

## SECTION A

## WORD LIST

<i>Student's List</i>	<i>Teacher's Notes</i> <span style="float: right;"><i>page 1</i></span>
God	Capital letters are used for names.
me	e says 'ee' at the end of a syllable. As a rule governs what e says in this position, 2 need not be placed above it.
I	i may say 'igh' at the end of a syllable or alone in a syllable, so 2 need not be placed above it. (See <i>Notes for the Teacher</i> on page 7.)
do <sup>3</sup>	No rule governs why o says 'oo' at the end of a word. Place 3 above o in the word <b>do</b> .
and	
at	
on	
a an	a says 'ay' at the end of a syllable or when alone in a syllable. A rule governs its sound in this position so 2 need not be placed above it. The word <b>an</b> is related to <b>a</b> . It does the same task (indefinite article) but <b>an</b> is used before a word beginning with a vowel. Pronounce a as 'ay' for spelling. In rhythm of speech the sound is shortened. Read the word both for reading and spelling.
it	
is <sup>2</sup>	No rule governs why s says 'z' in any position, so 2 must be placed above it in the word <b>is</b> .
am	
she	Underline all multiple phonograms to show that a group of letters is saying one sound. e says 'ee' at the end of a syllable.

<i>Student's List</i>	<i>Teacher's Notes</i> <span style="float: right;"><i>page 2</i></span>
can	c is used to represent the sound 'k' at the beginning of a word unless e, i or y follow it and make it say 's'.
see saw	e usually says 'ee' at the end of a syllable but sometimes other phonograms are used to represent the sound 'ee' in this position. Explain which phonograms are used in <b>see</b> and <b>saw</b> .
run ran	The words <b>run</b> and <b>ran</b> are placed on the same line as the base word to which they are related in meaning.
the <sup>2</sup>	Place 2 above <b>th</b> as no rule governs where it says 'th'. e says 'ee' at the end of a syllable.
he	Do not place 2 above e in <b>the</b> and <b>he</b> as a rule governs.
girl	Explain which phonogram is used to represent the sound 'er' in <b>girl</b> .
bird	As above.
good <sup>2</sup>	Place 2 above <b>oo</b> as no rule governs <b>oo</b> saying 'oo' before <b>d</b> . ( <b>oo</b> , not <b>u</b> , is always used to represent the sound 'oo' before <b>k</b> ; e.g. <b>look</b> , <b>book</b> , <b>took</b> , <b>brook</b> , etc.)
in	
us	
no	o usually says 'oa' at the end of a syllable. When a rule governs do not place a number above the phonogram.
stop	
boy	Students should know which <b>oy</b> is used at the end of a word.

## Notes for the Teacher

1. The word **I** must always be capitalised. Explain this to the students. Formerly it was written in lower case. It was later capitalised as the lower case was considered to look too insignificant.
2. **i** normally may not be used at the end of a word and **a** normally may not represent the sound 'ay' at the end of a word. The single-letter words **I** and **a** are exceptions.

## Activities for Days 1 and 2 of Week 1

### Day 1

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#### 1. Single Phonograms

Review the single phonograms orally and test 10 of them in writing.

#### 2. Writing Principles

Review the following writing principles:

- writing on the base line;
- beginning circle letters at 1 on the grid (see *LEM Phonics Manual* page 20);
- size of tall and short letters;
- spacing within words (close, but not touching);
- spacing between words (a circle space judged with the eye).

#### 3. Dictating List Words

Have students use the writing principles as you dictate the first 13 words (page 1) of Section A of the word list. Have them write these words on 14mm lined paper at first. Review any rules which may pertain to a particular word. After correcting any mistakes, have them transfer those words neatly into a new word list book (A4 14mm lined). Have them write the section heading (A) neatly on the top line at the left side of the page and the page number (1) in the top right-hand corner. The word list words will be written near to the left-hand edge of the page, each word written on the line below the last one. Sometimes a word related in meaning to a base word will be written on the same line as that base word.

On completion of those 13 words, have students read the words aloud. If there is a difference between the pronunciation for spelling and for reading, have them read that word both ways. (See *LEM Phonics Manual*, page 58, if this is not clear.)

Sections A, B and C, already learnt in the first year, will be reviewed more quickly than the new work will be taught. A page of words will be done every day until Section D is reached.

### Day 2

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#### 1. Multiple Phonograms

Review the Multiple Phonograms orally. Then test 10 of them in writing.

#### 2. Word Dictation

Dictate the words on page 2 of the students' list as a test. Go through any rules which may pertain to particular words on that page. After students have corrected any mistakes, have them transfer those words neatly onto page 2 of their word list book.

#### 3. Sentence Writing

Review the fact that a sentence is a group of words which expresses a complete thought. Have students choose a word from the day's list and compose a sentence using that word. Have them write the sentence on the board. If there is an unknown word in their sentence, help them to analyse the word. Edit the sentence discussing the need for a capital letter to begin a sentence and a fullstop or question mark to end one.

# Week 8: Revision

## Day 1

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1. Test the following phonograms

igh	ed	ou	ow	wh	ai	or	ee	ea	ng	ew	ar
oo	o	oa	th	sh	eigh	ur	aw				

2. Test the following words

than	rest	clap	Sunday	never	every	or	feet
egg	son	rode	spring	sit	best	ever	next
seven	moon	add	eight	again	road	forget	Monday

Mark the tests as soon as possible after completion. Have students date and record their errors in the back of their *Test Book*. Discuss any errors and assign homework to learn words well which have been spelt wrongly.

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

## Day 2

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1. Test the errors made on the previous day together with the following words:

friend	water	once	were	born	foot	feed
feet	who	when	why	what	rain	sleep
dream	keep	near	date	new	read	

Mark tests as soon as possible after completion. Have students date and record their errors in the back of their *Test Book*. Discuss any errors or any rules which you see have not been understood and assign the review of the errors for homework.

## Day 3

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1. Test the errors made on the previous day together with the following words

car	far	dark	cry	fly	sky	night	light
ride	five	inside	nine	kill	cross	post	most
race	loud	cloud	town	round	sound	kept	slept

Mark the tests as soon as possible and go through any errors with the student. Have them date and record any errors at the back of their *Test Book* and assign the learning of those words for homework.

## Day 4

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1. Test any recorded errors from all of the previous tests this week.
2. Give the following Base Words and Endings Test.

swimming	posted	sounded	clapped	sitting	rested
dreaming	racing	riding	rained		

After the test, go through each word discussing what rules were used, when to double and not double, and when not to use silent e, etc.

## ANALYSIS OF WORDS

5. Words in which alternate phonograms may be used and no rule governs

- In the following lists, one or more phonograms could fit the sound of the word, and no rule governs which one is to be used.

***c* instead of *s***

city  
fancy  
December  
decide  
since  
circle  
race  
place  
fence  
pencil  
price  
circus  
office

***s* instead of *c***

seven  
seem  
nurse  
seen  
use  
second  
September  
size  
secret  
since

- In the following lists in which two or more alternate phonograms could be confused, words containing the less frequently used sound will be listed only. If students know these words they will automatically use the alternate phonogram in every other word.

***z* instead of *s***

size

***s* instead of *z***

visit  
praise  
easy

***ea* instead of *e***

head  
dead  
lead  
read  
feather  
leather  
ready  
thread  
breakfast  
heaven  
heavy

***u* instead of *oo***

full  
push  
pull

***oo* instead of *u***

wood  
foot  
cook

***wr* instead of *r***

wrong

***ph* instead of *f***

nephew  
elephant  
dolphin

***wh* instead of *w***

what  
when  
why  
where  
while

***ey* instead of *y***

money  
honey  
monkey  
donkey

***kn* instead of *n***

knock  
knot

# Tests for Section D

## Words

1. fly
2. feel
3. foot
4. were
5. never
6. seven
7. next
8. feed
9. better
10. best
11. son
12. moon
13. near
14. road
15. Sunday
16. than
17. summer
18. most
19. night
20. add
21. rain
22. town
23. what
24. forget
25. winter
26. sky
27. church
28. ride
29. why
30. every
31. eight
32. kill
33. four
34. once
35. born
36. sleep
37. Monday
38. water
39. race
40. car
41. new
42. post
43. spring
44. light
45. friend
46. dream
47. loud
48. who
49. outside
50. dark

Mark as for previous tests.

## Dictation

On Monday morning we get up at seven. We help our mother with the jobs and then start our school work. After lunch it is time to do some work in the garden or play a game. I go to bed at eight and my older sister is in bed by nine.

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

## Base Words and Endings Test

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

Mark the Base Words and Endings Test out of 10. If students get the base word correct but not the ending take half a mark off. If they get the ending correct but not the base word do likewise.

## STUDENT'S PROGRESS CHART

<b>Part A – Phonograms</b> (Mark those which students know)  <i>Singles:</i> a b c d e f g h i j k l m n o p q r s t u v w x y z  <i>Multiples:</i> 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  <i>Successive 17:</i> eigh tch oe ough dge ph ti ci si ie ei augh gn gu gh sc eu  <i>Assessment Key:</i> E = Excellent B = Beginning to understand N = No idea at all			
<b>Part B – Sound Blending (Phonemic Awareness)</b>			
1. Able to hear the one-syllable word which is made from the blended sounds.	E	B	N
2. Able to break a given one-syllable word into its constituent sounds.	E	B	N
3. Able to see multiple phonograms within a word as one unit of sound.	E	B	N
4. Able to break a simple two-syllable word into its syllables.	E	B	N
5. Can count the number of syllables in a one-, two- or three-syllable word.	E	B	N
<b>Part C – Rules as they appear in the Word List</b>			
1. Vowels say their second sound at the end of a syllable.	E	B	N
2. Numbering second or subsequent sounds which are not governed by rules.	E	B	N
3. i may not be used at the end of an English word. y is used instead.	E	B	N
4. l is often doubled at the end of a one-syllable word following a single vowel.	E	B	N
5. Silent e on the end of a word makes a vowel say its second sound.	E	B	N
6. o is always used to represent the sound 'ú' before v and th.	E	B	N
7. c says 's' when followed by e, i or y.	E	B	N
8. g may say 'j' when followed by e, i or y.	E	B	N
9. English words may not end with u.	E	B	N
10. English words may not end with v.	E	B	N
11. e can do two functions at once – allowing a vowel to say its second sound and c or g to say its second sound.	E	B	N
12. Every syllable must have a vowel.	E	B	N