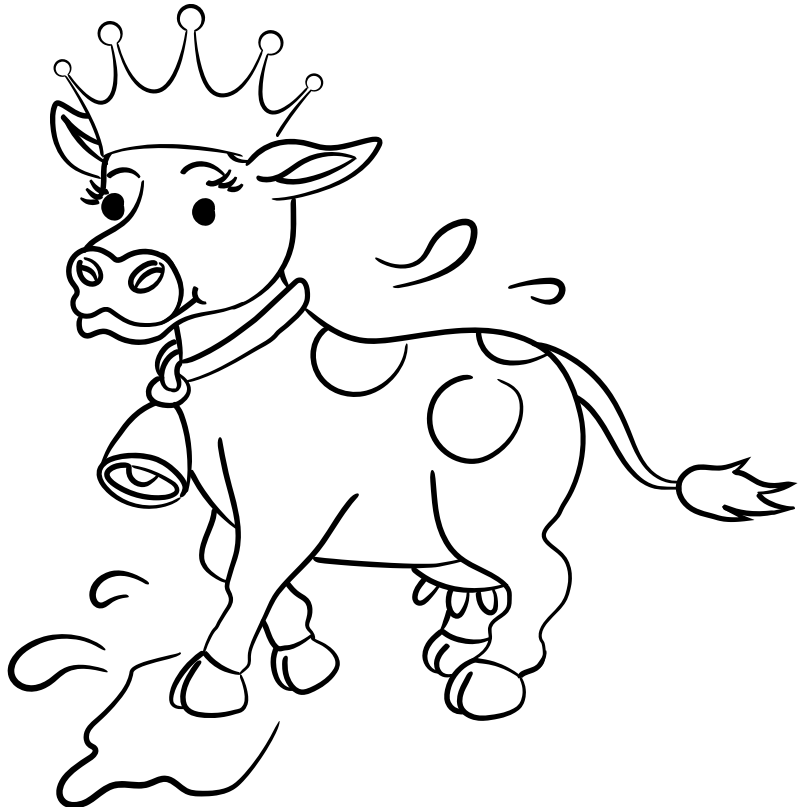
➔ Use **ow** in three places:

1. At the end of a word or syllable
cow show-er
2. Before **n** alone
crown
3. Before **l**
owl

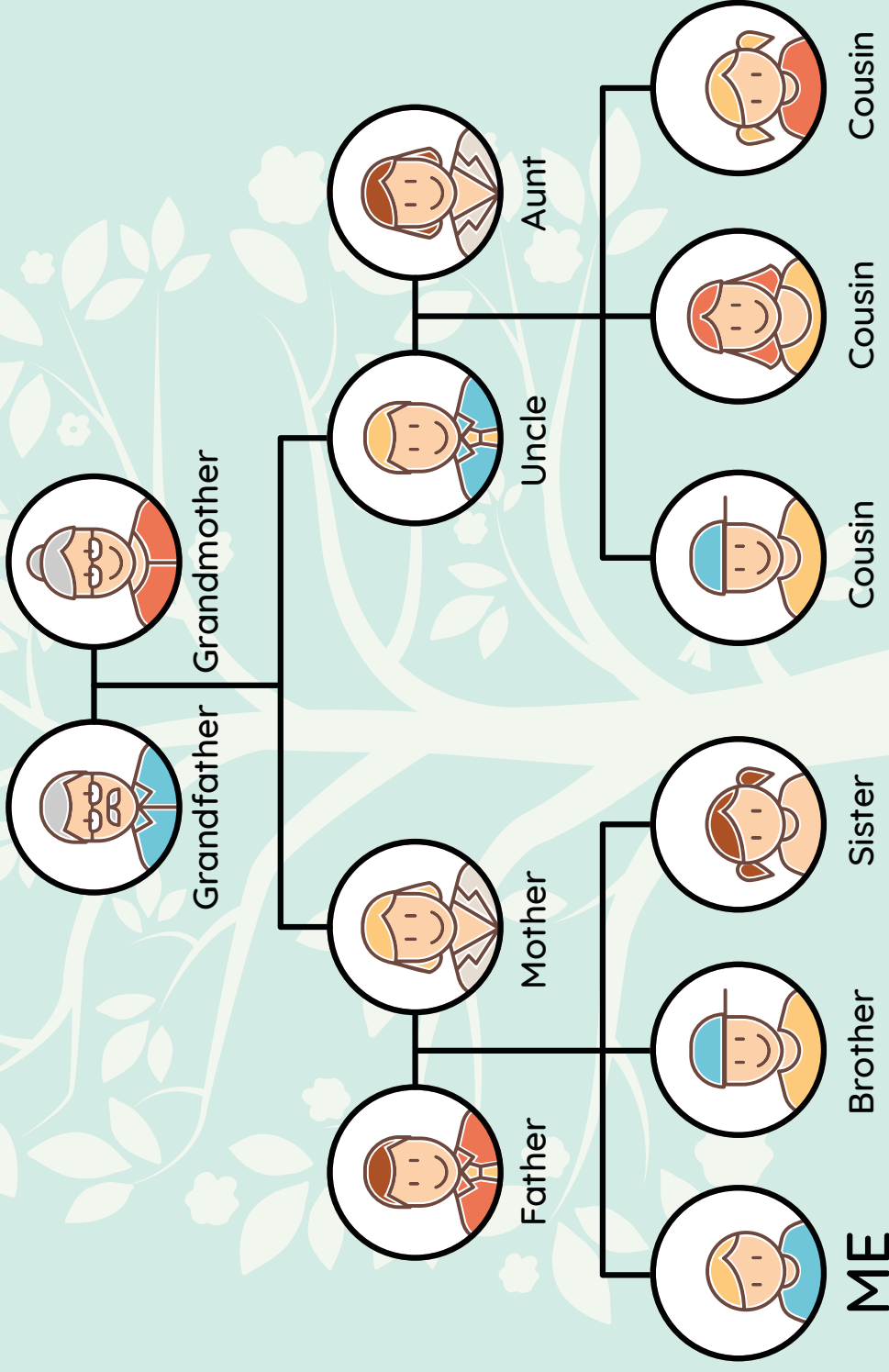


➔ Use **ou** everywhere else, except these three words:

noun
foul
crowd



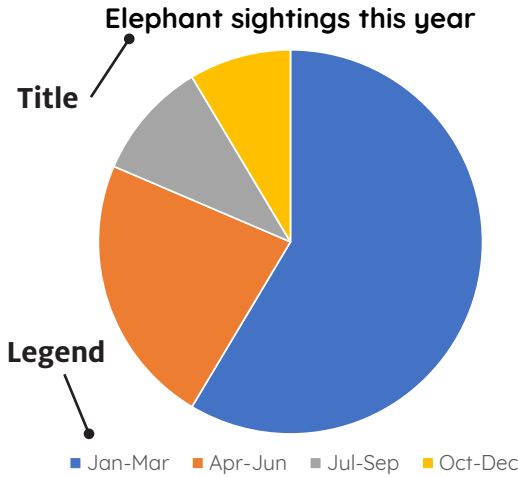
My Family Tree



Charts and diagrams

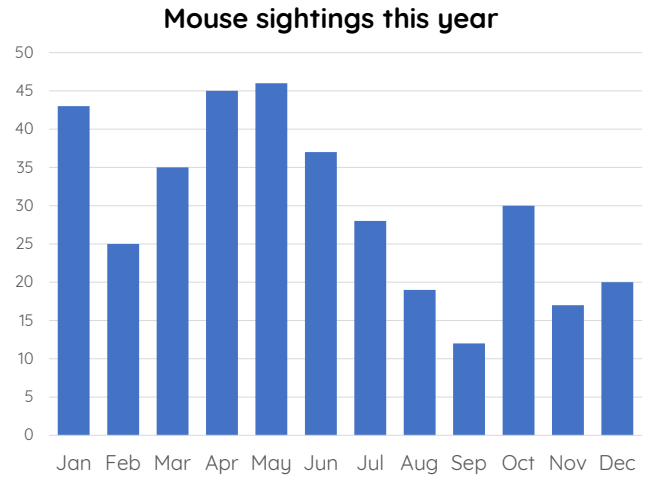
Pie chart

A pie chart shows how a whole set of information is divided into parts, like a pie being cut up into different sized pieces.



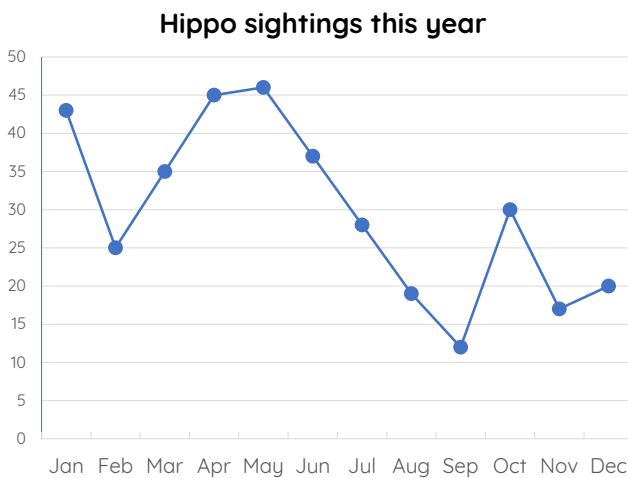
Bar chart

A bar chart compares two types of information on vertical and horizontal scales.



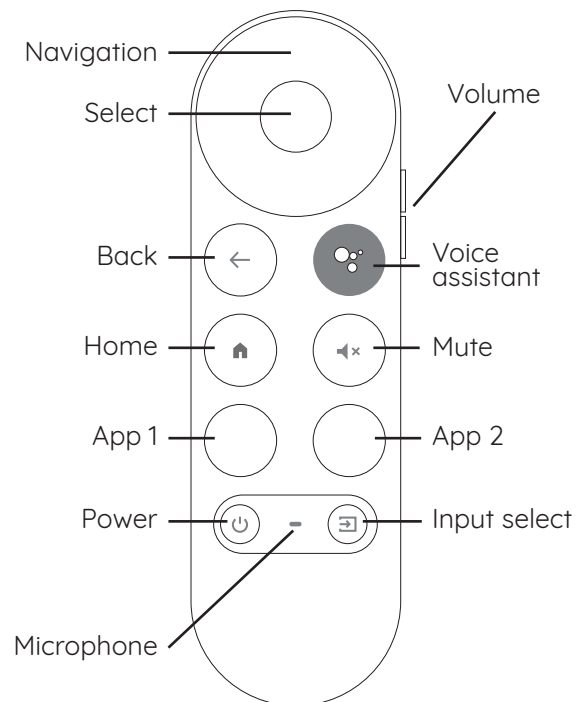
Line graph

A line graph is similar to a bar chart but the values are joined to form a line. Line graphs clearly show the 'ups and downs' of the information.



Reference diagram

A diagram like this shows how something works and how to use it.



Choosing between **ei** and **ie**

Y2

Use **ei**

- to represent the sound 'ee' after the letter **c**
- to represent the sound 'ay'
- in these words:

seize

weird

heifer

foreign

counterfeit

sovereign

either

neither

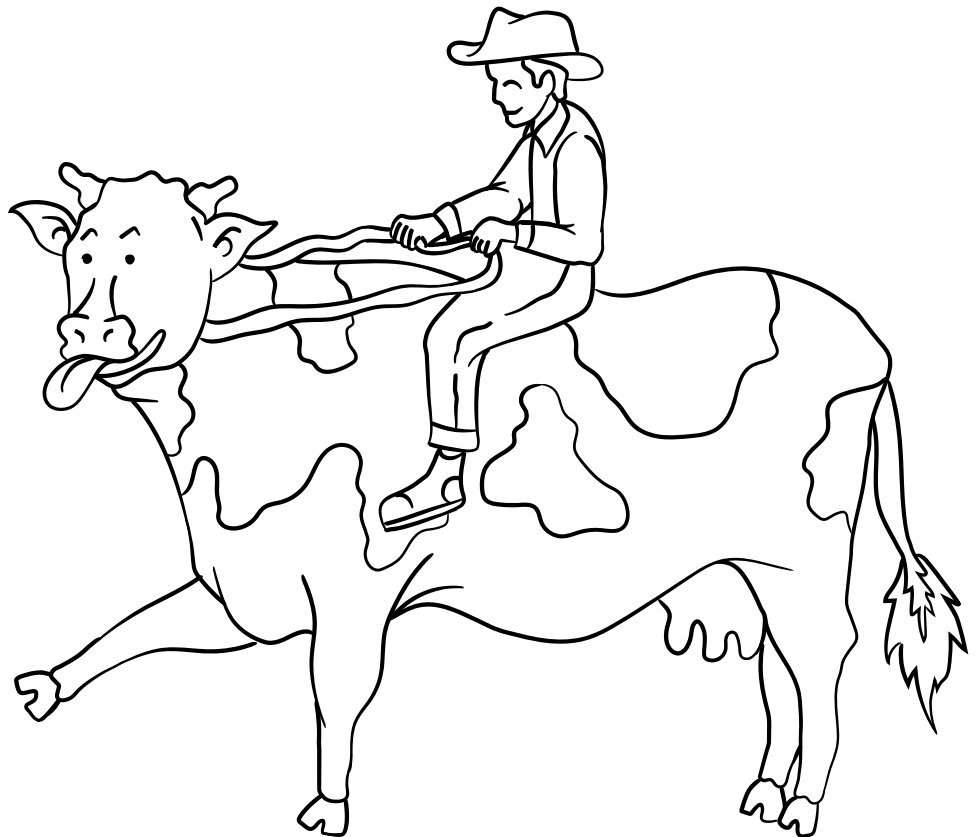
leisure

forfeit

protein

Use the phonogram **ie** everywhere else.

'Seize that weird heifer,' said the foreign counterfeit sovereign, 'and either ride it for leisure or forfeit it for protein'.



Homophone speed sheet

1		
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Student progress

Assessment Key

E Established **D** Developing **B** Beginning

Sound blending (phonological awareness)

- | | E | D | B |
|--|---|---|---|
| 1 Able to hear a one-syllable word made from blended sounds | | | |
| 2 Able to break a given one-syllable word into its constituent sounds | | | |
| 3 Able to see multiple phonograms within a word as one unit of sound | | | |
| 4 Able to break a simple two-syllable word into its syllables | | | |
| 5 Can count the number of syllables in a one-, two- or three-syllable word | | | |

Phonograms

Single phonograms

a d c s o f g h t r n i e
m p l u j b x z v w k y qu













Multiple phonograms

er ir ur ear wor th sh ee ay ai ow ou
oy oi ch au aw ng oo ew ui ea ar or
ck oa wh igh ed ey wr kn air oar

Successive 17 phonograms

eigh tch oe ough dge ph ti ci si ie
ei augh gn gu gh sc eu

Review rules: 'Up to speed'

- | | E | D | B |
|--|---|---|---|
| RR1 A vowel usually says its first sound before a consonant in the same syllable  | | | |
| RR1 The vowels a , e , o and u usually say their long sounds at the end of a syllable  | | | |
| RR1 The vowels i and y may say their long sounds at the end of a syllable  | | | |
| RR1 y usually represents the sound 'ee' at the end of multi-syllable words  | | | |
| RR1 The letter i may not end an English word. The letter y takes its place  | | | |
| RR1 c always says its second sound 's' before the letters e , i or y , otherwise it says its first sound 'k'  | | | |
| RR2 Vowels may say their long sounds if silent e is on the end of a word  | | | |
| RR2 The letters v and u may not end English words – silent e must be added  | | | |
| RR2 g may say its second sound 'j' before e , i or y – it always does so before silent e  | | | |
| RR2 Every syllable must have a vowel – silent e provides one  | | | |
| RR2 Silent e can do two functions at once – allowing a vowel to say its long sound and c or g to say 's' or 'j'  | | | |
| RR2 Helpless e has no function  | | | |

Grammar concepts and definitions

E D B

GR	Base word: the simplest form of a word which is complete in meaning		
GR	Noun: a person, place or thing		
GR	Verb: a doing word		
GR	Adjective: a word which describes something		
GR	Adverb: a word that shows when, where or how an action is done		
GR	Rhyme: when the end sounds of two words sound the same		
SD	Sentence: a group of words which tells a complete thought		
V2	End punctuation: full stop, question mark, exclamation mark		
V3	The prefix di : 'two' or 'twice'		
W2	Preposition: word that describes where or when about a noun		
W2	Pronoun: a word which takes the place of a noun		
W4	Prepositional phrase: begins with a preposition and ends with a noun or pronoun		
W4	Quotation marks for dialogue		
W6	Non-end punctuation: comma, quotation marks, hyphen, apostrophe, colon		
W6	Clause: a complete thought within a larger sentence		
W6	Conjunction: a word that joins two words, phrases or clauses		
W7	Prose vs poetry vs free verse		
W7	Adding ing to verbs to make nouns		
X2	Command sentences: issue a command		
X4	Plural possession and apostrophe placement		
X4	Hyphens to create adjective phrases		
X6	Tense: past, present, future		
X6	Topic sentence: the main thought in a paragraph		
Y2	Antecedent: the noun a pronoun takes the place of		
Y4	Synonyms: words with similar meanings		
Y4	Antonyms: words with opposite meanings		
Y4	Poetry: meter		
Y6	Semicolon: pauses between clauses		
Y6	Dash: pause mark that can separate words, phrases and clauses		
Y6	Paraphrasing: expressing the same ideas using different words		