The scheme summarised below was one of 35 that passed the sifting process and was forwarded to the Expert Commission following the first session of the Congress

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RichSpel-Long: Summary

IESC 5

Introduction

The challenge:

To make English Spelling logical and consistent whilst being still recognisable as English text.

A solution:

RichSpel-Long provides a predictable spelling scheme for words in the English language. It is intended to be easy to learn for those with little or no knowledge of written English, whilst being recognisable enough to be read by those familiar with the language. Essentially, it is an attempt to push English Spelling towards a logical system without going too far.

The term 'Traditional Spelling' is used to denote the commonly-used spellings of English words today including British and American spelling, which although different in some respects, are close enough to be readable by both populations.

If you just want to see what the scheme looks like, there's a transcription of a well-known piece of English writing and a Quick Reference Guide at the end of this document. A fuller explanation is given below.

The structure of the scheme

The scheme uses the 26 letters of the English alphabet. Where practical, each letter or combination of letters defines a unique sound or combination of sounds.

The letters and letter combinations are shown in the tables on the following page, referenced against the SAMPA symbols corresponding to the sounds represented. The *Speech Assessment Methods Phonetic Alphabet* (SAMPA) is an internationally-recognised system that provides unique symbols for each sound. Where alternative pronunciations are shown in the SAMPA column, the left-hand symbol is a standard British pronunciation and the right-hand symbol is a pronunciation typically used Scotland and/or North America.

Examples of the use of each letter and letter combination are shown in the table; where the Traditional Spelling of a word differs, the Traditional Spelling is shown in [square brackets].

As a general principle, each letter or letter combination represents only the sound for the specific example(s) shown. Therefore, *c* always represents the sound in *c*at, and not [centre]. Similarly *ch* always stands for the sound in *ch*at, not [chorus]. Any exceptions to this general principle are clearly described in the following text.

RichSpel-Long: Letter and Letter Combinations

Vowel sounds				Consonant sounds			
RichSpel-Long letters		SAMPA symbols	RichSpel-Long examples [the Traditional Spelling is shown where different]	RichSpel-Long letters		SAMPA symbols	RichSpel-Long examples [the Traditional Spelling is shown where different]
Short Vowels				1	*b*	b	*b*at
1	*a*	{	p*a*t	2	*ch*	tS	*ch*at
2	*e*	e	p*e*t	3	*d*	d	*d*og
3	*i*	I	p*i*t	4	*f*	f	*f*rog
4	*o*	Q A:	p*o*t	5	*g*	g	*g*et
5	*u*	V	p*u*n	6	*h*	h	*h*ad
Long Vowels				7	*j*	dZ	*j*am
6	*ai**	eI	m*ai*d	8	*k**	k	*k*eep, *k*it, shar*k*
7	*ay**		d*ay*	9	*c**		*c*at, *c*ot, *c*ut, a*c*t
8	*ee*	i:	f*ee*d	10	*l*	l	*l*ap
9	*ie*	aI	p*ie*	11	*m*	m	*m*an
10	*oa**	@U oU	fl*oa*t	12	*n*	n	*n*ap
4a	*o**		ag*o*	13	*ng*	N	ri*ng*
11	*ue*	ju:	c*ue*	14	*nk*	Nk	ba*nk*
Rhotic vowels				15	*p*	p	*p*un
12	*air*	e@ e`	h*air*	16	*q*	kw	*q*it [quit]
13	*ar*	A: A:`	h*ar*d	17	*r**	r	*r*un
14	*eer*	I@ i:`	b*eer*	18	*rr**		ma*rr*y
15	*or*	O: O:`	f*or*d	19	*s**	s	*s*un
16	*ur*	3: 3`	f*ur*	20	*ss**		hi*ss*
17	*er*	@ @`	amb*er*	21	*sh**	S	*sh*ip
Other vowel sounds				22	*ti**		por*ti*on
18	*aa*	A:	b*aa*	23	*t*	t	*t*ap
19	*au*	O:	fr*au*d	24	*th*	D	*th*at
20	*oi**	OI	v*oi*d	25	*thh*	T	*thh*in [thin]
21	*oy**		b*oy*	26	*v*	v	*v*at
22	*oo*	u:	f*oo*d	27	*w*	w	*w*in
23	*ou**	aU	r*ou*nd, c*ou*nt, *ou*t	28	*x*	gz	e*x*act
24	*ow**		c*ow*, d*ow*n	29	*xs*	ks	e*xs*it [exit]
25	*uu*	U	p*uu*t [put]	30	*y*	j	*y*es
26	*y*	i	simpl*y*	31	*z*	z	*z*oo
2a	*e*	@	giv*e*n	32	*zh**	Z	me*zh*er [measure]
				33	*si**		vi*si*on

* Indicates alternative spellings for a sound

Standard Words from Traditional Spelling							
the	*this*	*be*	*by*	*was*	*has*	*is*	*as*
I	*we*	*she*	*he*	*me*	*us*	*my*	*her*
hers	*his*	*its*	*of*	*off*	*Mrs*	*Mr*	

Standard Words

23 standard words from Traditional Spelling that do not adhere to the spelling rules of the scheme have been included for use, which make the scheme more accessible for those familiar with Traditional Spelling.

Vowel sounds

There are 26 letters and letter combinations representing vowel sounds. 1 new letter combination is introduced: *uu*, for the vowel sound in p*uu*t [put]. The letter *y* serves a dual purpose, being used both for a vowel and consonant sound, as in simpl*y* and *y*es, respectively.

In addition, two letters representing vowels are re-used for specific situations:

- *e* for schwa (the indistinct weak vowel sound) where no obvious vowel sound can be attributed, as in the second syllable of giv*e*n
- *o* as an alternative for *oa* when used at the end of a word, such as ag*o*.

Consonant sounds

There are 33 letters and letter combinations representing consonant sounds. 1 letter, *q*, is used by itself, rather than as half of the 'qu' combination in Traditional Spelling. 3 new letter combinations are introduced for consonant sounds:

- *thh*, as in *thh*in [thin]
- *xs*, as in e*xs*it [exit]
- *zh*, as in me*zh*er [measure]

Spelling Rules

The following rules clarify how words are to be spelled under this scheme, as follows:

Rule 1: Choice of alternative spellings

Where alternatives for representing sounds have been identified in the **Letter and Letter Combinations** table, the following rules apply:

Vowel sounds:

ai / *ay*:
- *ai* is generally used, as in m*ai*d
- *ay* is used at the end of a word, as in d*ay*

oa / *o*:
- *oa* is generally used, as in fl*oa*t
- *o* is used at the end of a word, as in ag*o*

oi / *oy*:
- *oi* is generally used, as in v*oi*d
- *oy* is used at the end of a word, as in b*oy*

ow / *ou*:
- *ow* is generally used, as in h*ow*, d*ow*n
- *ou* is used when followed by *nd*, *nt*, or *t*, as in r*ou*nd, c*ou*nt, *ou*t

Consonant sounds:

c / *k*:
- *c* is generally used, as in *c*at, *c*ot, *c*ut, a*c*t
- *k* is used when followed by *e* or *i*, or at end of word, as in *k*eep, *k*it, shar*k*

sh / *ti*:
- *sh* is generally used, as in *sh*ip
- *ti* is used to make the sound as in por*ti*on, and is always followed by *on*

r / *rr*:
- *r* is generally used, as in *r*un
- *rr* is used after a short vowel when its sound is retained, as in ma*rr*y

s / *ss*:
- *s* is generally used, as in *s*un
- *ss* is used at the end of a word, as in hi*ss*

zh / *si*:
- *zh* is generally used, as in me*zh*er [measure]
- *si* is used to make the sound as in vi*si*on, and is always followed by *on*

Rule 2: Choice between combined sounds

There are a number of letter / letter combinations that are equivalent to 2 other sounds combined. The following rules describe how these are to be handled.

nk / ngk:
- *nk* is always used, as in ba*nk*
- ngk is never used

ue / *yoo*:
- *ue* is generally used, as in c*ue*
- *yoo* is only used as a word in itself, as in *yoo* [you, ewe]

q / *kw*:
- *q* is generally used, as in *q*it [quit]
- *kw* is only used when two shorter words are joined, as in par*kw*ay

xs / *ks*:
- *xs* is generally used, as in e*xs*it [exit]
- *ks* is only used when two shorter words are joined, as in ru*ks*ak [rucksack], or a word ending in *k* with *s* as a suffix, as in boo*ks*

x / *gz*:
- *x* is generally used, as in e*x*act
- *gz* is only used when two shorter words are joined, as in zi*gz*ag

Rule 3: Rhotic vowel sounds

Rhotic vowels are where the *r* is pronounced in some accents, such as Scottish or General American. These are always denoted by the following letter combinations, regardless of the accent of the speaker or writer:

air, as in h*air*	*ar*, as in h*ar*d	*eer*, as in b*eer*	*or*, as in f*or*d
ur, as in f*ur*	*er*, as in amb*er*		

(Of these, *ar* and *or* have non-rhotic equivalents, where *r* would not normally be pronounced in any accent: *aa*, as in b*aa*; and *au*, as in fr*au*d, respectively.)

Rule 4: Schwa (indistinct weak vowel sound)

e is used for the schwa (indistinct weak vowel) sound only where no obvious vowel sound can be attributed, such as in the second syllable of giv*e*n. *e* should not be used for schwa in the first syllable of a word, for example, 'about' should be spelled *a*bout.

To cater for the rhotic version of the schwa sound in accents where the *r* is sounded, *er* is proposed, as in amb*er*. This is distinct from the sound represented by *ur*, as in f*ur*.

Rule 5: Long vowel followed by another vowel

When one of the long vowels represented by *ai*, *ee*, *ie*, *oa*, or *ue* is followed by another vowel, the second letter of the long vowel is dropped for ease of reading. For example, 'aorta' would be written as *a*orta, rather than *ai*orta, and [situate] would be written as sit*u*ait, rather than sit*ue*ait.

In cases where confusion would arise from the application of this rule, a hyphen would be inserted. This would also be the case when *o* is used to represent the long vowel sound. For example;

- [coincide] and [going] would be written as c*o*-insied and g*o*-ing, rather than c*o*insied and g*oi*ng to avoid mistaking the two separate vowel sounds for the *oi* sound;

- [science] would be written as s*i*-enss, rather than s*ie*nss to avoid mistaking the two separate vowel sounds for the *ie* sound.

Rule 6: Suffix for plurals and third person singular verbs

The letter *s* is to be used as the suffix to denote plurals and third person singular verbs, as in dog*s*, cat*s*, see*s*, regardless of whether the sound represented is 'z', 's', or somewhere in between.

Where required for ease of pronunciation, *es* is used as the suffix, as in class*es*, finish*es*.

Rule 7: Suffix for verbs in past tense

For the past tense of verbs, the suffix *ed* is only used when the *e* is sounded, as in plant*ed*. Otherwise, *d* is used, as in splash*d* [splashed].

Rule 8: Apostrophes are not used for possessive nouns

The letter *s* is to be used without an apostrophe as the suffix for possessive nouns. For example [cat's] or [cats'] would both be written as cat*s*. Where required for ease of pronunciation, *es* is used as the suffix, as in boss*es*.

Rule 9: Abbreviations and contractions

Abbreviations are generally discouraged, as the letters used do not generally represent the sound of the word in its entirety. If used, they should reflect the scheme spelling rather than Traditional Spelling, for example, the abbreviation [Addr.] for [Address] should no longer be used, as there is only a single *d* in the scheme spelling, *Adress*. Where an abbreviation is used for the first time in a text, the full word should be appended in brackets so that the reader can be aware of its pronunciation, as well as its meaning, for example; *Adr. (Adress)*.

Abbreviations where the letter names are sounded out, such as [tv] and [ok] are to be written in capital letters; *TV* and *OK*.

The use of apostrophes is to be retained for omitted letters in contractions such as *isn't* and *let's*. This is to avoid the confusion that would arise from words such as *she'd*, which would otherwise appear as 'shed' when combining the standard word *she* with the contraction *d*.

Rule 10: Proper nouns and foreign words:
Proper nouns and foreign words should generally be written in accordance with the spelling scheme.

In the short term, and possibly the long term for legal and administration processes, retention of the original spellings would be necessary. Such words would be either *italicised* (in print) or *underlined* (handwritten). The equivalent new spelling would be provided, either in brackets after the first use of the word, or as a footnote to inform readers of the correct pronunciation.

Rule 11: Numbers
Digits are generally to be used for all numbers; *1*, *2*, *3*, *4*, and so on.

Commas are to be used to separate thousands, for example; *10,000*, as large numbers would otherwise become unreadable.

For numbers where their length in digits would make reading difficult, descriptors such as *hundred*, *thhousend* [thousand], or *milyon* [million] should be used. In such cases, digits should generally be used in conjunction with the descriptors, for example *5 milyon* [5 million].

Fractions are to be written as mathematical fractions, for example; *1/2*, *2/3*, *3/4*.

If numbers need to be written with letters, they should comply with the rules of the spelling scheme, for example; *wun*, *too*, *thhree* [one, two, three]. This is likely to be appropriate where numbers or fractions are used as literary devices, for example; *haaf*way [halfway], *wun* morning [one morning].

Notes

The following paragraphs provide further background to the scheme and decisions made in its development.

Homophones

Other than for the Standard Words, no provision is made for differing spelling of homophones (words with different meanings that sound the same). Spoken English functions perfectly adequately, even though the spelling of homophones is not communicated. Differentiating between written homophones would therefore appear unnecessary, and more to the point, would undermine the whole basis of predictable spelling.

The use of 's' for plurals, third person singular verbs and possessive nouns

The sound denoting a plural, a third person singular verb, or possessive noun as represented by the suffix 's' in Traditional Spelling is not consistent; it is largely determined by the letter immediately before, and can be spoken as a 'z' sound, an 's' sound, or somewhere in between. Therefore, for simplicity and for continuity with Traditional Spelling, *s* is to be used in all cases, except where *es* is used to aid pronunciation.

To avoid confusion with singular words terminating with an 's' sound (typically represented by 'ce', 'se' or 'ss' in Traditional Spelling, as in [prince], [horse], [boss], *ss* has been adopted for standard use for the end of such words. This allows the difference in pronunciation between such words as the singular *fenss* [fence] and the plural *fens* [fens] to be identified. The plural of [fence] would therefore be *fensses*. A similar logic applies for third person singular verbs and possessive nouns.

Accents

The scheme does not propose changes to spellings for representing different accents. Many words are already pronounced differently between countries, regions, or even within families - to attempt to provide a comprehensive system of alternative spellings would be counterproductive and introduce too many difficulties and choices when writing. For example, the use of both *maaster* and *master* for 'master' seems unnecessary when 'master' can already be understood by those with different accents.

There are some words such as the American [airplane] and the British [aeroplane] that are clearly different and should be spelled differently (*airplain* and *airoaplain*, respectively).

The difficulty lies in those words in between, so flexibility needs to be retained as it is impossible to predict how usage will develop in the future, whether pronunciations will diverge or converge, or if one form would become the accepted version. An example is [schedule], where a hard 'k' is increasingly used by British speakers - the use of both *skeduel* and *sheduel* is not considered to present undue difficulty for readers.

Schwa

The indistinct weak vowel sound (shwa) is probably the most difficult element to deal with, particularly as it can vary so much between different accents. Where an identifiable vowel sound cannot reasonably be attributed to a sound, the letter *e* was chosen to represent schwa. While other letters were considered, *e* was chosen as it already represented schwa in widely varying contexts in Traditional Spelling, and therefore provided a relatively intuitive approach that minimised changes to spelling, particularly when considered in the context of *es* and *ed* suffixes.

Although the use of the letter *e* for both the short vowel sound and schwa does leave a number of inconsistencies, it was felt that any alternative approach would complicate the scheme unnecessarily.

It is acknowledged that there are numerous specific cases that would require further work to agree on definitive spellings, but this simply reflects the inconsistencies inherent in the pronunciation of many words within the English language.

Alternative spellings for the same sound

Throughout the scheme, while it would have been neater to adhere strictly to a single letter or letter combination for each sound, it was considered that the use of alternative spellings for some sounds would be advantageous in retaining the link to Traditional Spelling. One example is the use of *oy* for word endings, as in *boy*, which retains the familiarity of its Traditional Spelling pattern, instead of 'boi*'*, which looks quite awkward and unfamiliar.

Also, while it was not strictly necessary to retain the letters *c*, *q* and *x*, as the sounds can be formed from combinations of other letters, their use serves to preserve similarities with Traditional Spelling whilst keeping word length short. A small number of simple rules clarify when they are to be used.

Long Vowels

One particular challenge was how to represent the 5 long vowels. They are currently represented by many, often conflicting, letter combinations. The aim was therefore to make them consistent and self-contained.

The first approach considered was to use the short vowel letter consistently followed by the letter 'e' which would give; *ae*, *ee*, *ie*, *oe* and *ue*. However, when written out, the resulting text became dominated by the letter 'e', proving difficult for a reader to scan. Therefore, other commonly-used combinations were examined and the most intuitive approach appeared to be to retain *ee*, *ie*, and *ue*, whilst adopting *ai* and *oa* to replace *ae* and *oe*.

Again, when written out, this still looked quite different from Traditional Spelling, particularly at word endings, so *ay* was reintroduced from Traditional Spelling as an alternative for *ai*, and *o* as an alternative for *oa*.

The use of 'y' as a consonant and vowel

Although it goes against the overall scheme principles to have a single letter with 2 different sounds, it was felt that the advantages of using *y* to represent the short sound at the end of a word, as in simpl*y*, far outweighed the minor ambiguities it raised.

Implementation

It is not proposed to introduce the scheme in stages, as this would offer little benefit whilst introducing great scope for confusion.

The scheme can be learnt rapidly: the only new letter combination that those familiar with Traditional Spelling are unlikely to be able to read is *zh*. It is considered that the new combinations *uu*, *thh*, *xs*, and the letter, *q*, are intuitive enough to be readily assimilated by most readers of Traditional Spelling.

Writing will obviously require a greater understanding of the rules, but as the scheme has been structured to use letters and letter combinations predominantly from Traditional Spelling, it would need relatively little new knowledge. The differences from Traditional Spelling are mainly positive: the number of possible letter combinations has been considerably reduced; a relatively small number of new rules will lead writers through a process that consistently produces the correct spellings in the majority of cases. New dictionaries and spelling software would address any remaining ambiguities and provide definitive spellings.

Further development

Although the scheme as submitted is intended to be complete in its own right, it is considered inevitable that further errors, omissions, or ambiguities will be identified when given wider scrutiny. The author would therefore welcome any further comments or questions that would assist in ironing out any remaining issues.

In preparing this summary, a number of additional words in Traditional Spelling were identified that may be suitable to include as Standard Words. It is therefore suggested that the following should be considered for inclusion as Standard Words: *Dr*, *Ms*, *Mx*, *myself*, *herself*, *our*.

Transcription

To allow readers to get an overall impression of how the scheme would look in practice, an extract from a well-known piece of English writing is provided below, first in Traditional Spelling, and then in RichSpel-Long to allow a direct comparison.

The Tale of Peter Rabbit   Traditional Spelling

Once upon a time there were four little Rabbits, and their names were Flopsy, Mopsy, Cotton-tail, and Peter. They lived with their Mother in a sand-bank, underneath the root of a very big fir-tree. 'Now my dears,' said old Mrs. Rabbit one morning, 'you may go into the fields or down the lane, but don't go into Mr. McGregor's garden: your Father had an accident there; he was put in a pie by Mrs. McGregor.'

'Now run along, and don't get into mischief. I am going out.' Then old Mrs. Rabbit took a basket and her umbrella, and went through the wood to the baker's. She bought a loaf of brown bread and five currant buns.

Flopsy, Mopsy, and Cottontail, who were good little bunnies, went down the lane to gather blackberries: But Peter, who was very naughty, ran straight away to Mr. McGregor's garden, and squeezed under the gate!

First he ate some lettuces and some French beans; and then he ate some radishes; And then, feeling rather sick, he went to look for some parsley. But round the end of a cucumber frame, whom should he meet but Mr. McGregor!

The Tail of Peeter Rabit   RichSpel-Long

Wunss upon a tiem thair wer 4 litel Rabits, and thair naims wer Flopsy, Mopsy, Coten-tail, and Peeter. Thay livd with thair Muther in a sand-bank, underneethh the root of a verry big fur-tree. 'Now, my deers,' sed oald Mrs Rabit wun morning, 'yoo may go intoo the feelds or down the lain, but doan't go intoo Mr McGregors garden: yor Faather had an axsident thair; he was put in a pie by Mrs McGregor.'

'Now run along and doan't get intoo mischeef. I am go-ing out.' Then oald Mrs Rabit tuuk a basket and her umbrela, and went thhroo the wuud too the baikers. She baut a loaf of brown bred and 5 current buns.

Flopsy, Mopsy, and Coten-tail, hoo wer guud litel bunys, went down the lain too gather blakberrys: But Peeter, hoo was verry nauty, ran strait away too Mr McGregors garden, and sqeezd under the gait!

Furst he ait sum letusses and sum French beens; and then he ait sum radishes; And then, feeling raather sik, he went too luuk for sum parsly. But round the end of a cuecumber fraim, hoom shuud he meet but Mr McGregor!

Quick Reference Guide

To finish, a 2-page Quick Reference Guide has been provided. This illustrates the Standard Words, letter combinations, example spellings and main rules of the scheme. The Quick Reference Guide could form the basis of a poster for educational use.

RichSpel-Long: Quick Reference Guide

Standard Words

the	*this*	*be*	*by*	*was*	*has*	*is*	*as*
I	*we*	*she*	*he*	*me*	*us*	*my*	*her*
hers	*his*	*its*	*of*	*off*	*Mrs*	*Mr*	

Vowels

Letters	Examples
Short	
a	p*a*t
e	p*e*t
i	p*i*t
o	p*o*t
u	p*u*n
Long	
*ai**	m*ai*d
*ay**	d*ay*
ee	f*ee*d
ie	p*ie*
*oa**	fl*oa*t
*o**	ag*o*
ue	c*ue*
Rhotic ('r' sound)	
air	h*air*
ar	h*ar*d
eer	b*eer*
or	f*or*d
ur	f*ur*
er	amb*er*
Other	
aa	b*aa*
au	fr*au*d
*oi**	v*oi*d
*oy**	b*oy*
oo	f*oo*d
*ou**	f*ou*l
*ow**	c*ow*
uu	p*uu*t [put]
y	simpl*y*
Schwa (indistinct)	
e	giv*e*n

Consonants

Letters	Examples
b	*b*at
ch	*ch*at
d	*d*og
f	*f*rog
g	*g*et
h	*h*ad
j	*j*am
*k**	*k*eep, *k*it, shar*k*
*c**	*c*at, *c*ot, *c*ut, a*c*t
l	*l*ap
m	*m*an
n	*n*ap
ng	ri*ng*
nk	ba*nk*
p	*p*un
q	*q*it [quit]
*r**	*r*un
*rr**	ma*rr*y, so*rr*y, cu*rr*y
*s**	*s*un
*ss**	hi*ss*
*sh**	*sh*ip
*ti**	por*ti*on
t	*t*ap
th	*th*at
thh	*thh*in [thin]
v	*v*at
w	*w*in
x	e*x*act
xs	e*xs*it [exit]
y	*y*es
z	*z*oo
*zh**	me*zh*er [measure]
*si**	vi*si*on

Suffixes

Letters	Examples
Plurals	
-s	cat*s*, dog*s*
-*es*	glass*es*
Third person singular verbs	
-*s*	sit*s*
-*es*	finish*es*
Posessive nouns	
-*s*	cat*s* [cat's or cats']
-*es*	boss*es* [boss's]
Past tense of verbs	
-*d*	splash*d* [splashed]
-*ed*	plant*ed*
Contractions	
'd	he*'d*
'l	she*'l* [she'll]
'm	I*'m*
'r	we*'r* [we're]
's	let*'s*
n't	woa*n't* [won't]
'v	we*'v* [we've]

Other rules

How to write a long vowel followed by another vowel:		
1) drop the second letter of the long vowel, or	raid*e*ait [radiate]	
2) use hyphen instead to avoid confusion	s*i*-enss [science]	
How to write numbers:		
normal use:	*1 5 15,000*	
big numbers:	*9 milyon* [9 million]	
fractions:	*1/2 2/3 3/4*	
as words:	*wun, too* [one, two]	

Notes:
1. Square [brackets] show Traditional Spelling
2. Asterisk * indicates a choice between alternative spellings for a sound (see next page)
3. Shading indicates a choice in building up a combined sound (see next page)

Choice between alternative spellings

Choice	Letters	Usage	Examples
Vowels			
ai / ay	ai*	generally	maid
	ay*	end of word (and when part of longer word)	day, hayloft
oa / o	oa*	generally	float
	o*	end of word	ago
oi / oy	oi*	generally	void
	oy*	end of word (and when part of longer word)	boy, toyshop
ow / ou	ow*	generally	how, down
	ou*	when followed by nd, nt, t	round, count, out
Consonants			
c / k	c*	generally	cat, cot, cut, act
	k*	when followed by e or i, or at the end of a word	keep, kit, shark
sh / ti	sh*	generally	ship
	ti*	the sound as in portion – always followed by on	portion
r / rr	r*	generally	run, trip
	rr*	after short vowel when vowel sound is retained	marry, sorry, curry
s / ss	s*	generally	sun
	ss*	end of word (and when part of longer word)	hiss, grassy, classless
zh / si	zh*	generally	mezher [measure]
	si*	the sound as in vision – always followed by on	vision

Choice in building up a combined sound

Choice	Letters	Usage	Examples
nk / ngk	nk	always	bank
	ngk	never	----
ue / yoo	ue	generally	cue
	yoo	when used as a word in itself	yoo [you, ewe]
q / kw	q	generally	qit [quit]
	kw	when two words are joined	parkway
xs / ks	xs	generally	exsit [exit]
	ks	when two words are joined, or with s as suffix	ruksak [rucksack], books
x / gz	x	generally	exact
	gz	when two words are joined	zigzag

Abbreviations

where letter names are sounded: USE CAPITALS	TV OK	Where letters are omitted, provide full spelling in brackets when first used	Aug. (August) Ch. (Church)

Proper nouns and foreign words

Generally, convert to scheme spelling. If not practical, highlight the word as shown and provide scheme spelling in brackets or as a footnote when first used:	handwritten: underline	John (Jon)
	when printed: use italics	Moscow[1]

[1] Mosco