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Rules summary

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

1 Rules for vowels

Vowels at the end of a syllable Reading rule **A1** **D1**

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

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

Vowels before a consonant in the same syllable Reading rule **A1** **RA1**

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

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

Vowels and silent e Reading rule **A7** **RA6**

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

make	made	cake	take	name	like	time	these
home	rule	cute					

The phonogram a Reading rule **B7** **RB6**

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

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

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

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

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

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

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

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

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

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

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

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

The sound 'ay' Spelling rule **A6** **G5**

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

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

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

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

rain	wait	tail	mail	sail	train	rail	railway
tale	male	sale					

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

4

Rules for multiple phonograms

The sound 'er' at the end of multi-syllable words**Spelling rule****B1****G1**

The phonogram **er** ('er' of **father**) usually represents the sound 'er' at the end of multi-syllable words.

father	sister	brother	mother	other	letter	over	under
power	flower	paper	never	river	ever	winter	
summer	remember	together	thunder	proper	enter		

The sound 'er' in number words**Spelling rule****G2**

The phonogram **ir** ('er' of **bird**) always represents the sound 'er' in number words (**first, third, thirteen**).

first	third	thirteen	thirty
-------	-------	----------	--------

The phonogram wor and the sound 'wer'**Reading/Spelling rule****G2**

Reading: The phonogram **wor** usually says the sound 'wer' at the beginning of a word. Exceptions: **wore, worn, worry**

Spelling: The phonogram **wor** usually represents the sound 'wer' at the beginning of a word. Exception: **were**

worm	work	word	world	worth	worship	worse	worst
------	------	------	-------	-------	---------	-------	-------

The phonogram ear**Reading rule****G2**

The phonogram **ear** usually says 'er' at the beginning or within a word, but it never says 'er' at the end of a word.

Exceptions: **beard, heart, hearth**

learn	earth	early
-------	-------	-------

The pattern ear at the end of a word**Reading/spelling rule****G4**

Reading: The pattern **ear** at the end of a word never says 'er'. In this position it is two phonograms **ea** and **r**, not the phonogram **ear**. **ea** can say its first sound 'ee' to make the sound 'eer', or its second sound 'e' to make 'air'.

Spelling: The phonogram **ear** never represents the sound 'er' at the end of a word.

clear	ear	hear	near	dear	tear (cry)
pear	bear	wear	tear (rip)		

The pattern ook**Spelling/reading rule****B2****H6**

Spelling: The pattern **ook** always represents the sound 'uuk'.

Reading: The pattern **ook** usually says 'uuk'. Exception: **spook**

book	look	took	cook	hook	spook
------	------	------	------	------	-------

The sound 'ow'**Spelling rule****C3****H1**

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**

how	now	cow	power	flower	brown	down	town	crown	clown
shower	tower	owl	loud	cloud	mouth	our	hour	flour	sound
ground	round	around	found	mount	mountain				

The phonogram ow saying its second sound 'oh'**Reading/spelling rule****H2**

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**

slow	throw	know	show	blow	snow	own	below	window	elbow
------	-------	------	------	------	------	-----	-------	--------	-------

The phonogram aw**Spelling rule****C5****RC4**

aw (anywhere 'aw') may be used in all positions – the beginning, middle and end of a word (**awful, lawn, straw**).

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*).

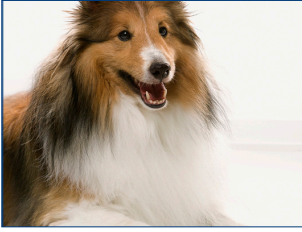
Section B (phonemic identity, phonemic categorisation, phonemic blending and phonemic segmentation) should be administered before formal instruction in spelling (Terms 3 and 4 of *Teacher Book A*).

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. dog



2. _____



3. _____



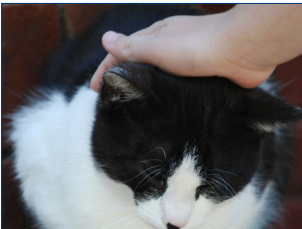
4. _____



5. _____



6. _____



7. _____



8. hat

SAMPLE

Phonogram games and activities

Below are some games and activities to encourage the students in their phonogram learning. Remember, the aim of the games is to help consolidate what has been learned and to help develop the students' phonological awareness. All these games may be modified to suit different situations.

Stepping stones

Lay phonogram cards on the floor as stepping stones, all facing the same way, and have students say them one after the other as they progress along the line. Students who are unable to say the phonogram 'fall into the river'.



Phonogram journey

Lay phonogram cards on the floor in a long line (for a quicker game) or a shape or maze (so players can circulate more than once). The students roll a dice in turn and advance that number of phonograms. If students are unable to correctly say the phonogram they land on, they must go back to their previous position.

Rollette

Arrange phonogram cards in a grid on the floor. Students roll a large dice (or other rolling object) across the grid and say the phonogram it lands on.

Lucky dip

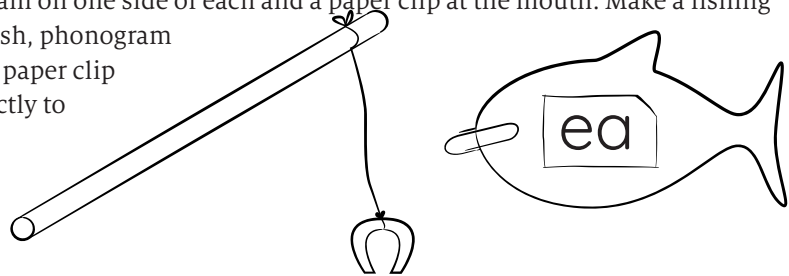
Students pull out phonogram cards from the dip (in turns). If they are able to correctly say their phonogram, they may keep it. The winner is the student with the most cards when all the cards have been drawn.

Phonogram battle

Organise students into two teams, in lines. The teacher shows a phonogram and the first student from each team tries to say it first. Whoever says it correctly first scores a point for their team. Then the first two students go to the back of the line, leaving the next two players to vie for the next point.

Fish

Make fish from light cardboard with a phonogram on one side of each and a paper clip at the mouth. Make a fishing line with a stick, string and a magnet. Lay the fish, phonogram side down, on the floor. The students catch the paper clip with the magnet, and say the phonogram correctly to keep the fish.



Pass the phonograms

The teacher distributes ten or more phonogram cards to random students in the class. While music plays the students must begin to pass the cards to the person next to them. When the music stops, the passing stops and each student holding a phonogram must say it aloud to the teacher. If music is unavailable use another signal to stop passing, such as clapping three times.

I spy with my little eye

Have one student choose something they can see and say, 'I spy with my little eye, something which begins with the phonogram **b**' (for example). The other students must guess what the student is looking at. The student who guesses correctly will have the next turn to choose something beginning with another phonogram. This game can be varied to find words which end with a certain sound. Ensure that students use the *sounds* and not letter *names* ('b', not 'bee').

Vowel sounds

D1

1 a	1 e	1 i	1 u	1 o	1 u
2 a	2 e	2 i	2 u	2 o	2 u
3 a		3 i	3 u	3 o	3 u
4 a				4 o	4 u
5 a					

More or less?

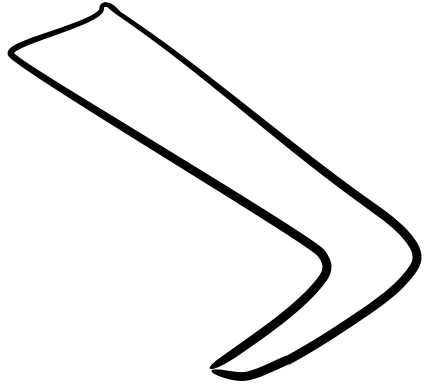
➔ Write **more** or **less** in the spaces to complete the sentences:

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



can...

could

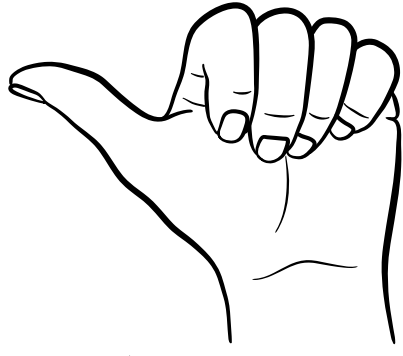


shall...

should

will...

would



Adding **ful**

➔ Add **ful** to these words:

play_____

forget_____

joy_____

thank_____

help_____

➔ Now write the correct word to complete the sentences:

1. A kitten is _____.
2. Children should be _____ to their teachers.
3. We are _____ for the things we are given.
4. When we don't remember things we are _____.
5. Happy people are _____.





Student progress

Name

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: Teacher Book A

	E	D	B
RA1 The vowels a, e, o and u usually say their long sounds at the end of a syllable 			
RA1 The vowels i and y may say their long sounds at the end of a syllable 			
RA1 A vowel usually says its first sound before a consonant in the same syllable 			
RA2 c always says its second sound 's' before the letters e, i or y 			
RA2 c represents the sound 'k' unless it ends a word or the letters e, i or y follow ck or k represent the sound 'k' if c cannot 			
RA3 The letter i may not end an English word. The letter y takes its place 			
RA3 y always says its fourth (consonant) sound 'y' at the beginning of a word 			
RA4 The letter l is often doubled at the end of a one-syllable word after a single vowel 			
RA4 The letter u may not end an English word 			
RA5 a may not represent the sound 'ay' at the end of a word. ay is usually used 			
RA6 Vowels may say their long sounds if silent e is on the end of a word 			
RB1 Adding the ending s to nouns and verbs 			
RB1 er usually represents the sound 'er' at the end of multi-syllable words. 			
RB1 o always represents the sound 'u' before 'v' or 'thh' 