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Phonics and English

The History of English

English is the most influential language in the world. It is also one of the most comprehensive with the *Oxford English Dictionary* listing some 170,000 words in current common usage. Including scientific and technical terms the number swells to over one million words.

To develop a comprehensive civilization requires a comprehensive language, which explains in part the worldwide influence English has enjoyed.

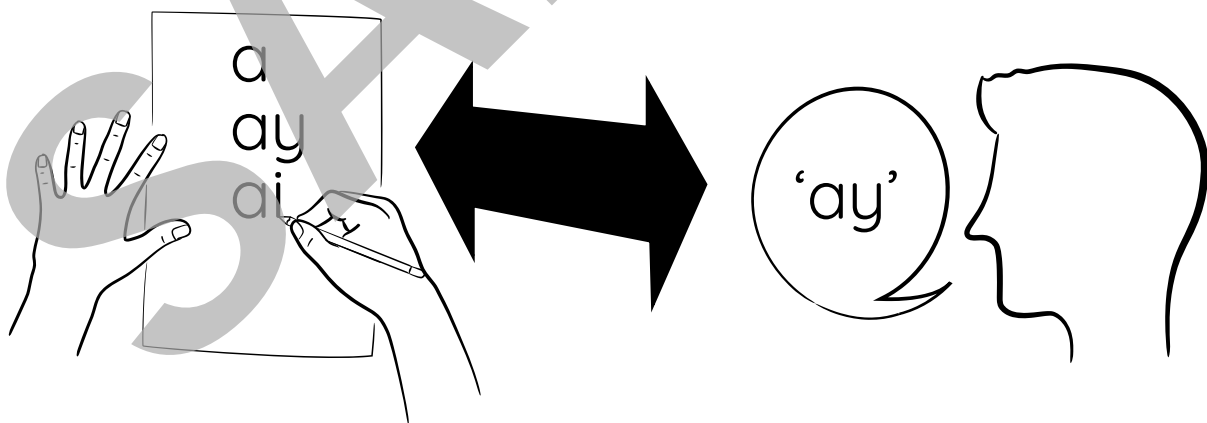
English as we know it is a modern language which was first codified in 1755 in Samuel Johnson's *Dictionary of the English Language*. Its full history, however, is much older as the language began in the British Isles. Its uniqueness lies in the fact that it has absorbed words from the languages of the peoples who have conquered the British Isles over the last two thousand years or more. Each of these invaders left words from their languages which became part of English. Thus English has been influenced by Latin, French, Dutch, German, Scandinavian languages and more, each with their own sounds, spelling and pronunciation. It is no wonder many believe English words and spelling to be the most confusing of any language.

The Structure of English

Language is one of the most important tools to communicate and share information. We do this through speaking, reading, listening and writing.

Whilst speaking and listening are **naturally acquired** activities that children achieve some mastery with before school age, the skills of reading, spelling and writing are **learned** skills. These skills come through understanding how the spoken language is recorded or written down — the graphic representation of the sounds and words.

Regardless of its origins and fragmentation, the English language is built on the **alphabetic principle**. This principle simply states that written symbols represent spoken sounds, and there are systematic and predictable relationships between the two.



It seems logical, then, that a language built on the alphabetic principle should be taught using the same principle. The goal of phonics instruction is to gain the ability to interpret the written symbols of English intelligently (decoding/reading), and also to create those same symbols meaningfully (encoding/spelling).

Effective literacy instruction not only teaches the phonetic patterns of English, but simultaneously links the patterns of spelling rules in a coherent 'package'. This allows the skills of reading, spelling and writing to reinforce and complement each other.

LEM Phonics Overview

LEM Phonics aims to teach students the skills of communication—listening, speaking, reading, writing and spelling—which are basic to experiencing satisfaction and well-being in life. LEM Phonics is an intensive phonics method which differs significantly from traditional phonics. LEM Phonics teaches writing, reading and spelling simultaneously to enhance learning through as many of the five senses as possible. Whether students are visual, auditory or kinesthetic learners, they are given a wide range of opportunities to retain what has been learned.

The Phonograms

The program begins by teaching students to recognise the written symbols for the *sounds* of the English language, rather than teaching the *names* of the letters of the alphabet (e.g. the sound 'b' rather than the letter 'bee'). The letter symbols representing these sounds are called **phonograms**. Phonograms may consist of a single letter (**b, t**), called **single phonograms**, or a group of letters (**ee, igh**), called **multiple phonograms**. Despite having more than one letter, multiple phonograms still represent only one unit of sound.

A sound may be represented by more than one phonogram. For example, the sound 'ay' can be represented by **ai, a, eigh, ey** or **ei**, depending on the word in which it is used. In the same way, a phonogram may represent more than one sound. For example, **c** represents the sound 'k' in **cat** and the sound 's' in **city**.

Throughout the program phonograms are shown in **bold** and sounds are shown in quotes (e.g. the phonogram **a** can represent the sound 'ay').

Students first learn to read and write the phonograms representing the 26 letters of the alphabet (single phonograms). They then proceed to master the multiple phonograms. Workbooks provide students with reinforcement and practice in writing the phonograms and blending the sounds.

Handwriting

Writing the phonograms at the same time as learning to hear them and pronounce them is a fundamental principle of the method. The kinesthetic 'feel' of the shape of the letters as students form them uses the sense of touch and movement to consolidate the message to the brain. This early writing training helps to develop neat, legible handwriting and forms a good foundation for future cursive writing.

As an Australian-based program built specifically for Australian English, LEM Phonics integrates the official handwriting scripts from all Australian states. This includes handwriting instruction in *Teacher Book A*, the workbooks, phonogram cards and charts.

Precise speaking of sounds also uses the sense of touch, as students feel the positions of tongue, lips and teeth for each different sound. This can offer valuable help to students with speech difficulties. We have worked with a speech pathologist to produce a DVD that provides assistance in developing sounding skills.

Phonogram	Sound
grapheme	phoneme
written	spoken
seen	heard
in bold	in quotes
a	'ah'
c	'k'
ai	'ay'
sh	'sh'

Phonological Awareness for Pre-Schoolers

Phonemic and Phonological Awareness

Phonemic awareness is the skill of hearing and manipulating the sounds in words. A child's first experience of language happens through *hearing* sounds. A single unit of sound is called a **phoneme** — hence the term 'phonemic awareness'.

Phonological awareness is a broader set of skills that encompasses phonemic awareness and involves 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. If a child is exposed to a rich language environment which includes rhymes, poems and songs etc., they will not need much further training to answer the types of questions below:

What sound do you hear often in 'Hey diddle diddle?

What words rhyme in 'Hey diddle diddle, the cat and the fiddle?'

Splish? Can you hear 'i' in splish? Splash? Can you hear a different sound in the middle now?

Early Exposure to Literacy

The level of phonological awareness before children begin to read is always a very good indicator of their potential reading skill. Therefore you might say that the LEM Phonics program best begins even before children begin their formal learning! Parents of young children need to be made aware of the benefits a rich language environment can give children for their future learning.

Even whole language advocates such as Dr Jon Reyhner from Northern Arizona University acknowledge the benefits of surrounding children with literature from an early age:

Students who come from 'high literacy' households — where young children are read to on a regular basis, there are lots of children's books, and adults read regularly — tend to learn to read well regardless of the teaching approach used. These students tend to enter school with large vocabularies and reading readiness skills.

Beware, though, programs that promote teaching a child to read as a baby, or when very young. Such a program will almost always be based in a whole-language approach. This may initially work well for reading, but unless the child also has experience in manipulating the sounds of the language, that child is likely to have difficulty with spelling later — because they have been trained to attack words holistically instead of sequentially.

A key goal of literacy is not just to decode words (reading) but also to encode them well (spelling). Early training in isolating, building and manipulating sounds is essential to achieve this.

“ We are learning from an analysis and reading of all of the research that has been conducted from the 1920s to the present that phonological awareness is one of the key predictors of reading success in school. ”

Landry (2013)

Scope and Sequence of LEM Phonics

The timing outlined below should be used as a guide only. Different situations and needs may require more time spent on certain areas.

	First Year Term 1	First Year Term 2	First Year Terms 3–4	Second Year
Teacher Books	LEM Phonics Manual			
	Teacher Book A: handwriting		Teacher Book A: Word list sections A–C	Teacher Book B: Word list sections D–J
Student Books	Student Book A/Test Book A			Student Book B/Test Book B
Workbooks	1 Single Phonograms	2 Multiple Phonograms	3 Reading with the Phonograms 4 Reading On 5 Base Words and Endings 1	6 Base Words and Endings 2
Phonograms	Phonogram Cards/CD Single Phonograms	Multiple Phonograms	Review	Review known phonograms Introduce ei gh dge ph ough oe tch
Rules/Concepts	Vowels Consonants Syllables English words do not end in u, v or i		Phonogram Rules Where vowels say their long sounds Rules for a Silent e functions c and g say their second sounds before e i or y Where ck can be used Double l at the end of a word Rules for Suffixes Base word concept Adding s Endings for silent e words	Consolidation/review of previous rules When to use ou/ow and dge/ge at the end of a word Double s at the end of a word Homophones Rules for Suffixes Adding s or es Change i to y rule Use of ing, ed, er, est, ness, less and ly Adding all and full
Grammar			Capital letters to begin a sentence Full stop to end a sentence Use of a and an Singular and plural	Question mark Apostrophe s Nouns and verbs Irregular past tense verbs Adjectives Adverbs
Written Expression	Writing phonograms Using baseline Direction of writing Spacing between letters Spacing between multiple phonograms	Spacing between words	Writing dictated sentences Writing own simple sentences	Single sentences More than one sentence on a topic Dictated passages
Reading	Reading phonograms Sound blending Reading words Single Phonogram Readers	Reading phonograms Reading words Multiple Phonogram Readers	Workbooks 3 and 4 LEM Readers Other simple books	Workbooks Words from lists Sentences Instructions Paragraphs Books LEM Readers

Continued >>

The 77 Phonograms

Each sound in the English language can be represented by a single letter (**b**, **t**) or multiple letters (**ee**, **igh**). These written units of sound are called **phonograms**.

It is important to understand the difference between a *phonogram* and a *sound*. A sound refers to what we hear or speak, whereas a phonogram is the written representation of that sound. Throughout this book phonograms are shown in **bold** and sounds are shown in quotes. For example, the phonograms in the word **cat** are shown as **c**, **a** and **t**, and the sounds are shown as 'k', 'a', and 't'.

We use sounds, not letter names. **b** should be referred to as 'b' (not 'bee'), and **c** is referred to as 'k' 's', (not 'see'). Letter names will be taught later in conjunction with alphabetical order, but in the initial stages teaching the names of the letters (particularly the consonants) actually detracts from students making connections between the written letters and spoken sounds.

A phonogram may represent more than one sound. For example, **c** sounds different in **cat** than it does in **city**. Contrastingly, a sound may be represented by more than one phonogram. For example, **ay**, **ai**, **a**, **eigh**, **ea** and **ei** may all represent the sound 'ay' as in **day**, **rain**, **late**, **eight**, **great** and **veil**.

Because many phonograms have more than one sound, we place numbers above these phonograms to indicate which sound is being represented. The most frequently used sounds for each phonogram are listed first. For example, **ea** represents its first sound 'ee' in approximately 150 words, its second sound 'e' in approximately 52 words, and its third sound 'ay' in only three words.

We do not usually place number 1 above a phonogram — it is assumed that a phonogram is representing its first sound if it has no number. In some cases there will be a specific need to place a **1** above to clarify the sound when it is not consistent with the rule (e.g. **ver¹y** is marked with a **1** because **e** and **r** would usually form the phonogram **er**).

Two phonograms with identical sounds require an identification phrase to differentiate them, for example:

oy 'oi' which is usually used at the end of a word

oi 'oi' which is never used at the end of a word

kn two-letter 'n' which is used only at the beginning of a base word

gn two-letter 'n' which is used either at the beginning or the end of a word

Sounds are shown in quote marks, using the sound notations from the *Australian Pocket Oxford Dictionary*.

We recommend that all teachers learn the sounds of the phonograms thoroughly before proceeding to teach the program. This will allow greater fluency in teaching and make the understanding of the rules much easier. A responsive instructional video is available at www.lemphonics.com/phonograms to assist in learning the phonograms. The phonogram cards are also a valuable tool for teaching and learning the phonograms, showing the phonogram on one side with the sounds, rules and any extra information on the reverse.

On the following pages are charts of the single phonograms, the multiple phonograms and the successive seventeen phonograms, generally ordered according to frequency of use.

Phonogram	Sound
grapheme	phoneme
written	spoken
seen	heard
in bold	in quotes
a	'ah'
c	'k'
ai	'ay'
sh	'sh'

Sounds and their Phonograms

	Sound	Example	Phonograms	IPA
Vowel Sounds	'a'	ant	¹ a	æ
	'ay'	ate	² a ¹ ay ³ ai ² ea ² ey ² eigh ² ei	ei
	'ah'	ask	³ a ¹ ar	a:
	'aw'	all	⁴ a ² ou ¹ au ³ aw ³ ar ¹ or ¹ oar ⁵ ough ² augh	ɔ:
	'o'	on	⁵ a ¹ o ² au	ɔ
	'e'	egg	¹ e ² ea	e
	'ee'	emu	² e ³ i ³ y ¹ ee ¹ ea ¹ ey ¹ ie ¹ ei	i:
	'i'	igloo	¹ i ¹ y	ɪ
	'uy'	ice	² i ² y ² igh ² ie	ai
	'oh'	over	² o ² ow ² oa ¹ oe ¹ ough	
	'oo'	to	³ o ³ u ³ ou ¹ oo ¹ ew ¹ ui ² ough	əʊ
	'u'	under	⁴ o ¹ u ⁴ ou	ʌ
	'yoo'	cute	² u ² ew ² ui ² eu	yʊw
	'uu'	bush	⁴ u ² oo	ʊ
	'ow'	how	¹ ow ¹ ou ⁶ ough	au
	'er'	her	¹ er ¹ ir ¹ ur ¹ ear (w)or	ɜ:
	'oi'	coin	¹ oy ¹ oi	ɔi
	'air'	care	² ar ¹ air	eə
Consonant Sounds	'b'	ball	¹ b	b
	'k'	cat	¹ c ² k ² qu ² ch ² ck	k
	'd'	dog	¹ d ² ed	d
	'f'	fan	¹ f ¹ ph	f
	'g'	gold	¹ g ¹ gu ¹ gh	g
	'h'	hat	¹ h	h
	'j'	jet	² j ² g ² dge	dʒ
	'l'	leg	¹ l	l
	'm'	mat	¹ m	m
	'n'	nut	¹ n ¹ kn ¹ gn ¹ pn*	n
	'p'	pin	¹ p	p
	'r'	rat	¹ r ¹ wr ¹ rh*	r
	's'	sit	¹ s ² c ² sc ² ps*	s
	't'	tap	¹ t ³ ed	t
	'v'	van	¹ v	v
	'w'	web	¹ w ¹ wh	w
	'y'	yam	⁴ y	j
	'z'	zoo	² z ² s ² x	z
	'th'	thank	² th	θ
	'thh'	them	² th	ð
	'sh'	shop	³ sh ³ ch ³ ti ³ ci ¹ si	ʃ
	'ch'	chip	¹ ch ¹ tch	tʃ
'ng'	sing	² ng	ŋ	
'zh'	vision	² si	ʒ	

Coarticulated Consonant Sounds

¹x = 'k' + 's' (fox)

³ough = 'u' + 'f' (rough)

²gu = 'g' + 'w' (penguin)

⁴ough = 'o' + 'f' (trough)

¹qu = 'k' + 'w' (quick)

²augh = 'ah' + 'f' (laugh)

The Three Ps of Handwriting: Posture, Pencil Grip, Paper Position

The correct posture, pencil grip and paper position are taught before beginning writing. These three areas must continually be monitored to ensure not just neat and legible handwriting, but the student's physical well-being as well. These principles (covered in detail in *Teacher Book A*) are extremely valuable to students as they learn the phonograms and begin to develop legible, fluent handwriting.

Handwriting Instruction

Specific instruction in the formation of state-based scripts is given in *Teacher Book A* and reflected in *Student Book A* and workbooks 1 and 2. General principles of posture, pencil grip and paper position are also covered.

When forming letters, students need to know:

- 1 Where each letter begins
- 2 The direction of movement
- 3 How many strokes to make.

LEM Phonics shows the start of each stroke with a **starting dot**. In the students' workbooks faint versions of the letterforms with starting dots are shown for the first few times a student practices writing the phonograms.

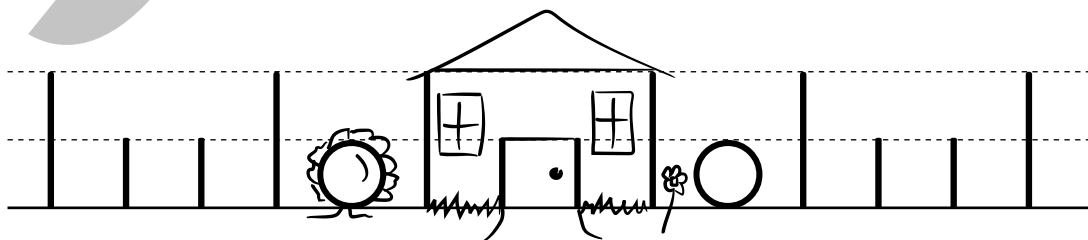
The direction of movement is indicated by **directional arrows**. Where there are multiple strokes in the letter formation, starting dots are shown with **stroke order numbers** to indicate the order.

All types of script are written on a **baseline**. Above the baseline is a line for **short letter height**, and the remaining line forms either the **top line** for the current letter or the **tail line** for the letter above. The thickness and configuration of the dotted lines varies between states.

All six writing scripts are presented in the same basic manner, with starting dots and directional arrows.

Letter Features and Formation

Students begin by learning the component strokes and shapes of the alphabet. Exercises in drawing, colouring and pattern recognition are included to improve motor skills and gain better control of the pencil.



Students also learn correct spacing principles between letters, words and phonograms. Attention is given to accurately judging the starting point of a letter to place it in the correct position.

When the letter features are mastered, students begin to write the phonograms.

Section reference
Word lists
Word analysis and discussion notes

Rule
Teaching notes
Student Activities
Suggested Schedule

Section A List 6

sun
big
play
day
say
way
day
is
isn't
warm
work
word

Section A List 7

make
cake
take
name
like
time
these
home
rule
cute

Teacher Notes and Rules

Vowels and silent e
a, e, i, o, u and u can say their long sounds 'ay', 'ee', 'uy', 'oi', 'oo', and 'yoo' when a silent e stands on the end of a word.

This is the first reason for silent e on the end of words, and it appears in this week's words. There are five reasons for silent e on the end of words that students will learn in the coming weeks.

Explain that e is a very helpful program. Often a vowel cannot say its long sound because it is not at the end of a syllable. e, the humble servant, helps by silently standing on the end of the word and allowing the vowel to say its second sound. It has a servant heart and does not complain!

Write these words in list form on the board:

mad	wfn	tim	pin
hop	rid	cut	mat

Have students read the first word. Explain that in **mad**, a cannot say 'ay' because it is not at the end of a syllable. But if e silently stands on the end it may say 'ay'. Have students write e on the end of **mad** and ask what the word now says. Draw an arch from the a to the e saying, 'a can say 'ay' because of the e'. When representing fingers for the phonograms in such a word, bend the last finger (representing e) a little, so that students know it is silent e. Treat the other words in a similar manner. After this exercise, dictate the words from section A7 which have silent e on the end.

Student Activities

- Tests**
Continue with tests as for previous week.
- Workbook 3: Reading with the Phonograms**
Work through pages 16 to 20.
- Dictation**
After the words containing wor have been taught, dictate the sentences below for students to write in their books. Because the sentences are related, they can write them continuously across the page. Unrelated sentences should be written on a new line.
The bird can fly to the worm. He works and digs in the sun. The bird takes the worm away.
- Silent e practice**
Write words on the board such as **like**, **ride**, **rope**, **take**, **came**, **gate** and **late**. Have the students read these words. Then remove the silent e from each one. Have students read the word which remains and compare the difference.
- Sentences**
Have students compose sentences using the words **play**, **day**, **make** and **time**. For example:
The girl likes to play. She plays in the day. It is time to make a cake.
They may also use other words which have appeared in the list. Have them write them in their books when they are happy with their sentences.

Derivatives (on same line)

Explanation marks

Special notes

The Sounds of u

u says its second sound 'oo' after **b** (**rebu**ke), **c** (**cu**te), **d** (**du**ty), **f** (**fu**me), **h** (**hu**man), **m** (**mu**sic), **p** (**pu**re) and **t** (**tu**ne).

u says its third sound 'oo' after **j** (**ju**te), **l** (**lu**cid), **r** (**ru**by), **s** (**su**per), **y** (**yu**le) and **z** (**zu**lu).

u can say either its second or third sound after **g** (**gu**ru), **re**gulate) and **n** (**nu**de, **nu**merate).

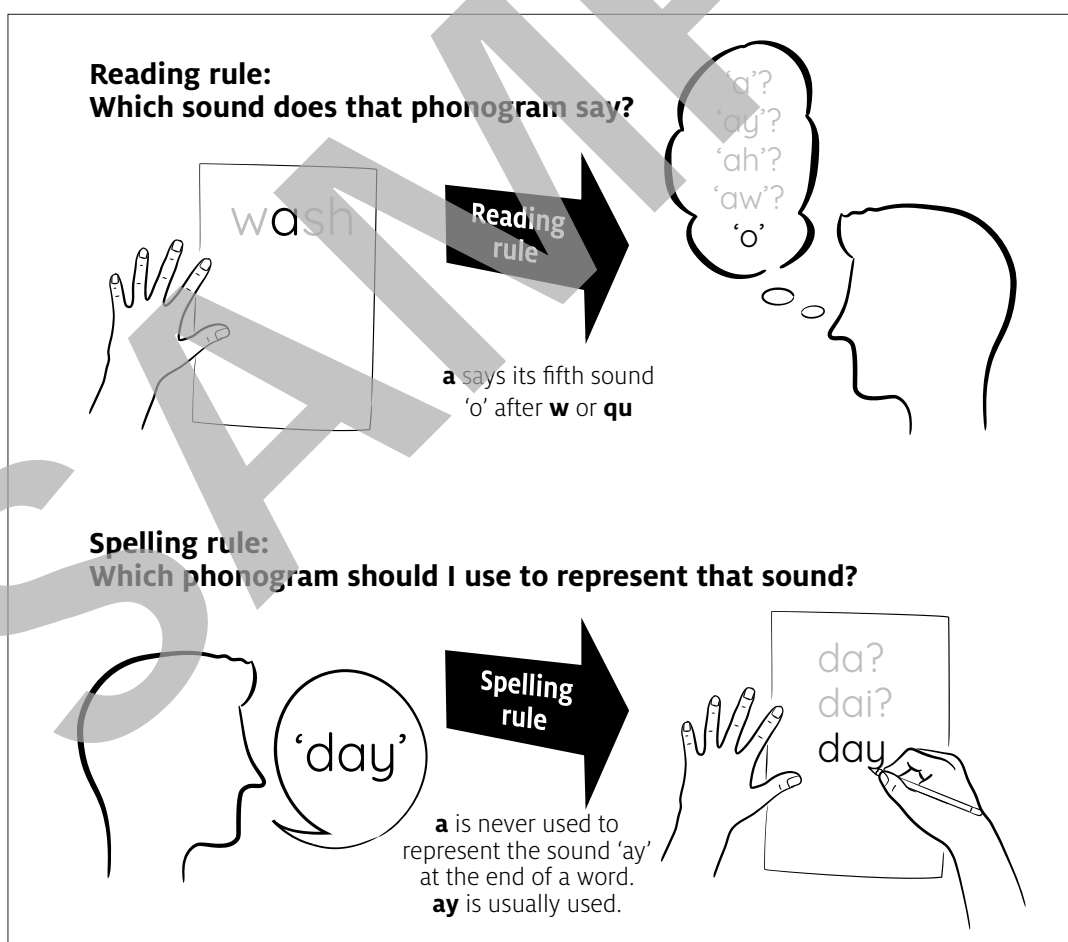
Rules in LEM Phonics

Literacy requires more than just learning the sounds of the phonograms. The ability to read and spell comes from knowing the relationships between the written or seen (phonograms) and the spoken or heard (sounds). English would be significantly simpler if the relationships were strictly one-to-one—we would only need 42 phonograms, each representing one of the 42 sounds. Unfortunately that is not the case. However, there are many systematic and predictable principles and patterns that govern the use of those phonograms and sounds, giving us the ability to make sense of them. We call these principles and patterns **rules**. Rules are taught and reviewed through analysing words in the word list.

Rules are tools—an essential part of LEM Phonics. Combining these ‘rule-tools’ with a knowledge of the phonograms unlocks the ability to read and spell thousands of words.

Reading and Spelling Rules

Throughout LEM Phonics rules are organised into **reading rules** and **spelling rules**. Reading rules answer the question ‘what sound does that phonogram say?’ and spelling rules answer the question ‘what phonogram should I use to represent that sound?’ In other words, reading rules convert phonograms that are seen or written into sounds that are spoken or heard, and spelling rules go back the other way. It’s simply an extension of the alphabetic principle that the English language is founded upon.









Rules Reference: Single Phonograms

	Sound Identification	Reading Rules	Spelling Rules	Voicing
1	a ¹ 'a' ant ² 'ay' ate ³ 'ah' ask ⁴ 'aw' all ⁵ 'o' wash	a usually says its first sound 'a' if followed by a consonant within the same syllable (tap , ap -ple). a may say its first sound 'a' if followed by two consonants (land). a usually says its second sound 'ay' at the end of a syllable (ba -by). a usually says its second sound 'ay' if a silent e ends the word (make). a may say its third sound 'ah' if followed by two consonants (last). a always says its fourth sound 'aw' if followed by ll or lk (all , walk). a usually says its fifth sound 'o' after w or qu (was , squat).	a may not represent the sound 'ay' at the end of a word. ay is usually used (day).	
2	d ^d 'd' dog		d is rarely doubled after a single vowel in a one-syllable word (bad). Exceptions are add and odd .	To say 'd', the lips must first form a circle. Point this out to students and then remind them that we also begin writing d with a circle. The sound 'd' is voiced. The same mouth position is used for the sound 't', but 't' is unvoiced.
3	c ¹ 'k' cat ² 's' city	c always says its second sound 's' when followed by e , i , or y (cent , city , cyst).	c will usually be used to represent the sound 'k' (tractor), unless it is followed by e , i , or y (king , not cing ; rocket , not rocet), or there is the possibility of adding an ending beginning with e , i , or y (think — thinking , not thinc — thincing).	Both sounds of c are unvoiced.
4	s ¹ 's' sit ² 'z' please	s says its second sound 'z' at the end of a word if it follows a vowel sound or a voiced consonant sound (say ² , love ² , egg ²).	s is often doubled at the end of a one-syllable word following a single vowel if it says its first sound 's' (fuss). ss may never be used to represent the sound 'z'. s may never be used to represent the sound 'z' at the beginning of a word. s never follows x .	The first sound 's' is unvoiced. The same mouth position is used for the second sound 'z', but 'z' is voiced.

Rules Reference: Teacher Book A

Below is a summary of all rules encountered in Sections A, B and C of the word list, including where the rule first appears in the list. Underneath each is the list of words featuring the rule.

Rules for Vowels

Vowels at the end of a syllable  Reading Rule Section A1							
The vowels a , e , i , (y), o and u may say their long sounds 'ay', 'ee', 'uy', 'oh', 'oo', and 'yoo' at the end of a syllable. a , e , o and u usually do this but i and y do it less frequently.							
me	l	he	she	we	be	the	no
so	go	my	by	try	fly	over	baby
lady	behind	paper	table				
Vowels followed by a consonant in the same syllable  Reading Rule Section A1							
A vowel usually says its first sound if a consonant follows in the same syllable.							
it	is	am	an	and	in	in-to	has
i or y at the end of a word  Spelling Rule Section A4							
i may not end an English word. y takes its place.							
my	by	try	fly				
Vowels and silent e  Reading Rule Section A7							
a , e , i , (y), o and u can say their long sounds 'ay', 'ee', 'uy', 'oh', 'oo', and 'yoo' when a silent e stands on the end of a word.							
make	made	cake	take	name	like	time	these
home	rule	cute					
The sound 'u'  Spelling Rule Section B1							
The phonogram o is always used to <i>represent</i> the sound 'u' before the sound 'v' or 'thh' (e.g. love , mother). Note, however, that the phonogram o does not always say 'u' before the phonograms th or v (e.g. moth , move , drove).							
brother	mother	other	love	dove	above		
The sounds of a  Reading Rule Section B7							
a usually says its first sound 'a' if followed by a consonant within the same syllable (tap , ap-ple).							
a usually says its second sound 'ay' at the end of a syllable (ba-by).							
a usually says its second sound 'ay' if a silent e ends the word (make).							
a may say its third sound 'ah' if followed by two consonants (last).							
a always says its fourth sound 'aw' if followed by ll or lk (all , walk).							
a usually says its fifth sound 'o' after w (was).							
am	an	and	has	had	as	ran	man
can	at	make	made	cake	take	name	was
want	wash	baby	lady	all	ball	fall	call
ask	last	fast	after	happy	sad	paper	hands
talk	walk	chalk	table	thank	back	ago	

Games and Activities

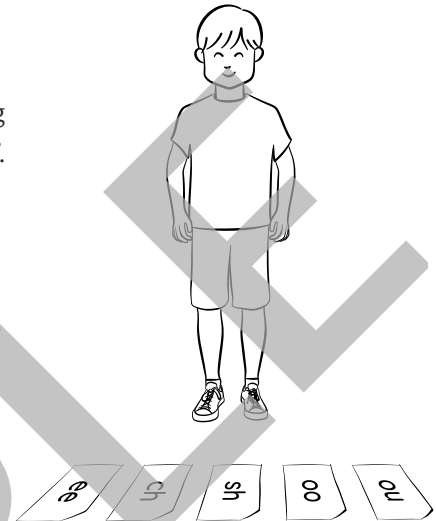
Below are some games and activities to encourage the students in their phonogram learning. Remember, the aim of the games is to help consolidate what has been learned and to help develop the students' phonological awareness. All these games may be modified to suit different situations.

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.

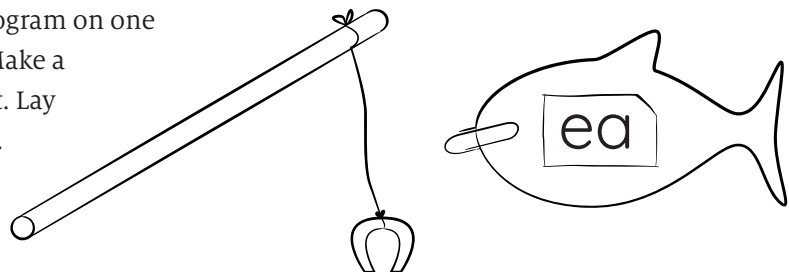
Phonogram Battle

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.

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.