

SIMPLIFIED • SPELLING • SOCIETY

Personal View

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The self-expression medium
for Society members

The views expressed here are the author's and are not necessarily shared by the Society, or a majority of its members.

The Author

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The Simplified Spelling Society

The object of the Society is to raise awareness of the problems caused by the irregularity of English spelling; and to promote remedies to improve literacy, including spelling reform.

This is an updated version of the Scheme originally published in 2010.

SPELLING RULES ON ONE PAGE

by Valerie Yule

By changing only 3% of letters in words in ordinary text, and omitting 6% as surplus because they do not help with meaning or pronunciation, major reform of spelling is possible. Innovative features of this scheme includes a one-sound one-grapheme Dictionary Pronunciation Guide, as a starter for learners, who then add morphemic qualifiers and learn 35 common irregular words that make up 12% of everyday text, to make Spelling for Spellers. Next, Spelling without Traps for Readers, making TS also accessible, contains variants for nine vowels and three consonants.

People already literate begin spelling reform by cutting surplus letters, and can read Spelling without Traps for Readers.

In the Dictionary Pronunciation Guide, both 'short' and 'long' vowels are spelled with a e i o u, adding diacritics for long vowels. This follows the 'Chomsky' argument that spelling helps to reveal word families, and prevents drastic change in the appearance of text.

All is presented in Spelling-Rules-on-One-Page. 147 spelling patterns are removed, affecting less familiar words.

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A. Preface – Why Spelling Rules On One Page?

1. Languages like Spanish, Portuguese, French, Dutch and German update their spelling, rather than attempting to start again de novo. We can copy them. Dialects are not a problem; spelling systems are phonemic, not photographs of speech.
2. Cognitive psychological and educational research findings are to be taken into account in spelling reform. They show the importance of morphemic and visual factors, and the fact that phonemic awareness and visual rote memory are not easy for everyone.
3. English is an international language, at present the lingua franca of the world. This emphasises the need for reform so that spelling and spoken languages can reinforce each other across the world. At present the visual appearance of vocabulary shared by English and most other languages is similar. This is because the English coding of vowels is in line with Continental appearance, which it would not be should English be spelled in the Continental fashion. The primary spoken vowels in English are not the same as the primary vowels in the Continental system. People learning languages can switch spelling systems, providing they are consistent – this includes morphemic factors.
- 4 The costs of the unnecessary difficulties in present English spelling are formidable, both at home and abroad. See Spelcon papers of the Spelling Society.
- 5 In Spelling-Rules-on-One-Page, a dictionary pronunciation guide is also used as a starter by learners, adapted from the BBC Text Pronunciation Guide, with one-to-one sound-symbol correspondence.
- 6 The relationship of long and short vowels within word families is important to learners and linguists. It is possible by the same pattern of spelling, a e i o u, plus long vowels given a single grave-accent diacritic ` , in the Dictionary Key and elsewhere when technically possible and necessary for learners. Otherwise vowels have consistent spelling patterns, within words, and as word endings.
7. SMS Texting gives clues for reforming print spelling by demonstrating how many English-speakers would like to spell phonemically and succinctly, apart from their in-group codes, acronyms and numbers.
8. It is not like most proposed radical reform schemes.

B. ANSWERS TO SPECIFIC QUESTIONS

1. Is this a new original idea or is it adapted from one developed by the writer or someone else? Its 4-steps from Dictionary Key to Spelling without traps are highly original. It has been the final development of the author's schemes, based on cognitive psychological research into visual, auditory and cognitive aspects of reading and spelling, learning from other SSS members and taking into account claims of benefits of present spelling.

2. Is it an initial scheme for learning literacy, as a step to TS, or is it for permanent adult use? All three; it has three stages, and includes a Dictionary

Pronunciation Guide, a spelling system derived from TS but without its difficulties, and a reading version with variants that allows going on to reading TS. That is, it fulfils all needs, and people can go from one to the other, all on the same page.

3. Does your system cater for schwa and stress? There is no schwa. Where stress is unusually placed, it is shown by doubled consonants. All stressed syllables are indicated by bold print in the Dictionary Pronunciation Guide and for learners. Rendition is of formal speech, with all spoken syllables in full. Syllabic consonants are used. People speaking casually naturally articulate unstressed vowels as 'schwa' vowels according to dialect.

4. If this is a phonemic system, which accent of English is it based on? Would you cater for other accents of English? It is based on phonemes which are not photographs of speech, like phonetics, and as in other European languages, allow dialects, e.g. *dog* is pronounced variously according to dialects, which all recognise its meaning.

5. Is the scheme based on an assumed knowledge of English / TS or is it independent, that is could people who had learned the spelling rules pronounce a text correctly even though they had no knowledge of English? Two levels could be spoken without prior knowledge of English. The third allows some variant spellings which would mean some possibility for mistakes though limited in comparison with TS.

6. How does the running text in the scheme compare in length with TS? All three levels are shorter. Omitting surplus letters is the chief shortener.

7. Would you suggest that all publications be produced in your system? What are your suggestions for dealing with material previously published? Previous publications would remain readable. Further printing and publications could take up my system at Levels 2, 3 or 4. Learners' multi-level books will include Levels 1 and 2 and TS and at a later stage Level 3 and 4.

8 Do you envisage your system and TS co-existing until agreement is reached on dropping TS (as with conversion to metric measures?) Co-existing. Most literate people would be very inconsistent in what they took up – e.g. in dropping surplus letters.

10. Do you regard homophones as a problem and does your system indicate them in any way? Homographs are allowed except where research finds they cause confusion — no more than five sets of words e.g. *two/too/tu*. In TS hundreds of homographs are unnoticed— e.g. *can, level, even, notice, will, letter, etc.*

11. Could your system be used easily on most computers and word processors? Yes apart from the diacritic for long vowels, which can be replaced by digraphs or the 'magic e' strategy, and is not always necessary. As computers and the Internet develop they cope with foreign diacritics, which include this one. My computer has no problems. Grave accents are easy to write.

12. Is the system used in everyday life by yourself or anyone else? Anyone can drop surplus letters from words. I use the other 4 elements of the scheme myself, the retention of the most common 35 words, the spelling rules that fit on one page, the Dictionary Pronunciation Guide, and the limited variant spellings. The variant spellings

of Spelling for Reading Without Traps are strictly limited and reasoned out, as are the variant spellings in the recent French reform by the Académie Française.

C. RULES OF ENGLISH SPELLING ON ONE PAGE. FOR USE, TESTING, & DEVELOPMENT.

Learners begin with the usual sound-symbol correspondence, but with all sounds represented by using digraphs.

The dictionary pronunciation guide is similar, adapted from the BBC Text Pronunciation Guide. All consonant patterns have only one possible pronunciation, plus zh, and no c, q, x, Thh indicates unvoiced th in the pronunciation guide as in *thhin*.

Vowel spelling patterns in the Dictionary Guide: a as in *baby banana*, e as in *remediate*, aa *bazaar*, i as in *finding fried fish*, o as in *Apollo*, u as in *cup*, ar as in *car*, air as in *fair*, au as in *taut*, or as in *fort*, er as in *her*, ur as in *perturb* (shows syllable stress), ou as in *round*, oi as in *boil*, oo as *boot*, uu as in *buuk*. à as in *bàby*, è as in *mèdium*, ì as in *find*, ò as in *gòld*, ù as in *mùsic*. (This diacritic strategy links word families as in *national/nàtion*, *competition/compètting*, *finish/final*, *composition/compòsing*, *deduct/dedùcing*.)

Doubled consonants when needed show only short vowels or stressed syllables or both, as in **carrot berry stirrup horrid curry umbrella**, and in later levels, *comitty*, *princess*, ck= for reading.

Obscure schwa vowels in casual speech are spelled as in formal speech, e.g. *independant*. Syllabic consonants can replace really obscure vowels as in **remembr**, **levl**. Normal articulation naturally slurs spellings such as **special**, **picture** and **question** in later levels.

Level 2 upwards. 35 or so very common irregular spellings are kept, because they make up 12% of everyday text. *all almost always among as come some could should would four half know of off one only once other full/ful pull push put their they to two as was what want who why, very*, and international word endings *-lon/-tion/-sion/zion*

Level 3 upward. Grammatical spellings -s/es for plurals, tenses, possessives. d/ed for participles. No changes of word endings for plural nouns. -ss a variant spelling for singular nouns to distinguish from s plurals and tenses. Add consonants c, q, x. Vowels in final place as in *pity baker saw cow boy tabu/too banana, me/bee/meme alibi go emu*

If diacritics are impossible, silent e lengthens the preceding vowel, as in *make mete mite mote mute*. So ence or -ance, etc depend upon short or long preceding vowel, as in silent, dependant. Other suffixes as in -abl = able to. Result, Spelling without Traps.

Level 4. Other spellings for long vowels pronounced as in A E I O U *make maids play, beat meet Mimi, night, boat note, new cue*. Also recognize ir as in *bird*.

Consonants - one grapheme per phoneme except for c as in *circus*, g as in *garage*, s as in *suns*, y as in *my yabby*, th as in *this* and *that*, ch as in *child*, *chemist* & *charade*, and z as in *zoo*, *vizion*. Result, Reading without Traps.

Present readers can start to reform by using no redundant letters. Surplus letters show neither meaning nor pronunciation and they often mislead. Examples - *autum*, *gardian*, *mischivus*.

Not changed: Very exotic spellings, mostly French, such as *bourgeois*, *bouquet*, and personal and place names. These can be written in italics or underlined, or in brackets.

Only homophones shown by research to be confusable, such as two/to/too are not homographs. Most are not noticed, e.g. *sound*, *show*, *even*, *still*.

Result - Some variant spellings are possible for some words but within predictable limits, for reading. Most words have single spellings. Most sound-symbol relationships are one-to-one.

D. Where do you start?

1. Beginning readers and writers start with the usual sound-symbol relations, including some digraphs, and the Dictionary Pronunciation Guide for pronouncing new words. Some can stop there for spelling, but most can quickly add the Rules on One Page modifications, and then become able to read present spelling too, while writing according to the One Page Rules, with its flexible but still rule-based options.

2. Adepts in present spelling can read spelling with Rules on one Page with no difficulty. They can start to use the spelling, beginning by cutting out surplus letters, and other changes that appeal to them. They can write for publication in the full Rules on One Page by following those rules, using the options that they prefer.

3. Present poor spellers can adopt the Rules on One Page which they find easiest to begin with, probably starting with cutting out surplus letters.

4. Publications to be used by learners can follow the Rules on One Page, using the options they prefer when alternatives are acceptable. Parallel texts with TS are good.

5. Dictionaries use the Dictionary Guide for their pronunciation guide.

6. An international English Spelling Commission will monitor research and development, and final global use of the improved International English Spelling. In the meantime, public usage will be an on-going test of what is most useful. Every modern country with successful reforms of their writing system has an expert commission to oversee it. The IESC is to be set up by governments and UN, with academic input. See monograph on SS website and <http://home.vicnet.net.au/ozideas/spelling.htm>

7. We are not a mostly illiterate people that can be subject to drastic change as was possible when Russia, Turkey and Indonesia changed their writing systems. We

have a heritage of print to keep accessible. Individuals will adapt and change at different paces.

8. But because the rules are set out on one page, with a limit to options, there will not be the chaos of 'spell as you like'.

E. The base for DICTIONARY PRONUNCIATION GUIDES is the **modified** BBC TEXT SPELLING GUIDE TO PRONUNCIATION 2009 <http://www.bbc.co.uk/commissioning/delivery/pron.shtml>

Three changes from the BBC Guide: Some differences for long vowels, which include simple à è ì ò ù that pair with the 'short' vowels a e i o u; unstressed vowels are not spelled with 'uh'; and unexpected stress can be indicated by doubled consonants, as in umbrella, rather than acute accents, to avoid confusion with grave accents on long vowels.

Consonants b as in *bat*, ch as in *church*, d as in *day*, f as in *fat*, g as in *get*, h as in *hat*, hl as in Welsh *llan*, j as in *Jack* k as in *king* (c is also possible as an alternative as in present spelling), kh as in Scottish *loch* or German *ich*, l as in *leg*, m as in *man*, n as in *not*, ng as in *sing*, nk as in *thank*, p as in *pen*, r as in *red*, s as in *sit*, sh as in *shop*, t as in *top*, th as in *this*, (thh as in *thin* can be used when needed for learners, but is generally not necessary except for the Pronunciation Guide) v as in *van*, w as in *will*, y as in *yes*, z as in *zebra*, zh as in *mezher/measure*

Vowels in Dictionary Key a as in *hat*, arr as in *marry*, e as in *get*, err as in *merry*, i as in *sit*, irr as in *mirror*, o as in *top*, orr as in *sorry*, u as in *cup*, urr as in *hurry*, à as in *bàsis*, è as in *mèdium*, ì as in *mind*, ò as in *gòld*, ù as in *mùsic*, aa as in *bazaar*, ar as in *bar*, er and ur (stressed) as in *perturb* and *further*, air as in *hair*, aw as in *law*, or as in *corn*, ow as in *cow*, oy as in *boy*, oo as in *boot*, uu as in *book*. (Options when accents are not technologically practicable – ai, ee, igh, oa, ew. 'igh' is used because of TS frequency, to be phased out. Silent 'e' as in *mate*, *mete*, *mite*, *mote*, *mute* when other options not possible.)

F. The next step

Learners then move quickly into the morpho-phonemic modifications that make English Spelling Rules on One Page so close to the appearance of present spelling. Vowels at end of words are ay, ee, i, o, u, y; at middle are au, ou, oi. Plurals and tenses are s/es. Participles are d/ed. Then up to the next levels if possible for them.

SMS TXTs use the same general principles.

How difficult would present spelling be for a later generation that was accustomed to One-Page Spelling Rules? No harder than it is for us today to read 17th century texts or correspondence before Johnson's Dictionary. Obsolete vocabulary and idioms are more likely to baffle us.

SPELLING FOR READING: HOW SOUNDS ARE REPRESENTED BY LETTERS

27 sounds (phonemes) are each represented by one spelling pattern only

a b d e f g h j l m n o p r t u v w y sh
th (this) thh (thing) wh ng ngk.air

uu (as in put)

5 sounds can each be represented by two spelling patterns only

z – sizes

i – pity (one is the final place vowel spelling pattern)

ow – round cow (“)

oy – boil boy (“)

oo – moon tabu (“)

4 sounds can each be represented by three spelling patterns

k – quik cat box

s – since six

or/aw – taut saw fort

ah – spa farm bazaar

5 long vowels can each be represented by five spelling patterns

A – bake baby bay bait bàt

E – mete meet meat me mèt

I – mite might my final kind

O – mole modal moat mòt

U – mute music mew cue cùt

6 spelling patterns for the sound ‘er – her bird motor mortar drama and stress can be shown as in perturb. That is, 43 sounds, with rules for how they can be represented by 83 spelling patterns. except for the 32 very common irregularly spelled words that are not changed.

SPELLING FOR READING: HOW LETTERS REPRESENT SOUNDS

60 Graphemes give 88 ways to represent sounds according to location in One-Page Spelling Rules This is a simple representation of English sounds, for ordinary readers, not IPA precision. It includes diphthongs. The obscure vowel schwa in casual speech is represented as in formal speech when every syllable is sounded out, as in ‘independent’.

Forty Spelling patterns each match one sound only

b d f h j k l m n p q r t v w x z sh wh nk

air – fair au – taut aw - saw

ou – out oi – boil oy – boy oo - boot

uu the would put push should group of words.

silent e pattern – make mete mite mote mute

ai – maid ay- play

ea- beat ee- meet

igh – night

oa - boat

Twelve Spelling patterns can each represent either of two sounds

c – circus dance

g – garage damage

s - sizes

z – zip vision

th – this thing

e – met me

o – hot cold
ar – far Paris
er – her erratic
ir – bird ironic
or – for forest
ow – now growing

Seven Spelling patterns can each represent 3-4 sounds

y – my yabby (Australian crayfish)
ch – child, chemist, charade
ng – danger hinge finger
a – banana baby
i – in kind Mimi
u – fun music tabu
ur – urgent currant fury

G. SUMMARY As you can see from the revised Spelling Rules for English on One Page, 60 Graphemes give only 88 ways to represent sounds according to location in One-Page Spelling Rules. This is pretty good, compared with several hundreds of present possibilities and combinations.

1. Writing the spoken word. 27 sounds have phoneme/grapheme correspondence. Five sounds can be represented by either of 2 graphemes, five by 3 graphemes, and one has six possibilities for spelling.

2. Pronouncing the written word. 41 graphemes (spelling patterns) can be pronounced in only one way, 12 graphemes each have two possible ways to pronounce them, and seven graphemes each have three possible pronunciations.

3. 35 very common words with irregular spellings remain unchanged, plus tricky foreign words, and proper names and place-names. This makes it far easier to learn spoken English from the written, and written English from the spoken, contrasting with the present multitude of unpredictabilities either way. It allows variant spellings, but within an easy range with rationale for use, so that readers are not held back by variety of unfamiliar spellings, and spelling changes can be established by democratic preferences.

4. The basic one-sound-one -spelling- pattern dictionary key for pronunciation, is also used as the beginners' start to literacy. This includes simple à è ì ò ù for the 'long' vowels, that pair with the 'short' vowels, a e i o u, that are a distinctive feature of the English language. This basic learning is then modified by the other rules, which produce a morphemic-phonemic spelling, for ear, eye, and reasoning out.

5. Since the rules fit on one page, they are not tedious and learners absorb them by reading and writing, not by abstract rote-memorizing.

6. Language changes from the bottom up. This has often been remarked in recent times, and now extends to its spelling. SMS texting is the most remarkable development. 'Advertising spelling' is also an influence. Researcher Joe Little has collected demotic spellings now used in the popular press, such as gh --> altho/coff/enuf/laff/nabor/nite/ruff/thot/thru/thruout/ruff/tuf
But these are not systematic changes, and could add to spelling chaos if adopted ad hoc.

7. Attempts have been made, unsuccessfully, to program computers to spell with rules, as in the 19560s Stanford experiments. However, once computers could hold complete dictionaries, Spellcheckers enabled English spelling to continue in print unchanged. The costs for learning literacy remain. Yet computers and the Internet are major means for experiment and systematic change, based on cognitive psychology, and the needs and abilities of users, even more than on descriptive linguistics.

8. Implementing after research and testing: Dictionaries would include the Dictionary Guide to pronunciation, and spellings that apply these rules among the thousands of alternative spellings already permitted, for confirming by popular choice. With this rule-based spelling, children's introduction to education includes thinking in learning to read, instead of unexplained rote learning. Spellers can reason out how to spell, and can use any of the rule-based patterns to spell a word 'correctly' – and not spell wildly.

9. A Standard English spelling like this still aids fast reading and writing, but the range of alternative spellings is drastically cut. As it is short and simple to learn and use, 'One Page Spelling Rules' would help to keep the international spoken English language mutually comprehensible, aiding the extension of literacy, since then the written language is more easily learned from the spoken language, and the spoken language from the written.

10. Learners face few choices in decoding. Visual learning thru reading then establishes these choices. Since the rules fit on one page, they are no more bother than a guide to doing anything else, and learners absorb them by reading and writing, not by memory that is easier for the fortunate few than for most of the population.

11. Writers can adapt at different rates, according to personal preferences. At first they would be inconsistent. Overlap of old and new does not matter.

12. Computer spellcheckers simply add alternative choices in spelling as needed. Gradually the less useful old spellings become obsolete, and are dropped, as already happens slowly.

13. An International Commission on English Spelling is called for. See monograph on the subject.

H. SPELLING EXAMPLES SS WORD LIST IN SPELLING ON ONE PAGE

Spelling for Reading without Traps – but variant spellings are possible, as with the French reform sponsored by the Académie Française. .

pen, copy happen, back, bubl, job, tea, tight, button, city, better, day, ladder, odd
kee, cock, scool, get, gigl, gost, church, match, nature, judg, age, soldier, fat, cofy,
ruf, fisics, vew, hev, moov, thing, author, path, this, other, smooth soon, cease,
sistr, zero, zone, roses, ship, sure, station, zip, plesure, vision, hot, hole, behind,
mor, hammer, som nice, kno, funny, sun, ring, long, thanks, sung, light, vally, feel,
yet, use, buty, yet us wet, one (special word), wen, queen, dress, bed, lot, wosh,
strut, bud, lov, fuut, guud, put (special word), flese, sea, machene, face, day, stake,
price, hi, tri, choice, boy, gooss, two (special word), blue, goat, sho, no, cold, mouth,
now near, here (special word), serius, squair, fair, vairius, start, father, thaut, law,
north, wor, cure, poor, jury, nurs, stir, curage, hapy, radiation, glorius, about, comma,

common, influence, situation, annual, intend, basic, stimùlus, edùcate, kit, bid, him, trap, bad

Spelling 2nd step after beginners. Uses morphemic rules including plural <s>, special patterns for final vowels, and 'magic e' if diacritics not possibl for long vowels. pen, copy hapn, bak, bubl, job, tee, tight, butn, sity, betr, day, ladr, od ke, cok, scool get, gigl, gost, church, mach, natur juj, aj, soljer fat, cofy, ruf, fisics, vew, hevvy, moov, thing, authr, path, this, othr, smooth soon, sese, sistr, zero, zone, roses, ship, sure, station, zip, plesur, vision, hot, hole, behind mor, hamr, som, nise, kno, funy, sun, ring, long, thanks, sung light, valy, feel, yet, uz, buty yet us wet, one (special), wen queen dres, bed, lot, od, wosh strut, bud, luv fuut, guud, puut flese, see, mashene, fase, day, stake, prise, hi, tri, chois, boy, goos, two (special), blu, ,ote, sho, no, cold mouth, now nere, here (special), serius, scwair, fair, vairius, start, fathr, thaut, law, north, waur, cure, poor, jury, nurs, stur, curaj, hapy, radiation, glorius, about, comr, comn, influens, situation, annual, intend, basic, stimulus, educate kit, bid, him trap, bad.

Dictionary pronunciation guide and first sound-symbol learning for beginners
pen, kopi hapn, bak, bubl, job, tè, tit, butn, siti, betr, ,dà, ladr, od kè, kok, skool get, gigl, gòst, church, mach, natùr, juj, àj, sòljer fat, kofì, ruf, fisiks, vù, hevi, moov, thing, authr, path, this, othr, smooth, soon, sès, sistr, zèrò, zòn, ròsez, ship, sùr, stàshon, zip, plezhùr, vizhon, hot, hòl, behind mor, hamr, som nìs, nò, funi, sun, ring, long, thanks, sung lit, vali, fèl, yet, ùz, bùti yet us wet, wun, wen kwèn dres, bed lot, od, wosh strut, bud, luv fuut, guud, puut flès, sè, mashèn, fàs, dà, stàk, prìs, hì, trì, chois, boi, goos, too, bloo, got, shò, nò, còld mouth, nou nèr, hèr, sèrius, skwair, fair, vairius, start, fathr, thaut, lau, nauth, waur, kùr, poor, jùri, nurs, stur, kuraj, hapi, ràdiàshon, glorius, about, koma, komn, influens situàshon, anùal, intend, basik, stimùlus, edùkàt, kit, bid, him trap, bad
Could include c and k as the same.

Here are illustrated charts for Valerie Yule's Dictionary Pronunciation Guide, where beginners start, and Parallel Texts, a teaching mode.

<http://home.vicnet.net.au/~ozideas/sppronouncedictionary.htm>

<http://home.vicnet.net.au/~ozideas/humrightsspelparalelprint.htm>

I. Sample Texts

(a) The star (H G Wells) 556 charactrs in TS. 114 words

(Spelling without traps for reading) It was on the first day of the new year that the announcement was made, almost simultaneously from three observatorys, that the motion of the planet Neptune, the outermost of all the planets that wheel about the sun, had become very erratic. A retardation in its velocity had been suspected in December. Then a faint, remote speck of light was discoverd in the region of the perturbed planet. At first this did not cause eny grate exitement. Sientific people, however, found the intelligence remarkabl enuf even befor it became known that the new body was rapidly growing larger and brighter, and that its motion was quite

different from the orderly progress of the planets. 543 letters. Changed letters 6, added letters 1, dropd characters 12 in 114 words = 6% of letters changed in running text, not counting deletions. 8.3% of letters dropped.

(Without traps for spelling). It was on the furst day of the nu yèr that the anounsment was màd, almòst simultàneusly from thrè obsurvatorys, that the mòtion of the planet Neptùn, the outermòst of all the planets that wèl about the sun, had becom very erattic. A retardation in its velossity had been suspected in Desembr. Then a fànt, remòt spek of lit was discoverd in the rèjon of the perturbd planet. At furst this did not caus eny gràt exitment. Sìentific pèpl, howevr, found the intellijens remarkabl enuf èven befor it becàm knòn that the nù body was rapidly gròing larjr and briter, and that its mòtion was cwit difrent from the orderly prògres of the planets. 528 letters. Added letters 2, Changed 16, dropd 41 = 15.7% of letters changed in running text, not counting deletions. 36% of letters dropped

(Dictionary pronunciation guide and beginners start). It woz on the furst dà ov the nù yèr that the a-**nouns**-ment woz màd, aul-mòst sim-ul-**tàn**-e-us-li from thhrè ob-**surv**-a-tor-is, that the **mò**-shn ov the **plan**-et **Nep**-tùn, the **out**-er-mòst ov aul the **plan**-ets that wèl about tthe sun, had **bekom** ver-i e-rat-ic. A re-**tard**-a-shn in its vel-**os**-it-i had bèn sus-**pect**-ed in Des-**em**-br. Then a fànt, re-**mòt** spek ov lit woz dis-**kov**-r-d in the **rè**-jon ov the per-**turbd** **plan**-et. At furst this did not kaus eni gràt **exit**-ment. **Sien**-tif-ik **pèp**-l, **how**-ev-r, found the in-**tell**-i-jens re-**mark**-abl e-**nuf** è-ven be-**for** it be-**kàm** nòn that tte nù **bod**-i woz **rapid**-li **grò**-ing **larj**-r and **brit**-r, and that its **mò**-shon woz kwit **dif**-rent from the **ord**-er-li **prò**-gres ov the **plan**-ets. (522) Added letters 3, Changed 68, Dropd 48. = 62% of letters changed in running text, not counting deletions. 42% of letters dropd.

Later examples of learners' beginning spelling shown underneath do not always include the hifens or bold print, to save space.

(b)Britten when yung (Frank Kermode) (558 characters)

(Spelling without traps for reading). We may nowadays be chairy about ùsing the wurd 'gènius', but we still hav a guud idea what is ment by it. For exampl, there ar grate numbers of very gifted mùsicians who ar admired but not calld gèniuses. But there ar others, manifestly prodigijs, performing oftn at extrordinary ages, a variety of feats so complex that the layman could hardly imagin, even with the most desperat labor, acomplishing eny of them, while even mùsicians ar astonishd: and we then reach for the guud, handy, vàge, Enlightenment wurd and call them gèniuses. The list includes Mozart and Mendlesohn; and despite all the limiting judgments, it includes Benjamin Britten. (542) One letter added, 6 changed, 16 dropped.

(Without traps for spelling). We may nowadays be chairy about ùsing the wurd 'jènius', but we stil hav a guud idèa what is ment bi it. For exampl, there ar gràt numbers of very gifted mùsicians who ar admird but not calld jèniuses. But there ar others, manifestly prodijius, performing ofn at extraordinary àjes, a variety of fèts so complex that the layman could hardly imajin, èven with the mòst desperat làbr, acomplishing eny of them, while èven mùsicians ar astonishd: and we then rèch for the guud, handy, vàg, Enlitenment wurd and call them jèniuses. The list inclùds Mozart and Mendlesohn; and despìt all the limiting jujments, it inclùdes Benjamin Britten. (529)1 letter added, 15 changed, 28 dropped.

(Dictionary pronunciation guide and beginners start). Wè mà **now**-adàz bè **chairi** **about** ùsing the wurd 'jènius', but wè stil hav a guud ì-**dèa** wot is ment bi it. For ex-

ampl, thair ar gràt **numbrs** ov **ver-i gifted** mùs-**isians** hù ar ad-**mìrd** but not cauld **jèniuses**. But thair ar **others**, **man-ifestli prod-ijius**, per-**forming** ofn at ex-**trordinari àjes**, a va-**rieti** ov fèts sò com-**plex** that the lay-man cuud **hard-li im-ajin**, è-ven with the mòst **des-perat làb-r**, a-**complish-ing** eni ov ttem, wìl è-ven mùs-**isians** ar **astonishd**: and wè then rèch for the guud, handi, våg, Enlìten-ment wurd and caul them **jèniuses**. The list in-**clùds Mozart** and **Mendle-ssohn**; and de-**spìt** aul the **lim-iting juj-ments**, it **inclùdes Ben-jamin Britt-en**.(520) 1 letter added, 47 changed, 36 dropped.

(c) Ode to a nightingale (John Keats) (182 characters)

(Spelling without traps for reading)

Tis not thru envy of thy happy lot,
But being so happy in thine happiness
That thou, light-winged Dryad of the trees
In some melodius plot
Of beechen green, and shados numberless
Singest of summer in full-throated eze.

180) (1 letter changed, 2 dropped. The metre means some sounds are spoken that are usually omitted.)

(Without traps for spelling)

Tis not thru envy of thi hapy lot,
But bèing so hapy in thin hapines
That thou, lìt-winged Driad of the trèz
In som melòdius plot
Of bèchen grèn, and shadòs numberles
Singest of sumr in ful-thròted eze. (164) 3 letters changed, 22 dropped

(Dictionary pronunciation guide and beginners' start)

Tis not thrù envi ov thi hapi lot,
But bèing sò hapi in thin hapines
That thou, lìt-wing-ed Driad ov the trèz
In som melòdius plot
Ov bèchen grèn, and shadòz numberles
Singest ov sumr in fuul-thròted èz. (164) 18 letters changed, 22 dropped.

(c) Fuzzy-opaque orthographical visions (C Upward) (152 characters)

(Spelling without traps for reading)

There was a poor boy couldnt spell
Half the wurds in our language too well.
His teachers thaut: "Brain-sick!"
Mum and Dad hoped: "Dislexic?"
Yet the child rashly jeerd: "What the hell!" (152) 3 letters changed, 3 dropped)

(Without traps for spelling)

There was a poor boy couldnt spel
Half the wurds in our langwaj too wel.
His tèchers thaut: "Bràn-sik!"
Mum and Dad hòpd: "Dislexic?"
Yet the child rashly jèrd: "What the hel!" (143) 5 letters changed, 12 dropped.

(Dictionary pronunciation guide and beginners' start)

Thair woz a poor boy cuuldnt spel

Haf the wurdz in our langwaj too wel.

His tèchers thhaut: "Bràn-sik!"

Mum and Dad hòpd: "Dislexic?"

Yet tthe chıld rashly jèrd: "What the hel" (143) 13 letters changed, 12 dropped.