

SPALDING PARENT GUIDE

PROPER POSTURE FOR WRITING

HINT: To check to see if the children are relaxed, check for spaghetti arms. Their writing arm should flop on their desk when picked up by the wrist.

A. Students should be comfortably seated. Each child should be provided with a properly sized single desk and chair. Their feet should rest comfortably, flat on the floor; legs should not be dangling and knees should not be touching the bottom of the desk. If any of these conditions exist, children will tire quickly, fidget and be more subject to distractions and inattention.

1. Improper and uncomfortable seating arrangements in classrooms probably cause a large number of inattention and hyperactivity problems. The chair should be *ergonomically* correct to support the child's back and general posture. Schools should give as much attention to the physical needs of children in a classroom as large corporations do for their employees. This is for productivity, comfort and safety.



2. Though sitting and lounging about on the floor, or in beanbag chairs, bathtubs, etc., has become quite popular in some classrooms, we do not think it affords the comfort or physical ease needed for accurate writing and spelling. The sketches below show correct seating for this method to work as prescribed.

B. Prepare to teach letter strokes beginning in the next section.

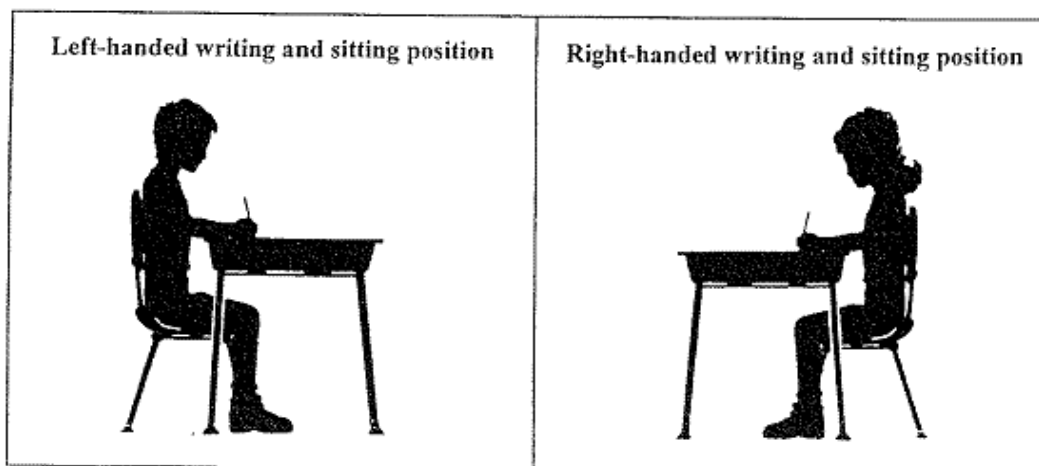
1. Have students clear all materials from the desk top except name tag, dotted-line paper and a No. 2, six-sided, black lead pencil.

2. Desks are already adjusted for proper height for each student's feet to be flat on the floor, spines straight against the back rest, head held high and arm position as shown in the pictures below for left and right-handed students.

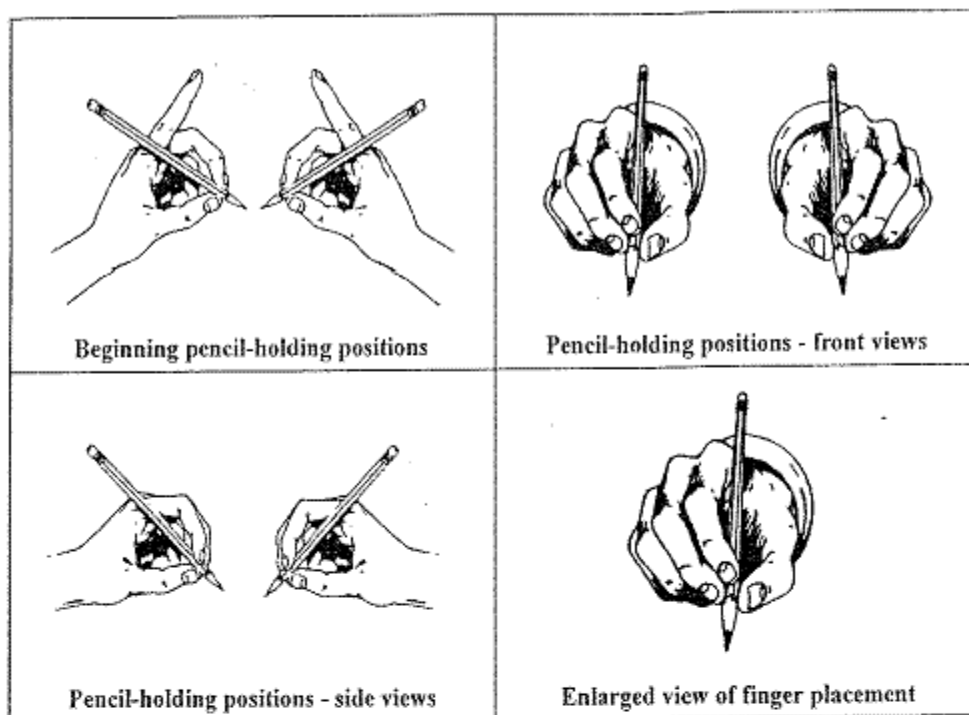
a. A student's head should not be allowed to fall forward because this causes strain on the back and neck muscles.

b. Both arms should rest comfortably on the desk; elbows should be just off the edge.

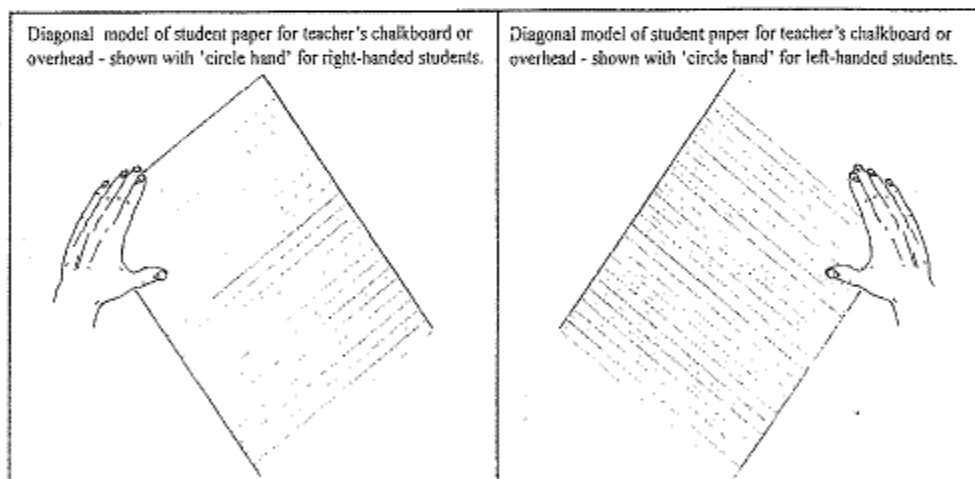
c. The body should not touch the front edge of the desk. This causes a tendency to lean on the desk, which places strain on the neck and shoulder muscles.



PENCIL HOLDING POSITION



PAPER PLACEMENT



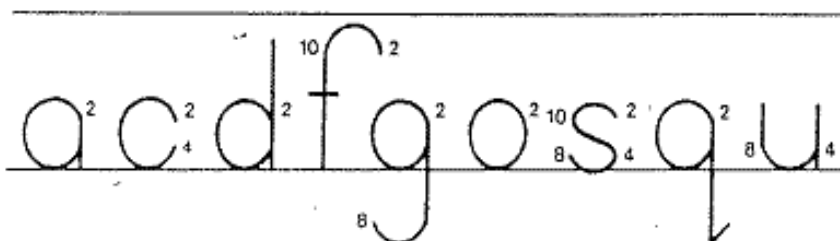
3. **The practice paper should be placed against the slanted name tag** as shown in the drawing; this will be on opposite sides for right- and left-handed students (see illustration in II, E.3.). We recommend a dotted-line paper for Grade 1 and up; for best results, our specially-designed practice paper, with the clock face in the upper left corner, is recommended for kindergarten.
 - a. **The edge of the paper** should be parallel to the writing arm whether the child is right- or left-handed.
 - b. **Two hands are needed**, one to hold the paper which we call the "circle" hand and the other to hold the pencil which we call the "writing" hand.

Formation of Lower Case Letters

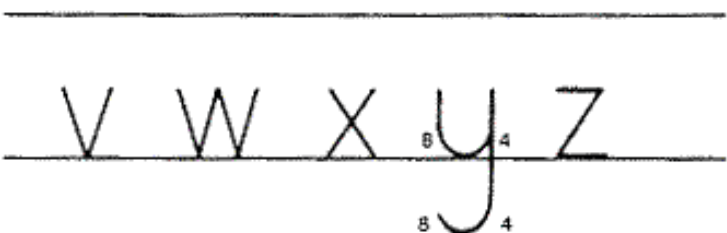
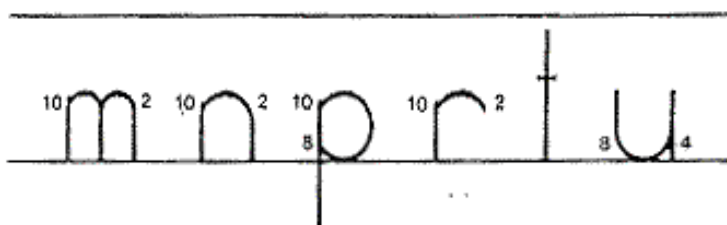
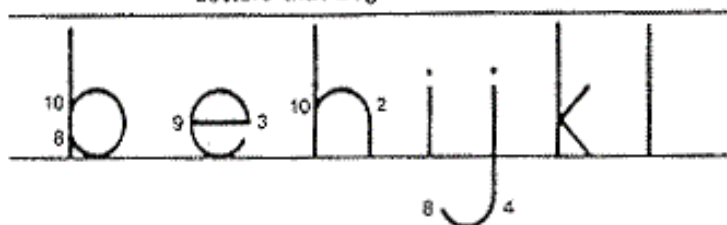
This introduction is so you will know what your student will be learning next Fall. If the occasion presents itself to give direction to your child, you will know how to best direct him or her.

1. We always write from the left to the right.
2. All letters either start at 2 on the clock or start with a line.
3. All letters that begin with a line start at the top, except e.
(Note that e is the only letter for which a line is made in reference to the clock face.)
4. A capital letter is used only where the rules of English require it.

Letters that Begin at 2 on the Clock



Letters that Begin with a Line



Why bother? If letters are made incorrectly, they are mentally pictured incorrectly also. This is a serious cause of failure in both reading and written spelling. It develops dyslexia or perceptual handicaps.

Note: A child's name is the most important word to learn to write correctly. If learned incorrectly, it may take years to unlearn poor letter formation.

Rules of Pronunciation, Spelling, and Language

1. The letter q is always followed by u and together they say *kw* (*queen*). The u is not considered a vowel here.
2. The letter c before e, i, or y says *s* (*cent, city, cycle*), but followed by any other letter says *k* (*cat, cot, cut*).
The c is not numbered and the abbreviation for rule 2 is not written in student notebooks because the letter following c identifies the sound.
3. The letter g before e, i, or y may say *j* (*page, giant, gym*), but followed by any other letter says *g* (*gate, go, gust*). The letters e and i following g do not always make the g say *j* (*get, girl, give*).
The g is not numbered and the abbreviation for rule 3 is not written in student notebooks.
4. Vowels a, e, o, and u usually say *ā, ē, ō, and ū* at the end of a syllable (*na vy, me, o pen, mu sic*).
This rule helps students know how to divide unfamiliar vowel-consonant-vowel words and then pronounce the vowel correctly (*re port*).
5. The letters *i* and *y* usually say *ī* (*big, gym*), but may say *ī* (*si lent, my, type*).
6. The letter *y*, not *i*, is used at the end of an English word (*my*).
7. There are five kinds of silent final e's. (In short words such as *me, she, and he*, the e says *ē*, but in longer words where a single e appears at the end, the e is silent. We retain the first four kinds of silent e's because we need them. The fifth is probably a relic from Old English.)
The abbreviation for rule 7 is not written in student notebooks, but the job of the silent final e is marked for each word as encountered.
8. There are five spellings for the sound *er*. The phonogram *or* may say *er* when it follows w (*work*).
9. Words of *one* syllable (*hop*) ending in *one* consonant, with *one* vowel before it, need another final consonant (*hop + ped*) before adding endings that begin with a vowel. (Referring to rule 9 as the one-one-one rule helps students remember the criteria for applying the rule. This rule does not apply to words ending in x because x has two sounds.)
10. Words of *two* syllables (*begin*) in which the second syllable (*gin*) is accented and ends in *one* consonant, with *one* vowel before it, need another final consonant (*be gin' + ning*) before adding an ending that begins with a vowel. (Refer to rule 10 as the two-one-one rule.)
11. Words ending with a silent final e (*come*) are written without the e when adding an ending that begins with a vowel.
12. After c we use ei (*receive*). If we say *ā*, we use ei (*vein*). In the list of exceptions, we use ei. In all other words, the phonogram ie is used.

13. The phonogram sh is used at the beginning or end of a base word (*she, dish*), at the end of a syllable (*fin ish*), but never at the beginning of a syllable after the first one except for the ending *ship* (*wor ship, friend ship*).
14. The phonograms ti, si, and ci are the spellings most frequently used to say *sh* at the beginning of a second or subsequent syllable in a base word (*na tion, ses sion, fa cial*).
15. The phonogram si is used to say *sh* when the syllable before it ends in an s (*ses sion*) or when the base word has an s where the base word changes (*tense, ten sion*).
16. The phonogram si may also say *zh* as in *vi sion*.
17. We often double l, f, and s following a single vowel at the end of a one-syllable word (*will, off, miss*). Rule 17 sometimes applies to two-syllable words like *recess*.
18. We often use ay to say *ā* at end of a base word, never a alone. Students just say the sound *ā*.
19. Vowels i and o may say *ī* and *ō* if followed by two consonants (*find, old*).
20. The letter s never follows x. The phonogram x includes an s sound (*ks*).
21. *All*, written alone, has two l's, but when used as a prefix, only one l is written (*al so, al most*).
22. *Till* and *full*, written alone, have two l's, but when used as a suffix, only one l is written (*un til, beau ti ful*).
Students also need practice explaining how the addition of these endings changes word meanings and usage.
23. The phonogram dge may be used only after a single vowel that says *ă, ě, ĭ, ō, or ŭ* (*badge, edge, bridge, lodge, budge*).
24. When adding an ending to a word that ends with a consonant and y, use i instead of y unless the ending is *ing*.
Students also need practice explaining how the addition of these endings changes word meanings and usage (plurals of nouns: *baby/babies*; verb tense: *try/tried*).
25. The phonogram ck may be used only after a single vowel that says *ă, ě, ĭ, ō, or ŭ* (*back, neck, lick, rock, duck*).
26. Words that are the names or titles of people, places, books, days, or months are capitalized (*Mary, Honolulu, Amazon River, Bible, Monday, July*).
27. Words *beginning* with the sound *z* are always spelled with *z*, never *s* (*zoo*).
28. The phonogram ed has three sounds. If a base word ends in the sound *d* or *t*, adding ed makes another syllable that says *ed* (*sid ed, part ed*). If the base word ends in a voiced consonant sound, the ending ed says *d* (*lived*). If the base word ends in an unvoiced consonant sound, the ending ed says *t* (*jumped*).
29. Words are usually divided between double consonants. For speaking and reading, only the consonant in the accented syllable is pronounced; the consonant in the unaccented syllable is silent (*lit' le, a count', o cur', e fect', a rive', of' i cer*).

Phonogram (in order of instruction)	Sounds & Samples	Instructions
a	a at a n <u>a</u> vy ah fa ther	(*Reference a clock face) *Start at 2, go up and around the clock, touch the base line, stop at 2, pull a straight line down to the base line
c	k can s cent	*Start at 2, go up and around the clock, touch the base line, stop at 4
d	d lid	*Start at 2, go up and around the clock, touch the base line, close the circle at 2, continue up toward the top line without touching it, retrace the straight line down to the base line
f	f if	*Start at 2 just below the top line, without touching the top line, go up and around to 10, a pull a straight line to the base line, cross just above the midpoint from left to right
g	g bag j gem	*Start at 2, go up and around the clock, touching the base line, stop at 2, pull a straight line down the same distance below the base line and round from 4 to 8
o	o odd o <u>o</u> pen oo do	*Start at 2, go up and around the clock, touch the base line and stop at 2
s	s us z as	*Start at 2, go up and around to 10, slide across to 4, curve down (touch the base line), and up to 10
qu	kw <u>qu</u> it	*Start at 2, go up and around the clock, touch the base line, stop at 2, pull a line straight down, and make a tiny flag. u sits close; start at the midpoint, straight down to 8, round to 4 (touch the base line) up to 2 and retrace the straight line to the base line

b	b rib	Lips form a line when saying /b/. Start just below the top line, pull down a straight line to the base line, retrace to 10, curve around the clock to 2, touch the base line and curve up to 8
e	e end e me	*start at 9, make a straight line to 3, form a corner up and around the clock, touch the base line and stop at 4
h	h him	Start just below the top line, pull a straight line down to the base line, retrace to 10, round from 10 to 2 and pull a straight line to the base line
i	i big i silent	Start at the midpoint, and pull a straight line to the base line; make a small dot above the letter
j	j jam	Start at the midpoint, pull a straight line down below the base line and round from 4 to 8; make a small dot above the letter
k	k ink	Start just below the top line, pull a straight line down to the base line, start the short part at the midpoint, slant in to the tall line and out to the base line
l	l lag	Start just below the top line, pull a line straight down to the base line
m	m ham	Start at the midpoint, pull a straight line to the base line, [retrace to 10, round from 10 to 2 and pull to the base line] repeat []
n	n win	Start at the midpoint, pull a straight line down to the base line, retrace to 10, round from 10 to 2, and pull a straight line to the base line
p	p map	Start at the midpoint, pull a straight line down below the base line, retrace to 10 and curve around the clock, touch the base line and curve up to 8
r	r rat	Start at the midpoint, pull a straight line to the base line, retrace to 10 and round from 10 to 2
t	t bat	Start just below the top line, pull a line straight line to the base line, draw a tiny crossbar just above the midpoint (from left to right)
u	u up u music oo put	start at the midpoint, straight down to 8, round to 4 (touch the base line) up to 2 and retrace the straight line to the base line
v	v vivid	Start at the midpoint, slant a straight line down to the base line from left to right, slant a straight line up to the midpoint
w	w wit	Start at the midpoint and slant a straight line down to the base line, slant a straight line up to the midpoint, slant a straight line down to the base line, then slant a straight line up to the midpoint.
x	ks box	Start at the midpoint, slant a straight line down (from left to right) to the base line, lift the pencil, start at the midpoint, slant a straight crossbar through the middle down to the base line
y	y yet i gym i my	Start at the midpoint with a short line down to 8, round from 8 to 4, touch the base line, continue up to the midpoint, pull a straight line down below the base line and around from 4 to 8
z	z zest	Start at the midpoint, pull a straight horizontal line, slant a straight line to the base line below the starting point, make a straight line from left to right (the top and bottom lines should be parallel)

sh	sh <u>dish</u>	
ee	ee <u>see</u>	/e/ double e that always says /e/
th	th <u>thin</u> th <u>this</u>	*unvoiced *with voice, feel vibration
ow	ow <u>how</u> o <u>low</u>	
ou	ow <u>round</u> o <u>soul</u> oo <u>you</u> u <u>coun try</u>	*as in <i>up</i>
oo	oo <u>boot</u> oo <u>foot</u>	
ch	ch <u>much</u> k <u>school</u> sh <u>chef</u>	
ar	ar <u>far</u>	
ay	a <u>day</u>	2 letter /a/ that we do use at the end of English words
ai	a <u>paint</u>	2 letter /a/ that we do not use at the end of English words- why not? English words do not end with i
oy	oy <u>boy</u>	oy that we do use at the end of English words
oi	oi <u>point</u>	/oi/ that we do not use at the end of English words- why not? English words do not end with i
er	er <u>her</u>	/er/ the er of her
ir	ir <u>first</u>	/er/ the ir of first
ur	ur <u>nurse</u>	/er the ur of nurse
wor	wor <u>works</u>	/er / the wor of works
ear	er <u>ear ly</u>	/er/ the ear of early
ng	ng <u>rang</u>	
ea	e <u>eat</u> e <u>head</u> a <u>break</u>	
aw	aw <u>law</u>	/aw/ used at the end of English words
au	au <u>au thor</u>	/aw/ that we do not use at the end of English words- Why not? English words do not end with u
or	or <u>for</u>	
ck	k <u>neck</u>	/k/ 2 letter /k/ used after a single vowel that says a,e i,o,u
wh	wh <u>when</u>	*air should be felt when saying <i>wh</i> , not pronounced <i>w</i>
ed	ed <u>grad ed</u> d <u>loved</u> t <u>wrecked</u>	/ed/ /d/ /t/ past tense ending
ew	oo <u>grew</u> u <u>few</u>	
ui	oo <u>fruit</u> u <u>suit</u>	

oa	o <u>boat</u>	/o/ the /o/ of boat
gu	g <u>guess</u>	
ph	f <u>phone</u>	/f/ 2 letter /f/
ough	o <u>though</u> oo <u>through</u> uf <u>rough</u> of <u>cough</u> aw <u>thought</u> ow <u>drought</u>	
oe	o <u>toe</u>	/o/ the /o/ of toe
ey	a <u>they</u> e <u>key</u>	
igh	i <u>sigh</u>	/i/ 3 letter /i/
kn	n <u>kn</u> ot	Used at the beginning of English words
gn	n <u>gn</u> sign	Used at the beginning or end of English words
wr	r <u>wr</u> ap	/r/ 2 letter /r/
ie	e <u>field</u> i <u>pie</u>	/e/ /i/ spelled ie
dge	j <u>bridge</u>	/g/ 3 letter /g/ used after a single vowel that says a e i o u
ei	e con <u>ceit</u> a <u>veil</u> i for <u>feit</u>	
eigh	a <u>weigh</u>	/a/ 4 letter /a/
ti	sh na <u>tion</u>	/sh/ tall letter /sh/
si	sh ses <u>ion</u> zh vi <u>sion</u>	
ci	sh fa <u>cial</u>	/sh/ short letter /sh/

Mnemonic Marking System for Spelling

- Vowels are underlined when they say their names in a given word [be long, name, old, by, final]. Associated letters in silent final e words are also underlined once (see 3. below).
- Phonograms of two or more letters are underlined to show that the letters in these combinations are not pronounced separately, but stand for one sound in each word [fault, eight, sight, nation, badge, pack, echo]. The multiple letters in consonant blends or clusters are not underlined since each retains its own sound value though they are “blended” seemingly, to form a single sound [strike, melt, proud]. This ensures that oral phonemic awareness is not destroyed.
- All silent letters [limb, naughty, raspberry] and those which in a particular word stand for a sound different from those taught in the 70 phonograms [onion, dwarf, friend] are double underlined. This includes five kinds of silent final e words. [name, -have, -res cue, -chance, -charge, -lit tle, -are]
- If a phonogram has more than one sound, small numerals are placed above the phonogram to indicate its sound in the order in which it has been taught in the phonograms. [do – low – you – cough – cost – has IF...
 - It is not the first sound as taught with the phonograms. First sounds are understood, so they need no number (am, not, thought, bet).
 - It is not an underlined vowel which says its name.
 - A spelling rule does not first explain its use. Spelling rules supersede these marking rules.
- Some words are bracketed to show similarity or peculiarity in spelling, meaning or pronunciation [won, one, lone, alone, once, only, none].