

THE SYLLABARY

SIMPLE CONSONANT-VOWEL OPEN SYLLABLES & VOWEL-CONSONANT CLOSED SYLLABLES

Table 1

bā	bē	bī	bō	bū	bȳ
ca	çe	çi	co	cu	çy
da	de	di	do	du	dy
fa	fe	fi	fo	fu	fy
ga	ge	gi	go	gu	gy
	ġe	ġi			ġy

Most syllables ending in a vowel (open syllables) are long. *ce, ci,* and *cy,* are pronounced *se si, sy.*

Table 4

ăb	ěb	ĭb	ōb	ŭb
ac	ec	ic	oc	uc
ad	ed	id	od	ud
af	ef	if	of	uf
ag	eg	ig	og	ug

Syllables ending in a consonant (closed syllables) are short (i.e., *cab, ĵeb, fib, bob, cub*).

Table 2

hā	hē	hī	hō	hū	hȳ
ja	je	ji	jo	ju	jy
ka	ke	ki	ko	ku	ky
la	le	li	lo	lu	ly
ma	me	mi	mo	mu	my
na	ne	ni	no	nu	ny
pa	pe	pi	po	pu	py

Table 5

ăj	ěj	ĭj	ōj	ŭj
ak	ek	ik	ok	uk
al	el	il	ol	ul
am	em	im	om	um
an	en	in	on	un
ap	ep	ip	op	up

Table 3

rā	rē	rī	rō	rū	rȳ
sa	se	si	so	su	sy
ta	te	ti	to	tu	ty
va	ve	vi	vo	vu	vy
wa	we	wi	wo	wu	wy
za	ze	zi	zo	zu	zy

Table 6

är	ěr	îr	ôr	ûr
ăs	ės	ĭs	ōs	ŭs
at	et	it	ot	ut
av	ev	iv	ov	uv
ax	ex	ix	ox	ux
az	ez	iz	oz	uz

The closed syllables with *r* are pronounced like: *car, her, ĵirst, corn,* and *nurse*.

DOUBLE & TRIPLE CONSONANT BENDS IN OPEN SYLLABLES

Table 7

blā	blē	blī	blō	blū	blȳ
cla	clē	clī	clō	clū	clȳ
fla	flē	flī	flō	flū	flȳ
gla	glē	glī	glō	glū	glȳ
pla	plē	plī	plō	plū	plȳ
sla	sle	sli	slo	slu	sly

Table 10

quā	quē	quī	quō	qu-	quȳ
spa	spe	spi	spo	spū	spy
sta	ste	sti	sto	stu	sty
ska	ske	ski	sko	sku	sky
sca	sçe	sçi	sco	scu	sçȳ
swa	swe	swi	swo	swu	swy

Table 8

brā	brē	brī	brō	brū	brȳ
cra	cre	cri	cro	crū	cry
dra	dre	dri	dro	drū	dry
fra	fre	fri	fro	frū	fry
gra	gre	gri	gro	grū	gry
pra	pre	pri	pro	prū	pry
tra	tre	tri	tro	trū	try
wra	wre	wri	wro	wrū	wry

Table 11

splā	splē	splī	splō	splū	splȳ
spra	spre	sprī	spro	sprū	sprȳ
stra	stre	stri	stro	stru	stry
skra	skre	skri	skro	skru	skry
scra	scre	scri	scro	scru	scry
scla	sclē	scli	sclō	sclu	sclȳ

Consonant Digraphs in Open Syllables

Table 9

thā	thē	thī	thō	thū	thȳ
tha	the	thī	tho	thu	thy
cha	che	chi	cho	chu	chy
sha	she	shi	sho	shu	shy
pha	phe	phi	pho	phu	phy

th is whispered as in *think* and *both*; **th** is vocal as in *thou* and *this*.

Note from Internet Publisher: Donald L. Potter

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The syllabary tables on the previous pages represent a updating of Noah Webster's 1829 syllabary tables. These tables were used from 1829 to the last edition of his *Elementary Spelling Book* in 1908. These are the same tables printed in my *Webster's Spelling Book Method for Teaching Reading and Spelling for the Twenty-First Century*.

Visit my web site, www.donpotter.net, especially my Education and Spelling Book Reference pages.

I highly recommend Mrs. Elizabeth Brown's www.thephonicspage.org

Mrs. Elizabeth Brown and I have started a blog for **Webster's Spelling Book Method**:

<http://phonicsfirstsyllablesalways.wordpress.com/Last>.

Notice these definitions from Webster's 1828 Dictionary:

“Spelling Book: A book for teaching children to spell and read.

Spell: to tell or name the letters of a word, with proper dividson of syllables, for the purpose of learning the pronunciation, children learn to read by first spelling the word.”

On page 26 of the 1783 *Grammatical Institutes of the English Langaue, Part I*, Webster wrote,

“Spelling is the foundation of reading and the greatest ornament of writing.

Revised 2/25/14.

The Truth about Reading and the Spelling Approach
Excerpt from The Spelling Progress Bulletin: Winter 1968

by Leo G. Davis

WHOLE WORD APPROACH: Unquestionably the “w-w” (whole-word) experiment has turned out to be the most deplorable blunder in academic history. It not only produced countless youngsters who can’t read, but also saddled us with a crew of teachers, *few of whom have any practical knowledge of the fundamentals of alphabetical orthography*. Expecting a 5-yr-old to develop a lasting mental picture of a whole word is basically identical to the “turky-track” approach to literacy that has been a millstone around the Oriental’s neck for eons. But worse yet, under current practices the child is expected to “figure out” words to which he has never been exposed, and without any knowledge of what phonics we do have. Idiotic! With that kind of thinking (?) going into our school programs *it’s a wonder that any child ever learns to read!* As a natural result of the “look-GUESS” fiasco, current researchers are looking for “guessing” aids (clues) by which children may guess strange words. They haven’t done enough research to discover that there were no guessing aids prior to the w-w debacle, because children were taught to SPELL the words before trying to read them.

SPELLING APPROACH: Prior to the w-w fiasco there were no “reading” failures per se, because all up-coming, new words were listed as SPELLING exercises ahead of the narratives introducing them, and vocabularies of other texts were controlled to minimize the chances of children encountering strange words, until they had learned to use the dictionary, after which there was no instruction in reading (decoding). In the old-fashioned spelling class children were taught meticulous pronunciation, spelling, encoding, meaning, word recognition, self-expression (in defining words), **all in one course**. The initial “attack” on words was made in the SPELLING class, rather than in literature. Although we frequently forgot exactly how to spell a given word, we seldom failed to recognize it where it was already spelled. Thus there were **NO “reading” failures**, *just SPELLING failures, due to the idiotic inconsistencies of traditional orthography*. Current researchers seem to look upon spelling as the result of reading, rather than as the traditional approach there-to. They seem to expect children to “catch” spelling thru exposure, like they do the measles

See Ronald P. Carver’s 2000 *Causes of High and Low Reading Achievement* for a modern defense of spelling as a method of improving reading achievement.