

**SOAMES'S PHONETIC METHOD
FOR LEARNING TO READ.
THE TEACHER'S MANUAL. PART
II; THE TEACHER'S METHOD**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649452316

Soames's Phonetic Method for Learning to Read. The Teacher's Manual. Part II; The Teacher's Method by Wilhelm Viëtor

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Cover @ 2017

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WILHELM VIETOR

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THE TEACHER'S MANUAL

PART II

The Teacher's Method

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FOR LEARNING TO READ

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THE TEACHER'S MANUAL

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PART II

The Teacher's Method

WITH COPIOUS WORD LISTS



London

SWAN SONNENSCHN & CO. LIM^d

PATERNOSTER SQUARE

1897

THE TEACHER'S MANUAL

PART II.

THE TEACHER'S METHOD.

INTRODUCTORY NOTES.

BEFORE entering upon the consideration of the Phonetic Method of teaching children to read, a few remarks or suggestions on the subject generally may not be out of place.

Age at which children should begin to learn. It is now generally considered that the proper age for the average child is five years. This opinion is largely endorsed and is supported by the Rev. T. W. Sharpe, H.M.I. Much, however, may be done before this age to educate the ear, to correct faulty pronunciation, and to lay the foundation of accurate speaking. Children should especially be encouraged to notice the accepted pronunciation of words, so that they may in the future avoid idiosyncrasies to which even well-educated people are generally found liable. A very little observation will, in fact, show that there are few people whose pronunciation is not marked by some peculiarity special to themselves. Many of these faults arise from an attempt to pronounce in accordance with spelling. This tendency is best counteracted by an early training in observation of sound, and by the formation of a habit of dependence on the ear, rather than upon the eye.

Voice Production. Teachers should study the art of voice production, admirably expounded in Browne & Behnke's *Voice, Song and Speech* (Sampson, Low & Co.). The children cannot practise all the exercises there recommended, but the teacher should—

1. Set them a good pattern. The imitative faculty is so strong in little children that this will be very helpful to them.

2. Make them practise simple exercises in breathing before each reading lesson. Let the children sit resting their backs, with head and shoulders back, one hand on the ribs and the other on the abdomen, and slowly fill their lungs, with mouths shut. Then let them open their mouths and let the breath escape. This to be repeated at least twice; the teacher either breathing with the children, or slowly raising the hand as a sign for filling the lungs.

When the children have learnt how to do this properly, they may vary the exercise by letting the hands hang at their sides, or by standing whilst they breathe.

3. As the English are very lazy in using their lips, tongue, and jaws, let them learn how each sound is formed, as far as children are capable of understanding this; and let the teacher, in teaching each sound, somewhat exaggerate the movements, so as to give due exercise to the vocal organs.

4. Above all, be very careful to guard against letting the children stoop, or even drop their chins, when they are reading aloud. The larynx, or voice-box, cannot do its work properly unless the teacher exercises great vigilance in making the children hold their heads up all the time. If possible, have desks which raise the book for reading. Otherwise, the children must hold the books well up in their hands.

Spelling. One advantage of the phonetic system of teaching to read is, that hardly any spelling aloud will be necessary. But a small amount of spelling aloud will be useful. The teacher may sometimes want to dictate a word. Moreover, some at least of the children will already know the old names for the letters, and a little practice in spelling aloud will be necessary to accustom them to the new names. And in some cases it may be difficult to read off a new word at sight without first spelling it.

In spelling, the teacher must not only use the new names for the letters, but must be very careful to observe the following rules:—

1. Digraphs must invariably be taken together, being regarded as single letters. This rule applies not only to *ng, wh, th, dh, sh, zh, ch, oe, ey, ow, ai, au, oi*, to each of which a sepa-

rate section is devoted, but to (yû, yu, êa, ia, ôa, ûa), as in (tyûn, regyular, bêar, biar, bôar, bûar)—tune, regular, bear, bier, boar, boor.

The *yu* in *regyular* is to be called *short yu* (shôt yu).

2. The letters æ, ø, e, i, o, u, called, when they stand alone, æt, æt, et, it, ot, ut, on account of the difficulty of pronouncing these vowels without a consonant following, are to be taken with the consonant that follows. So the children will divide as follows:—*p, ig* is *pig*, *b, ig* is *big*; or simply say *p, ig, pig*, and so on. Other examples of analysis are *th-ing, wh-ich, s-ing-ing, W-il-iz*.

3. Two of the above six letters, namely *i* and *u*, sometimes stand at the close of a syllable, though *u* is very rarely found in this position, except as forming part of the diphthong *yu*. Examples: *Wil-i, Tom-i, pos-i-bli, tu, in-tu, in-flu-ans*. In such cases, as they cannot be taken with a following consonant, let *i* be called simply by the sound that it has in *Tom-i*, without any *t* sound following; and as it is difficult to make the *u* short when isolated, let it be called short *u* (shôt *u*), and kept quite distinct from (yû) and (yu).

Blackboard Writing. A clear method of blackboard writing should be adopted, remembering that at an early age the eyesight is weak. The simplest possible forms should be used; the letters must not be script, but such as the children can form without difficulty, or put together with Kindergarten materials. In the earlier lessons capitals only should be used.

THE PHONETIC METHOD.

We now pass from general considerations to the Phonetic Method itself. It is assumed that the teacher is already familiar with the *Manual*, to which constant references will be given. It is now only necessary to give some guidance in the application of the system to the particular work of teaching to read.

The following is recommended as a general scheme, and will serve as a useful introduction to a series of detailed lessons, and notes based upon the *Child's Key*, and intended for use either in connection with it, or as an independent guide to blackboard lessons for young children.

CHAPTER I.

THE CONSONANTS ILLUSTRATED, WITH THE VOWELS I AND A.

Note.—The references (M 4, L 20, etc.) are to the *pages* of the *Manual* and Word Lists.

OUTLINE SCHEME OF LESSONS.

1. Give the sound clearly, reiterating it in a phrase.
2. Name the sound. *E.g.*, **Ta**.
3. Choose a representative word and object. *E.g.*, "T for tit," "B for bat and ball." If possible, draw on board, or show the object.
4. Make the children notice where the sound is formed (whether with lips, tongue, throat, etc.). Let them, if possible, see the teacher's movements.¹
5. Make the children sound the letter (1) in a word; (2) alone.
6. Illustrate by a person or thing making the sound.
7. Show the symbol on the board (capital letter). Let the children print it, and say it from their slates.
8. Let them print a word, then say it.²
9. Teach second form of symbol (small letter). (This may be omitted in the earlier stages.)
10. Question the children—
 - (1) On the new lesson.
 - (2) On their former knowledge, working in the new lesson.

¹ Reference to the *Manual* should be made repeatedly with regard to this part of the instruction, until the teacher is thoroughly conversant with the method of forming each letter. The page of the *Manual* is noted thus (M 1, etc.) on each lesson.

² Select for this purpose words spelt alike in phonetic and ordinary spelling, as *fit*, *pit*, *man*, etc.

The Consonants Illustrated, with the Vowels I and A 5

SPECIMEN LESSONS.

LESSON 1.

The Vowel I.

1. Give the sound.

Phrase :—“*This is an Inn.*”

2. Name the sound. “*This sound is called i or it.*”

3. Representative word. “*I for Inn.*”

Draw a little house on the board.

4. Show where **I** is formed (M 40).

5. Let the children repeat—

“*I (sounded as in it) for Inn.*”

6. Who says **I**? Mother when she calls: “*Kitty, Willy, Jimmy, Lizzie.*”

7. Show the symbol on the board (capital letter).

8. Let the children print it.

9. Teach the small letter. (This may be omitted at first.)

10. Question the children.

LESSON 2.

The Consonant T.

1. Give the sound.

Phrase :—“*Teacher is talking.*”

2. Name the sound :—**T** (without any vowel); or **Ta** (as in “*taboo.*”)

3. Representative word :—

“*Ta for Tit*”; “*Tiny tom-tit.*”

Show picture of the bird.

4. Elicit that **t** is made with the tip of the tongue (M 11).

5. Let the children repeat “*Ta for tit.*”

6. Who says **T**? Watch says “*Tick, tick.*”

7. Show the symbol on the board :—**T**.

8. Let the children print it, and say it from their slates.

9. Let them print **TIT**, and say,—

“*Ta—it is tit.*”

10. Teach the small letter.

Let the children convert **T** into **t** by adding the head and tail.