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# Rules summary

Below is a summary of all rules encountered in *Teacher Book C*, including where the rule first appears in each teacher book. Underneath each is a list of example words featuring the rule, which can be used for review exercises and testing at any time.

## 1 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**

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		

### The phonogram a

Reading rule **B7** **RB6** **AR3**

**a** usually says its first sound 'a' before a consonant in the same syllable.

am	an	and	has	had	as	ran
man	can	at	happy	sad		

**a** usually says its second sound 'ay' at the end of a syllable. It can also say its third sound 'ah' in this position.

baby	lady	paper	table	father	above	ago
------	------	-------	-------	--------	-------	-----

**a** usually says its second sound 'ay' if a silent **e** ends the word.

make	made	cake	take	name
------	------	------	------	------

**a** may say its third sound 'ah' before two consonants, but it does not always do so.

ask	fast	after	hand	hands	thank	back
-----	------	-------	------	-------	-------	------

**a** always says its fourth sound 'aw' before **ll** or **lk** at the end of a word. The letter **l** is silent in the pattern **alk**.

all	ball	fall	call	talk	walk	chalk
-----	------	------	------	------	------	-------

**a** usually says its fifth sound 'o' after the letter **w**.

was	want	wash
-----	------	------

### The sound 'ay'

Spelling rule **A6** **G5** **N4**

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, whey, 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**, **eigh** and **ei**) may also represent the sound 'ay' but are less common.

### The letter **s** after the letter **x**

 Spelling rule **M4**

The letter **s** may not be written after the letter **x**. **x** alone is used.

expect      expense      except      excite      exercise

### The pattern **mb**

 Reading rule **Q1**

The letter **b** is always silent in the pattern **mb** at the end of a word.

tomb      climb      thumb      crumb      comb      bomb

### The pattern **alm**

 Reading rule **Q1**

The letter **l** is always silent in the pattern **alm** at the end of a word.

palm      calm      psalm

### The pattern **stle**

 Reading rule **Q2**

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

castle      whistle

## 4 Rules for multiple phonograms

### The phonogram **ng** before the sound 'k'

 Spelling rule **C7 F4 L4**

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

think      thank      blanket      drink      stink      twinkle

### The sound 'er' at the end of multi-syllable words

 Spelling rule **B1 G1 M5**

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

suffer      offer      differ      matter      silver      copper  
panther      wonder

### The sound 'er' in number words

 Spelling rule **G2 BR4**

The phonogram **ir** ('er' of **bird**) always represents the sound 'er' in number words (**first, third, thirteen**).

first      third      thirteen      thirty

### The phonogram **wor** and the sound 'wer'

  Reading/spelling rule **G2 BR5**

*Reading:* The phonogram **wor** usually says the sound 'wer' at the beginning of a word. Exceptions: **wore, worn, worry**

*Spelling:* The phonogram **wor** usually represents the sound 'wer' at the beginning of a word. Exception: **were**

world      worth      worship      worse      worst

### The pattern **ear** at the end of a word

  Reading/spelling rule **G4 N2**

*Reading:* The pattern **ear** at the end of a word never says 'er'. In this position it is two phonograms **ea** and **r**, not the phonogram **ear**. **ea** can say its first sound 'ee' to make the sound 'eer', or its second sound 'e' to make 'air'.

*Spelling:* The phonogram **ear** never represents the sound 'er' at the end of a word.

clear      ear      hear      near      dear      tear (cry)  
pear      bear      wear      tear (rip)      hear      spear      appear

### The pattern **ook**

  Spelling/reading rule **B2 H6 AR4**

*Spelling:* The pattern **ook** always represents the sound 'uuk'.

*Reading:* The pattern **ook** usually says 'uuk'. Exception: **spook**

book      look      took      cook      hook      spook

# 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. bug



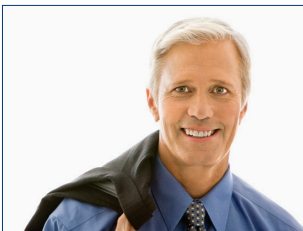
2. \_\_\_\_\_



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



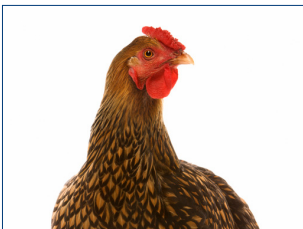
4. \_\_\_\_\_



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



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



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



8. pen

# Phonogram games and activities

Below are some games and activities to encourage the students in their phonogram learning. Remember, the aim of the games is to help consolidate what has been learned and to help develop the students' phonological awareness. All these games may be modified to suit different situations.

## Stepping stones

Lay phonogram cards on the floor as stepping stones, all facing the same way, and have students say them one after the other as they progress along the line. Students who are unable to say the phonogram 'fall into the river'.



## Phonogram journey

Lay phonogram cards on the floor in a long line (for a quicker game) or a shape or maze (so players can circulate more than once). The students roll a dice in turn and advance that number of phonograms. If students are unable to correctly say the phonogram they land on, they must go back to their previous position.

## Rollette

Arrange phonogram cards in a grid on the floor. Students roll a large dice (or other rolling object) across the grid and say the phonogram it lands on.

## Lucky dip

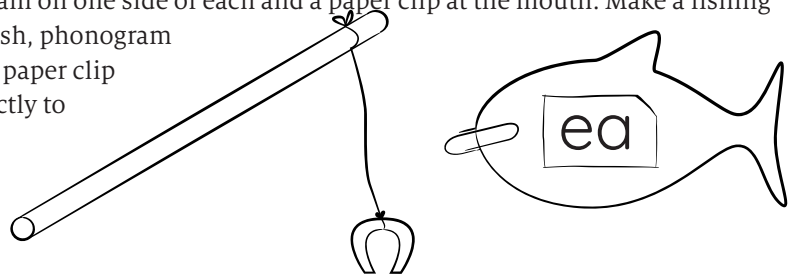
Students pull out phonogram cards from the dip (in turns). If they are able to correctly say their phonogram, they may keep it. The winner is the student with the most cards when all the cards have been drawn.

## Phonogram battle

Organise students into two teams, in lines. The teacher shows a phonogram and the first student from each team tries to say it first. Whoever says it correctly first scores a point for their team. Then the first two students go to the back of the line, leaving the next two players to vie for the next point.

## Fish

Make fish from light cardboard with a phonogram on one side of each and a paper clip at the mouth. Make a fishing line with a stick, string and a magnet. Lay the fish, phonogram side down, on the floor. The students catch the paper clip with the magnet, and say the phonogram correctly to keep the fish.



## Pass the phonograms

The teacher distributes ten or more phonogram cards to random students in the class. While music plays the students must begin to pass the cards to the person next to them. When the music stops, the passing stops and each student holding a phonogram must say it aloud to the teacher. If music is unavailable use another signal to stop passing, such as clapping three times.

## I spy with my little eye

Have one student choose something they can see and say, 'I spy with my little eye, something which begins with the phonogram **b**' (for example). The other students must guess what the student is looking at. The student who guesses correctly will have the next turn to choose something beginning with another phonogram. This game can be varied to find words which end with a certain sound. Ensure that students use the *sounds* and not letter *names* ('b', not 'bee').

Choosing **ow** or **ou**

to represent the sound 'ow'

➔ Use **ow** in three places:

1. At the end of a word or syllable  
cow                      show-er
2. Before **n** alone  
crown
3. Before **l**  
owl

➔ Use **ou** everywhere else, except these three words:

noun  
foul  
crowd



# Application form

Permission to use the one one one double rule  
(for one syllable words only)

Word

Ending

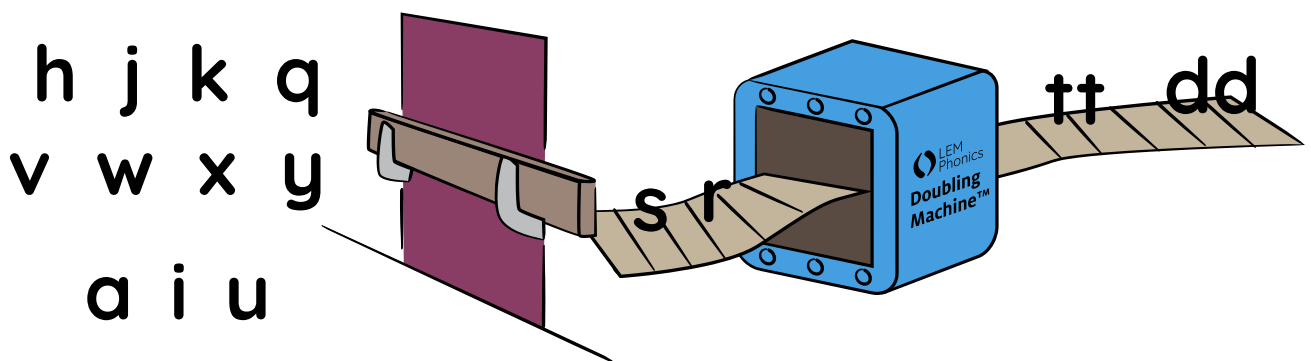
Answer the following questions:

- 1. Can the last consonant be doubled?  
(check the doubling machine below)       yes → go to Q2       no → STOP can't double
- 2. Does the ending begin with a vowel?       yes → go to Q3       no → STOP can't double
- 3. Does the word have one vowel?       yes → go to Q4       no → STOP can't double
- 4. Does the word have one consonant at the end?       yes → go to finish       no → STOP can't double

FINISH: Congratulations! All conditions are met. You may now double the final consonant.

Word with ending

The 'never double' letters





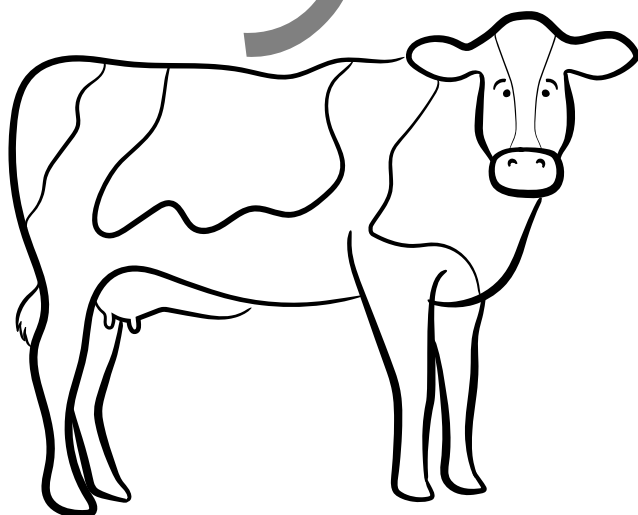
# The cow

The friendly cow all red and white,  
I love with all my heart;  
She gives me cream with all her might,  
To eat with apple tart.

She wanders, lowing, here and there,  
And yet she cannot stray,  
All in the pleasant open air,  
The pleasant light of day.

And blown by all the winds that pass  
And wet with all the showers,  
She walks among the meadow grass  
And eats the meadow flowers.

**Robert Louis Stevenson**





# Student progress

## Assessment Key

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

## Sound blending (phonological awareness)

	E	D	B
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			

## 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'

	E	D	B
<b>AR1</b> The vowels <b>a, e, o</b> and <b>u</b> usually say their long sounds at the end of a syllable 			
<b>AR1</b> The vowels <b>i</b> and <b>y</b> may say their long sounds at the end of a syllable 			
<b>AR1</b> A vowel usually says its first sound before a consonant in the same syllable 			
<b>AR1</b> The letter <b>i</b> may not end an English word. The letter <b>y</b> takes its place 			
<b>AR1</b> <b>c</b> always says its second sound 's' before the letters <b>e, i</b> or <b>y</b> , otherwise it says its first sound 'k' 			
<b>AR1</b> <b>c</b> represents the sound 'k' unless it ends a word or the letters <b>e, i</b> or <b>y</b> follow <b>ck</b> or <b>k</b> represent the sound 'k' if <b>c</b> cannot 			
<b>AR1</b> The letter <b>l</b> is often doubled at the end of a one-syllable word after a single vowel 			
<b>AR2</b> Vowels may say their long sounds if silent <b>e</b> is on the end of a word 			
<b>AR2</b> The letters <b>v</b> and <b>u</b> may not end English words – silent <b>e</b> must be added 			
<b>AR2</b> <b>g</b> may say its second sound 'j' before <b>e, i</b> or <b>y</b> – it always does so before silent <b>e</b> 			
<b>AR2</b> Every syllable must have a vowel – silent <b>e</b> provides one 			
<b>AR2</b> Silent <b>e</b> can do two functions at once – allowing a vowel to say its long sound and <b>c</b> or <b>g</b> to say 's' or 'j' 