

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 C

Current version	13 October 2021
Previous versions	none

The majority of general updates have 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.



Phonogram cards

- 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.

Current version	13 October 2021
Previous versions	12 January 2021 17 March 2020



LEM Phonics Manual

Current version	13 October 2021
Previous versions	12 January 2021 15 September 2020

General changes

A number of general updates have 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

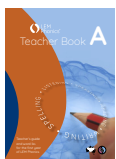
The phonogram **sh** has had an identifier added: 'sh' of **ship**. This is to avoid confusion with the successive seventeen phonograms **ti** ('sh' of **nation**), **ci** ('sh' of **special**) and **si** ('sh', 'zh'). Several rules are introduced for **sh** and **ch** (the other phonogram that can represent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

Current version	13 October 2021
Previous versions	15 December 2020 6 May 2020

List changes

- 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.

Rule changes

- 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.

Other changes

- 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

Current version	13 October 2021
Previous versions	12 January 2021 7 October 2020

List changes

- 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**.

Rule changes

- 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.

Other changes

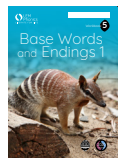
- Headings have been added above each word list to show which rule or rules are being emphasised. These headings were previously only on the title page for the main section.
- References signifying silent e patterns (e.g. **a-e**, **i-e**) have been shown in full (e.g. **a** with silent **e**, the silent **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.



Workbook 2: Multiple Phonograms

Current version	13 October 2021
Previous version	23 October 2020

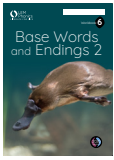
The **sh** phonogram identification has been updated.



Workbook 5: Base Words and Endings 1

Current version	13 October 2021
Previous version	7 October 2020

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



Workbook 6: Base Words and Endings 2

Current version	13 October 2021
Previous version	21 October 2020

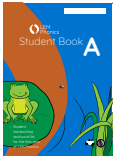
- Minor changes to incorporate styling changes for letter names and endings.
- Pages 8–13: One one one double rule details updated from ‘one consonant after the vowel’ to ‘one consonant at the end’
- Page 43: Exercise amended to keep the rules for the sound ‘igh’ consistent.



Workbook 7: Rules and Tools

Current version	13 October 2021
Previous version	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

Current version	13 October 2021
Previous version	18 March 2020

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

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
13 October 2021