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de-tail
 NOUN **de-tail** items or particulars regarded collectively
 de-tail *de-tail*, entirely + *tail*, cut in pieces
 Fingers will show which phonogram represents the sound 'y' before a consonant.

fact-ture
 NOUN distinctive or characteristic part of something
 MIDDLE ENGLISH/FRENCH/LATIN *factura*, formation
 The pattern **ture** is pronounced 'tyoor' for spelling but sounds like 'chuh'.

sculp-ture
 NOUN the art of making figures or designs in the dimensions of *sculpture*, carve
 The first syllable of **sculpture** has five simple sounds (hence five fingers). The pattern **ture** should be pronounced 'tyoor' for spelling, but it sounds like 'chuh' for speaking.

pop-u-lar
 ADJECTIVE liked or admired by many
 LATIN *popularis*, people
 Discuss how the second sound of **u** ('yoo') reduces to 'yuh' when it forms the schwa – the consonant component 'y' is retained.

pe-cu-lar
 ADJECTIVE strange or unusual
 MIDDLE ENGLISH/LATIN *peculiaris*, of private property
 The combination of 'ee' and 'ah' in the last syllables tends to create the consonant sound 'y' in rhythm of speech, but in **peculiar** the two sounds are a little more distinct.

in-di-vid-yoo-ah
 ADJECTIVE single
 MIDDLE ENGLISH/LATIN *in*, not + *dividere*, divide
 Link the word **individual** with the word **divide**. Pronounce the five syllables carefully.

tur-quois-erie
 NOUN greenish-blue colour
 MIDDLE ENGLISH/FRENCH *turquoise*, Turkish
 Explain which phonogram represents the sound 'er' in turquoise (ur). Underline the phonograms **ur**, **qu** and **oi**, mark 2 above **s** and place **x** above help **es**.

oc-corn-plish
 VERB to complete or succeed in doing
 MIDDLE ENGLISH/FRENCH/LATIN *comple*, complete
 Link the word **accomplish** with the word **complete**, noting the meaning and etymology. In the middle syllable the sound of **o** changes to the fourth sound 'u'.

soo-ve-ner
 NOUN an object that reminds of past events
 FRENCH *souvenir*, remember from *Latin* *subvenire*, occur to the mind
 Words where **ou** represents its third sound 'oo' are usually of direct French origin (**souvenir**, **coupon**, **group**, **cougar**). Place 3 above **ou**, 1 above **e** saying the short sound 'e' and 3 above *isaying* 'ee' in the last syllable.

sym-bol
 NOUN a mark or sign that represents something else
 GREEK *symbolon*, mark or token
 Explain which phonogram represents the short sound 'y' (**y**) and pronounce the last syllable carefully.

ex-hib-it
 VERB show or reveal publicly
 NOUN public display of works of art or other items
 MIDDLE ENGLISH/FRENCH/LATIN *ex*, out + *habere*, hold
 In **exhibit** not only do the 'k' and 's' sounds split across the syllable, but the 'k' sounds as 'g' and the 's' sounds as 'z'. Pronounce it as shown for spelling. In **exhibition** the sound splits but stays as 'k-z'. Mark **k** as silent in both words. Review where **tion** represents the 'shuhnt' ending (after short 'i' unless **m** comes before).

mod-ulus
 NOUN a hollow container for shaping soft material so it can harden
 VERB give a shape to
 LATIN *modulus*, measure
 Before the letter **l**, the phonogram **ou** sounds closer to the short 'u' sound in Australian English (the long 'oh' sound reflects British pronunciation). For spelling, pronounce **ou** with its first sound 'ow' and draw a box around it for a non-given sound.

di-gram
 NOUN drawing explaining how something works
 GREEK *diagramma*, through + *gramma*, written
 Pronounce the middle schwa syllable as 'ah' for spelling.

Other words

Review words
 'Doer' endings **er**, **or**, **an**, **er** and **ist**
 teach > Teacher
 govern > governor
 comedy > comedian
 electric > electrician
 engine > engineer
 Type > typist
 Remove silent **e** when the ending begins with a vowel (keep for consonant endings)
 make + ing > making
 dance + er > dancer
 waste + ful > wasteful

Phonograms
igh wr kn air oar
Focus: syllable stress
 Ensure all students know the difference between stressed and unstressed syllables. Provide extra assistance if they do not.

Diagrams and charts
 A *diagram* is a picture combined with words, which is used to explain how something works.
 Diagrams might also feature lines, arrow's and other markings to make the details clearer.
 A *chart* (or *graph* or *figure*) usually has numbers along with words to show how one type of information compares with others. Charts and graphs come in different styles like pie charts, bar graphs and line graphs.
 Charts may have a *legend* to show what the various elements of the chart refer to.
 Draw some examples on the board, show how you can create them with PowerPoint or similar, or use the examples in Reproducibles.
Extend: advanced exercises and concepts for established students

Written expression: setting
 In creative writing, the place and time that the story takes place is called the *setting*. Discuss with students some of the books or shows they have read or seen and determine their settings. Remind students that when people are reading our stories they may not have pictures to see the setting, so we have to 'paint the picture' with lots of descriptive words. Have students write a paragraph that introduces a character named Hazel and creates a setting for her (the dictation is an example).
Endings: ou to oisy
 Words that end in **ous** are usually adjectives, describing nouns. When such words are converted back to nouns, the **u** is dropped to form the pattern **osy**.
 Write these adjectives words on the board, then have students find the meanings and turn them into nouns:
 viscous [not flowing freely] viscosity
 monstrous [outrageously huge] monstrosity
 impetuous [energetically impatient] impetuosity

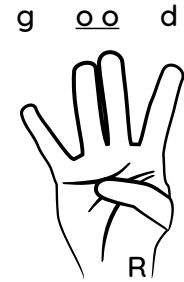
Workbook 10 Do the exercises on page 15.
Weekly testing Continue testing each Friday using *Test Book E*.



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.



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 the words again both for spelling and speaking.

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.



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.

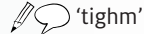













TERM ONE | WEEKS 1-4

Up to speed

The first four weeks of Teacher Book E 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, C and D, plus single copies of Workbooks 1-9. These will assist greatly in review – providing word and rules reference, teaching pointers and whole-class exercises.

Silent e

time	i can say its long sound 'igh' because of the e . Draw an arch from i to the silent e .  'tighm'
cute	u can say its long sound 'yoo' because of the e . Draw an arch from u to the silent e .  'kyoot'
give _x	English words do not end with the letter v . If a word ends with the letter v , silent e follows it to stop v from ending the word. Place a small cross below v .  'giv'
blue ³ _x	u may say its third (long) sound 'oo' at the end of a syllable, but the letter u may not end an English word. Just as silent e helps v , it helps u . Put a cross below u and a 3 above u .  'bloo'
dance	c can say its second sound 's' because of the silent e . This is another function of silent e . Draw an arch from c to the silent e in the direction of writing.  'dans'
large	Another function of silent e is to let g say its second sound 'j'. Draw an arch from g to the silent e in the direction of writing.  'lahj'
nice page	Sometimes silent e can have two functions simultaneously. In nice , the e allows i to say 'igh' and c to say 's'. In page , the e allows a to say 'ay' and g to say 'j'. Draw two arches, one from the vowel to the silent e and the other from c or g to the silent e . Say (for example) ' a can say 'ay' and g can say 'j' because of the silent e '.  'nighs'  'payj'
lit-tl ^v ap-pl ^v	Every syllable must contain a vowel. In these words the letters tl and pl make the sound needed for the second syllable, but the syllable lacks a written vowel. Another function of silent e is to provide a vowel when it is needed in a syllable. A small v is placed above the e to denote that it is supplying a vowel to that word. Pronounce the 't' and 'p' sound in both syllables of little and apple for spelling.  'lit-tl'  'LIT-uhl'  'ap-pl'  'AP-uhl'
mouse ^x cheese ^{2x}	The silent e on these words has no obvious function. It is a remnant from the days of Chaucerian English when many words had a sounded e on the end. This silent e , which does not affect other letters in any way, is marked with a small x above it to show it has no function. We call this type of silent e 'helpless e ' because it does not help other letters like the others do. Place 2 above s in cheese because no rule governs where s says 'z'.  'mows'  'chees'

 Student activities

If time permits the activities below can be employed.

- Phonogram review** Review a set of single and multiple phonograms (at least ten) orally and in writing.
- Silent e** Explain that **e** ('e', 'ee') is a very helpful phonogram. Often a vowel cannot say its long sound because it is not at the end of a syllable. **e** helps by silently standing on the end of the word and allowing the vowel to say its second sound.

Write these words in list form on the board:

mad pin hop rid cut

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

Students will learn the five reasons for silent **e** and how to mark them.

- Explanation marks** Review the explanation marks for syllables (a hyphen), multiple phonograms (underlined) and phonograms that say their second sound (numbered with the sound). Explain that these marks are to help the student read the word when they review it.



Silent e						Explanation marks				
1. e lets a vowel say its long sounds. Draw an arch from the vowel to the silent e .						make				
bake	save	invade	waste	complete	file					
slide	fine	describe	machine	bone	lose					
costume	nature	picture	mixture	capture	culture					
cure	pure	prove	improve							
2. e stops the letters v or u from ending an English word. Put a small x under the v or u .						live				
solve	continue									
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 .						dance				
sentence	distance	lettuce	palace	entrance						
sponge	charge	cabbage								
4. e can give a vowel to a syllable. Place a small v above the silent e .						lit-tle				
ripple	paddle	temple	simple	centre	twinkle					
terrible	horrible	possible	assemble	probable	visible					
5. e can perform two functions at once. Draw a double arch from the letters to the silent e .						face				
space	range	ice	police							
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 .						some				
promise	else	verse	medicine	sense	freeze					
increase	loose	bronze	opposite							

Letters which may not end a word						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 (or dge) can be used instead of j .								
my	try	fly	live	give	have	love	dove	
above	blue	glue	true	cage	huge	bridge		

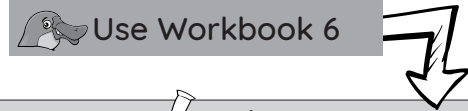
The phonograms c and g with silent e					Reading rule					
The phonogram c always says its second sound 's' before the letters e , i or y , so it will say 's' before silent e .										
The phonogram c never says 's' unless it comes before the letters e , i or y .										
sentence	distance	lettuce	palace	entrance						
space	ice	police								
The phonogram g may say its second sound 'j' before the letters e , i or y (but not always).										
The phonogram g never says 'j' unless it comes before the letters e , i or y .										
The phonogram g always says 'j' before silent e .										
sponge	charge	cabbage	range							



Use the **example words** under each rule to reinforce it and show how it works. This will help established students and new students alike.

Spend two lessons reviewing the rules for endings. Workbook 6: *Base Words and Endings 2* will provide review exercises and example words to illustrate the various endings and their rules listed below. Because this is a review, all exercises shown in the workbooks will not necessarily be required – adapt the exercises for whole-class learning or to fit student ability.

s and es



The ending s **Ending rule** WB6 p 2–3

s can be added to most words which are things (*nouns*) and words which are actions (*verbs*). When added to a noun, **s** usually makes it *plural* (more than one). **s** is added to a verb to make a sentence sound correct.

dogs trees runs plays

The ending es **Ending rule** WB6 p 3

The ending **es** (instead of **s**) is added to words which end with the phonograms **x, s, z, ch, tch** or **sh**. **s** always says 'z' in the ending **es**.

boxes messes buzzes arches dishes

Vowel endings

Adding endings to silent e words **Ending rule** WB6 p 4–7

If a base word ends with silent **e**, remove the **e** when adding an ending beginning with a vowel.

give > giving have > having come > coming hope > hoping ease > easy

The phonogram ending ed **Ending rule** WB6 p 6

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. bake > baked time > timed

The one one one double rule **Ending rule** WB6 p 8–18

If a base word has **one** syllable, **one** vowel and **one** consonant at the end, **double** the consonant when adding an ending beginning with a vowel.

run > running	sit > sitting	swim > swimming	help > helping
lift > lifting	hop > hopping	stand > standing	clap > clapping
read > reading	jump > jumping	cut > cutting	put > putting

Adding the ending er to verbs **Ending rule** WB6 p 19

The ending **er** can be added to a verb to make a noun meaning 'a person who does that verb'.

teacher knitter painter leader jogger rider winner follower baker

Adding the endings er and est to adjectives **Ending rule** WB6 p 20–21

When **er** is added to an adjective it means 'more'. When **est** is added to an adjective it means 'most'.

big > bigger long > longer soft > softer fast > faster thin > thinner

The ending y **Ending rule** WB6 p 22

y is a vowel ending. It can be added to words to make them adjectives.

pointy sunny fatty rusty foggy lacy funny rainy floppy spicy

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 V

V1 **V2** Animals

V3 Family



<p>pel-i¹-can 'pel-i-kan' 'PEL-uh-kuhn'</p>	<p> NOUN large waterbird with a long bill and pouch to store fish GREEK <i>pelekus</i>, axe Review why the phonogram c represents the sound 'k' (because it is not before the letters e, i or y and is not at the end of the word). Pronounce the schwa sounds as 'i' and 'a' and place 1 above i to show it saying its short sound at the end of a syllable.</p>
<p>hawk 'hawk'</p>	<p> NOUN bird of prey with a curved beak and short wings OLD ENGLISH/GERMANIC <i>haebuc</i> Explain which phonogram to use for the sound 'aw' (aw, not or or au). Review the rule process for the sound 'k' to arrive at using k (not c or ck).</p>
<p>por-cu-pine 'paw-kyoo-pighn' 'PAW-kyuh-pighn'</p>	<p> NOUN rodent with defensive spines or quills LATIN <i>porcus</i>, pig + <i>spina</i>, thorn Explain which phonogram represents the sound 'aw' (or). u usually says its second sound 'yoo' at the end of a syllable and needs no number. Draw an arch to show silent e making i say 'igh'.</p>
<p>na-tive 'NAY-tiv'</p>	<p> ADJECTIVE animal originally in a region, not introduced LATIN <i>nativus</i>, be born a will say 'ay' at the end of a syllable. English words may not end with the letter v.</p>
<p>hare 'hair' rare 'rair'</p>	<p> NOUN rabbit-like animal, larger with longer ears OLD ENGLISH/GERMANIC <i>hara</i> ADJECTIVE seldom found, not common LATIN <i>rarus</i> Review the rule that ar usually says its second sound 'air' before the letter e. Mark the silent e as helpless.</p>
<p>griz-zle 'griz-zl' 'GRIZ-uhl' griz-zly 'griz-zlee' 'GRIZ-lee'</p>	<p> VERB cry or complain whiningly ADJECTIVE grey, grey-haired OLD FRENCH <i>grisel</i>, grey Pronounce z in both syllables for grizzle and grizzly. Review the rules that every syllable must have a vowel (provided by silent e), and that the phonogram y usually represents the sound 'ee' at the end of multi-syllable words.</p>
<p>jo-ey 'joh-ee'</p>	<p> NOUN a young kangaroo or wallaby UNKNOWN y usually represents 'ee' at the end of multi-syllable words – here ey is used.</p>
<p>heif-er 'heef-er' 'HEF-uh'</p>	<p> NOUN a young cow that has not had more than one calf OLD ENGLISH <i>heahfore</i> The phonogram ei says the short sound 'e' in heifer. Draw a box around it to show a non-given sound, and pronounce it as 'heifer' for spelling. heifer is one of several exceptions where ei is used instead of ie.</p>
<p>llā-mā 'l lah-mah' 'LAH-muh'</p>	<p> NOUN South American animal with soft woolly fleece SPANISH/PERUVIAN The second l is silent in llama – underline it twice. Review the rules that a usually says its third sound 'ah' at the end of a word, and also before a consonant and another a at the end of a word.</p>
<p>wolf 'wolf' 'wuulf' wolves 'wolvz' 'wuulvz'</p>	<p> NOUN a wild, flesh-eating, dog-like animal GERMANIC <i>wulf</i> Place a box around o to show it saying 'uu' in wolf and wolves. Pronounce it as 'o' for spelling. Review this rule: when adding s to base words ending in one f, we often change f to v and add es.</p>
<p>sav-<u>age</u> 'sav-aj' 'SAV-ij'</p>	<p> ADJECTIVE wild and primitive MIDDLE ENGLISH/OLD FRENCH <i>sauvage</i>, wild 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.</p>



Rule application

Hierarchy style rules Take students through the 'hierarchy' of ways to represent the sound 'k', ruling out possibilities until you find one that qualifies. Then do the same with the sound 'j' at the end of a word, using the flow chart in *Teacher Toolbox E*. Students may wish to do a similar flowchart for the 'k' sound.



Rules for the sound 'k'

Spelling rule C7 F3 M1

1. Use the phonogram **c** whenever you can to represent the sound 'k'. **c** cannot be used before the letters **e**, **i** or **y**, or at the end of a word, except for the ending **ic**.
2. If **c** cannot represent 'k', the phonogram **ck** is the next choice. But **ck** can only be used after a single short vowel.
3. 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.
4. **ic** (not **ick** or **ik**) usually represents the sound 'ik' at the end of a multi-syllable word and creates an adjective. **ick** usually represents 'ik' at the end of a one-syllable word.

Vowels at the end of a syllable

Reading rule A1 D1 K1 S7

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.

Silent e

Explanation marks A7 E1 L1 S1

1. **e** lets a vowel say its long sounds. Draw an arch from the vowel to the silent **e**. make
2. **e** stops the letters **v** or **u** from ending an English word. Put a small **x** under the **v** or **u**. live
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**. dance
4. **e** can give a vowel to a syllable. Place a small **v** above the silent **e**. lit-tle
5. **e** can perform two functions at once. Draw a double arch from the letters to the silent **e**. face
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**. some^x

The phonogram ar

Reading rule I2 O2

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

The sound 'ee'

Spelling rule C4 D1 K6 S5

The phonogram **y** usually represents the sound 'ee' at the end of multi-syllable words. Exceptions: **money**, **honey**, **monkey**, **donkey**, **kidney**, **volley**, **hockey**, **joey**

Choosing between ie and ei

Spelling rule P5

Use the phonogram **ei** to represent the sound 'ee' after the letter **c**, to represent the sound 'ay', and in the words **either**, **neither**, and **heifer**. Otherwise use the phonogram **ie**.

The phonogram a saying 'ah'

Reading rule K3 R1

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.

Adding the ending s to words ending in one f

Ending rule H5 M3

When adding the ending **s** to a base word ending in one **f**, we often change **f** to **v** and add **es**.

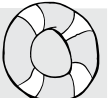
The sound 'j' at the end of a word

Spelling rule J2 Q4 R1

1. **j** is never used at the end of a word.
2. **dge** 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.
3. **age** usually represents the sound 'ij' at the end of a multi-syllable word. Exceptions: **abridge**, **cartridge**, **partridge**, **porridge**, **knowledge**, **college**, **privilege**
4. If **dge** or **age** cannot be used, use the ending **ge** (**g** plus silent **e**).



<p>ox</p> <p> 'oks'</p> <p>ox-en</p> <p> 'oks-en' 'OK-suhn'</p>	<p> NOUN bull bred for plowing and pulling GERMANIC <i>oxa</i></p> <p> oxen is the plural of ox. For spelling, pronounce the 'ks' sound together in the first syllable of oxen. For reading, the syllable breaks between the 'k' and 's' sounds.</p>
<p><u>chim-pan-zee</u></p> <p> 'chim-pan-zee'</p>	<p> NOUN intelligent ape of equatorial Africa FRENCH/CONGOLESE <i>chimpanzé</i></p> <p> chimpanzee is an example of a long difficult word made simple through phonics. Explain that z (not s) represents the sound 'z' and ee represents the sound 'ee'.</p>
<p>ken-nel</p> <p> 'ken-nel'</p> <p> 'KEN-uhl'</p>	<p> NOUN small shelter for a dog MIDDLE ENGLISH/OLD FRENCH <i>chenil</i> from LATIN <i>canis</i>, dog</p> <p> For spelling, pronounce n in both syllables and the vowel sounds clearly.</p>
<p><u>rhi-noc-er-os</u></p> <p> 'righ-nos-er-os'</p> <p> 'righ-NOS-uh-ruhs'</p>	<p> NOUN large thick-skinned animal with a horned nose GREEK <i>rhinokeros</i>, nose horn</p> <p> The letter h is silent in the pattern rh – underline it twice. Note c saying 's' before the letter e. Pronounce the last two syllables carefully for spelling.</p>
<p>hip-po-pot-³-mus</p> <p> 'hip-poh-pot-ah-mus'</p> <p> 'hip-uh-POT-uh-muhs'</p>	<p> NOUN a large thick-skinned animal living in rivers and lakes of Africa</p> <p> GREEK <i>hippos</i>, horse + <i>potamos</i>, river</p> <p> Pronounce the three schwa sounds clearly for spelling. Place 3 above a.</p>
<p><u>whine</u></p> <p> 'wighn'</p>	<p> NOUN complaining, long-drawn wail VERB to make a whining sound</p> <p> OLD ENGLISH <i>hwinan</i></p> <p> Fingers will show how to spell whine. Compare it with the word wine.</p>
<p><u>pi²ge-on</u></p> <p> 'pij-ee-on'</p> <p> 'PIJ-uhn'</p>	<p> NOUN grey bird, sometimes trained to carry messages LATIN <i>pipionis</i>, imitative</p> <p> e must follow g to allow it to say 'j', but the letter e is silent in pigeon. Pronounce it as 'ee' for spelling and underline it twice.</p>
<p><u>sal-mon</u></p> <p> 'sal-mon'</p> <p> 'SAM-uhn'</p>	<p> NOUN large edible fish with pink flesh MIDDLE ENGLISH/FRENCH/LATIN <i>salire</i>, to leap</p> <p> Pronounce the silent l for spelling and underline it twice. Pronounce 'o' clearly in the last syllable.</p>
<p><u>mar-su-³pi-³al</u></p> <p> 'mah-soo-pee-al'</p> <p> 'mah-SOO-pee-uhl'</p>	<p> NOUN mammals with a pouch for suckling young GREEK <i>marsupion</i>, pouch or purse</p> <p> Finger clues (for ar) and careful explanation of phonograms (u represents the sound 'oo', i represents the sound 'ee') should assist students in spelling marsupial.</p>
<p><u>pred-³a-tor</u></p> <p> 'pred-ah-taw'</p> <p> 'PRED-uh-tuh'</p>	<p> NOUN an animal that hunts other animals for food LATIN <i>praeda</i>, booty or plunder</p> <p> The base word of predator is prey. For spelling, pronounce the middle syllable as 'ah' and the last syllable as 'taw' – they are both schwa'd in rhythm of speech.</p>
<p><u>co-¹coon</u></p> <p> 'ko-koon'</p> <p> 'kuh-KOON'</p>	<p> NOUN silky case spun by an insect for protection while growing FRENCH <i>coca</i>, shell</p> <p> Ask students what the phonogram o would normally say at the end of a syllable (its long sound 'oh'). Pronounce it as the short 'o' sound for spelling and place 1 above.</p>
<p><u>pur-<u>r</u></u></p> <p> 'per r' 'per'</p>	<p> VERB low, contented sound of a cat IMITATIVE</p> <p> The last r is silent, but must be pronounced for spelling. Explain which phonogram represents the sound 'er' ('er' of return).</p>
<p>gal-lop</p> <p> 'gal-lop'</p> <p> 'GAL-uhp'</p>	<p> NOUN the fastest pace of a horse VERB to ride at such a pace FRENCH <i>galop</i></p> <p> Pronounce l in both syllables for spelling. Pronounce the 'o' sound clearly for spelling as it is schwa'd in normal speech.</p>
<p>mos-<u>qui</u>-to</p> <p> 'mos-kee-toh'</p> <p> 'muh-SKEE-toh'</p>	<p> NOUN slender blood-sucking insect SPANISH/LATIN <i>mosca</i>, fly</p> <p> qu represents the sound 'k' in mosquito. i usually says its third sound 'ee' in words of Spanish, Italian and French origin. Pronounce the syllables carefully for spelling and note that the syllables break differently for spelling and reading.</p>



BACKUP

1. **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.

ey² e¹ ie² a³ oo² x¹ au² o⁴ y³
ed² g¹ ough⁵ ow² u³ th² ar² ew¹ s²

2. **Workbook 10: Lex's Lexicon** Issue students with Workbook 10 and complete the matching exercise for etymologies on page 1.
3. **Rules: Choosing between ie and ei** Do the exercise on page 1 of Workbook 10.
4. **Grammar: parts of speech** Review nouns, verbs, adjectives and adverbs:
- A *noun* is a person, place or thing
 - A *verb* is a doing word
 - An *adjective* is a word that describes something.
 - An *adverb* is a word that shows when, where or how an action is done.

Do the categorising exercise on page 2 of Workbook 10.

5. **Punctuation: end punctuation** Review the different end punctuation for a sentence – full stop, question mark or exclamation mark. Write the following on the board with space between each word. Then have students find the sentence breaks and add a full stop, question mark or exclamation mark at the end. Change the first word to a capital letter.

I'm so excited who is coming over david is coming soon
where is that nice cheese he likes cheese he really, really
likes cheese we'll have some nice crackers too

I'm so excited! Who is coming over? David is coming soon.
Where is that nice cheese? He likes cheese. He really,
really likes cheese! We'll have some nice crackers too.

6. **Dictation** Dictate the following sentences (in two parts if time is short). Encourage students to put the right marks according to the inflection of your voice.

Animals everywhere! That is what a zoo is like. You might see a chimpanzee, a galloping rhinoceros, a rare hippopotamus or even a porcupine if you look closely. Hawks, pelicans and pigeons may also be flying around.

What could happen if wolves were put in with small marsupials? The poor little animals may be eaten by the savage predators. The keepers are always careful to protect the native birds and animals with the right kennels and cages.

7. **Vocabulary** Find words from sections V1 and V2 that match these meanings:

a silky case for an insect a young cow
the low sound a cat makes large edible pink fish

8. **Weekly test** Issue students with *Test Book E*. 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

Long vowels (at the end of a syllable)

na-vy e-equal i-tem
po-et stu-dent la-dy
try e-vil ju-do

Short vowels (before a consonant in the same syllable)

glad stamp west
left trust swim
hop rest gym

Phonograms

a e i o u y

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.

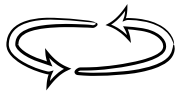


EXTEND

Animal names

Have students research the scientific names of animals.

1. Which language is used to scientifically name animals? (Latin)
2. Who invented the naming system and when? (Carl Linnaeus in 1758)
3. What are the two parts of a scientific name? (genus and species)
4. How are scientific names capitalised? (genus capitalised, species lower case)
5. What is the scientific name for a dog? (Canis familiaris)
6. Have you ever heard of dogs being called 'canine'? Why do you think that is? (Canis = canine)
7. Find what animals these scientific names refer to:
Felis/feline (cats)
Equus/equine (horses)
Bovinae/bovine (cattle)



Revision: Section V

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 E*.

Day 1

Phonogram test Test the following phonograms:

- | | | | | |
|-------|--------|--------|---------|--------|
| 1. x | 5. igh | 9. ei | 13. air | 17. gh |
| 2. er | 6. ee | 10. y | 14. eu | 18. gu |
| 3. gn | 7. a | 11. oe | 15. m | 19. n |
| 4. ea | 8. tch | 12. oi | 16. o | 20. f |

Word test Test the following words:

- | | | | | |
|---------------|--------------|------------------|----------------|------------|
| 1. especially | 5. rare | 9. purr | 13. chimpanzee | 17. wolves |
| 2. porcupine | 6. pigeon | 10. familiar | 14. hawk | 18. native |
| 3. predator | 7. principal | 11. attachment | 15. rhinoceros | 19. attach |
| 4. gallop | 8. marsupial | 12. hippopotamus | 16. grizzly | 20. kennel |

Mark the tests as soon as possible after completion. Have students record their errors in *Test Book E*. 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. whine | 5. oxen | 9. grizzle | 13. joey | 17. heifer |
| 2. principle | 6. divorce | 10. infant | 14. llama | 18. hare |
| 3. negotiate | 7. social | 11. appreciate | 15. mosquito | 19. cocoon |
| 4. provision | 8. sanctuary | 12. pelican | 16. savage | 20. salmon |

Mark tests as soon as possible after completion. Have students record their errors in *Test Book E*. 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 D Word test Test the errors made on the previous day together with the following words:

- | | | | | |
|---------------|------------|-------------|--------------|--------------|
| 1. author | 5. grocer | 9. Murray | 13. mechanic | 17. impress |
| 2. diary | 6. shade | 10. rocket | 14. civilise | 18. punctual |
| 3. tortoise | 7. reptile | 11. melody | 15. plus | 19. trumpet |
| 4. volleyball | 8. oval | 12. wrinkle | 16. accurate | 20. gulf |

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



Section V test

Help students locate the 'section tests' in their *Test Book E*, 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. hear | 11. hippopotamus | 21. sanctuary | 31. divorce | 41. ox |
| 2. cereal | 12. hare | 22. joey | 32. pelican | 42. appreciate |
| 3. mosquito | 13. provision | 23. savage | 33. kennel | 43. attachment |
| 4. world | 14. salmon | 24. principal | 34. negotiate | 44. oxen |
| 5. rhinoceros | 15. whine | 25. attach | 35. wolves | 45. grizzle |
| 6. principle | 16. letter | 26. predator | 36. under | 46. hawk |
| 7. circle | 17. marsupial | 27. familiar | 37. gallop | 47. llama |
| 8. especially | 18. rare | 28. infant | 38. chimpanzee | 48. wolf |
| 9. native | 19. porcupine | 29. sandwich | 39. pigeon | 49. first |
| 10. heifer | 20. social | 30. cocoon | 40. grizzly | 50. purr |

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

Dictation

Principal Roy from our school keeps a llama, a hippopotamus, a chimpanzee and a rare rhinoceros in kennels attached to his house. The noises are not appreciated by his neighbours, especially the savage whining and grizzling of the llama. They will negotiate with Roy and make provisions to keep them quiet.

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. sandwiches | 6. rareness |
| 2. purring | 7. divorcing |
| 3. wolves | 8. socially |
| 4. principled | 9. negotiated |
| 5. familiarly | 10. pigeons |

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 W

- W1** **W2** History
- W3** **W4** Communication
- W5** **W6** Driving
- W7** Technology

TERM THREE

Word list Section X

- X1 X2 Medicine
- X3 X4 Art
- X5 X6 Law and politics
- X7 Stage and screen

TERM FOUR

Word list Section Y

- Y1** **Y2** Mind and emotions
- Y3** **Y4** Defence forces
- Y5** **Y6** Earth science
- Y7** Food