

*SPELLING*

Experiences in teaching the Phonic System has shewn that excellent results in spelling may be obtained by leading the children to observe certain facts about words, when teaching various sounds.

The same combinations occur often enough to establish what may be called rules, and with practice the children learn to spell those words "that do not keep the rule," i.e., the exceptions of which there are a few in almost every case.

It is not intended that these "rules" be memorized by the pupils, but that the facts be impressed when the lessons in which they occur are being taught.

Others might be added, but it has been found that the following are quite sufficient for little children.

1. When "s," "f" or "l" occurs at the end of a word, and is immediately preceded by the short sound of a vowel, the "s," "f" or "l" is doubled.

2. When "pl," "tl," "cl," "fl," "dl," "gl," etc., are the final sounds in a word, the silent letter "e" is always added, as:—sample, needle, tumble, poodle, etc.

3. We double the letter when there is only one sound between the short vowel and final "le," as:—apple, cattle, middle, shuffle, nibble, etc.

4. a. "k" occurs at the end of words. It also follows "ar" and the long vowels.

b. "ck" follows the short vowels.