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# NSW Foundation

There are a variety of writing styles taught in schools according to locality and personal preference. LEM Phonics caters for all Australian state school scripts, with teacher and student books available in six different styles. This book gives instruction in NSW Foundation Script, which is used for primary instruction in New South Wales and the Australian Capital Territory.

## New South Wales/Australian Capital Territory – NSW Foundation

abcdefghijklmnopqrstuvwxyz

## The Three Ps of Handwriting: Posture, Pencil Grip, Paper Position

The correct posture, pencil grip and paper position should be taught before beginning writing. These three areas must *continually* be monitored to ensure not just neat and legible handwriting, but the student's physical well-being as well.

### Posture

- The buttocks should be pushed to the back of the chair.
- Feet should be flat on the floor (use a footstool if the chair is too high).
- Head should be held up, not drooping forward. A drooped head strains neck and back muscles.
- Back should be straight, with the trunk leaning forward from the hip joint for a comfortable writing position.

#### Common faults

- The head is drooped.
- The body is angled to one side, which may contribute to spinal difficulties.

Poor postural habits can also lead to future eye problems.



### Pencil Grip

- Use a three- or six-sided pencil. Hold the pencil between the thumb and the side of the tall finger with the index finger resting lightly on top (see the pictures on the following page).
- The pencil should be held lightly enough so that it can be pulled out of the hand easily, but firmly enough to maintain good control. Hand and finger muscles should not be tightly tensed.
- Hold the pencil just above the shaven area to keep the point of the pencil extended and visible.

#### Common faults

- The end of the thumb moves forward, off the pencil, tensing hand muscles and preventing the student from seeing the point of the pencil clearly. This may result in letters that are ill-formed or not written on the baseline.
- The pencil is held too near the point, preventing the writing hand from moving freely across the page and obstructing the student's view of what is being written.
- The pencil is held too tightly, causing tension in the muscles and making the student tire quickly.

# Overview of the Letter Features

## Basic Letter Formation

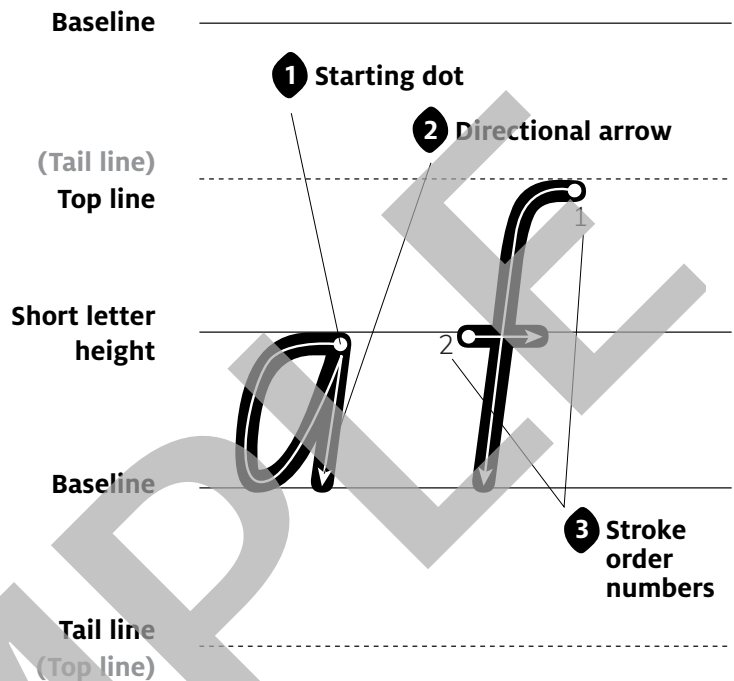
When forming letters, students need to know:

- 1 Where each letter begins
- 2 The direction of movement
- 3 How many strokes to make.

LEM Phonics shows the start of each stroke with a **starting dot**. In workbooks 1 and 2 a faint version of the letterforms with a starting dot is shown for the first few times a student practices writing the phonograms.

The direction of movement is indicated by **directional arrows**. Where there are multiple strokes in the letter formation, starting dots are shown with **stroke order numbers** to indicate the order.

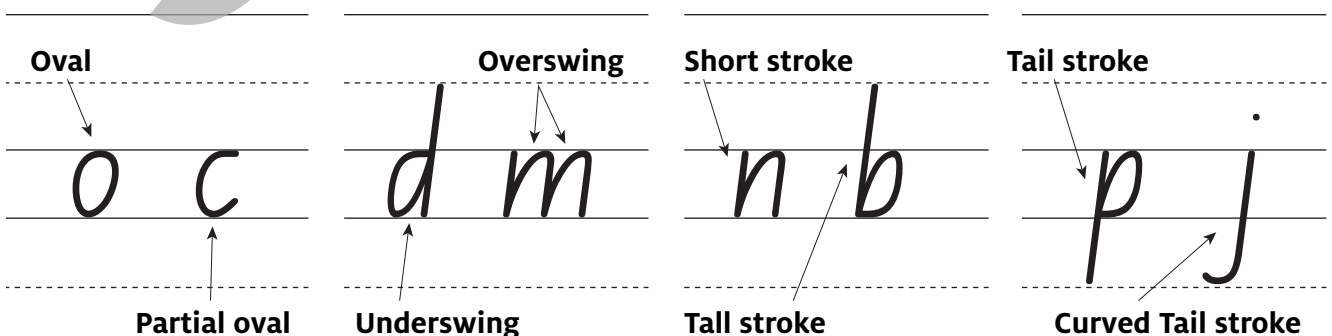
NSW Foundation is written on a solid **baseline** with another solid line for **short letter height**. A dotted line between the sets of solid lines forms the **top line** and the **tail line** for the letters.



It is crucial for teachers to monitor the students' handwriting and correct any errors in formation before they become habitual. Many times this can only be achieved by watching students as they write. For example, it can be difficult to tell the difference between an anticlockwise circle and a clockwise one when all you see is the student's final product!

## Basic Letter Shapes

NSW Foundation is based on the **oval** shape of the letter **o**. This shape (or a **partial oval**) may be combined with the wedge-shaped **underswing** or **overswing** to form letters. Letters may also have **tall**, **short** and **tail strokes**.



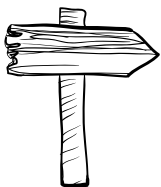
# Teaching the Single Phonograms

Once the fundamentals of posture, pencil grip and paper position have been addressed and the basic strokes of handwriting have been mastered, the students can begin to write the single phonograms. Remember that the multisensory approach of LEM Phonics can only be effective if the writing, reading and speaking of the phonograms is done together.



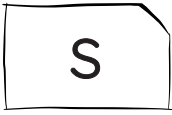
## Before You Begin

- 1 Thoroughly **know the sounds and the formation** of the phonograms to be taught.
- 2 Have **writing lines** prepared on the board before the lesson.
- 3 Have the **phonogram cards** ready to aid the teaching process.
- 4 Have a copy of **Student Book A, Test Book A** and **Workbook 1: The Single Phonograms** ready for each student.
- 5 Administer Section A of the **phonological awareness test** (found at the back of the *LEM Phonics Manual*) to assess whether any students require special attention in this area.

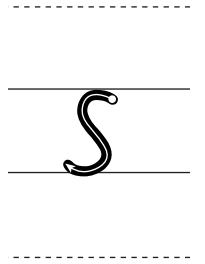


## Basic Principles

- 1 **Teach all the sounds** of the phonograms at the same time — don't 'save the extra sounds for later', e.g. Say 'a', 'ay', 'ah', 'aw', 'o' — not just 'a', 'ay'.
- 2 **Hold up fingers** to indicate how many sounds the phonogram has e.g. **a** has five sounds = five fingers, **c** has two sounds = two fingers.
- 3 **Teach writing, reading and saying of the phonogram together.** Students should say the sounds as they write the phonogram.
- 4 **Identify vowel or consonant** for each phonogram. Vowels are coloured yellow on the chart.
- 5 **Begin blending the phonograms** as soon as enough are learned to make a word (e.g. 'd' 'a' 'd' = **dad**). Word deciphering and building using the phonograms will provide purpose for learning them, and lead students quickly into reading and spelling.
- 6 **Make use of as many senses as possible** as the students learn—hearing the phonogram, seeing it written, feeling the movement as they write, etc.
- 7 **Test regularly.** Daily testing of phonograms, both oral and written, clinches the sounds and the written symbol in the students' minds. The challenge to distinguish between the different phonograms motivates and heightens the effectiveness of learning. Written tests ensure that every child is accountable to tangibly reproduce what they have learned.
- 8 **Use extra exercises, activities and games** (both oral and written) for valuable review and consolidation. The appendix in the *LEM Phonics Manual* contains several game ideas.
- 9 **Set short term goals** for students to reach quickly (e.g. single phonograms first, then multiples), rewarding each short term accomplishment (e.g. with a certificate).
- 10 **Progress as quickly as the students are able.** Too slow a pace may reduce motivation and challenge. But if students are experiencing difficulty with many phonograms, it is important to slow down.



- 1 Review **c** with all other known phonograms, testing orally and in writing.
- 2 **s** is a short letter made of oval parts. Begin near short letter height and draw anticlockwise around the top part of the oval. Curve across the centre and then draw clockwise around the lower part of the oval.
- 3 Teach **s** in the same way as the other phonograms.
- 4 Test **s** together with the other known phonograms in *Test Book A*.
- 5 Do pages 7 and 8 in the *Single Phonograms* workbook.

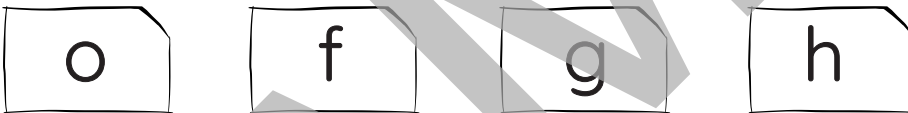


## Testing and finishing

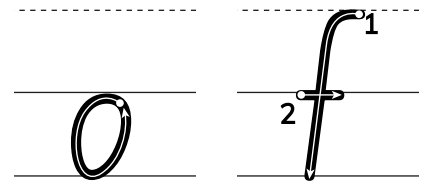
Make Friday a testing day, and a time for finishing any uncompleted work. It may also be a time for constructive games which will give practice in the phonograms learned.

- 1 Give an oral and written test of all phonograms learned thus far.
- 2 Finish any work or colouring not yet completed in the *Single Phonograms* workbook.
- 3 Play a phonogram game to consolidate the phonograms (see suggestions in the *LEM Phonics Manual*).

Term 1 Week **3**



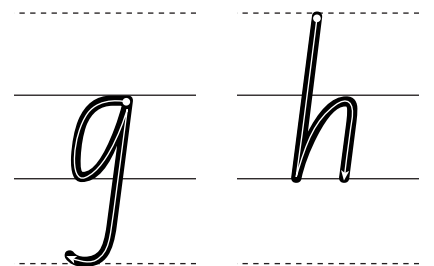
Teach **o**, **f**, **g** and **h** in the same way as you have taught the previous week's phonograms. Present one new phonogram each day and test the phonograms learned so far. As they learn each phonogram, students should do the corresponding page in the *Single Phonograms* workbook. Review all phonograms on Friday, and play a phonogram game if time permits.



**o** is a basic oval. Begin just below short letter height and draw anticlockwise to complete the oval.

**f** begins at the top line, curves anticlockwise and then moves straight down to the baseline. Lift the pencil and draw, in the direction of writing, a small horizontal stroke at short letter height.

**g** is an oval with curved tail stroke. The printed letter sometimes differs from the written form. Begin at short letter height and draw anticlockwise around the oval. Then underswing to short letter height and make a curved tail stroke downwards.



**h** begins at the top line and moves down to the baseline. Without lifting the pencil, overswing up to short letter height and come back down to the baseline.

th

- 1 Review the 'er' phonograms with ten single phonograms.
- 2 Teach **th**, showing its card and saying its two sounds 'th' and 'thh'. Have students repeat the sounds several times. Some students have difficulty pronouncing **th** and extra practice may need to be given.

Explain that the top teeth rest on top of the tongue for both sounds. The first sound is made by simply expressing air in that position.

The second is formed in the same way but it adds voicing. The words **breath** and **breathe** are two good examples of the sounds. Have the students say both sounds as they gently put their hand on their throat, hearing and feeling the difference in the sounds as they say them.

- 3 Point out **t** and **h**—the single phonograms which form **th**. Let the students try writing the phonogram on a baseline on the board.
- 4 Have the students trace **th** in the air, and then have them write a row of **th** in their *Student Book A*. Revise the spacing principles as they write.
- 5 Test **th** together with the five 'er' phonograms.
- 6 Write the following words on the board:  
earth third thin thank think worth Perth

Choose several students to come and underline the multiple phonograms in each of the words. Then have them sound and say the words.

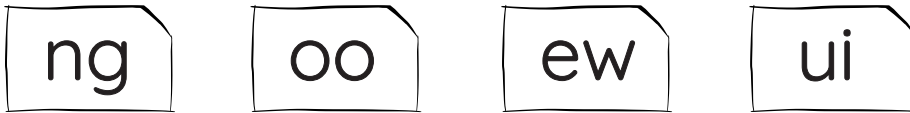
- 7 Do page 7 of the *Multiple Phonograms* workbook.

sh

- 1 Teach **sh** in a similar way to **th**.
- 2 Add it to the tests.
- 3 Do page 8 of the *Multiple Phonograms* workbook.

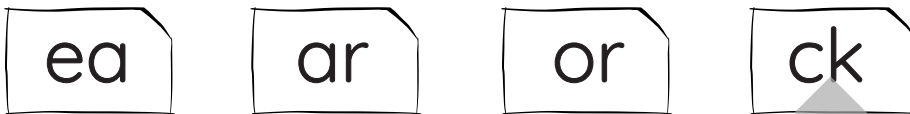
ee

- 1 Teach **ee** in a similar way to **sh** and **th**.
- 2 Do page 9 of the *Multiple Phonograms* workbook.



Teach **ng** and **oo**. Teach **ew** and **ui** in the same way as **ay/ai** and **oy/oi**. Explain why **ui** cannot be used at the end of a word (because it ends in **i**). Complete up to page 25 in the *Multiple Phonograms* workbook.

Students may read the next three *Multiple Phonogram Readers* 8 to 10 (*My Cat*, *Zac at the Zoo*, and *Jump*).



Teach **ea**, **ar**, **or** and **ck**. Complete up to page 34 in the *Multiple Phonograms* workbook.

Students may read the next three *Multiple Phonogram Readers* 11 to 13 (*Fruit to Eat*, *My Toy* and *My Dog Max*).



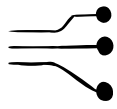
Teach **oa**, **wh** and **igh**. Complete up to page 38 in the *Multiple Phonograms* workbook.

Students may read the next three *Multiple Phonogram Readers* 14 to 16 (*Tom's Toy Truck*, *The Sad Duck* and *The Farm*).



Teach **ed**, **ey**, **wr** and **kn**. Complete up to page 42 in the *Multiple Phonograms* workbook.

Students may read the next two *Multiple Phonogram Readers* 17 and 18 (*Look...* and *Ducks on the Pond*).



# Navigating the Word List

In Terms 3 and 4 students will begin the word list — the words which will be dictated to students each week. These words are on the left-hand page while the right-hand page contains teacher notes, rules and exercises to consolidate the rules and concepts taught that week.

The entire LEM Phonics word list is divided into 26 sections (from A to Z) across four books (*Teacher Book A* to *Teacher Book D*). At the end of each section, opportunity is given for review and testing. Each week's words are set out in two lists of ten words. Beside the list of words for each page are notes on word analysis, for instruction and discussion as students learn the words.

## Student Book A

*Student Book A* is where students will write their word list words. It provides space for ten words per column, labelled with the appropriate section and list number. Generally students will learn two lists of words per week (five words per day). Derivatives (closely related words) are written on the same line. In addition to the word list words, *Student Book A* also includes sections for sentences (dictated and composed) and homophones.

## Testing

Give spelling tests using the various methods listed below. Daily tests and intra-student testing can be done on loose paper or whiteboards, but all other tests are provided for in *Test Book A*.

- **Daily test** — use new words learned and up to ten words from the previous section
- **Weekly test** — cover the week's words plus a few words from previous sections
- **Intra-student testing** — students may test each other from a designated section of their word list
- **Section test** — tests for each section are included at the back of this book, to check whether students should move on or need more review.

## Rules

As rules are encountered in the word list, they are listed in boxes in the *Teacher's Notes and Rules* section. Rules are marked as either reading or spelling rules.

## Dictation

The procedure for dictation is shown in the following pages.

## Student Exercises

During each week, have students do all or some of the student exercises outlined for each section. These exercises will help clinch the rules and give practice using words from the list. Word list work in the first year concentrates on learning most of the rules, writing and reading sentences, learning the concept of a base word and adding simple endings to some words.

## Revision

A week of revision work with tests is included at the end of each section to enable you to check on the students' knowledge of words and rules thus far.

## Student Progress

A *Student Progress* chart follows the word list sections at the end of this book. This may be photocopied for each student and used to record their progress.

## Extra Reading and Dictation

At the back of this book is a selection of sentences, stories and other exercises that may be used for whiteboard work, dictation or reading exercises for the students. Each section is graded according to the various word list sections so that students are using words they have already learned.





# Finger Clues

When teaching the phonograms, we use fingers to indicate the number of sounds in a phonogram. When we move on to teaching words, fingers are used to indicate which phonograms constitute a given word. One finger tells students the letter is a single phonogram. Two or more fingers held together represents a multiple phonogram, with the number of fingers indicating how many letters in that phonogram.

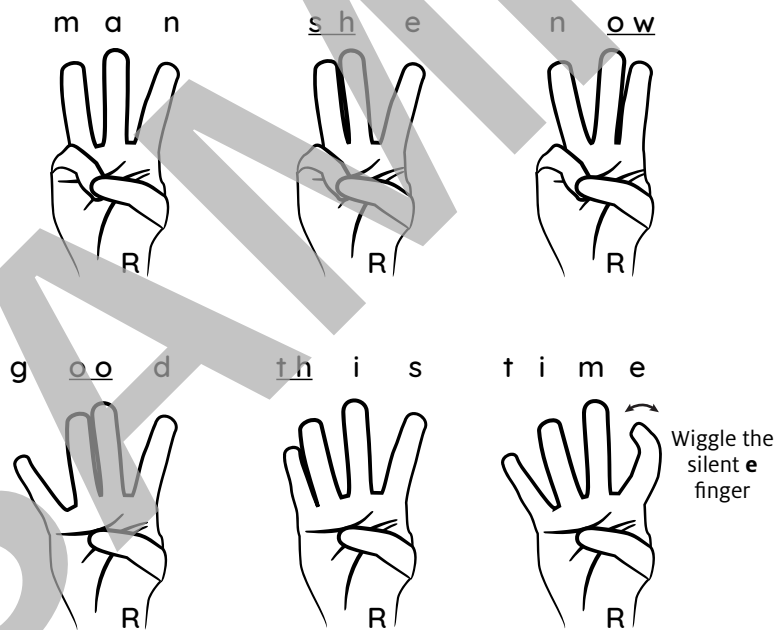
When dictating a word, the teacher's fingers provide a visual clue to the sounds in that word, without the word needing to be written. Students use their built knowledge to deduce what the word is from the phonograms and sounds they have learned. As the word is sounded, emphasise each sound by moving the correct fingers down and up again.

It can be very beneficial in the early stages for students to use fingers too. They help to connect the mental concept of ordering sounds and symbols in their minds to the physical senses of sight, hearing and touch.

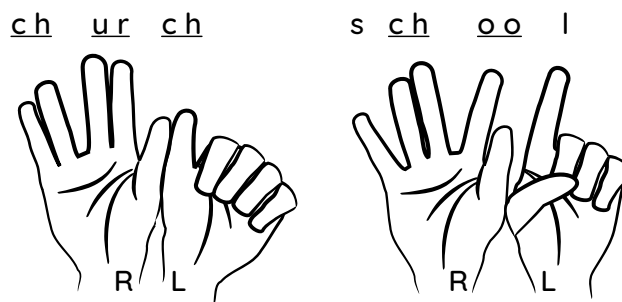
As students gain proficiency in mental sounding (i.e. hearing the sounds in their head without saying them) the finger clues should be reduced—like builders taking down parts of scaffolding when it is no longer needed. By this time clues should only be needed if they provide information which the students do not already understand.

## Finger Positions

For one-syllable words use the right hand with palm facing the students. Form the fingers from your right to left, so the students will see it from left to right:



For one-syllable words with more than five letters, use both hands close together:





me	<b>e</b> may say its second sound 'ee' at the end of a syllable and usually does. Because a rule governs why it may say 'ee' in this position, no number is placed above it.  <b>i</b> may say its second sound 'uy' at the end of a syllable. The word <b>I</b> is capitalised (see teacher notes).
he	<b>e</b> says its long sound 'ee' at the end of a syllable.
<u>she</u>	Multiple phonograms are underlined to show that two or more letters say one sound. <b>e</b> is allowed to say 'ee' at the end of a syllable and usually does. Because a rule governs what <b>e</b> can say in this position, do not place 2 above it.
we   us	<b>e</b> usually says 'ee' at the end of a syllable.
be   <u>been</u>	<b>e</b> says 'ee' at the end of a syllable in <b>be</b> . When the derivative <b>been</b> adds 'n' on the end it needs to use the <b>ee</b> phonogram, because <b>e</b> is no longer at the end of the syllable. Underline <b>ee</b> .
<sup>2</sup> <u>the</u>	Place 2 above <b>th</b> to denote its second sound. No rule covers its operation. The correct pronunciation of <b>the</b> is 'thee'. The <b>e</b> says 'ee' at the end of a syllable. But in rhythm of speech the precision of the <b>e</b> is lost. Students must learn this word both for spelling and for reading.
it	A vowel usually says its first sound if a consonant follows in the same syllable.
<sup>2</sup> <u>is</u>   am	2 is placed above <b>s</b> in the word <b>is</b> because there is no rule to govern why it should say its second sound 'z' in this position. <b>is</b> and <b>am</b> are both verbs of being and are listed on the same line.
a   an	The word <b>a</b> is said as 'ay' when dealing with it for spelling. When reading the word in context, the sound is shortened to what is called the <i>schwa sound</i> . Simply teach the students to say its 'real' sound for spelling and its shortened sound for speech and reading. <b>an</b> is a derivative of <b>a</b> . It is used before a word beginning with a vowel.
and   <u>or</u>	A vowel usually says its first sound if a consonant follows in the same syllable.  The phonogram <b>or</b> is also a word when it stands by itself. The contrasting conjunctions <b>and</b> and <b>or</b> are closely related grammatically and therefore are listed on the same line.

Less words will be dictated for the first week of the word list, because students will also be learning the procedures which must be followed in setting out their word list book. Normally, two pages containing ten words each will be programmed per week.



## Reading and Spelling Rules

**Reading rules** are for phonograms and answer the question 'what sound does that phonogram say?'

**Spelling rules** are for sounds and answer the question 'what phonogram can represent that sound?'

Reading rules are especially helpful for reading, but they can be helpful for spelling too. For example, if students know that the phonogram **a** may say 'ay' at the end of a syllable, they know that **a** is one of the options to represent the sound 'ay' in that position when they spell the word.

**Vowels and silent e**

**a, e, i, (y), o** and **u** can say their long sounds 'ay', 'ee', 'uy', 'oh', 'oo', and 'yoo' when a silent **e** stands on the end of a word.

This is the first reason for silent **e** on the end of words, and it appears in this week's words. There are five reasons for silent **e** on the end of words that students will learn in the coming weeks.

Explain that **e** is a very helpful phonogram. Often a vowel cannot say its long sound because it is not at the end of a syllable. **e**, the humble servant, helps by silently standing on the end of the word and allowing the vowel to say its second sound. It has a servant heart and does not complain!

Write these words in list form on the board:

mad	win	tim	pin
hop	rid	cut	mat

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 the **a** to the **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**. Treat the other words in a similar manner. After this exercise, dictate the words from section A7 which have silent **e** on the end.

**Student Activities****1. Tests**

Continue with tests as for previous week.

**2. Workbook 3: Reading with the Phonograms**

Work through the pages for unit 4 (the phonograms **oy**, **oi** and **ch**).

**3. Dictation**

After the words containing **wor** have been taught, dictate the sentences below for students to write in the 'Sentences' section of *Student Book A*. Because the sentences are related, they can write them continuously across the page. Unrelated sentences should be written on a new line.

The bird can fly to the worm. He works and digs in the sun. The bird takes the worm away.

**4. Silent e practice**

Write words on the board such as **like**, **ride**, **rope**, **take**, **came**, **gate** and **late**. Have the students read these words. Then remove the silent **e** from each one. Have students read the word which remains and compare the difference.

**5. Sentences**

Have students compose sentences using the words **play**, **day**, **make** and **time**, for example:

The girl likes to play. She plays in the day. It is time to make a cake.

They may also use other words which have appeared in the list. Have them write them in their *Student Book A* when they are happy with their sentences.

# Revision: Section B

## Day 1

Review the different types of silent **e** and their markings:

Silent e	Explanation Marks
1. <b>e</b> lets a vowel say its long sounds. Draw an arch from the vowel to the silent <b>e</b> .	make <sup>⤴</sup>
2. <b>e</b> stops <b>v</b> or <b>u</b> from ending an English word. Put a small <b>x</b> under the <b>v</b> or <b>u</b> .	live <sub>x</sub>
3. <b>e</b> allows <b>c</b> or <b>g</b> to say their second sounds 's' or 'j'. Draw an arch from the <b>c</b> or <b>g</b> to the silent <b>e</b> .	dance <sup>⤴</sup>
4. <b>e</b> can give a vowel to a syllable. Place a small <b>v</b> above the silent <b>e</b> .	lit-tle <sup>v</sup>
5. <b>e</b> can perform two functions at once. Draw a double arch from the letters to the silent <b>e</b> .	face <sup>⤴</sup>
6. At times <b>e</b> does nothing but is left as a remnant from the days of Chaucerian English. Draw a small <b>x</b> above the silent <b>e</b> .	some <sup>x</sup>

Test the following words on loose paper or whiteboards:

live	dance	make	middle	mouse
name	nice	have	face	age
come	some	true	large	are
juice	page	apple	blue	little

After testing, have students read each word back as you write it on the board. Discuss the marking for each silent **e** as it is dealt with.

Revise the phonograms air and oar and colour the pictures on page 46 of *Workbook 3: Reading with the Phonograms*.

## Day 2

Test the following words on loose paper or whiteboards:

look	book	took	room	food
we	be	over	then	from
under	say	hot	had	of
tree	did	let	stand	read

Review this rule:

The sound 'uu' before k	Spelling Rule
<b>oo</b> (rather than <b>u</b> ) is always used to represent the sound 'uu' before <b>k</b> .	

Explain that words which sound like 'uu'+ 'k' (e.g. **book**) will always be written with the pattern **ook**.

Have students think of such rhyming words. Write the words given and more of your own on the board. After students have seen the principle, erase the words and give this test of words which are not written in the word list:

cook	hook	chook	brook
shook	crook	sook	

Do page 47 of *Workbook 3: Reading with the Phonograms*.

**The sound 'ow'**

**ow** (not **ou**) is always used to represent the sound 'ow' at the end of a word.

**ow** (not **ou**) is always used to represent the sound 'ow' before the sound 'er'.

**ow** (not **ou**) is usually used to represent the sound 'ow' before **n** alone (exception: **noun**).

Students will learn more details about the rules for **ow** and **ou** later.

**y representing the sound 'ee'**

The sound 'ee' at the end of multi-syllable words is usually represented by **y** (e.g. **sil-ly**, **hap-py**).

**igh representing the sound 'uy'**

**igh** may be used to represent the sound 'uy' at the end of a word or before **t** (e.g. **high**, **right**).



## Student Activities

**1. Nouns**

Have students think of things which they can see, feel and touch, hear and taste (e.g. desk, flower, air, sky, city, noise). Explain that these words are **nouns**. Words which name people (e.g. man, girl, farmer, Emily) and places (e.g. country, valley, Canberra) are also **nouns**. Have students read the words they have learned in section C so far. Discuss with them which words are **nouns** and why.

**2. Verbs**

Ask students to think of things which they can do with their hands (e.g. clapping, washing dishes, making a bed, playing the piano). Explain that these 'doing words' are **verbs**. Have them write two sentences about the things they can do and illustrate one of them.

**3. Categorizing list words**

Have students read the words for this week and ask them to search for the categories below and write the answers in their book.

- two pairs of opposites (happy/sad, high/low)
- one pair of homophones (right/write)
- three colours (red, green, brown)
- two verbs (send, write)

**4. Workbook 4: Reading On — Units 5–8****5. Workbook 5: Base Words and Endings 1**

Before issuing this new workbook, students must understand the concept of a **base word** and the fact that endings may be added to such words. The ending does not change the essential meaning of the word but may change its part of speech or the tense. Words which can be made from a base word all belong to the same family but work in a slightly different way.

Important!

**The importance of the concept of a base word should not be underestimated.**

**Correct future work depends upon it heavily. Train the students to think: 'What is the base word?'**


Explain the ending **s**. It can cause a word to mean 'more than one'. Give examples such as **girl » girls**; **pencil » pencils**. After this, issue the workbook and have students do page 1, helping them where necessary. Have students complete pages 1 to 4 of Workbook 5 by the end of the week.

**6. Adding s to words in the word list**

Have students go back to Section A in their word list and find words to which **s** may be added. Have them write those words on the same line as the base word.

**Day 4**

1. Review the rules for the sound 'k':

Rules for the sound 'k'	 Spelling Rule
1. Use <b>c</b> whenever you can to represent the sound 'k'. <b>c</b> cannot be used before <b>e, i</b> or <b>y</b> (because it says 's'). But it also cannot be used if there is a possibility than an ending could be added starting with <b>e, i</b> or <b>y</b> (e.g. <b>ed, ing</b> ) that would cause it to say 's'.	
2. If <b>c</b> cannot represent 'k', <b>ck</b> is the next choice. But <b>ck</b> can only be used after a single vowel saying its first sound.	
3. If <b>ck</b> is not feasible (e.g. if there is a long vowel, multiple vowels or a consonant before the 'k' sound), then <b>k</b> may be used.	

Write the following words on the board, leaving out the phonogram representing the sound 'k'.

pi____	mā <sup>2</sup> ____e	pa____	tru____	lea____
lī <sup>2</sup> ____e	ris____	des____	sti____	blī <sup>2</sup> ____e
hon____	bri____	see____	tā <sup>2</sup> ____e	

Below the words, make four columns headed:

<b>ck</b>	<b>k</b>	<b>k</b>	<b>k</b>
after a single short vowel	after a long vowel	after a consonant	after two vowels
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Go through the words, helping the students to see in which category each one belongs, and put the appropriate phonogram that represents the sound 'k' on the end of each word.

2. Do unit 20 of *Workbook 4: Reading On*.
3. Do page 14 of *Workbook 5: Base Words and Endings 1*.

**Day 5**

Administer the *Test for Section C* found at the back of this book. Students will write their words and dictation sentences in the 'Word List Section Tests' in *Test Book A*.




End of Section C

# Rules Review


Below is a summary of all rules encountered in Sections A, B and C of the word list, including where the rule first appears in the list. Underneath each is the list of words featuring the rule, which can be used for review exercises and testing during the last weeks of term. These weeks also give opportunity for students to complete any pages in workbooks 4 and 5 that have not yet been done.


## Rules for Vowels


Vowels at the end of a syllable  Reading Rule Section A1							
The vowels <b>a</b> , <b>e</b> , <b>i</b> , ( <b>y</b> ), <b>o</b> and <b>u</b> may say their long sounds 'ay', 'ee', 'uy', 'oh', 'oo', and 'yoo' at the end of a syllable. <b>a</b> , <b>e</b> , <b>o</b> and <b>u</b> usually do this but <b>i</b> and <b>y</b> do it less frequently.							
me	l	he	she	we	be	the	no
so	go	my	by	try	fly	over	baby
lady	behind	paper	table				

Vowels followed by a consonant in the same syllable  Reading Rule Section A1							
A vowel usually says its first sound if a consonant follows in the same syllable.							
it	is	am	an	and	in	in-to	has

i or y at the end of a word  Spelling Rule Section A4			
i may not end an English word. y takes its place.			
my	by	try	fly

Vowels and silent e  Reading Rule Section A7							
a, e, i, (y), o and u can say their long sounds 'ay', 'ee', 'uy', 'oh', 'oo', and 'yoo' when a silent e stands on the end of a word.							
make	made	cake	take	name	like	time	these
home	rule	cute					

The sound 'u'  Spelling Rule Section B1					
The phonogram <b>o</b> is always used to <i>represent</i> the sound 'u' before the sound 'v' or 'thh' (e.g. <b>love</b> , <b>mother</b> ). Note, however, that the phonogram <b>o</b> does not always <i>say</i> 'u' before the phonograms <b>th</b> or <b>v</b> (e.g. <b>moth</b> , <b>move</b> , <b>drove</b> ).					
brother	mother	other	love	dove	above

The sounds of a  Reading Rule Section B7							
a usually says its first sound 'a' if followed by a consonant within the same syllable ( <b>tap</b> , <b>ap-ple</b> ).							
a usually says its second sound 'ay' at the end of a syllable ( <b>ba-by</b> ).							
a usually says its second sound 'ay' if a silent <b>e</b> ends the word ( <b>make</b> ).							
a may say its third sound 'ah' if followed by two consonants ( <b>last</b> ).							
a always says its fourth sound 'aw' if followed by <b>ll</b> or <b>lk</b> ( <b>all</b> , <b>walk</b> ).							
a usually says its fifth sound 'o' after <b>w</b> ( <b>was</b> ).							
am	an	and	has	had	as	ran	man
can	at	make	made	cake	take	name	was
want	wash	baby	lady	all	ball	fall	call
ask	last	fast	after	happy	sad	paper	hands
talk	walk	chalk	table	thank	back	ago	



## Section C Test

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. It may be wise to take two sessions to administer the fifty-word test, as many younger children tire before they finish and make errors due to lack of concentration.

### Words

1. cold
2. how
3. they
4. one
5. think
6. for
7. bring
8. speak
9. sick
10. ago
11. door
12. low
13. high
14. table
15. eat
16. sing
17. lunch
18. garden
19. brown
20. write
21. back
22. hard
23. happy
24. talk
25. throw
26. child
27. kind
28. obey
29. behind
30. them
31. thank
32. much
33. power
34. cow
35. down
36. desk
37. yard
38. green
39. bread
40. paper
41. floor
42. poor
43. hands
44. dear
45. right
46. soft
47. walk
48. sea
49. very
50. know

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

### Dictation

A brown dog was in our garden. My mother was not very happy about it.  
The dog did not want to go away.

Mark the dictation out of 20. Take off one mark for each word spelled wrongly, each capital missed and each full stop not entered.



# Sections A1–A5

## Sentences

I am a boy.                      He is a boy.  
I am a girl.                     She is a girl.  
I can see.                        He can see.  
I can run.                        A *dog* can run.  
A *cat* can run.                 It can run.  
A boy went to the tree.  
He went up the tree.  
The girl saw the boy.  
The girl did not go up the tree.

## In and On

➡ Draw simple pictures of the following:

A boy is *on* a mat.  
A cat is *in* a tree.

➡ Write the sentences on the board, leaving out the words in italics. Let students supply the correct word.

## At

*Tom* is at the *bus* stop.  
The *bus* stops at the *bus* stop.  
*Tom* will go on the *bus*.

## Questions and Answers

➡ Have students read and answer **yes** or **no**.

Can a boy run?	Can a girl run?
Can a bird run?	Can a tree run?
Can a bird see?	Can a tree see?
Can a bird fly?	Can I fly?
Can I try to fly?	

## A and An

➡ If a word begins with a vowel or a silent letter (as in **honest**), **an** will be used instead of **a**.

a <i>cat</i>	a <i>dog</i>	an <i>egg</i>
a boy	a girl	an <i>ant</i>

## And

A girl and a boy run.

## The Bee

Look at the bee.  
It is by the tree.  
A bee can fly.  
The bee will not fly by me.  
I will run from the bee.

## Fly

Can a bird fly?  
Can you fly?  
A boy can not fly.  
A girl can not fly.

## The Bird, the Cat and the Boy (to read)

A *nest* is in the tree.  
It is a bird's *nest*.  
The bird is not on the *nest*.  
An egg is in the *nest*.  
See the cat go up the tree.  
It is at the *nest*.  
Can the cat see the egg?  
The cat saw the boy go up the tree.  
The cat runs.  
The bird can go to the *nest*.  
She *sits* on the egg.

## Went (past tense of go)

➡ **went** means the action of going is finished. Explain to the students.

I go to bed. (every night)  
I went to bed. (last night)  
The boy went to bed.  
He went to the *shop*.  
The bird went into the tree.