

# Contents

Navigating the word list	vi
Before you begin	viii
Teacher's checklist	ix
Finger clues	x
Dictating words	xii
Explanation marks	xiv
Phonograms, sounds and letter names	xiv

## **Pre-learning** Phonological awareness and the phonograms

Phonological awareness	xvi
Handwriting and the single phonograms	xvii
The multiple phonograms	xviii

## **Term 1: Weeks 1-4** Word list Review Sections A-C

Word list Section RA	2
Word list Section RB	10
Word list Section RC	18
Word summary: Review Sections A-C	24

## **Term 1: Weeks 5-8** Word list Section D

### **Vowels**

D1 Vowel sounds at the end of a syllable	26
D2 The sound 'ah'	26
D3 The sounds 'i' and 'igh'	28
D4 The sounds 'i' and 'igh' (cont)	28
D5 The phonograms <b>o</b> and <b>u</b>	30
D6 The phonogram <b>y</b>	30
Revision: Section D	32
Section D test	34

## **Term 2: Weeks 1-4** Word list Section E

### **Silent e**

E1 Letting vowels say their long sound	36
E2 Long sound (cont), <b>v</b> , <b>u</b> and <b>c</b>	36
E3 <b>g</b> , every syllable must have a vowel, double function	38
E4 Helpless <b>e</b>	38

### **Extras**

E5 Days and times	40
E6 Verbs and tricky words	40
Revision: Section E	42
Section E test	44

## Term 2: Weeks 5-8 Word list Section F

### Consonants

F1	Double <b>f</b> and double <b>l</b>	46
F2	Double <b>s</b> and double <b>z</b>	46
F3	<b>c</b> and <b>ck</b> representing the sound 'k'	48
F4	<b>ck</b> and <b>k</b> representing the sound 'k'	48
F5	<b>c</b> , <b>s</b> and <b>z</b> representing the sounds 's' and 'z'	50

### Extras

F6	Months of the year	50
	Revision: Section F	52
	Section F test	54

## Term 3: Weeks 1-4 Word list Section G

### Multiple phonograms

G1	<b>er</b>	56
G2	<b>ir</b> , <b>ur</b> , <b>ear</b> and <b>wor</b>	56
G3	Choosing <b>ee</b> or <b>ea</b> to represent the sound 'ee'	58
G4	Choosing <b>ee</b> or <b>ea</b> to represent the sound 'ee' (cont)	58
G5	Choosing <b>ay</b> or <b>ai</b> to represent the sound 'ay'	60
G6	<b>ey</b> representing the sound 'ay'; <b>sh</b> and <b>th</b>	60
	Revision: Section G	62
	Section G test	64

## Term 3: Weeks 5-8 Word list Section H

### Multiple phonograms (cont)

H1	Choosing <b>ow</b> or <b>ou</b> to represent the sound 'ow'	66
H2	The sounds 'ow' and 'oh'	66
H3	<b>ou</b> says 'aw', <b>ou</b> says 'u', the phonograms <b>oy</b> and <b>oi</b>	68
H4	The phonograms <b>ng</b> , <b>ew</b> and <b>ui</b>	68
H5	The phonogram <b>ea</b>	70
H6	The phonograms <b>oo</b> and <b>oa</b>	70
	Revision: Section H	72
	Section H test	74

## Term 4: Weeks 1-4 Word list Section I

### Multiple phonograms (cont)

I1	The patterns <b>ear</b> , <b>ea+r</b> and <b>ee+r</b>	76
I2	The phonograms <b>ar</b> and <b>air</b>	76
I3	The phonograms <b>wh</b> and <b>or</b>	78
I4	The phonograms <b>or</b> , <b>ey</b> , <b>wr</b> , <b>kn</b> and <b>oar</b>	78

### Extras

I5	Compound words and contractions	80
I6	Adding <b>all</b> , words with double letters	80
	Revision: Section I	82
	Section I test	84

## Term 4: Weeks 5-8 Word list Section J

### Successive seventeen phonograms

J1	The phonograms <b>eigh</b> and <b>tch</b> , when to use <b>tch</b> or <b>ch</b>	86
J2	When to use <b>tch</b> or <b>ch</b> (cont), the phonograms <b>oe</b> and <b>dge</b>	86
J3	The phonograms <b>ough</b> and <b>ph</b>	88
J4	The phonogram <b>ie</b>	88

### Extras

J4	Homophones	88
J5	Numbers	90
J6	Numbers (cont)	90
	Revision: Section J	92
	Section J test	94

SAMPLE

Section reference

Word lists

Word analysis and discussion notes

Rule

Student activities

Suggested schedule

**H3** Section H List 3 **ou** says 'aw', **oy** and **oi**

**four**  
**pour**

**co-lour**  
**fo-vour**

**group**  
**young**

**could**  
**should**  
**would**

**en-joy**  
**roy-al**  
**point**

Introduce the rule that the phonogram **ou** usually says its second sound 'aw' before **r**. This rule means no numbering is necessary. Showing fingers for **four** and **pour** will stop students from spelling them **for** and **por**.

For spelling pronounce **our** and **four** as 'cul-aw' and 'fo-vaw'. In normal speech the last syllable is shortened to schwa. Show fingers for the last syllable and explain which phonogram represents the sound 'aw' (**ou**).

Explain which phonogram represents the sound 'u' in **colour (o)** and place 4 above.

Tell students which phonogram represents the sound 'ou' in **group**. Place 3 above **ou**. Fingers alone should indicate which phonograms are used to spell **young**. Underline the multiple phonograms and place 4 above **ou**.

**could**, **should** and **would** are difficult to dictate for spelling. Use the first sound of the phonogram **ou** and pronounce the silent **f** for spelling ('koud', 'shoud', 'woud'). Say them for speaking as 'kud', 'shud' and 'wud'. Draw a box around **ou** and underline twice in all three words. Underline the multiple phonogram **sh** in **should**. A chart displaying these words could be helpful to students.

**oy** ('oy' that we may use at the end of a word) always represents the sound 'oy' at the end of a base word or before a vowel, whilst **oi** ('oi' that we never use at the end of a word) usually represents the sound 'oi' before a consonant. Review these rules before dictating the words **en-joy**, **roy-al** and **point**. Ask students if **oy** or **oi** should be used.

Term 3 Week 6

**H4** Section H List 4 The phonograms **ng**, **ew** and **ui**

**spring**  
**string**  
**sting**  
**stink**

**king**

**finger**

**on-gle** **fr-on-gle**

**new**  
**few**

**grow**<sup>2</sup> **graw**

**suit**  
**fruit**

Have students sound the initial three consonants in **spring** and **string** carefully so that no letters are omitted.

Dictate the words **sting** and **stink** carefully. Review the rule that the phonogram **ng** may usually end a word, and it does not follow a single short vowel for **ck** to be used.

Ask students to explain why **k** represents the sound 'k' in **stink** (because **c** does not usually end a word, and it does not follow a single short vowel for **ck** to be used).

Show fingers for the word **king** and ask students which phonogram should represent the sound 'k'. Go through the choices of **c**, **ck** and **k** and analyse why each one may or may not be used (**c** may not be used because **f** follows, and **ck** is not after a single short vowel, so **k** must be used).

**ng** is separated by a syllable break in **finger**, and therefore is not a phonogram. Say each syllable distinctly. Students should be able to tell you which phonogram represents the sound 'er' at the end of multi-syllable words (**er**).

**ng** is not a phonogram in **an-gle** and **fr-on-gle** as **n** and **g** are separated by a syllable break. Wiggle your finger to indicate the silent **e** in the last syllable and ask students to tell its function and its marking (every syllable needs a vowel).

**ew** usually represents the sound 'yoo' at the end of a word, but not always (e.g. **due**).

**grew** is an irregular past tense verb for **grow** (not **gowed**). Explain the **ow** and **ew** phonograms at the end of each word carefully and place 2 above **ow**.

Explain which phonogram represents the sound 'oo' in **suit** and **fruit**. **fruit** uses the same phonogram as **juice**, which can aid in spelling.

**Teacher notes and rules**

**The phonogram ou**  
The phonogram **ou** usually says its second sound 'aw' before the letter **r**. Exceptions: **our**, **hour**, **sour**, **flour**.

**The sound 'oy'**  
The phonogram **oy** always represents the sound 'oy' at the end of a base word or before a vowel. The phonogram **oi** usually represents the sound 'oi' before a consonant. Exception: **oyster**.

**The phonogram ng before the sound 'k'**  
The phonogram **ng** may not be written before the sound 'k'. **n** alone is used.

**Rules for the sound 'k'**

- Use the phonogram **c** whenever you can to represent the sound 'k'. **c** cannot be used before the letters **e**, **i** or **y** (because it says 's'), or at the end of a word.
- If **c** cannot represent 'k', the phonogram **ck** is the next choice. But **ck** can only be used after a single short vowel.
- If **ck** cannot be used (e.g. if there is a long vowel, multiple vowels or a consonant before the 'k' sound), then the phonogram **k** is the final option.

**Student activities**

**1. Workbook 6** Do pages 36 and 37, which continue with the endings **less** and **ness**.

**2. Base words and endings test**

happiness	softness	loudness
fairness	careless	powerless
helpless	hopeless	waterless
sleepless	fatherless	friendless

**3. Dictation** Dictate the following sentences:  
My young cousin is four years old. He likes to paint and make a triangle with his fingers. A few days ago he poured fruit juice on his father's suit. My uncle did not enjoy that.

**4. Could, should, would** silent **r** and the non-given sound of **ou** make these three common words tricky. Have students create their own chart featuring these three words, linking them to their root words **can**, **shall** and **will**. An example is given in the *Appendix* section. Then practice with these sentences:  
I could be a dentist. I should feed my cat. I would like to get a bird.

**5. Written expression – poetry** Discuss what it means when two words rhyme (the end sound is the same). Have the students think of words which rhyme with **spring** (e.g. **string**, **sting**, **king**, **ring**, **sing**, **wing**). Then have them choose two of the words and create a two-line poem ending in those words, with the same number of syllables in each line. Students can illustrate their poems if time permits.

**6. Workbook 7** Have students complete page 22, which deals with the words and rules for this week's lists.

**Diagnose**

**Diagnose individual students** as you work with a class, finding out where any trouble spots lie. Try to find time to help that student when others are working by themselves. Find out the areas of weakness in the class as a whole and re-teach concepts if necessary.

For **visual learners**, display difficult words. Have them often read through the words in the list to their parents or someone else. For **aural learners**, frequently say *aloud* (and have them say *aloud*) the phonogram to be used when there are alternate possibilities.

**Rule type**

**Previous section reference**

**Special notes**

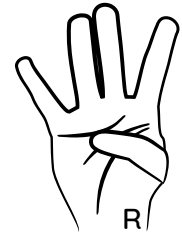


# Dictating words

## Procedure for dictating a one-syllable word

**1 Teacher** Says the word, clearly and precisely (e.g. **good**).  
Says a sentence containing the word ('We like to eat **good** food').  
Repeats the word (**good**).  
Shows fingers to represent each phonogram in the word.

g o o d



**Students** Sound the word as they look at the fingers.

**2 Teacher** Discusses which phonograms must be used if any are unclear (**oo**, not **u**, because two fingers are used). If a sound can be represented by the same fingers (e.g. **ea** and **ee** in **feet**), tell the students which phonogram to use.

**Students** Write the word in their *Student Book A*, sounding softly as they write. Then they should attempt to mark the word (**good**).

**3 Teacher** Writes the word on prepared lines on the board as the students sound it.

**Students** Check the spelling of the word.

**4 Teacher** Discusses any rules which apply and teaches any new rules if applicable.

**Students** Check the marking.

**5 Teacher** Asks the students to read the word. If the word is spelt differently from the way it is spoken, students should read the word for spelling, then for speaking (see 'Reading for spelling or speaking' in the next section).

**Students** Read the word as instructed.

### When all words have been dictated

**Students** Read all of the words again both for reading and spelling.

**Teacher** Reviews any rules learned and gives students practice in applying them to other words. Gives a quick written test on the set of words learned for the lesson.

Important!

The teacher must not write the word on the board **before** the students have written it in their books. Copying will *not* challenge the students to think analytically.



in	in-to <sup>3</sup>	<b>into</b> is a compound word with the hyphen showing the syllable break. Place 3 above <b>o</b> .
on	on-to <sup>3</sup>	<b>onto</b> is another compound word. Place 3 above <b>o</b> .
has <sup>2</sup>	had	Place 2 above <b>s</b> in <b>has</b> . No rule governs where <b>s</b> says its second sound.
a <sup>2</sup>		Place 2 above <b>s</b> as no rule governs its second sound.
run	ran	As <b>ran</b> is a derivative of <b>run</b> , it is written on the same line.
man	men	As <b>men</b> is a derivative of <b>man</b> , it is written on the same line.
can		<i>Reading rule:</i> The phonogram <b>c</b> always says its second sound 's' before the letters <b>e, i</b> or <b>y</b> .
cent		<i>Spelling rule:</i> The phonogram <b>c</b> usually represents the sound 'k' unless it is at the end of a word, or before the letters <b>e, i</b> or <b>y</b> . The phonograms <b>ck</b> or <b>k</b> represent the sound 'k' if <b>c</b> cannot. Reinforce these rules.
see	saw	<b>ee</b> and <b>aw</b> must be underlined to show that they represent one sound.
stop		Students must sound each phonogram carefully as they write, to avoid missing one of the consonant sounds.
at		
from		Ensure that students sound <b>from</b> carefully as they write it. This is to be done with all words, but some students are particularly prone to leaving out a letter when a word has blended consonants.

RA3 Review Section A List 3

too		Underline the phonogram <b>oo</b> .
two		The <b>w</b> is not sounded in <b>two</b> . Looking at related words such as <b>twin, twice</b> and <b>twenty</b> we see that the word <b>two</b> may once have been pronounced with the <b>w</b> . Two lines below <b>w</b> denote that it is a silent letter.
no		<b>o</b> usually says its second sound 'oh' at the end of a syllable. Therefore do not place 2 above. The rule governs.
so		
go	went	<b>went</b> is the past tense of the verb <b>go</b> and is listed on the same line.
bed		
my <sup>2</sup>	our	Students may want to put <b>i</b> at the end of words such as <b>my</b> and <b>by</b> . English words may not end with the letter <b>i</b> . <b>y</b> can do everything <b>i</b> can, as well as being on the end of a word. Place 2 over <b>y</b> , as the phonograms <b>i</b> or <b>y</b> may say their second sound 'igh' at the end of a syllable but don't always.
by <sup>2</sup>		
try <sup>2</sup>		
fly <sup>2</sup>		<b>our</b> is a derivative of <b>my</b> and is written on the same line. Use examples to explain that we use <b>my</b> to say that I own something, but <b>our</b> to show that more than one person owns it.
with		Underline the multiple phonogram <b>th</b> .
yes		<b>y</b> is a consonant whenever it begins a base word.



A sharp pencil will help writing to be neater.

**The phonogram c**

Reading rule

A2

The phonogram **c** always says its second sound 's' before the letters **e**, **i** or **y**, otherwise it says its first sound 'k'.

**The sound 'k'**

Spelling rule

A2

The phonogram **c** usually represents the sound 'k' unless it is at the end of a word, or before the letters **e**, **i** or **y**. The phonograms **ck** or **k** represent the sound 'k' if **c** cannot.

**The letter i or y at the end of a word**

Spelling rule

A4

The letter **i** may not end an English word. The letter **y** takes its place.

**The phonogram y as a consonant**

Reading rule

A4

The phonogram **y** always says its fourth (consonant) sound 'y' at the beginning of a word.



## Student activities

## Day 2 SECTION RA2

- Multiple phonograms** Review the multiple phonograms orally and test ten of them in writing.
- Word dictation** Dictate the words from Section RA2 as a test on lined paper. 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 into Section RA2 in their *Student Book B*.
- c or k** Review the rule that tells where **c** says its second sound 's'. Write these words on the board without the first letter.  
 \_\_\_an            \_\_\_at            \_\_\_up            \_\_\_id            \_\_\_it  
 Tell students the first sound is 'k' in all these words, but they have to use the rule to choose the phonogram **c** or **k** to represent the sound. Work out each word aurally, then have students fill in the blank for each. If students choose **c** for the last two words, write it in, then ask them to tell you what the word must say if **c** is used ('sid' and 'sit'). Then correct with the phonogram **k**.
- Sentence writing** Review the fact that a sentence is a group of words which expresses a complete thought. Have students choose a word from Section RA2 and compose a sentence using that word and write in on lined paper. Choose several students to write their sentence on the board. If there is an unknown word in their sentence, help them to analyse it. Edit the sentence, discussing the need for a capital letter to begin and a fullstop or question mark to end.

## Day 3 SECTION RA3

- Phonogram review** Review orally fifteen phonograms (both single and multiple) and test them in writing.
- Word list** Test all words from Section RA3 on lined paper. Discuss markings for each one. Have students neatly transfer those words into *Student Book B*. Have them read the words aloud both for spelling and reading where appropriate.
- Rules** Discuss the rule that the letter **i** may not be used at the end of a word. The letter **y** is used instead.
- Sentences** Have students think of a few sentences about an animal. Choose several students to help you to write one of the sentences on the board. Omit the capital letter and full stop and have them edit the sentence you have written.

Direct students to the 'sentences and dictation' section of their *Student Book B*. Locate the marker for section RA3 and next to it write several sentences using words from Section RA3. If the next sentence is not related in meaning to the previous one, have them use a new line. This helps prepare the students for writing in paragraphs later.



bring	
sing sang sung song	<b>sang, sung</b> and <b>song</b> are written on the same line as <b>sing</b> , because these words are related in meaning. Students may not be able to fit all four words on the same line in their <i>Student Book B</i> . Discuss solutions with the students and suggest writing one of the words on the same line as <b>thing</b> below.
thing	
three	Explain which phonogram represents the sound 'ee' in <b>three</b> . Underline <b>th</b> .
ask fast af-ter	<i>Reading rule:</i> <b>a</b> may say its third sound 'ah' before two consonants. <i>Spelling rule:</i> <b>a</b> usually represents the sound 'ah' before two consonants. Before one consonant, <b>ar</b> is usually used. There is an exception to this for words ending with the phonograms <b>sh</b> or <b>ch</b> , but do not teach students about this until words containing the <b>arsh</b> and <b>arch</b> patterns appear in the list. Place 3 above <b>a</b> in <b>ask, fast</b> and <b>after</b> , because the rule is that <b>a</b> may say 'ah' before two consonants, not <i>usually</i> or <i>always</i> . In <b>after</b> the rule works even if a syllable break comes between the two consonants. We use <b>k</b> to represent the sound 'k' in <b>ask</b> . <b>c</b> is not used because it does not usually end a word. <b>ck</b> may be used only after a single short vowel, so <b>k</b> is the last option.
part hard gar-den	In these words only one consonant follows the 'ah' sound, therefore <b>ar</b> , not <b>a</b> , is used.
most lost	<b>o</b> may say its second sound 'oh' before two consonants ( <b>most</b> ). However, it does not always do this ( <b>lost</b> ). Place 2 above <b>o</b> in <b>most</b> because the rule does not govern which sound to use.

RC2 Review Section C List 2

child chil-dren kind find mind be-hind	<b>i</b> may say its second sound 'igh' before two consonants. It does not always do so, as shown by the words <b>mint</b> and <b>wilt</b> . Place 2 above <b>i</b> as the rule does not govern which sound to say when reading (it may say 'igh', it doesn't <i>always</i> or <i>usually</i> say 'igh').
for	Explain which phonogram represents the sound 'aw' in <b>for</b> . Several alternatives could be used ( <b>aw, au, ar, ou</b> ). We know that <b>au</b> and <b>ou</b> cannot be used at the end of a word (because English words do not end in <b>u</b> ). Later it will be taught that <b>ar</b> only says 'aw' after the letter <b>w</b> , but <b>aw</b> is still a possibility. Therefore it must be explained which phonogram to use.
sea	Students have learned the word <b>see</b> . Compare the meanings and spellings of <b>sea</b> and <b>see</b> , explaining where <b>ee</b> and <b>ea</b> are used. Review the term <b>homophone</b> for words that sound the same but have a different meaning.
help	Students may omit the phonogram <b>l</b> if words like <b>help</b> are not sounded carefully. Dictate the four distinct sounds clearly and encourage students to do the same.
how now cow	<b>ow</b> (not <b>ou</b> ) always represents the sound 'ow' at the end of a word. <b>ou</b> cannot end a word because English words do not end with the letter <b>u</b> .
send	





o-pen	Say distinctly only the syllables (no fingers) for <b>o-pen</b> . <b>o</b> usually says its long sound 'oh' at the end of a syllable.
ti-ger	<b>i</b> may say its long sound 'igh' at the end of a syllable, but it doesn't always ( <b>an-i-mal</b> ).
li-on	<b>li-on</b> contains two syllables. <b>i</b> may say 'igh' because it is at the end of a syllable.
ti-ny	Discuss which rules are operating in <b>ti-ny</b> . <b>i</b> may say 'igh' because it is at the end of a syllable, and <b>y</b> usually represents the sound 'ee' at the end of a multi-syllable word.
qui-et	Say only the syllables for <b>qui-et</b> . Students should deduce which phonograms to use.
e-ven e-vent	Say distinctly only the syllables for <b>e-ven</b> . Discuss which phonograms could represent the sound 'ee' at the end of the first syllable (common ones are <b>e</b> , <b>ee</b> and <b>ea</b> ). Explain that the sound 'ee' at the end of a syllable is usually represented by <b>e</b> .  Use the same rule and process for <b>e-vent</b> . Encourage students to read the words once they have spelt them to ensure phonograms are allowed to say the sounds.
be-tween	Say each syllable of <b>be-tween</b> clearly. Examine the differences between the phonograms saying 'ee' in the word and why we use <b>ee</b> and not <b>e</b> in the second syllable. Ask students how we would read the word if it was spelt <b>be-twen</b> .
rea- <sup>2</sup> son sea- <sup>2</sup> son	Although <b>e</b> mostly represents the sound 'ee' at the end of a syllable, the words <b>reason</b> and <b>season</b> show that occasionally this is not the case. Explain that such words are less usual. Explain which phonogram represents the sound 'z' and mark <b>s</b> with a 2. The last syllable must be spoken quite precisely ('zon' not 'zuhn') for spelling.
long <sup>3</sup> a-long <sup>3</sup> a-fraid <sup>3</sup>	Pronounce the first syllable of <b>a-long</b> and <b>a-fraid</b> as 'ah' for spelling. Explain that <b>a</b> may say its long sounds 'ay' or 'ah' at the end of a syllable. In speech <b>a</b> is shortened to schwa.

car far	<b>ar</b> usually represents the sound 'ah' on the end of one-syllable words like <b>car</b> and <b>far</b> . Fingers will show which phonogram to use.
dark	<b>a</b> represents the sound 'ah' before two consonants. When there is only one consonant we usually use <b>ar</b> . For <b>dark</b> hold the two fingers representing <b>ar</b> down and ask students if you should put one or two fingers up. They should be able to tell you that <b>ar</b> (two fingers) is used because only one consonant follows.
past	Use the same procedure as <b>dark</b> for <b>past</b> . This time <b>a</b> (one finger) is used because two consonants follow.
shark park mast arm farm	Continue reinforcing the rule that <b>a</b> represents the sound 'ah' before two consonants and <b>ar</b> represents the sound 'ah' before one consonant. Use the 'one or two fingers' method and let students try it too.  Underline the phonogram <b>ar</b> where it appears.
start	Have students work out how to spell <b>start</b> without fingers.
par-ty	Fingers will show how to spell <b>par-ty</b> . Discuss how <b>a</b> could say its long sound 'ah' at the end of a syllable ( <b>pa-ty</b> ), but here the 'one consonant' rule applies.  Students should know to use <b>y</b> to represent 'ee' at the end of a multi-syllable word.
ra-ther	Ask students which phonogram will represent the 'ah' sound and why. Explain that 'two consonants' in the rule can be part of a multiple phonogram (in this case <b>th</b> ).

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

A1

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.

**The sound 'ee'****Spelling rule**

C4

The phonogram **y** usually represents the sound 'ee' at the end of multi-syllable words (**sil-ly**, **hap-py**). The phonogram **e** usually represents the sound 'ee' at the end of a syllable (**e-ven**, **be-tween**).

**The sound 'ah'****Spelling rule**

C1

The phonogram **ar** usually represents the sound 'ah' at the end of one-syllable words (**car**, **far**). The phonogram **ar** usually represents the sound 'ah' before one consonant (**dark**, **arm**). The phonogram **a** usually represents the sound 'ah' before two consonants (**past**, **rather**).

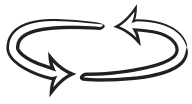
**The phonogram ending ed****Ending rule**

NEW

The phonogram ending **ed** is used to show past tense. Because it begins with a vowel, remove silent **e** before adding **ed** to silent **e** words.

**Student activities**

- Long vowel sounds** The words for Section D1 all feature long vowel sounds at the end of a syllable. Use the vowel chart in *Teacher Toolbox B* to review all the vowel sounds, focusing on which ones are long and short. Use a pointer to point to the sounds to give students practice in discerning them quickly.
- The sound 'ah'** Review the rules surrounding the sound 'ah' then dictate the following passage:  
A farmer had a rather hard time in his boat, far out to sea. A shark bit the mast and harmed his arm. When it was past dark he tried to drive home to his party, but his car did not start.
- Present and past** Introduce the terms *present* ('Now I...') and *past* ('Yesterday I...'). Create two columns headed *present* and *past* and write these words in the first column:  
ask                      help                      talk                      open                      start  
Have students assist in adding **ed** and show how it changes the meaning to something that happened in the past. Have them create sentences with 'Now I...' and 'Yesterday I...'
- Workbook 6** Have students do pages 6–7 regarding the ending **ed** and consonant endings on silent **e** words.
- Base words and endings** Administer this test and discuss the spelling and any rules for each word.  
tables                      writing                      coming                      liked                      parked
- Practice with the sound 'ee'** Write these misspelt words on the board and provide a short sentence to describe each word. Sound each syllable as you write it. Ask students to tell you which phonogram should represent 'ee' and why. Reinforce the two rules for the sound 'ee' from this week's lists.  
ba-bee (baby)            **y**, not **ee**, represents the sound 'ee' at the end of multi-syllable words.  
sen (seen)                **e** is not at the end of a syllable so it will not say 'ee'. We need to use **ee**.  
sil-lea (silly)            **y**, not **ea**, represents the sound 'ee' at the end of multi-syllable words  
my (me)                    **y** represents 'ee' at the end of *multi-syllable* words. In single syllable words use **e**, **ee** or **ea**.  
slyp (sleep)              **y** represents 'ee' at the *end* of multi-syllable words. Ask students how to spell **sleepy**.
- Workbook 7: Rules and Tools** Issue students with *Workbook 7: Rules and Tools*. Complete pages 1–2 which cover the rules learned in this week's lists.
- Weekly test** Issue students with *Test Book B*. Each Friday give a test of the week's 24 words and have students write any corrections in the spaces provided. Continue this practice throughout the program.



# Revision: Section D

At the conclusion of each section of work, it is recommended that you put aside a week for general revision work on that section. It can be a time for testing of words, more work in sentence writing, reviewing the rules and principles taught, and application of rules to unknown words. Suggested activities for revision week are outlined below.

Students should write their review tests and dictations in the 'review tests' section of their *Test Book B*.

## Day 1

**Phonogram test** Test the following phonograms:

- |      |        |        |        |        |
|------|--------|--------|--------|--------|
| 1. e | 5. u   | 9. ea  | 13. th | 17. aw |
| 2. a | 6. y   | 10. ng | 14. er | 18. au |
| 3. i | 7. igh | 11. ai | 15. ay | 19. ou |
| 4. o | 8. ee  | 12. ar | 16. or | 20. qu |

**Word test** Test the following words:

- |           |           |           |           |           |
|-----------|-----------|-----------|-----------|-----------|
| 1. wind   | 5. cost   | 9. lion   | 13. woman | 17. quiet |
| 2. sight  | 6. party  | 10. night | 14. only  | 18. sky   |
| 3. shark  | 7. body   | 11. tiger | 15. berry | 19. wild  |
| 4. myself | 8. season | 12. sorry | 16. wind  | 20. just  |

Mark the tests as soon as possible after completion. Have students record their errors in *Test Book B*. Discuss any errors and encourage students to carefully learn words well which have been spelt wrongly.

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

## Day 2

**Word test** Test the errors made on the previous day together with the following words:

- |          |            |             |             |           |
|----------|------------|-------------|-------------|-----------|
| 1. open  | 5. holiday | 9. jump     | 13. eye     | 17. copy  |
| 2. site  | 6. light   | 10. wife    | 14. carry   | 18. both  |
| 3. even  | 7. far     | 11. provide | 15. between | 19. post  |
| 4. blind | 8. fancy   | 12. country | 16. rather  | 20. ready |

Mark tests as soon as possible after completion. Have students record their errors in *Test Book B*. Discuss any errors or any rules which you see have not been understood and help students to review the errors, re-analyse the words and gain understanding.

## Day 3

**Word test** Test the errors made on the previous day together with the following words:

- |          |            |            |           |            |
|----------|------------|------------|-----------|------------|
| 1. mast  | 5. hold    | 9. farm    | 13. along | 17. car    |
| 2. start | 6. cry     | 10. gift   | 14. story | 18. sit    |
| 3. cover | 7. tiny    | 11. dark   | 15. fight | 19. invite |
| 4. most  | 8. nothing | 12. family | 16. aunty | 20. afraid |

Mark the tests as soon as possible and go through any errors with the students. Have them record any errors in *Test Book B* and encourage them to learn them thoroughly.



## Section D test

Help students locate the 'section tests' in their *Test Book B*, where they will write their answers. Students should achieve 80% or above in the *Words* test to move on with the word list. If students are weak only in dictation or in base words and endings, provide more practice in those areas but move on with the word list.

### Words

- |            |            |             |           |             |
|------------|------------|-------------|-----------|-------------|
| 1. sit     | 11. start  | 21. car     | 31. arm   | 41. might   |
| 2. bite    | 12. animal | 22. blind   | 32. carry | 42. reason  |
| 3. fight   | 13. invite | 23. eye     | 33. park  | 43. between |
| 4. women   | 14. sorry  | 24. wife    | 34. ready | 44. site    |
| 5. only    | 15. mast   | 25. tiny    | 35. shark | 45. sight   |
| 6. provide | 16. lion   | 26. cover   | 36. even  | 46. family  |
| 7. post    | 17. pretty | 27. oven    | 37. hold  | 47. body    |
| 8. event   | 18. most   | 28. holiday | 38. aunty | 48. along   |
| 9. story   | 19. wind   | 29. afraid  | 39. quiet | 49. myself  |
| 10. past   | 20. lost   | 30. dry     | 40. wind  | 50. nothing |

Mark the spelling test out of 50, taking off one mark for each word spelt wrongly.

### Dictation

A quiet wind is no reason to stop a party in the park. But if it gets wild and the trees start to fall down it might be time to stop the event. Just say sorry to the invited men, women and children and carry your toys home.

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

### Base words and endings test

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

# Word list

## Section F

### Consonants

- F1** Double **f** and double **l**
- F2** Double **s** and double **z**
- F3** **c** and **ck** representing the sound 'k'
- F4** **ck** and **k** representing the sound 'k'
- F5** **c**, **s** and **z** representing the sounds 's' and 'z'

### Extras

- F6** Months of the year

# Word list

## Section G

### Multiple phonograms

**G1** er

**G2** ir, ur, ear and wor

**G3** Choosing **ee** or **ea** to represent the sound 'ee'

**G4** Choosing **ee** or **ea** to represent the sound 'ee' (cont)

**G5** Choosing **ay** or **ai** to represent the sound 'ay'

**G6** **ey** representing the sound 'ay'  
**sh** and **th**

# Word list

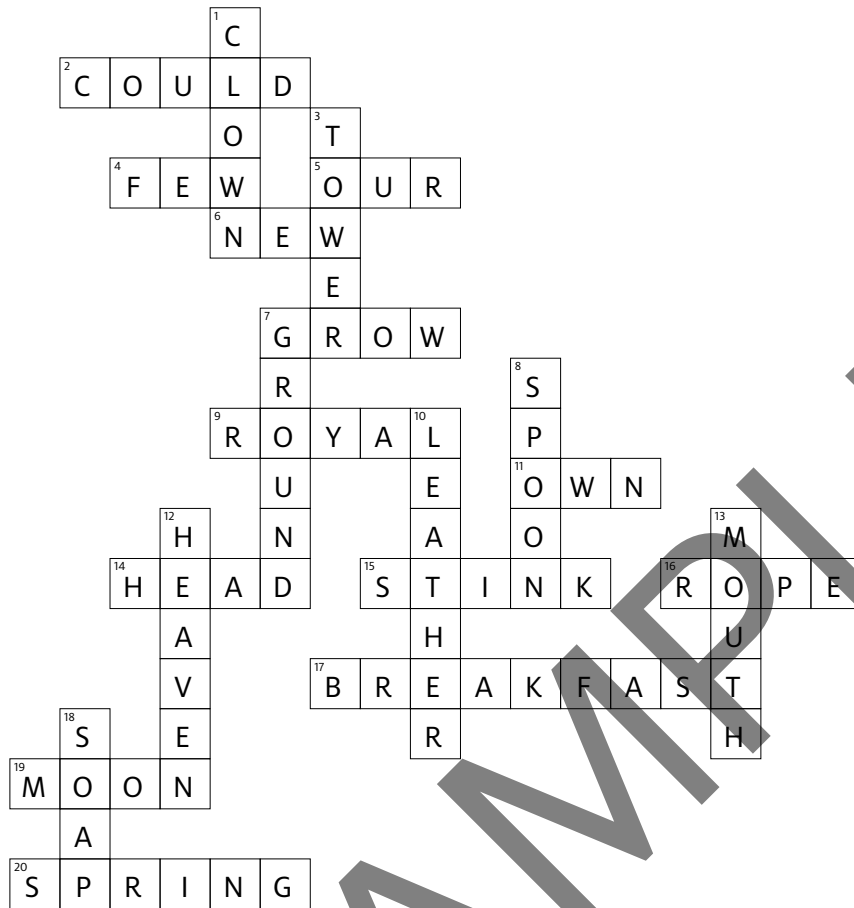
## Section H

### Multiple phonograms (cont)

- H1** Choosing **ow** or **ou** to represent the sound 'ow'
- H2** The sounds 'ow' and 'oh'
- H3** **ou** says 'aw', **oo** says 'u',  
The phonograms **oy** and **oi**
- H4** The phonograms **ng**, **ew** and **ui**
- H5** The phonogram **ea**
- H6** The phonograms **oo** and **oa**

## Day 4

**Crossword** Distribute this crossword from *Teacher Toolbox B* and show students how to complete it.



### Down

1. A funny person
3. A tall narrow building
7. The place we stand on
8. Used for eating and stirring
10. The skin of a cow
12. Where God lives
13. Used for speaking and eating
18. Used for washing hands

### Across

2. Would, should, \_\_\_\_\_
4. Not many
5. Belonging to us
6. Not old
7. To get bigger
9. A king or queen
11. To have
14. Where the brain is
15. To smell very bad
16. A thick woven string
17. The first meal of the day
19. The light in the night sky
20. The season after winter

## Day 5

**Section test** Administer the *Section H test* found on the next page.

If time is available on any of the review days use it for sentence writing and reading.

## Student progress chart

Record new data on the *student progress chart*.



The **importance of review** cannot be underestimated. Students cannot always remember the first time they learn something. As they learn new concepts they will build upon the ones which have come before. Unless they have a sure grasp of what comes before, their building is likely to be in vain.



End of Section H