

**LEM Phonics is being continually developed, refined and updated.** This is currently happening to a much greater level as we work through our LEM Phonics 2020 revisions. With new advances in 'on-demand' printing technology we are able to correct errors more frequently – rather than warehousing hundreds of copies with errors, we are able to produce updated versions as we (or our users) uncover any errors or omissions.

The downside of this approach is that your version of a resource may not be completely consistent with the latest version. To combat this we are publishing this change log, so you can be aware of the timeline of any changes we have made to all our resources and either purchase a new copy or make note of the changes in your existing material.



## Teacher Book D

<b>Current version</b>	24 November 2022
<b>Previous versions</b>	none

With the release of *Teacher Book D* there have been no major structural changes to the program content, however there are several general improvements:

- The cross reference icons for rules in teacher books B and C have been improved, with icons referencing not just the section but the shape showing which teacher book the rule falls in – A, B, C or D. This has been implemented in the *LEM Phonics Manual* and the phonogram cards also.



- The rules summary at the end of *Teacher Book D* is organised similarly to the original version *Book of Rules*. Rules are listed for phonograms/reading, sounds/spelling, then rules for endings, in alphabetical order. This makes them easier to locate for reference. The full rule set from teacher books A–D is replicated in the *LEM Phonics Manual* in this manner.
- Several resources referenced 'R–Z' as a placeholder for advanced rules before *Teacher Book D* was produced. These instances have been replaced with the actual section references.

## Resource changes

A new workbook for Year D has been produced (*Workbook 9: The World of Words*), which is a shorter workbook integrated with the content in *Teacher Book D*. As students get older the need for workbooks is less, but the workbook provides a convenient way of producing class exercises without needing to copy loose sheets.



## Phonogram cards

<b>Current version</b>	24 November 2022
<b>Previous versions</b>	13 October 2021
	12 January 2021
	17 March 2020

## 24 November 2022

- Any rule changes from the Teacher Books have been reflected in the cards.
- All rule cross-references (previously 'black diamond' graphics) have been updated with the 'ABCD' reference graphics.
- The box insert has been updated with the style changes and additional information.

## 13 October 2021

- Any rule and style changes from the Teacher Books have been reflected in the cards (letter names etc.).
- All rules have been cross-referenced (using 'black diamond' graphics) to the Teacher Books, allowing teachers to easily tell if students should have learned a rule yet.
- The example word for the phonogram **ck** has been changed from **clock** to **duck** to avoid using a word with two 'k' sounds.
- The example word for the phonogram **ei** has been changed from **seize** to **ceiling** to avoid using an exception word.
- The box insert has been updated with the style changes and additional information.



## LEM Phonics Manual

<b>Current version</b>	24 November 2022
<b>Previous versions</b>	13 October 2021
	12 January 2021
	15 September 2020

## 24 November 2022

- The Australian Curriculum alignment tables have been updated to reflect version 9.
- The scope and sequence charts have been amended to reflect the details in *Teacher Book D*.
- Minor amendments have been made to the training course details ('examination' is now 'assessment' and '4-day course' is now '3–5 day course').
- pn**, **rh** and **ps** have been removed from the 'sounds and their phonograms' chart
- Resource lists have been updated to more accurately reflect the content of *Teacher Book D*.
- The rules reference has been updated to reflect the new arrangement of reading and spelling rules in *Teacher Book D*, including any changes and the 'ABCD' reference graphics.
- The word list index now incorporates the words from *Teacher Book D*.

## 13 October 2021

A number of general updates in 2021 flowed from the release of *Teacher Book C*, incorporating minor phonogram and rule changes along with several other principles and conventions.

- The phonogram charts in the front and in the text have been updated to include phonogram and rule updates from *Teacher Book C*.
- The 'change summary' for LEM Phonics 2020 has been updated with extra details from *Teacher Book C*.
- The 'word list reference' at the back has been updated with words from *Teacher Book C*.
- The rules summary at the back has been updated with rules from *Teacher Book C*.
- Scope and sequence charts have been updated to reflect new data.
- The 'word list student activities' have been updated to reflect new student activity structures in *Teacher Book C*.
- New conventions for displaying letter names (***bold-italic***) have been applied throughout with a new information section providing examples.

### PHONOGRAM CHANGES

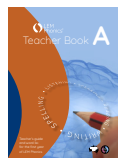
The phonogram **sh** has had an identifier added: 'sh' of **ship**. This is to avoid confusion with the successive seventeen phonograms **ti** ('sh' of **nation**), **ci** ('sh' of **special**) and **si** ('sh', 'zh'). Several rules are introduced for **sh** and **ch** (the other phonogram that can represent the sound 'sh') at the same time students learn **ti**, **ci** and **si** in *Teacher Book C*.

### RULE CHANGES

The 'using questioning as a teaching tool' section utilised the rules for the sound 'k'. This has been updated to reflect the new 'c does not usually end a word' rule.

### SYLLABLE GUIDELINES FOR **TI**, **CI** AND **SI**

Syllable break rules for **ti**, **ci** and **si** have been clarified. The syllable breaks before the 'sh' phonogram when it follows a long vowel or a consonant (**fa-cial**, **ten-sion**), but after the phonogram when it follows a short vowel (**speci-al**, **e-lec-trici-an**).



# Teacher Book A

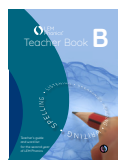
<b>Current version</b>	24 November 2022
<b>Previous versions</b>	13 October 2021
	15 December 2020
	6 May 2020

## 24 November 2022

- *Navigating the word list* section has had minor updates to reflect changes to the *Teacher Book D* word list sections.
- Section A1: 'Normally two *pages* containing ten words' has been amended to 'two *lists* containing ten words'.
- Section A2: For the word **into** the syllable instructions now reference the section in *Teacher Book A* rather than the section in the *LEM Phonics Manual*.
- Section A4: The directive not to place 2 over **y** has been changed, because the rule states that **i** and **y** *may* say their long sound at the end of a syllable, but not *always*. 2 is now placed above **y** in the word markings.
- Section B4: the word (and rule) order has been changed so the rules for fourth and fifth sounds of **a** are in order.
- Section B6: 3 is now placed above **y** in **baby** and **lady**.
- Section C4: 3 is now placed above **y** in **happy**.
- Section C5: The rule for the **alk** pattern has been modified to 'the letter **l**' instead of 'the **l**'.
- Section C7: The rule for the phonogram **ng** before the *letter k* has been amended to before the *sound 'k'* as it is a spelling rule, not a reading rule. This has also been amended in the rules review at the end of the book and in the progress chart.

## 13 October 2021

- Words for 'two-function silent **e**' have been moved after the words for 'every syllable must have a vowel'. This keeps a consistent order for silent **e** rules with the rule list and the other teacher books.
- **part**, **music** and **next** have replaced the words **yard**, **dust** and **soft** as higher frequency words.
- **most** and **lost** have replaced the words **old** and **cold** to illustrate better the rules for **o** before two consonants.
- **three** and **last** have swapped places to better illustrate the rule for the phonogram **a** saying 'ah' before two consonants.
- **year** has replaced the word **weak** in the section on days and times.
- The rule for the sound 'ow' was inconsistent with the other teacher books – saying to use **ow** (not **ou**) before the sound 'er' rather than at the end of a word or syllable. The rule is now consistent across all teacher books.
- The rule that **o** and **i** may say their second sounds before two consonants had 'in a one-syllable word' as an unnecessary qualifier (the rule is *may say* and thus the syllables are irrelevant). This was also applied to Teacher Books B and C.
- The teaching of capital letters, letter names and alphabetical order has been moved to be directly after the single phonograms, rather than the review week in the middle of the multiple phonograms. This change has been reflected in *Student Book A*.
- The student progress chart has been moved to the very back of the book for better access.
- The duplicate of Workbook 4 Unit 1 listed in Section B7 has been replaced by Workbook 3 Unit 9.
- A graphic has been added in Section A4 illustrating how to distinguish and say the phonograms, sounds and letter names correctly when reading the rules.
- The 'Rules summary' section has been updated with 'black diamond' section references to match the other teacher books.



# Teacher Book B

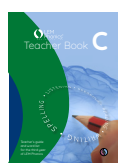
<b>Current version</b>	24 November 2022
<b>Previous versions</b>	13 October 2021
	12 January 2021
	7 October 2020

## 24 November 2022

- Throughout *Teacher Book B* the rule boxes have been updated with the 'ABCD' icons to show whether the rule is new, or has been learned in *Teacher Book A*.
- Navigating the word list* section has had minor updates to reflect changes in icons and *Teacher Book D* word list sections.
- All changes made to *Teacher Book A* have been mirrored in the review section.
- A new section has been added called 'pre-learning' which covers phonological awareness, handwriting and the phonograms. This section is useful for students who have had no exposure to phonics-based learning beforehand.
- Section I3: the finger clues for silent letters have been modified to 'half-way down' instead of all the way down.

## 13 October 2021

- All changes made to *Teacher Book A* have been mirrored in the review section.
- The replaced words **old** and **cold** have been moved from *Teacher Book A* to *Teacher Book B*. Additionally, **late** has replaced **ate** as a higher frequency word and **group** has replaced **cousin** to illustrate the third sound of the phonogram **ou**.
- The rule for the sound 'ow' was inconsistent with the other teacher books – saying to use **ow** (not **ou**) before the sound 'er' rather than at the end of a word or syllable. The rule is now consistent across all teacher books.
- The one one one double rule has been changed from 'one consonant after the vowel' to 'one consonant at the end'. Some extra notes have been added regarding the 'never double' letters to sections D3 and F1.
- A rule corollary mentioned in teacher analysis in section F2 regarding doubling **s** at the end of multi-syllable words with a single vowel and stress on the last syllable was unnecessarily complex and was removed.
- The letter **v** was added to the list of 'never double' letters.
- Headings have been added above each word list to show which rule or rules are being emphasised. These headings were previously only on the title page for the main section.
- References signifying silent e patterns (e.g. **a-e**, **i-e**) have been shown in full (e.g. **a** with silent **e**, the silent **e** pattern **ite**) for clarity in reading and speaking.
- The 'Rules summary' section has been updated with 'black diamond' section references to match the other teacher books.



# Teacher Book C

<b>Current version</b>	24 November 2022
<b>Previous versions</b>	13 October 2021

## 24 November 2022

- Throughout *Teacher Book C* the rule boxes have been updated with the 'ABCD' icons to show whether the rule is either new or where it appears in *Teacher Book A* and/or *Teacher Book B*.
- Navigating the word list* section has had minor updates to reflect changes in icons and *Teacher Book D* word list sections.
- Minor clarity updates to the *Reading for Spelling and Speaking* section.
- An instruction to introduce *Student Book C1* has been added to the review list introduction in the 'Up to Speed' section.
- BR1: The 'never double letters' introduced with the words **stuff**, **dress** and **buzz**.
- BR3: The analysis for the word **car** references 'one-syllable words' instead of 'short words'.
- BR5: The analysis for the word **knee** now explains that the rule for the phonogram **kn** is contained in its identification.
- BR5: The rule for the phonogram **wh** now says 'end of a base word' instead of 'end of a word'.
- Minor consistency changes with colons instead of dashes in headings.
- K5: The rule for the sound 'oh' at the end of a word no longer has 'after the letters **g** or **t**'.
- Rules summary: The rule for the phonogram **a** saying 'ah' has had the word **tomato** removed from examples.

## 13 October 2021

The majority of general updates to LEM Phonics in 2021 (shown below) flowed from the release of *Teacher Book C*, incorporating minor phonogram and rule changes along with several other principles and conventions.

### PHONOGRAM CHANGES

The phonogram **sh** has had an identifier added: 'sh' of **ship**. This is to avoid confusion with the successive seventeen phonograms **ti** ('sh' of **nation**), **ci** ('sh' of **special**) and **si** ('sh', 'zh'). Several rules are introduced for **sh** and **ch** (the other phonogram that can represent the sound 'sh') at the same time students learn the phonograms **ti**, **ci** and **si** in *Teacher Book C*.

### RESOURCE CHANGES

A new workbook for Year C has been produced (Workbook 8: *Read, Spell, Go!*), more closely integrated with the words, rules and grammar encountered in *Teacher Book C*. Three workbook pages now accompany each week of work, providing exercises in the specific principles learned in that week.

Some content from the original workbooks accompanying *Word List Book 2* (Workbook 7: *Successive Seventeen Phonograms* and Workbook 8: *Spelling and Grammar*) has been incorporated into the new workbook, along with a wide variety of new exercises and updated illustrations throughout.

### RULE CHANGES

The LEM Phonics 2020 revisions have been informed by the core principles of *simplicity*, *consistency* and *flexibility*. To that end various rules throughout the program have been added, adjusted, reworded and in some cases removed. *Teacher Book C* has continued this practice, which affects the following rules.

- The sound 'k': The rules for the sound 'k' begin with using the phonogram **c** whenever possible, then **ck**, and **k** as the final choice. The reason given for **c** not being used in a word like **pack** was 'the possibility of an ending being added beginning with **e**, **i** or **y**' (which would 'potentially' make **c** say 's'). Not only was this a difficult concept to understand, it also did not work for non-verbs like **sick** or **brick**. We have altered the rule to simply say '**c** is not usually used at the end of a word'. In later stages the exception ending **ic** is introduced.

The rule '**c** always represents the sound 'k' before 't' is implied in the rule 'use **c** unless it is at the end of the word or if **e**, **i** or **y** follow' and was removed from the rule list. Exercises remain but focus on why **c** is used in the **ct** pattern, rather than learning a separate rule.

- The sound 'igh': The original rule has been '**igh** may represent the sound 'igh' at the end of a word or before **t**' (**high**, **right**). The problem is that only four words use **igh** at the end (**high**, **thigh**, **nigh**, **sigh**), with **y** being used much more commonly. The new rule for the sound 'igh' at the end of a word acknowledges **y** as the main choice, but helps students not to use the phonogram **igh** unless it is an exception word, or before the letter **t**.

**y** usually represents the sound 'igh' at the end of a word.

**igh** (three letter 'igh') may only represent the sound 'igh' before the letter **t** (exceptions **high**, **thigh**, **nigh**, **sigh**).

These rules for the sound 'igh' have been removed from *Teacher Book A* and are now introduced with other **ight** words in *Teacher Book B*, because the most common word **high** is actually an exception and could create confusion for students.

- ook** says 'uuk': The previous spelling rule stated that **oo** always represents the sound 'uu' before **k** (**book**) – but the word **spook** was used as an example to show that the reading rule (**ook** always says 'uuk') does not apply. Further investigation revealed **spook** as the only common word using this pattern, and hence the reading rule is applied with a 'usually' caveat. The rule is now stated in two parts for spelling and reading, with **spook** as an exception:

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

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

- The sound 'sh': The phonogram **sh** has been given a new identifier ('sh' of **ship**) to remove confusion with the three successive phonograms that say the 'sh' sound (**ti**, **ci**, **si**). Rules surrounding the 'sh' sound have been streamlined to remove the previous complicated conditions (at the end of a word, the beginning of a syllable, but not at the beginning of a syllable after the first one, except for the ending **ship**).

**sh** ('sh' of **ship**) or **ch** ('ch', 'k', 'sh') may represent the sound 'sh' at the beginning of a word (**shell**, **chef**).

**sh** usually represents the sound 'sh' at the end of a word (**fish**).

**sh** may only represent the sound 'sh' after a short vowel sound (**crash**, **crush**, **bush**). Exception: **leash**

**ti** ('sh' of **nation**), **ci** ('sh' of **special**) and **si** ('sh', 'zh') represent the sound 'sh' in the ending 'shuhn' (never **sh** or **ch**).

Rules for the phonograms **ti**, **ci** and **si** have been collated into rules for the patterns **tion**, **cian** and **sion** representing the ending 'shuhn' (rather than rules for the individual phonograms).

**tion** usually represents the ending 'shuhn':

- after a long vowel (**nation**, **deletion**, **motion**, **solution**, **portion**, **caution**)
- after a consonant (**fraction**, **caption**)
- after the short 'i' sound (**position**), unless **m** comes before **i** (**admission**).

**cian** represents the ending 'shuhn' when the word means 'somebody who does the base word' (**magician**).

**sion** (**ssion**) usually represents the ending 'shuhn':

- after the short vowel sounds 'a', 'e', and 'u' (**passion**, **session**, **percussion**)
- after **mi** (**admission**).

**tion** and **sion** can both represent 'shuhn' after the letter **n** (**attention**, **tension**).

These rules accurately cover thousands of words, but there will be several exceptions (e.g. **fission**, **suspicion**). Around 100 words use the phonograms **ti** and **ci** to represent 'sh' in positions other than 'shuhn', with no clear rules.

- The phonogram **dge** and the sound 'j' at the end of a word: Research has revealed there is one position the phonogram **dge** always represents the sound 'j' – at the end of a one-syllable base word, after a single short vowel. In addition, this is the only position **dge** is used as a phonogram (other than the 'ij' exceptions below). In the middle of a word it is usually split (**bad-ger**).

The sound 'ij' at the end of a word is represented in over 100 words by the pattern **age**, with very few exceptions (**abridge**, **cartridge**, **porridge**, **knowledge**, **college**, **privilege**). If **dge** or **age** cannot be used, **ge** (**g** plus silent **e**) is the final choice.

These three clear delineations have allowed the creation of a 'flow chart' for the sound 'j' at the end of a word, where students check conditions. One-syllable or multi-syllable? Short vowel or long vowel? Does it say the sound 'ij'? This chart is featured in the *Reproducibles* section of *Teacher Book C* and also in Workbook 8.

- **ear** vs **ea+r**: The rules for the phonogram **ear** (**ear** says 'er' at the beginning or within a word, **ear** never represents the sound 'er' at the end of a word) have been combined with the rules for the pattern **ea+r** at the end of a word (where it says 'eer' or 'air').
- The sound 'ay': Slight clarification has been made to the rules for the sound 'ay' – instead of separate rules for **a** and **ai**, the rule now states 'Before a consonant, the sound 'ay' may be represented by **a** with a silent **e**, or the phonogram **ai**.

#### EXAMPLE WORDS IN RULES

In rules with example words, the implied 'e.g.' has been removed. Example words and exceptions are shown in bold.

#### LETTER NAMES

Before the release of *Teacher Book C*, both phonograms and letter names were shown in **bold** type. In working through the rules it became apparent that some rules are best presented verbally using letter names rather than their phonogram equivalents. Consider the following example:

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

It is not appropriate to call the phonogram **c** by its letter name 'see' – it should be presented verbally as 'k', 's'. But when referring to **e**, **i** or **y** it is too cumbersome to call them 'e', 'ee'; 'i', 'igh', 'ee' and 'i', 'igh', 'ee', 'y'. They are better represented as their letter names 'ee', 'igh' and 'wigh'.

To this end we have placed letter names (which includes endings like **ing**) in **bold-italic** type. Whenever this is encountered teachers are encouraged to present the letters verbally using the letter names. New information sections in the manual and the teacher books provide details and further examples.

This has been further enhanced by consistently referencing the phonograms or letter names directly (e.g. the phonogram **c**, the letter **i**) in most rules.



## Workbook 1: Single Phonograms

<b>Current version</b>	16 September 2022
<b>Previous version</b>	13 October 2021

- Page 47: The 2 has been removed above the **a** in **plank**, **tank** and **drank**.
- The NSW, Qld, SA and Tas versions have been amended to fix several instances where words were shown in regular type rather than the appropriate state-based font.



## Workbook 2: Multiple Phonograms

<b>Current version</b>	13 October 2021
<b>Previous version</b>	23 October 2020

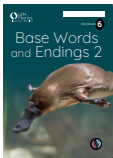
The **sh** phonogram identification has been updated.



## Workbook 5: Base Words and Endings 1

<b>Current version</b>	13 October 2021
<b>Previous version</b>	7 October 2020

Minor changes to incorporate styling changes for letter names and endings.



## Workbook 6: Base Words and Endings 2

<b>Current version</b>	13 October 2021
<b>Previous version</b>	21 October 2020

- Minor changes to incorporate styling changes for letter names and endings.
- Pages 8–13: One one one double rule details updated from 'one consonant after the vowel' to 'one consonant at the end'
- Page 43: Exercise amended to keep the rules for the sound 'igh' consistent.



## Workbook 7: Rules and Tools

<b>Current version</b>	13 October 2021
<b>Previous version</b>	12 January 2021

- Minor changes have been implemented to incorporate styling changes for letter names and endings.
- Page 1: Vowel rules have been updated to match teacher books.
- Page 3–4: Rules and exercises for the sound 'igh' have been updated.
- Page 5: The unnecessary qualifier 'in a one syllable word' has been removed from the rule for **i** and **o**.
- Page 11: Exercise text has been altered to allow the word **gone** to be used in the last sentence.
- Page 12: **v** has been added to the 'never double' letters. An extra exercise has been added for 'one one one' words which end in a 'never double' consonant.
- Page 13: The 'rule' for the pattern **ct** is now explained by the general rules for the sound 'k', rather than a separate rule.
- Page 14: Rules and exercises are updated to reflect the addition of the '**c** does not usually end a word' rule (instead of the 'possibility of an ending being added' rule).
- Page 18: Some clarification has been added to the rules for the phonogram **ear** vs the pattern **ear** (the phonogram **ear** usually says 'er' at the beginning or within a word, but it never says 'er' at the end of a word).
- Page 19: The rule for the sound 'ay' has been updated to reflect teacher books.
- Page 24: Spelling and reading rules for the pattern **ook** have been updated.

- Page 24: Rules and exercises for the sound 'oh' have been altered to focus on the phonogram **ow** only representing the sound 'oh' at the end of a word. This is the only rule that assists phonogram choice for the sound 'oh'.
- Page 25: The reading rule for the phonogram **ear** has been added with 'an ear in your beard' added to the 'ear in your heart' exercise.
- Page 30: Rules and exercises surrounding the phonogram **dge** have been updated to reflect teacher books.
- Page 31: A minor clarification edit has been made to the last question for the phonogram **ough**.



## Student Book A

Capital letter practice exercises have been moved to between the single and multiple phonograms.

<b>Current version</b>	13 October 2021
<b>Previous version</b>	18 March 2020

## We welcome your feedback

We realise that these changes can cause some inconvenience, but we remain committed to making LEM Phonics the best it can be. If you have any feedback on these changes (or indeed the details of the general program) please contact head office via email or telephone and we will consider it and/or provide further assistance and clarification.

We trust your teaching and learning experience is improved and enhanced by these changes.

John Garrard  
24 November 2022