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SAMPLE

Section reference Theme Word list Word analysis and discussion notes

Section T List 3 Food

gro-**cer** NOUN dealer in food and household provisions NOUN a grocer's trade or shop
 /'grəʊ-sɪə/ MIDDLE ENGLISH/FRENCH/LATIN *grossarius, clericus* in quantity
 GROH-suh' **er** usually represents the sound /r/ at the end of multi-syllable words. However in the derivative **grocery** the syllable break changes and the phonogram is split. Discuss what the plural of **grocery** would be and add **es** using the changey to /r/ rule (**groceries**).

gro-**cé-ry** NOUN portion of baked bread or other food, formed into a standard size or shape
 /'grəʊ-si-ree/ OLD ENGLISH/GERMANIC *hlaf*
 GROH-suh-'ree'

loaf' NOUN list of dishes available at a restaurant
 /loʊf/ FRENCH *menu*, small or detailed from *low* (lowers) small

loaves' NOUN metal appliance for grilling meat over a fire
 /loʊvz/ SPANISH/ARABIC *barbacoa*, wooden frame on posts
 /loʊvz/ Silent **e** stops **ur** from ending the word. For spelling pronounce the second syllable /beɪ/.
 /loʊvz/ NOUN oval shaped nut MIDDLE ENGLISH/OLD FRENCH/LATIN/GREEK *amigdalē*
 /loʊvz/ The letter **f** is always silent in the pattern **alm** at the end of a word, but **f** is also silent in **almond**. Pronounce /f/ for spelling along with the 'o' sound in the last syllable.

'men-u' NOUN distinctive mingled sensation of smell and taste OLD FRENCH/LATIN *flavor, odor*
 /mɛn-ʊ/ Review the rule that **ou** usually says its second sound 'aw' before the letter **r**. The last unstressed syllable of **flavour** sounds as the schwa in rhythm of speech.
 /mɛn-ʊ/ NOUN plant with edible kidney-shaped seeds in long pods OLD ENGLISH/GERMANIC *bean*
 /mɛn-ʊ/ Compare the meanings of **bean** and **been** and explain which phonogram represents the sound 'ee'.

bar-be-cue' NOUN meat from a calf, used as food MIDDLE ENGLISH/OLD FRENCH/LATIN *vitellus, calf*
 /bɑːr-be-'kyoo/ Explain which phonogram represents the sound 'ee' in **veal**.
 /bɑːr-be-'kyoo/ NOUN occasion when food is eaten OLD ENGLISH/MADE' mark or fixed time
 /bɑːr-be-'kyoo/ Explain which phonogram represents the sound 'ee' in **meal** (the same as in **east**).

dj-mond' **VEB** reduce to small particles by rubbing on a sharp surface
 /dʒ-'mɒnd/ PROTO-GERMANIC *krattagan*, to scrape
 /dʒ-'mɒnd/ Fingers will show the spelling and structure of **grate**. Compare the meaning and spelling with the homophone **great**.

'ah-'mond' NOUN food made from roasted and ground cacao seeds, usually sweetened
 /'ah-'mɒnd/ AZTEC *chocolatl*
 /'ah-'mɒnd/ NOUN (food made from roasted and ground cacao seeds, usually sweetened)

fla-vour' For spelling pronounce three syllables using the long sound 'oh' and silent **e** making a 'ay'/'ai'. In rhythm of speech the middle syllable is often unsounded.
 /fla-'vɔːr/ NOUN natural desire to satisfy bodily needs
 /fla-'vɔːr/ MIDDLE ENGLISH/OLD FRENCH/LATIN *appetere*, seek after
 /fla-'vɔːr/ For spelling, pronounce **p** in both syllables. Pronounce **e** in the second syllable as 'ee'.

bean' **Exceptions** There can be a tendency to dismiss a rule because it has several exceptions (and therefore it should not be called a 'rule'). Encourage students to focus on the tens, hundreds or thousands of words where the rule does apply, rather than focusing on the handful of places where it does not. Remember that rules are tools, and as students develop in fluency they will begin using them without consciously thinking about them.

veal' Rule application
 /veɪl/ Rule application

meal' Rule application
 /miːl/ Rule application

grate' Rule application
 /ɡreɪt/ Rule application

choc-o-late' Rule application
 /'tʃɒk-oh-'leɪt/ Rule application
 /'tʃɒk-oh-'leɪt/ OR /'tʃɒk-'leɪt/ Rule application

ap-pe-ri-fe' Rule application
 /əp-'peɪ-'riːf/ Rule application
 /əp-'peɪ-'riːf/ Rule application
 /əp-'peɪ-'riːf/ Rule application

SPREAD 1

Rules Suggested schedule

Rules

Term 3 Weeks 3-4

The sound 'er' at the end of multi-syllable words **B1 G1 M5**
 The phonogram **er** ('er of father) usually represents the sound 'er' at the end of multi-syllable words.

Change y to i rule **G5 O5**
 When the letter **y** follows a consonant at the end of a word, change **y** to **i** when adding an ending other than **ing**.
 Exceptions: **said, paid, laid, daily** worry > worried grocery > groceries

The phonogram ow saying its second sound 'oh' **H2 N5**
Reading/Spelling rule
 Reading: The phonogram **ow** may say its first sound 'ow' in any position, but **ow** may only say its second sound 'oh' at the end of a base word. Exceptions: **owe, own**
 Spelling: The phonogram **ow** may only represent the sound 'oh' at the end of a base word. Exceptions: **owe, own**

Adding the ending s to words ending in one f **H5 M3**
Ending rule
 When adding the ending **s** to a base word ending in one **f**, we often change **f** to **v** and add **es**.
 thief > thieves leaf > leaves

Letters which may not end a word **A4 B3 E1 L1**
Spelling rule
 The letters **i, u, v** and **j** are never used at the end of a word. The letter **y** takes the place of **i, u** and **v** use silent **e** to prevent them ending a word, and **ge** can be used instead of **j**. Exceptions: **you, menu**
 my fly give glove blue barbecue change

The pattern aim **O1**
Reading rule
 The letter **i** is always silent in the pattern **aim** at the end of a word.
 palm calm psalm

The phonogram ou **H5 N5**
Reading rule
 The phonogram **ou** usually says its second sound 'aw' before the letter **r**. Exceptions: **our, hour, sour, flour**
 court neighbour labour honour Melbourne flavour

Choosing between the phonograms ea and ee **M5**
Spelling rule
 The phonogram **ea** and the phonogram **ee** both represent the sound 'ee' in thousands of words. There is no way to tell which one to use, and the **ea** combination has many homophones.
 feet/feet reel/reel been/been creek/creek
 week/week team/team beeky/beach seem/seam peek/peak

Silent e **A7 E1 L1**
Explanation marks
 1. **e** lets a vowel say its long sounds. Draw an arch from the vowel to the silent **e**.
 2. **e** stops the letters **w** or **u** from ending an English word. Put a small **x** under the **w** or **u**.
 3. **e** allows **c** or **g** to say their second sounds 's' or 'j'. Draw an arch from the **c** or **g** to the silent **e**.
 4. **e** can give a vowel to a syllable. Place a small **v** above the silent **e**.
 5. **e** can perform two functions at once. Draw a double arch from the letters to the silent **e**.
 6. At times **e** does nothing but is left as a remnant from the days of Chaucerian English.
 Draw a small **x** above the silent **e**.
 make like dance
 mōkē līkē dānsē
 līr-llē v fōcē
 some

T4

Section T List 4 Food

Term 3 Weeks 3-4

Student activities

Review words

BACKUP

f changes to **v**

loaf > loaves
shelf > shelves
holf > halves

Change **y** to **i**

try > cried
spy > spied

Change **y** to **i** exceptions

fly > flew
pay > paid
say > said
day > daily

Phonograms

ay ai oy oi ch au aw ng

Focus: endings

Frequently ask 'what is the base word?' and ensure students can distinguish base words from derivatives. Create the need for different endings by using words in different positions and tenses in a sentence.

My dog will **bark**.
A **barking** dog can be loud.
Last night the dog **barked**.

Food words that end in i

From very early on in LEM Phonics students are taught that English words do not end with the letter **i**. Whilst this is true, some foreign words have become assimilated into English that do end in **i**. Many of these words relate to food.

Hand out the list of food words from the *Reproducible* section and read the words, researching the type of food if it is unknown.

Emphasise the 'ee' sound at the end of the words as they are read and help students arrive at this rule:

When the phonogram lends a word, it usually says its fourth sound 'ee'.

A few scientific, medical and legal words end in **i** saying 'igh' (fungi, rheoii, alibi).

Student activities

1. **Grammar: adjectives** Review nouns (people, places, things) and adjectives (words that describe nouns), then write the following on the board with a long line:

_____ meal

Ask students to come up with adjectives to write in the space. Then have them find five nouns from T3 and use, e.g. **loaf, biscuit, chocolate, salad, diet** and come up with three adjectives to describe each noun (e.g. **hot, round, crusty loaf**; **crisp, sweet, delicious** biscuit). Explore the notion of nouns acting as adjectives (e.g. **chocolate** biscuit, **pumpkin** salad, **garlic** bread). If time allows review the concept of a phrase as opposed to a sentence (these are phrases).

2. **Written expression: menus** Find some examples of restaurant menus (or use the example in the *Reproducible* section). Discuss the various elements (the categories, the order the food is served, the descriptions, the prices). Have students create their menu on page 12 of Workbook 9. If time permits they may add illustrations.

3. **Dictation: contractions, quotations, interjections** Review contractions (**it's - it is**), quotations and interjections. Inform students they will be writing a dictation into the 'sentences and dictation' section of their *Student Book D*, but make sure they leave a blank line at the top (where they will add their own title later).

We will have veal for dinner tonight,' said Mum.
Yes, cried Henry and Grace.

'It's a real veal meal to seal the deal', Mum said playfully as she grated some almonds into the bean, celery and pumpkin salad.

'Can we cook them on the barbecue?' asked Henry.
The recipe says to fry them in a pan, but I think the barbecue will have a sanitising flavour', Mum explained.
'Just don't spoil your appetite because we are also having chocolate biscuits and custard for dessert.'
'I'm glad we're not on a diet!', said Grace.

When students have completed the dictation have them come up with an appropriate title to write above.

4. **ee and ea** The 'rule' for the phonogram **ee** and **ea** is not really a rule because it cannot assist in making a phonogram choice, particularly if the **ee** words are homophones. One way to assist in knowing which phonogram to use is to create sentences combining the homophones with an **ee** or **ea** word that has no homophone:

meat/meat
I will meet you in the street. I will eat some meat.
(street cannot be spelled **streat** and eat cannot be spelled **eat**)

steal/steal
The car has a steel wheel. I will not steal a meal.
(wheel cannot be spelled **wheel** and meal cannot be spelled **meel**)

Have students choose two of the example pairs in the rule box and create their own sentences. Add the **ee/ea** words to the homophones section of their student book with pictures.

5. **Weekly testing** Continue testing each Friday using *Test Book D*.

Other words

Section T List 4 Food

- bis-cujt
- bis-kuo-it
- biS-kuht
- cel-è-ry
- sell-e-ree
- SELL-uh-ree
- sol-od
- SAL-uhd
- paok
- paokk
- v-i-d-è-min
- vigh-tuh-muh'n
- dair-ey
- DAIR-ree
- d-è-ry
- DAH-ree
- DAIGH-uh-ree
- sat-uh-figh
- SAT-uh-figh
- pump-kin
- pump-kin
- PUMP-uh-n
- rec-i-pè
- RES-i-pee
- RES-uh-pee
- eat-uh-ble
- eed-ih
- ED-uh-buh'l
- cus-tard
- kus-tard
- KUS-turd
- d-è-ry
- DAIGH-uh't

NOUN simple cake, usually flat, crisp and sweet
 MIDDLE ENGLISH/LATIN/GREEK/HOCCULT, IV ICE cooked
 UNUSUAL silent in **biscuit**. For spelling, pronounce three syllables with the **u** as 'you' to aid student memorisation of the correct spelling. Explore why the **u** may be there – perhaps to prevent following and making it say 's'.
 NOUN green vegetable with closely packed fleshy leaf stalks
 FRENCH/ITALIAN/GREEK/SPANISH, parsley
 The syllable break and I have should confirm **e** and **r** as separate phonograms in **celery**. **y** usually represents the sound **ee** at the end of a multi-syllable word.
 NOUN mixture of various vegetables or herbs usually seasoned
 MIDDLE ENGLISH/OLD FRENCH/LATIN, salt
 Pronounce the schwa'd last syllable carefully for spelling.
 NOUN meat from a pig, used as food
 MIDDLE ENGLISH/OLD FRENCH/LATIN, porcus, pig
 Explain which phonogram represents the sound 'aw', discuss why **k** represents the sound 'k' (c is not used at the end of a word, and **ck** can only follow a single short vowel).
 NOUN organic substance needed in small quantities in the body
 LATIN vita, life + amine, because vitamins were thought to contain and not ads
 Pronounce **a** as 'ah' at the end of the second syllable for spelling.
 NOUN building or room for the storage and processing of milk and its products
 MIDDLE ENGLISH/DELE, maldiservant from middle english/dedic, kneader of dough
 In rhythm of speech the 'y' from the sound 'air' carries over from the first syllable into the second in **dairy** – pronounce the syllables carefully for spelling and underline **air**.
 NOUN book for noting events, thoughts or appointments
 LATIN dies, day
 For spelling, pronounce **a** as 'ah' in the middle syllable. Compare the spelling and meaning of **dairy** and **diary**.
 VERB meet the expectations or desires of
 MIDDLE ENGLISH/OLD FRENCH/LATIN, satis, enough
 Students should be able to spell **satisfy** with clear pronunciation and no finger clues.
 NOUN large, pulpy, round vegetable with orange flesh
 FRENCH/ITALIAN/GREEK, pepo, large melon
 If syllables are pronounced precisely, **pumpkin** should not need any finger clues.
 NOUN directions for preparing food
 LATIN recipe, receive
 recipe does not follow normal patterns because **e** on the end is not silent and sounds as 'ee'. Syllable breaks should help prevent students pronouncing it as 'ree-sighp'.
 ADJECTIVE fit or suitable to eat
 LATIN edere, eat
 Fingers will show the spelling for the last syllable.
 NOUN sweetened dish made with milk and eggs
 MIDDLE ENGLISH/OLD FRENCH/CRUISE, crust
 ar represents the sound 'ah' in the last syllable because it comes before one consonant. **ar** sounds as the schwa in rhythm of speech.
 NOUN a particular selection of foods
 MIDDLE ENGLISH/OLD FRENCH/LATIN/daita, way of life
 Place 2 above I because it doesn't always say 'igh' at the end of a syllable. Pronounce the short 'e' sound in the last syllable clearly.

Explanation marks

Pronunciation guide for reading and spelling



Before you begin

Students who are coming into the program without previous exposure to phonics are likely to need extra time and attention to master the concepts learned in the first two years of LEM Phonics. The first four weeks of *Teacher Book D* are designed to bring new students up to speed quickly, and provide a refresher for existing students. Students review and practice phonological awareness, handwriting, the phonograms, base words and endings, grammar and sentences. Students also go through a rules review of 120 words from the previous word lists, which cover all the rules learned so far.

It is recommended to have available a copy of Teacher Books A, B and C, plus single copies of Workbooks 1–8. These will assist greatly in review – providing word and rules reference, teaching pointers and whole-class exercises.

In addition to the single and multiple phonograms, the students must also be able to:

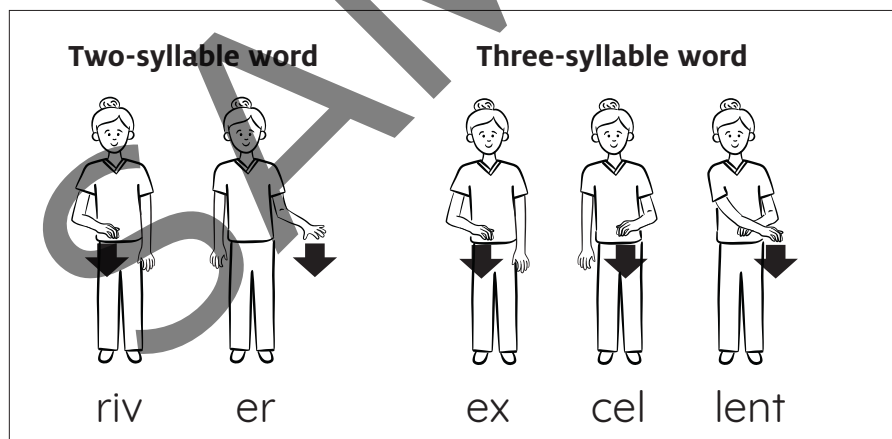
- recognise a word from its sounds (e.g. 'k', 'a', 't' = **cat**)
- be able to verbally break a word into its sounds (e.g. **cat** = 'k', 'a', 't')
- understand the concept of syllables (see below)
- differentiate between vowels and consonants (see below).

Teaching syllables

The ideal time to introduce the concept of syllables is during phonemic awareness training in preschool children, although it may be introduced at a later stage. Whatever the case, students must understand how syllables work before beginning to analyse multi-syllable words in the list.

The principle of syllables can be taught quickly by simply saying words, making a break between each syllable and moving the hands in a downward motion as each syllable is spoken.

If the word is three syllables or more, bring the right hand across the left for the third and left again for subsequent syllables. Keep the hands moving in a right-to-left direction so it looks left-to-right from the perspective of the students – reinforcing the direction of writing.



Teaching vowels and consonants

When the students have finished learning the single phonograms, teach them that the vowels are **a, e, i, o, and u**. Every other single phonogram is called a consonant, except **y**, which has both vowel and consonant sounds.

Reinforce by asking 'consonant or vowel?' during oral phonogram review, or by underlining vowels during written review. The students may be given exercises such as writing just the vowels in a set of words, writing ten consonants, or other varying activities to consolidate the concept.

Continue to reinforce that **y** may be used as a consonant or a vowel. For example, when **y** takes the place of **i** at the end of a word (**my baby**, not **mi babi**), **y** is a vowel. When **y** says its fourth sound 'y', it is a consonant.

The phonogram charts show the vowels in yellow and consonants in white, with **y** half white and half yellow.

TERM ONE | WEEKS 1-4

Up to speed

The first four weeks of Teacher Book D are designed to bring new students up to speed quickly, and provide a refresher for existing students. Students review and practice phonological awareness, handwriting, the phonograms, base words and endings, grammar and sentences. Students also go through a rules review of 120 words from the previous word lists, which cover all the rules learned so far.

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Sentences

Discuss and review sentences – how they must begin with a capital letter, and the punctuation marks learned so far to end a sentence (full stop or question mark). Each sentence should contain one complete thought. Use the exercises below, or create your own.

- Written expression** Have students compose several original sentences on these subjects:
a mouse clothes an animal in the zoo a birthday party the moon
- Completing sentences** Have these sentence beginnings written on the board:
On Monday I _____ On Friday I _____
On Saturday I _____ On Sunday I _____
Have students read the words and think of suitable ideas to complete each sentence (e.g. On Monday I do music, on Saturday I play sport). Review *tense* – past, present and future.
- Question marks** Review the question mark and when to use it. Write the following questions for students to copy, then have them write a full sentence answer to each question.
When do you brush your teeth? Who is bigger than you?
What is smaller than a mouse? Which big star shines in the daytime?
- 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, thing, 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.

Dictation

When sentences are related to each other, have students write each sentence following on from the previous one. If the sentences are not related, start a new line. Assist students to spell (through analysis) any words that pose difficulty.

- Double letters**
I have a little apple. My mother will cut it for me. She cuts out the middle of the apple.
- Short paragraphs**
My aunty got lost in a hot country. She was the only woman. She tried to cover her eyes from the sun but nothing helped. It was just like her body was in an oven.
A small black snake made her way across the grass. Then she was quick to go into a bucket. She went inside and zipped past a glass of milk before deciding to stop in my jacket pocket.
- Homophones**
Tell me the tale of the dog and his tail. The children put their books over there.
I may go away in May for my birthday. I meet my brother and we eat meat.
- Longer paragraphs**
A farmer bought some seeds and brought his niece to help sow them. The first seeds fell on the edge of the road for birds to catch. The second seeds fell on rough ground. Although they started, it was hard to keep growing. The third seeds fell in the weeds where sun could not get through. But the fourth seeds fell in good ground and grew hundreds of seeds.
Numbers are all around us. They tell us how old we are and how much we weigh. How tall are you? What is your shoe size? Numbers will tell. Numbers show time on a clock and also show time through the years. When we go to the shop we see numbers on things to tell us how much money they cost. Where would we be without numbers?

TERM ONE | WEEKS 5-8

Word list

Section R

R1 **R2** House and home

R3 Fashion

SAMPLE



<p>lounge 'lownj'</p>	<p><input type="checkbox"/> VERB recline casually <input type="checkbox"/> NOUN a place to lounge <input type="checkbox"/> URDU <i>lungi</i>, a loincloth or skirt ow represents 'ow' before n alone. ge represents the sound 'j' at the end of a word after a consonant or long vowel.</p>
<p>cot-t³age 'kot-taj' 'KOT-ij'</p>	<p><input type="checkbox"/> NOUN a small, simple house <input type="checkbox"/> OLD ENGLISH/GERMANIC <i>cote</i>, a shelter The pattern age usually represents the sound 'ij' at the end of multi-syllable words. Place a box around a to show it saying the non-given sound 'i' and pronounce it as 'a' for spelling. Do this for passage and garbage as well.</p>
<p>pas-s³age 'pas-saj' 'PAS-ij'</p>	<p><input type="checkbox"/> NOUN the process of passing through <input type="checkbox"/> NOUN a narrow way or corridor <input type="checkbox"/> MIDDLE ENGLISH/FRENCH/LATIN <i>passus</i>, to pass The pattern age usually represents the sound 'ij' at the end of multi-syllable words.</p>
<p>gar-b³age 'gah-baj' 'GAH-bij'</p>	<p><input type="checkbox"/> NOUN refuse, domestic waste <input type="checkbox"/> ANGLO-FRENCH Origin unknown The pattern age usually represents the sound 'ij' at the end of multi-syllable words.</p>
<p>re-frig-er-ate 'ree-FRIJ-er-ayt'</p> <p>re-frig-er-a-tor 'ree-frij-er-ay-taw' 'ree-FRIJ-er-ay-tuh'</p> <p>fridge 'frij'</p>	<p><input type="checkbox"/> VERB to make cool or cold <input type="checkbox"/> NOUN appliance which keeps food cold <input type="checkbox"/> LATIN <i>refrigerare</i>, from <i>re</i>, again + <i>frigoris</i>, cold The phonogram dge will not be used in refrigerate or refrigerator, because dge is only used at the end of a one-syllable base word after a single short vowel. When the word is abbreviated to the one-syllable word fridge, dge may be used. Teach the rule that the ending or is used (not er) when the base word ends in ct or ate.</p>
<p>gad-²get 'gad-jet'</p>	<p><input type="checkbox"/> NOUN clever mechanical device or tool <input type="checkbox"/> FRENCH <i>gachette</i>, latch of a machine The pattern dge is only a phonogram at the end of a one-syllable base word after a single short vowel. Otherwise it is considered as separate letters and sounds.</p>
<p>ga-¹r-³age 'ga-rahj' 'guh-rahzh'</p>	<p><input type="checkbox"/> NOUN building or shed for storing motor vehicles <input type="checkbox"/> FRENCH <i>garer</i>, shelter Silent e is making a say its less common long sound 'ah'. In words of French origin the pattern ge may say 'zh'. Place a box around ge. garage has several alternatives for pronunciation and stress – ensure the analysis is consistent for the chosen variant.</p>
<p>beige 'bayj' 'bayzh'</p>	<p><input type="checkbox"/> NOUN pale sandy colour <input type="checkbox"/> FRENCH Origin unknown In words of French origin the pattern ge may say 'zh'. Place a box around ge.</p>
<p>ov-⁴en 'UV-en'</p>	<p><input type="checkbox"/> NOUN an enclosed compartment for cooking food <input type="checkbox"/> OLD ENGLISH/GERMANIC <i>ofen</i> The phonogram o always represents the sound 'u' before the sounds 'v' or 'thh'.</p>
<p>so-fa 'SOH-fah'</p>	<p><input type="checkbox"/> NOUN an upholstered seat with back and arms for two or more people <input type="checkbox"/> FRENCH/ARABIC <i>suffa</i> Whilst the phonogram a usually says 'ah' at the end of a multi-syllable word (reading rule), students must memorise which words use a (instead of ar or ah) at the end to represent the sound 'ah'.</p>
<p>war-drobe 'WAW-drohb'</p>	<p><input type="checkbox"/> NOUN large cupboard for storing clothes <input type="checkbox"/> FRENCH <i>garderobe</i>, to 'guard one's robes' The phonogram ar says its third sound 'aw' after w. Fingers will show the silent e pattern for the syllable drobe.</p>

Rule application

The sound 'j' at the end of a word Take students through the 'hierarchy' of ways to represent the sound 'j' at the end of a word, using the flow chart in *Teacher Toolbox D*. Help them to understand that if the word has more than one syllable, or if there is a consonant, two vowels or a long vowel sound before the 'j' sound, they cannot use the phonogram **dge**. Apply this in the words **lounge**, **cottage**, **passage** and **garbage** (which use **ge**) and also the word **fridge** (which may use **dge**).

**The sound 'ow'**

Spelling rule C3 H1 N5

The phonogram **ow** (not **ou**) always represents the sound 'ow' at the end of a word or syllable, before the letter **n** alone and before the letter **l** (**cow, show-er, crown, owl**). Exceptions: **noun, foul, crowd**

shower	tower	owl	loud	cloud	mouth	our	hour
flour	sound	vow	drown	pound	amount	*noun	*pronoun

The sound 'j' at the end of a word

Spelling rule J2 P2 Q4

j is never used at the end of a word.

dge (three letter 'j') always represents the sound 'j' at the end of a one-syllable base word after a single short vowel. This is the only position the phonogram **dge** is used.

age usually represents the sound 'ij' at the end of a multi-syllable word.

Exceptions: **abridge, cartridge, partridge, porridge, knowledge, college, privilege**

If **dge** or **age** cannot be used, use the ending **ge** (g plus silent e).

badge	hedge	dodge	fudge	cage	huge
message	voyage	damage	carriage	marriage	

The ending or

Ending rule O5

Use the ending **or** (not **er**) when the base word ends in **ct** or **ate**.

tractor	actor	factor	director	creator	aviator	decorator
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The pattern dge

Reading rule NEW

The pattern **dge** is only a phonogram at the end of a one-syllable base word after a single short vowel. Otherwise it is considered as separate letters and sounds. This may occur when an ending is added to a word ending in **dge**.

badger	budget	gadget	ledger	pledge > pledger
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The pattern ge saying 'zh'

Reading/spelling rule NEW

In words of French origin, the pattern **ge** may represent and say the sound 'zh' at the end of the word.

garage	beige	collage	prestige	mirage
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The sound 'u'

Spelling rule B1 D5 AR4

The phonogram **o** always represents the sound 'u' before the sounds 'v' or 'thh' (**love, mother**). Note, however, that the phonogram **o** does not always say 'u' before the phonograms **th** or **v** (**moth, move, drove**).

brother	mother	other	love	dove	above
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The phonogram a saying 'ah'

Reading rule K3 O4 Q5

The phonogram **a** usually says its third sound 'ah' at the end of a word.

The phonogram **a** usually says its third sound 'ah' before a consonant and another **a** at the end of a word.

umbrella	extra	koala	banana	tomato	idea	Australia	Tasmania
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The phonogram ar

Reading/spelling rule I2 O2

Reading: The phonogram **ar** usually says its second sound 'air' before the letter **e**.

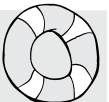
Reading: The phonogram **ar** usually says its third sound 'aw' after the letter **w**.

Spelling: The phonogram **ar** usually represents the sound 'aw' after the letter **w**.

care	share	bare	parent	war	warm	fare	forward	reward
------	-------	------	--------	-----	------	------	---------	--------



<p><u>c</u>om-f<u>o</u>rt</p> <p> 'kum-fawt'</p> <p> 'KUM-fuht'</p>	<p> NOUN state of physical well-being VERB to soothe or console</p> <p> FRENCH/LATIN <i>confortare</i>, to strengthen</p> <p> Explain which phonogram is used to represent the sound 'u' in comfort.</p>
<p><u>c</u>om-f<u>o</u>r-ta-<u>b</u>le</p> <p> 'kum-faw-tay-bl'</p> <p> 'KUMF-tuh-buhl'</p>	<p> ADJECTIVE bringing ease or comfort</p> <p> FRENCH/LATIN <i>confortable</i>, to strengthen</p> <p> Say four syllables carefully for spelling.</p>
<p>cup-<u>b</u>oard</p> <p> 'kup-bawd'</p> <p> 'KUB-uhd'</p>	<p> NOUN furniture with a door and shelves for storing things</p> <p> MIDDLE ENGLISH originally a <i>board</i> on which to hang <i>cups</i></p> <p> p is silent. Underline the oar phonogram.</p>
<p>stair stair²</p> <p> 'stair'/'stairz'</p>	<p> NOUN a set of steps OLD ENGLISH/GERMANIC <i>stager</i></p> <p> Underline the air phonogram.</p>
<p>es-tate</p> <p> 'es-tayt'</p> <p> 'uh-STAYT'</p>	<p> NOUN a large house surrounded by property MIDDLE ENGLISH/FRENCH <i>estat</i>, status</p> <p> Fingers will clarify the pattern for the last syllable.</p>
<p>fur-nish</p> <p> 'FER-nish'</p>	<p> VERB to provide with the necessary contents OLD FRENCH <i>furnir</i></p> <p> Explain which phonogram represents the sound 'er'.</p>
<p>fur-nit-ure</p> <p> 'fer-nit-oor'</p> <p> 'FER-nuh-chuh'</p>	<p> NOUN the movable equipment in a house or room FRENCH <i>fourniture</i>, from furnish</p> <p> Explain which phonogram represents the sound 'er'. Say the last syllable as it is spelt ('oor') and show fingers.</p>
<p>key</p> <p> 'kee'</p>	<p> NOUN an instrument to fasten or unfasten a lock OLD ENGLISH <i>caeg</i>, origin unknown</p> <p> Explain which phonogram represents the sound 'ee' and underline it.</p>
<p>prop-er-ty</p> <p> 'prop-er-tee'</p> <p> 'PROP-uh-tee'</p>	<p> NOUN something owned, especially house or land</p> <p> MIDDLE ENGLISH/OLD FRENCH/LATIN <i>proprius</i>, one's own</p> <p> Explain which phonogram represents the sound 'er'. Review the rule for the phonogram y representing the sound 'ee' in multi-syllable words.</p>
<p>mir-ror</p> <p> 'mir-raw'</p> <p> 'MI-ruh'</p>	<p> NOUN a polished surface which reflects an image</p> <p> MIDDLE ENGLISH/OLD FRENCH/LATIN <i>mirare</i>, look at</p> <p> Pronounce r in both syllables, and clarify which phonogram represents the 'aw' sound on the end. Place 1 above i as it is not part of the ir phonogram.</p>
<p>c<u>o</u>r-ri-d<u>o</u>r</p> <p> 'kor-ri-daw'</p> <p> 'KOR-uh-daw'</p>	<p> NOUN a passage from which doors lead into rooms</p> <p> FRENCH/ITALIAN <i>corridojo</i>, running place</p> <p> As for mirror, pronounce r in both syllables, and clarify which phonogram represents the 'aw' sound on the end. Place 1 above o as it is not part of the or phonogram.</p>
<p>shelf shelves²</p> <p> 'shelf'/'shelvz'</p>	<p> NOUN a projecting horizontal surface for holding objects</p> <p> MIDDLE ENGLISH/LOW GERMAN/OLD ENGLISH <i>scylfe</i>, partition and <i>scylf</i>, crag</p> <p> When adding the ending s to words ending in one f, change f to v and add es.</p>
<p>*vac-u-um</p> <p> 'vak-yoo-um'</p> <p> 'VAK-yoom'</p>	<p> NOUN the absence of matter NOUN an electrical appliance that cleans by suction</p> <p> LATIN <i>vacuus</i>, empty</p> <p> vacuum is a rare word with double u – mark it with an asterisk to show it breaking the 'never double' rule for u. Pronounce it as three syllables for spelling and underline the second u twice to denote a silent letter.</p>



BACKUP

- Phonograms** Write just these phonograms (without the numbers) on the board and ask students to say all the sounds. Then add the numbers and ask them to say the specific sound.

ea ē ou ea ä ü ö ew
 ou c fh c y qu g ea ä

- Workbook 9: The World of Words** Issue students with Workbook 9 and complete the house plan on page 1, using words from sections R1 and R2. This could be a good time to introduce the concept of *block letters* (all capitals), which are sometimes required for forms and diagrams. If students have time they could try and recreate a plan of their own house.

- Rules: ge saying 'zh'/the pattern dge** Do the first two exercises on page 2 of Workbook 9.

- Grammar: parts of speech** Review nouns, verbs and adjectives:

- A *noun* is a person, place or thing
- A *verb* is a doing word
- An *adjective* is a word that describes something.

Do the categorising exercise on page 2 of Workbook 9.

- Punctuation: exclamation marks** Introduce the exclamation mark and explain how it is used to show strong or sudden feeling. Write the following on the board and have students add a full stop, question mark or exclamation mark at the end:

The car is red What is your name
 Why are you sad That's great
 He's coming, run I will bake a cake

- Dictation** Dictate the following sentences (in two parts if time is short). Review question marks and exclamation marks beforehand, and encourage students to put the right marks according to the inflection of your voice.

Early one morning I woke to the sound of the garbage truck as it drove past my property. Had I put the bin out last night? I put on my comfortable slippers and ran down the stairs, past the beige sofa in the lounge room and out to the garage.

Help! Where is the key? It was not in the drawer. I ran back down the corridor and found it on a shelf in the cupboard. I opened the garage door and waved just as the driver emptied my bin.

- Vocabulary** Find words from sections R1 and R2 that match these meanings:

a small simple house a polished reflective surface
 to soothe or console large cupboard for clothes

- Weekly test** Issue students with *Test Book D*. Each Friday give a test of the week's words and have students write any corrections in the spaces provided. Continue this practice throughout the program.

Review words

The sound 'ow'

how	down	town
round	shower	owl
flower	shout	house

The sound 'u'

fun	other	brother
cup	oven	love
bubble	cut	bug

o before th or v

moth	oval	mother
over	bother	drove

Phonograms

ow ou u o th v

Focus: phonograms

Ensure all students know their phonograms well. Use the videos and the cards to frequently review them, both as a class and as individual students.

The ending able

Focus on the base word **comfort** and ask what happens when the ending **able** is added (it changes to an adjective). See if students can discover any other words where **able** performs this function:

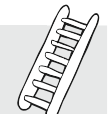
fold > **foldable**
profit > **profitable**
stretch > **stretchable**
play > **playable**

Try some words that end in silent **e** (remember to remove silent **e** when adding an ending beginning with a vowel):

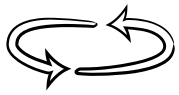
shave > **shavable**
adore > **adorable**
move > **movable**
excite > **excitable**

And finally apply the one one one double rule to endings beginning with a vowel:

swap > **swappable**
hug > **huggable**
swim > **swimmable**



EXTEND



Revision: Section R

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 D*.

Day 1

Phonogram test Test the following phonograms:

- | | | | | |
|-------|-------|----------|--------|--------|
| 1. ou | 5. oi | 9. gn | 13. ow | 17. si |
| 2. m | 6. u | 10. ough | 14. er | 18. j |
| 3. oy | 7. k | 11. augh | 15. ck | 19. sc |
| 4. ng | 8. ee | 12. ear | 16. ti | 20. d |

Word test Test the following words:

- | | | | | |
|----------------|------------|---------------|----------------|--------------|
| 1. oven | 5. shelves | 9. vacuum | 13. skirt | 17. cupboard |
| 2. comfortable | 6. cushion | 10. impress | 14. passage | 18. shirt |
| 3. garbage | 7. embrace | 11. furniture | 15. impression | 19. sofa |
| 4. cotton | 8. mirror | 12. key | 16. comfort | 20. stairs |

Mark the tests as soon as possible after completion. Have students record their errors in *Test Book D*. 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. refrigerate | 5. corridor | 9. cottage | 13. perfume | 17. lounge |
| 2. beige | 6. trousers | 10. wardrobe | 14. fridge | 18. drawer |
| 3. stair | 7. shelf | 11. brace | 15. bracelet | 19. cool |
| 4. estate | 8. property | 12. fabric | 16. garage | 20. fashion |

Mark tests as soon as possible after completion. Have students record their errors in *Test Book D*. 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

Teacher Book C Word test Test the errors made on the previous day together with the following words:

- | | | | | |
|-----------|-------------|--------------|----------------|----------------|
| 1. depth | 5. repeat | 9. eighty | 13. orphan | 17. present |
| 2. fox | 6. potato | 10. bunch | 14. operation | 18. slide |
| 3. invade | 7. damage | 11. sentence | 15. roll | 19. solve |
| 4. ghost | 8. Victoria | 12. capital | 16. engagement | 20. eucalyptus |

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



Section R test

Help students locate the 'section tests' in their *Test Book D*, 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. fabric | 11. brace | 21. shelves | 31. comfort | 41. sofa |
| 2. passage | 12. embrace | 22. vacuum | 32. shirt | 42. key |
| 3. shelf | 13. estate | 23. garage | 33. lounge | 43. perfume |
| 4. corridor | 14. garbage | 24. material | 34. impress | 44. polish |
| 5. oven | 15. cotton | 25. impression | 35. stair | 45. Melbourne |
| 6. bracelet | 16. drawer | 26. furniture | 36. cushion | 46. bulb |
| 7. cool | 17. mirror | 27. refrigerator | 37. fridge | 47. image |
| 8. trousers | 18. stairs | 28. wardrobe | 38. refrigerate | 48. problem |
| 9. fashion | 19. property | 29. beige | 39. skirt | 49. bronze |
| 10. cottage | 20. comfortable | 30. furnish | 40. cupboard | 50. breeze |

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

Dictation

Where is my beige cotton shirt? I looked in the wardrobe, in the drawer, under the lounge cushions and behind the sofa. It was not on the shelf, the mirror or any of the other furniture. I opened the fridge for a cool drink. How did my shirt get in there?

Mark the dictation out of 25. Take off one mark for each word spelt wrongly, each capital missed and each full stop not entered. Students should know where to put question marks and commas, but review and correct if necessary.

Base words and endings test

- | | |
|----------------|-----------------|
| 1. fabrics | 6. comfortless |
| 2. furnished | 7. impresses |
| 3. comfortably | 8. mirrorless |
| 4. coolness | 9. refrigerated |
| 5. lounging | 10. shelves |

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.

TERM TWO

Word List

Section S

- S1 S2 The wild
- S3 S4 Geography
- S5 S6 The body
- S7 Maths

TERM THREE

Word list
Section T

- T1 T2 Sport
- T3 T4 Food
- T5 T6 Space Science
- T7 Music

TERM FOUR

Word list
Section U

- U1 U2 Jobs
- U3 U4 Manners
- U5 U6 Language
- U7 Nature