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SAMPLE




# Rules reference

Below is a summary of all the LEM Phonics rules, including where each rule first appears in each Teacher Book. Underneath each rule are example words, which can be used for review exercises and testing at any time.

The rules are organised into reading rules, spelling rules and ending rules, in alphabetical order.


## 1 Reading rules

### READING RULES FOR VOWELS

**Vowels before a consonant in the same syllable**  Reading rule **A1** **RA1** **K1**

A vowel usually says its first sound before a consonant in the same syllable.

glad	stamp	left	rest	west	swim	hop	fox
bus	trust	capital	spirit				

**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.

equal	human	item	navy	nobody	cucumber	moment	evil
motor	poem	poet	poetry	ze-bra	student		

### RULES AND MARKINGS FOR SILENT E

**Silent e**  Explanation marks **A7** **E1** **L1** **S1**

- 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		
- e** stops the letters **v** or **u** from ending an English word. Put a small **x** under the **v** or **u**. live<sub>x</sub>  

solve	continue
-------	----------
- 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		
- e** can give a vowel to a syllable. Place a small **v** above the silent **e**. lit-tle<sup>v</sup>  

ripple	paddle	temple	simple	centre	twinkle
terrible	horrible	possible	assemble	probable	visible
- e** can perform two functions at once. Draw a double arch from the letters to the silent **e**. face  

space	range	ice	police
-------	-------	-----	--------
- 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<sup>x</sup>  

promise	else	verse	medicine	sense	freeze
increase	loose	bronze	opposite		

**Double r after a vowel**Reading rule **D6**

When double **r** follows a vowel, the vowel is not part of the phonogram **ar**, **er**, **ir**, **or** or **ur**. The vowel will say its first sound.

sorry      carry      berry      mirror      hurry

**The pattern stle**Reading rule **Q2**

The letter **t** is always silent in the pattern **stle**.      castle      whistle

**The pattern who**Reading rule **I3 O4**

The letter **w** is silent in the pattern **who**. **wh** is not a phonogram in this case.

who      whose      whole

**The schwa sound in multi-syllable words**Reading rule **S7**

A vowel in an unstressed syllable of a multi-syllable word may say the schwa sound ('uh'), even if the vowel would usually say its long sound.

de-gree ('duh-GREE')      doz-en ('DUZ-uhn')      di-vide ('duh-VIGHD')      kil-o-gram ('KIL-uh-gram')  
ac-cu-rate ('AK-yuh-ruht')      fig-ure ('FIG-uh')      di-viso-ON ('duh-VIZH-uhn')      re-pair ('ruh-PAIR')

**2 Spelling rules****SPELLING RULES FOR SOUNDS****The sound 'ah'**Spelling rule **C1 D2 F6 K3 T1**

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.

yard      hard      garden      dark      shark      park      arm  
farm      start      party      army      harvest

The phonogram **a** usually represents the sound 'ah' before two consonants...

ask      last      fast      after      past      mast      rather      giraffe

...unless it comes before the phonograms **ch** or **sh**, where **ar** is used instead.

March      march

**The sound 'air' at the end of a word**Spelling rule **I1**

The sound 'air' at the end of a word may be represented three ways:

The phonogram **air**, the phonogram **ar+e** or the phonogram **ea+r**.

pear      bear      wear      tear      care      share      square  
bare      air      hair      chair      pair      fair

**The sound 'ay'**Spelling rule **A6 G5 N4 S5**

The phonogram **ay** usually represents the sound 'ay' at the end of a base word or before a vowel.

Exceptions: **they**, **obey**, **grey**, **hey**, **prey**, **whay**, **survey**

play      day      say      way      away      today      stay      pay  
Sunday      Monday      Tuesday      Wednesday      Thursday      Friday      Saturday

Before a consonant, the sound 'ay' may be represented by the phonogram **a** with a silent **e**, or the phonogram **ai**.

bake      save      invade      waste      pain      chain      grain      plain  
waist      tailor      fail      jail      captain      contain      remain      Adelaide

Other phonograms (**ea**, **igh** and **ei**) may also represent the sound 'ay' but are less common.

### Adding *tion* to words ending in *st*

 Spelling rule **S5**

When **tion** is added to words ending in **st**, the **t** becomes part of the phonogram **ti** but changes its sound to 'ch'.

digest > digestion	quest > question	congest > congestion	suggest > suggestion
exhaust > exhaustion	ingest > ingestion	combust > combustion	Christ > Christian

### The patterns *ture* and *cher* and the sound 'chuh'

 Spelling rule **T5**

In an unstressed syllable, the patterns **ture** and **cher** can sound like 'chuh'. Memorising the pronunciation for spelling as 'tyoor' and 'cher' will prevent confusing these patterns.

adventure	nature	mixture	culture	furniture
archer	watcher	teacher	stretcher	voucher

## 3 Rules for endings

### The one one one double rule

 Ending rule **D3** **K6**

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
tap > tapping	bend > bending	feel > feeling	

### Extension to the one one one double rule

 Ending rule **T1**

If a multi-syllable word ends in **one** consonant after **one** vowel at the end, *and* the stress is on the last syllable, **double** the consonant before adding an ending beginning with a vowel.

`tar-get-ing for-`get-ting be-gin-ning `o-pen-ing `vis-it-ing

### Adding endings to silent *e* words

 Ending rule **C7** **RC5** **L1** **S3**

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

engage > engagement	arrange > arrangement	arrive > arrival
endure > enduring	include > including	fame > famous
image > imagine > imaginary	serve > servant	bride > bridal
drive > driven	wise > wisdom	tire > tired

### The 'doer' endings *er*, *or*, *an*, *eer* and *ist*

 Ending rule **P5** **U1**

The endings **er**, **or**, **an**, **eer** and **ist** can be added to words to mean 'someone who does what the base word suggests'.

butcher	editor	governor	comedian	engineer	typist
driver	conqueror	electrician	mountaineer	artist	journalist

### Adding the endings *er* and *est* to adjectives

 Ending rule **F3** **N5**

When the ending **er** is added to an adjective it means 'more'.

When the ending **est** is added to an adjective it means 'most'.

ugly > uglier	pure > purer	simple > simpler	wise > wiser
dirty > dirtier	narrow > narrower	cheap > cheaper	smooth > smoother

# Phonological awareness test

This test is designed to find the students' skill level in each of the major phonological awareness areas and consequently their readiness to begin the formal reading process.

## Guidelines

- The test is presented orally, requiring students to rely on purely phonetic cues – visual cues are not tested at this stage.
- Ensure that sounds (not letter names) are used by both student and teacher.
- The test should be administered to a single student on a 'one-to-one' basis.
- The skills are listed in order of difficulty and should be administered in sections following the schedule outlined below.
- A number of 'nonsense words' have been included to prevent students from guessing the answers, providing a more accurate phonemic assessment.

## Sections

**Section A** (rhyming, word awareness, syllables and phonemic isolation) should be administered before formal instruction in learning the single and multiple phonograms (Terms 1 and 2 of *Teacher Book A*).

**Section B** (phonemic identity, phonemic categorisation, phonemic blending and phonemic segmentation) should be administered before formal instruction in spelling (Terms 3 and 4 of *Teacher Book A*).

**Section C** (phonemic manipulation and phonemic substitution) should be administered before proceeding onto *Teacher Book B*.

Students who do not perform well in any of these subtests may need additional support and extra small group activities to improve in these areas in order to successfully complete the formal learning activities.

### Answers to change a letter games

1. dog log leg peg pet pot pat hat
2. bug bag bat mat man men hen pen
3. cog cot cat cap tap tag bag wag
4. jet wet pet pat rat rag bag bug
5. pin pig dig dog jog jug hug hut
6. fin fan fat hat hut hug mug mum
7. bat bag bug bun bin fin fix mix
8. rag rug run bun bin pin pan pad



# Change a letter game

Change one letter of each word to make a new word that matches the picture.

1. cog



2. \_\_\_\_\_



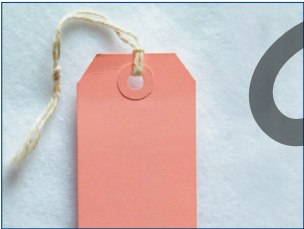
3. \_\_\_\_\_



4. \_\_\_\_\_



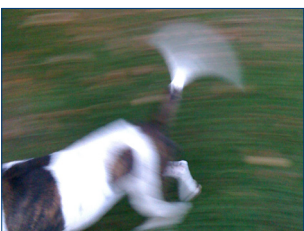
5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. wag

SAMPLE

# The ending 'shuhn' RR10

tion

na tion

after a long vowel sound

frac tion

after a consonant

posi tion

after a short 'i' sound,  
unless *m* comes before *i*

cian

magi cian

somebody who does  
the base word

sion

pas sion

after a short 'a', 'e' or 'u' sound  
(*s* is doubled)

admis sion

after *mi*  
(*s* is doubled)

tion

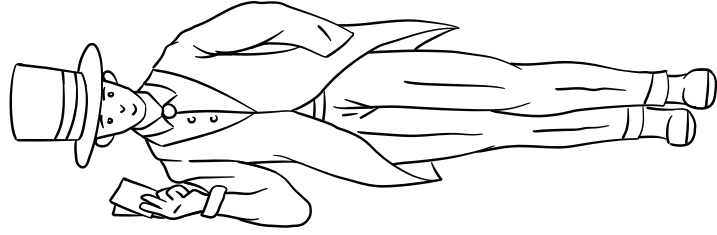
or

sion

atten tion

after *n*

ten sion



# Geographical nouns

Word	Proper noun	Common noun	Person	Place	Thing
Pacific Ocean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
atlas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Atlantic Ocean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
horizon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
civilisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eruption	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
volcano	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
equator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Africa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
America	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Europe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arctic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Antarctic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indian Ocean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
empire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
emperor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gulf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
crater	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Murray River	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nullarbor Plain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





# Lindy's Restaurant

T4

## Starters

**Nothing butternut** **\$9.00**

This delicious creamy soup is made from the finest butternut pumpkins, blended to perfection with nutmeg, garnished with sour cream and parsley.

**Chicken out the salad** **\$8.50**

Leafy greens dance with colourful carrot gratings and fetta cheese, providing a stage for delicious chunks of delicately spiced chicken.

**Sir Cheese of Garlic** **\$6.00**

Four pieces of crusty oven-baked bread, seasoned with garlic and our secret blend of herbs, drizzled with a blend of melted parmigiana and mozzarella cheeses.

## Mains

**Butterfly chicken** **\$16.50**

A juicy double chicken breast, marinated in lemon and herbs and chargrilled. Served on a bed of sweet potato with fresh salad greens and chargrilled cherry tomatoes.

**Mary's little lamb** **\$18.00**

Four lamb cutlets, barbecued in light olive oil and seasoned with rosemary and pepper. Served with golden brown chat potatoes, steamed carrots and butter beans.

**A big miss steak** **\$18.50**

A 300 gram grain-fed blade steak, cooked to your liking and served with zesty roasted root vegetables including russet potatoes, baby summer squash and baby carrots.

## Desserts

**Sit down and cake my money** **\$8.00**

A trio of mini cakes including dark chocolate mud cake, caramel torte and fresh fruit flan.

**I scream of genius** **\$8.00**

A triple scoop of ice-cream delight, sprinkled with crushed Tim Tams and drizzled with a strawberry glaze sauce.

**Beescake** **\$8.00**

A beautiful creamy cheesecake with a chunky honeycomb biscuit base, topped with a wedge of hardened honey lattice.

## Drinks

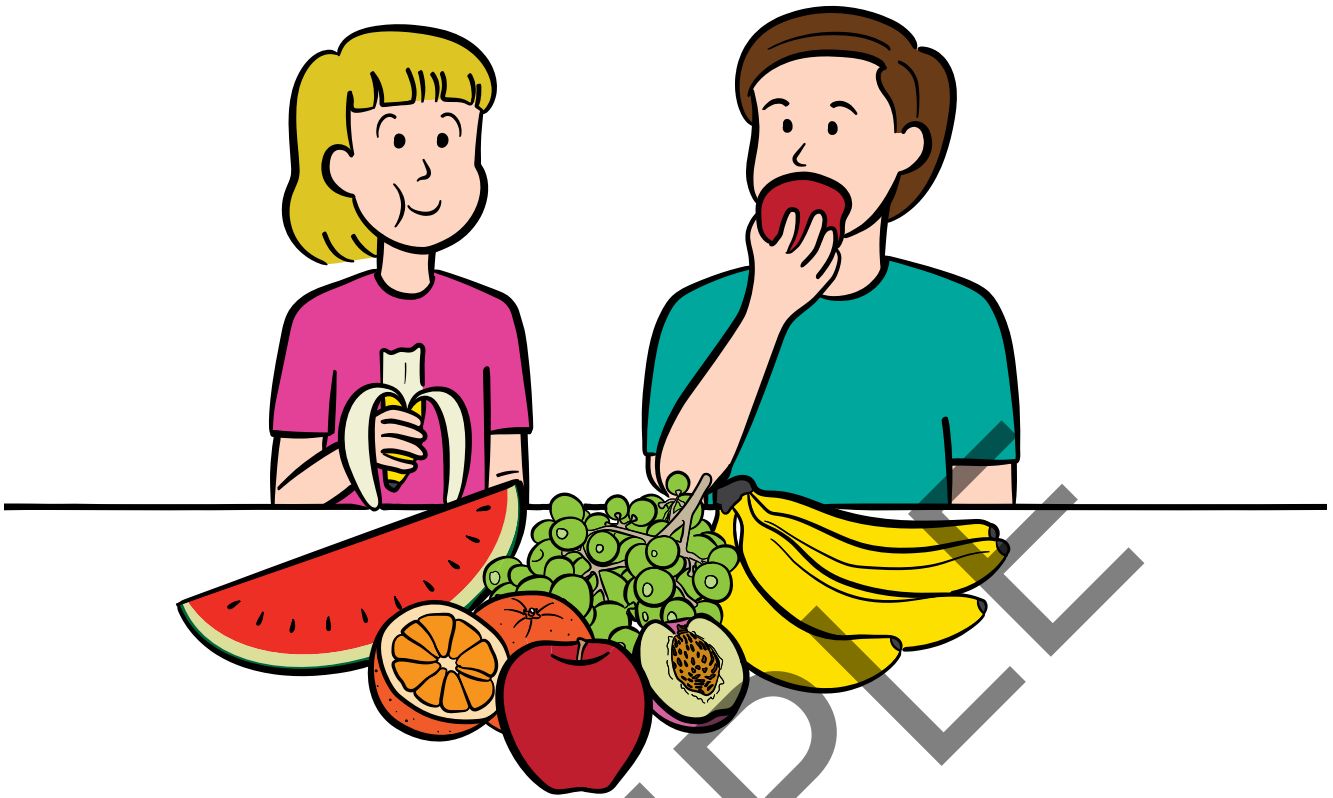
Soft drinks **\$3.50**

Fresh juices **\$5.50**

Brewed tea **\$4.50**

Coffee **\$4.50**

# Food words that end in i



aioli	cannelloni	kimchi	salami	tahini
antipasti	chapatti	linguini	sashimi	tandoori
basmati	chilli	macaroni	scampi	teriyaki
biriani	fettuccini	muesli	souvlaki	tortellini
blini	fusilli	pastrami	spaghetti	tzatziki
bocci	gelati	pepperoni	sukiyaki	ugali
broccoli	gnocchi	ravioli	sushi	vermicelli
calamari	halloumi	rigatoni	tabouli	wasabi



# Student progress

## Assessment Key

**E** Established   **D** Developing   **B** Beginning

## Sound blending (phonological awareness)

- 1 Able to hear a one-syllable word made from blended sounds
- 2 Able to break a given one-syllable word into its constituent sounds
- 3 Able to see multiple phonograms within a word as one unit of sound
- 4 Able to break a simple two-syllable word into its syllables
- 5 Can count the number of syllables in a one-, two- or three-syllable word

**E**   **D**   **B**

## Phonograms

### Single phonograms

a   d   c   s   o   f   g   h   t   r   n   i   e  
m   p   l   u   j   b   x   z   v   w   k   y   qu

### Multiple phonograms

er   ir   ur   ear   wor   th   sh   ee   ay   ai   ow   ou  
oy   oi   ch   au   aw   ng   oo   ew   ui   ea   ar   or  
ck   oa   wh   igh   ed   ey   wr   kn   air   oar

### Successive 17 phonograms

eigh   tch   oe   ough   dge   ph   ti   ci   si   ie  
ei   augh   gn   gu   gh   sc   eu

## Review rules: 'Up to speed'

- RR1** A vowel usually says its first sound before a consonant in the same syllable
- RR1** The vowels **a**, **e**, **o** and **u** usually say their long sounds at the end of a syllable
- RR1** The vowels **i** and **y** may say their long sounds at the end of a syllable
- RR1** **y** usually represents the sound 'ee' at the end of multi-syllable words
- RR1** The letter **i** may not end an English word. The letter **y** takes its place
- RR1** **c** always says its second sound 's' before the letters **e**, **i** or **y**, otherwise it says its first sound 'k'
- RR2** Vowels may say their long sounds if silent **e** is on the end of a word
- RR2** The letters **v** and **u** may not end English words – silent **e** must be added
- RR2** **g** may say its second sound 'j' before **e**, **i** or **y** – it always does so before silent **e**
- RR2** Every syllable must have a vowel – silent **e** provides one
- RR2** Silent **e** can do two functions at once – allowing a vowel to say its long sound and **c** or **g** to say 's' or 'j'
- RR2** Helpless **e** has no function

**E**   **D**   **B**

