

A COVID ERA
LITERACY COMPENSATION
PLAN AT MERELY CENTS
PER STUDENT



Chris (topher) **Nugent** : June 2021

Email: virtualphonetics@gmail.com

A COVID ERA LITERACY COMPENSATION PLAN AT MERELY CENTS PER STUDENT

A PRACTICAL AND “ PHONETICALLY REGULAR ” WRITTEN ENGLISH ?

This is not an impossibility ... Read the details and judge for yourself.

“As a truly ignorant young teacher of English in the early 1960s, I got the idea ... at the beginning of the May school vacation ... that if I worked flat out on this project I'd actually finish it before school recommenced.

Nearly 60 years later I'm still working on it. ”

Chris(topher) Nugent : Australia 2021

Since around the 14th century an uncountable number of writers have been frustrated by the unpredictable ‘sounding out’ and ‘writing’ rules that jointly underpin our English spelling system. But until the arrival of the computer based app that is described in this paper, no-one on the planet seems to have done anything that is practical toward a simple solution. And as this paper explains, this app is indeed instantly simple and practical.

Simplicity wise : the app involves either a 1 MG or a 55 MG program.

Availability wise : the app is currently ready for download to computers and cell phones.

Money wise : the app will come in at literally *cents* per child.

And without changing the spellings of any English words : the app ... as explained in the next few pages ... reduces the number of essential English “*sounding out*” rules by **83%**. A truly very useful servant at the fingertips of any student of basic English literacy.

THIS IS HOW THE APP WORKS ON HIGHLIGHTED TEXTS

The **10** marks of the app’s “**phonetic English**” script reduce the complexity of our English ‘sounding out’ or ‘spelling’ rule system down from near **360** rules to **60** and **this without changing** the spelling of the words.

The app is based upon a (diacritical marking) method for the teaching of basic reading that ... at its very basics ... almost certainly first originated with the teaching of Hebrew in the time of Moses some **3,400** years ago.

FOR MORE TECHNICAL DETAILS IMMEDIATELY : See page 6 of this paper
FOR COMPLETE MANUAL : www.phoneticenglishbible.com

A SAMPLE AUSTRALIAN ABORIGINAL STORY

A NOTE ABOUT HIGH FREQUENCY 'CONNECTOR' WORDS

A total of 20 very high frequency 'connector' words occupy a disproportionate volume of the word count on any page. To avoid an unnecessary amount of visual clutter throughout ... the PHONETICALLY REGULAR WRITTEN ENGLISH script in this publication has chosen **not** to encode the following 20 words:

she me be so no as or for you her his to into of the is are was were

THE WEEOOM-BEENS AND THE PIGGIE-BILLAH

Author: Catherine Langloh Parker : Australia circa 1880

PIGGIE-BILLA = ant eater **WEE-OOM-BEEN** = small red breasted bird

TWO Weeeom-been bróthers went out hunting. One bróther was much younger than the óther and smáller, so when they sighted an emu, the elder one said to the younger: "You stay quietly here and do not make a noişe, or Piggie-billah, whoşe camp we pássed just now, will hear you and steal the emu if I kill it. He is so strong. I'll go on and try to kill the emu with this stone." The little Weeeom-been wáched his big bróther sneak up to the emu, cráwling along, álmost flat, on the ground.

He sáw him get quite cloşe to the emu, then spring up quickly and throw the stone with such an accurate aim as to kill the bîrd on the spot. The little bróther was so rejoiced that he forgot his bróther's cáution, and he cálled aloud in his joy. The big Weeeom-been looked round and gave him a wáarning sign, but too late, Piggie-billah, had heard the cry and was hastening towárdş them. Quickly big Weeeom-been left the emu and joined hiş little bróther.

Piggie-billah, when he came up, said: "Whát have you found?"

"Nothíng," said the big Weeeom-been, "nothíng but sóme mistletoe berries."

"It must have been sómethíng móre than that, or yóur little bróther woúld not have cálled out so loudly."

Little Weeeom-been was so afraid that Piggie-billah, woúld find their emu and take it, that he said: "I hit a little bîrd with a stone, and I was glad I couíd throw so stráight."

"It **was** no **cry** for the killing of a little **bird** or for the **finding** of **mistletoe** berries **that** I **heard**. It was for **something** much **more** **than** **either**, or you **would** not have **called** **out** so **joyfully**. If you **do** not tell me at **once** I will kill you **both**."

The **Weeeem-been** **brothers** were **frightened**, for **Piggie-billah** was a **great** **fighter** and very strong, so **when** **they** **saw** he was **really** angry, **they** **showed** him the dead **emu**.

"Just **what** I **want** for **my** supper," he said, and so **saying**, dragged it **away** to his **own** camp. The **Weeeem-beens** followed him and **even** **helped** him to **make** a **fire** to **cook** the **emu**, **hoping** **by** so **doing** to get a **share** given to **them**. But **Piggie-billah**, **would** not give **them** any; he said he must have it **all** for himself.

Angry and disappointed, the **Weeeem-beens** **marched** **straight** off and **told** **some** black fellows **who** lived near, **that** **Piggie-billah**, had a **fine** fat **emu** just **cooked** for supper.

Up **jumped** the black fellows, **seized** **their** spears, and **bade** the **Weeeem-beens** to **quickly** lead **them** to **Piggiebillah's** camp, promising **them** for so **doing** a **share** of the **emu**.

When **they** were **within** range of spear **shot**, the black fellows **formed** a **circle**, **took** aim, and **threw** **their** spears at **Piggie-billah**. As the spears fell **thick** on him, sticking **out** **all** over him, **Piggie-billah**, **cried** **aloud**: "Bingehlah, Bingehlah. You can have it, you can have it." But the black fellows did not **desist** until **Piggie-billah**, was **too** **wounded** **even** to **cry** **out**; **then** **they** left him a mass of spears and **turned** to **look** for the **emu**. But to **their** **surprise** **they** **found** it not. **Then** for the **first** time **they** **missed** the **Weeeem-beens**.

Looking **round** **they** **saw** **their** tracks going to **where** the **emu** had evidently **been**; **then** **they** **saw** **that** **they** had dragged the **emu** to **their** **nyunnee**, **which** was a humpy **made** of **grass**.

When the **Weeeem-beens** **saw** the black fellows **coming**, **they** **caught** hold of the **emu** and dragged it to a big **hole** **they** **knew** of, **with** a big **stone** at its **entrance**, **which** **stone** **only** **they** **knew** the **secret** of **moving**. **They** **moved** the **stone**, got the **emu** and **themselves** into the **hole**, and the **stone** in **place** again **before** the black fellows **reached** the **place**.

The black fellows tried to move the stone, but could not. Yet they knew that the Weeem-beens must have done so, for they had tracked them right up to it, and they could hear the sound of their voices on the other side of it. They saw there was a crevice on either side of the stone, between it and the ground. Through these crevices they, drove in their spears, thinking they must surely kill the brothers. But the Weeem-beens too had seen these crevices and the spears, so they had placed the dead emu before them to act as a shield. And into its body were driven the spears of the black fellows extended for the Weeem-beens

Having driven the spears well in, the black fellows went off to get help to move the stone, but when they had gone a little way they heard the Weeem-beens laughing. Back they came and speared again, and again started for help, only as they left to hear once more the laughter of the brothers.

The Weeem-beens finding their laughter only brought back the black fellows to a fresh attack, determined to keep quiet, which, after the next spearing, they did.

Quite sure, when they heard their spear shots followed by neither conversation nor laughter, that they had killed the Weeem-beens at last, the black fellows hurried away to bring back the strength and cunning of the camp, to remove the stone.

The Weeem-beens hurriedly discussed what plan they had better adopt to elude the black fellows, for well they knew that should they ever meet any of them again they would be killed without mercy. And as they talked they satisfied their hunger by eating some of the emu flesh.

After a while the black fellows returned, and soon was the stone removed from the entrance. Some of them crept into the hole, where, to their surprise, they found only the remains of the emu and no trace of the Weeem-beens. As those who had gone in first crept out and told of the disappearance of the Weeem-been, others, incredulous of such a story, crept in to find it confirmed. They searched round for tracks; seeing that their spears were all in the emu it seemed to them probable the Weeem-beens had escaped alive, but if so, whither they had gone their tracks would show.

But s~~e~~ar**ch** as **they** wo**u**ld no tracks co**u**ld **they** find. **ä**ll **they** co**u**ld see were tw**o** little b**i**rd**ş** **wh**ich sat on a **b**u**ş**h near the ho**l**e, **w**at**ch**ing the black fellow**ş** **ä**ll the **t**ime. The little b**i**rd**ş** flew **r**ound the ho**l**e s**o**metime**ş**, but never away, **ä**l**w**ay**ş** ret**u**rn**ı**ng to **the**ir **b**u**ş**h and **se**e**m**ing to **be** discussing the **w**ho**l**e affair; but **wh**at **they** said the black fellow**ş** co**u**ld not understand. But as **t**ime went on and no **si**gn was ever fo**u**nd of the **W**e**e**e**e**m-b**e**e**n**ş, the black fellow**ş** became **su**re **th**at the bro**th**er**ş** had t**u**rn**e**d into the little **w**hite-**th**roated b**i**rd**ş** **wh**ich had sat on the **b**u**ş**h by the ho**l**e, so, **they** sup**po**sed, to escape **the**ir veng**ea**n**ç**e. And ever **ä**ft**e**rward**ş** the little **w**hite-**th**roats were **c**alled **W**e**e**e**e**m-b**e**e**n**ş. And the memory of Piggie-billah **i**ş perpetuated by a s**o**rt of p**o**rcupine ant-**e**ater, **wh**ich bears **h**is **na**me, and **wh**o**ş**e skin is **c**overed **cl**osely **w**ith **t**iny **s**pear**ş** sticking in **ä**ll **o**ver it.

MORE EXTENSIVE WORKS ARE AVAILABLE TO INSPECT

More extensive works with this app are available for inspection on my

WEBSITE www.phoneticenglishbible.com

These works include (1) a comprehensive manual for teachers (2) a specialised *word/work* book for students and teachers (3) the transliteration of around 50% of an English Bible and (4) a complete *Teaching English as a Second Language* program.

A PLEA FOR AN ORGANISATION TO TAKE OVER AND PROMOTE

No-one can seriously doubt that *global school based literacy levels* will continue to fall under the influence of the continuing *COVID 19* pandemic. In this light especially, an official evaluation of this simple and *near cost free* app seems warranted.

The script that is produced by the app was first designed in 1994 and named as the VIRTUAL PHONETICS™ script. It is the only script of its type in the world. To date, my presentations of this app to various authorities in English education and in government have failed to impress. They were first offered to all Australian Government education departments and to our Departments for Aboriginal Affairs in 2020.

Both current forms of the app ... a ‘plug in’ for MS Word and a ‘free standing’ version ... will be downloadable from www.anewcode.com which will likely be owned/managed by the organisation ... hopefully a Government organisation ... that takes control of its distribution.

“ PHONETIC ” WRITTEN ENGLISH : SUMMARY FEATURES

Below are the **59** letter designs used by the phonetically regular written English text in the program. These **59** new ‘letters’, when combined with the silent (*smaller and slanted*) letters, make up the **60** sounding out ‘rules’ that are taught by the **Virtual Phonetics**™ script. This new script of **60** sounding out ‘rules’ replaces the well over **360** sounding-out ‘rules’ that all children have to learn on their way to normal adult reading skill.

The script does not change the **spelling** of any words yet it goes almost **99%** of the way in converting normal English words into ‘**phonetically regular**’ ones.

The app contains a total of 15,500 different words in its coded word bank

a	a	á	ä	â	b	c	ç	ch		
d	d	e	e	ê	ë	f	g	g	gh	
h	i	i	î	j	k	l	m	n	o	o
ô	ô	ó	ò	ø	œ	p	ph			
q	qu	r	s	ş	sh	t	th	th		
u	u	û	ù	v	w	x	y	y²	y	z

"PHONETIC WRITTEN ENGLISH" KEY TO PRONUNCIATIONS

10 MARKS AROUND THE LETTERS: HOW THEY WORK

- SIGN 1.** Faint and smaller letters are not to be sounded out. They are silent:
knob writ wrestle trouble debt
- SIGN 2.** **BOLDED** pairs of consonant letters make one common English sound unit:
gh as in rough **ph** as in philosophy
ch as in chin **sh** as in shut **qu** as in quit
- SIGN 3.** **BOLDED** single vowels **a e i o u** changes their sounds from short to long:
apron even icon oval unit
straight **tho**ugh **th**rough ghost
- SIGN 4.** A vertical line under the letters **ç g ş đ** changes their sounds to s j z and t respectively:
çell gem rubş jumped cruışe
- SIGN 5.** A vertical line over the letters **a** and **o** changes their sounds to short **o** and **u** sounds respectively:
w^aş w^atch qu^adş qu^ality y^acht
c^ome fr^ont am^ong w^onder m^other
- SIGN 6.** A dot over the letters **o** and **u** changes their sounds to *hard u* sound :
p^ull b^utcher b^oş^om w^oman t^ook
- SIGN 7.** Two dots over a letter tells you that there is an **ah** sound below:
he^ärt st^är lä^ügh sp^ärse s^ärgeant
- SIGN 8.** A horizontal curved line over a letter tells you that there is **er** sound below:
b^îrd t^êrm b^ûrn w^ôrthy l^êarn
- SIGN 9.** A vertical ^c shape over a letter tells you that there is an **or** sound below:
ch^ălk b^ôught b^ăld b^ôrn d^ăughter
- SIGN 10.** A slanted line through a letter tells you about the sound of **ow** as in 'now' sound:
b^ounc^e allow^{ing} sc^{re}oung^e pl^ough

"PHONETIC WRITTEN ENGLISH" KEY TO PRONUNCIATIONS

VOWELS

a apple ant rabbit
a ac**o**rn gre**a**tly vac**a**nt
à w**a**nt sw**à**t qu**à**rrel y**à**cht
ä ä**ä**rt p**ä**m c**ä**rnag**e**
â â**â**ll r**â**w h**â**ul

e egg empty entic**e**
e even **e**vil secret
ê h**ê**r v**ê**rg**e** **ê**arly
ë cl**ë**r**k** s**ë**rg**e**ant

i ink igl**ee** it**ch**y
 y yet yonder yellow

i id**l**e del**igh**t ic**o**n
y my**se**lf pig**st**y den**y**
î î**r**k g**î**rder b**î**r**th**

o orang**e** oct**o**p**u**s odd

o **o**mit **o**ver eskimo
 s**o**n m**o**ther **o**n**io**n

ô w**ô**lf h**ô**od w**ô**man

ô w**ô**rd w**ô**rse w**ô**rk

ô **ô**rder s**ô**rt transp**ô**rt

o **o**ut sc**o**wl l**o**udly

o m**o**ve t**oo** into t**wo**

u ugly umbrella cut

u **u**n**io**n **u**nity r**u**de

û p**û**t p**û**ll b**û**tcher

û **û**rg**e** n**û**rse p**û**rple

CONSONANTS

c cat cut cot cabbage

ç **ç**ent **ç**ity **ç**ycle

g get got gun give

g **g**em **g**entle **g**inger

d dig dug dog

d li**k**e**d** li**k**e**d** ki**s**s**e**d

s sit sat set

ş dig**ş** dog**ş** pre**ş**ent

ch **ch**at **ch**in rich much

sh **sh**ed **sh**ut rush rash

th **th**at **th**en **th**is **thoş**e

th **th**in **th**ick **th**ink **th**ing

ph **ph**one graph **ph**e**w** **o**

gh **gh**ough l**ä**ugh **gh**ough

qu **qu**ickly **qu**een **qu**it

r

The **TOP** 'r' is spoken **before**
vowels and

r

the **BOTTOM** 'r' is not usually
spoken **after** vowels.

"PHONETIC WRITTEN ENGLISH" KEY TO PRONUNCIATIONS

a apple ant rabbit
 e egg empty entiçe
 i ink iglee itchy
 y typical happy
 o orange octopus oggle
à want swat **qu**arrel yacht

u ugly umbrella cut
ó son mother **o**non

ò wolf hood woman

ù put pull butcher

a acorn greatly vacant

e even **ev**il secret

i **iv**y **ir**on **ic**on

y myself pigsty deny

o **o**mit **ov**er eskimo

u **un**ion **un**ity rude

e move tee inte twe

e **o**ut scowl loudly

ä ärt pam cärnage

ë clërk sërgeant

ê hêr vêrge **ê**arly

î **î**rk gîrder **b**irth

ô wôrd wôrse wôrth

û **û**rge nûrse pûrle

å **å**ll råw håul

ó **ó**rder sórt transpórt

SHORT VOWEL SOUNDS IN ENGLISH

In the teachers' manual, SHORT VOWEL word lists are found on pages 10 through to 21.

LONG VOWEL SOUNDS IN ENGLISH

In the teachers' manual, LONG VOWEL word lists are found on pages 22 through to 32.

ENGLISH VOWEL SOUNDS THAT ARE USUALLY INFLUENCED BY THE LETTER 'R'

In the teachers' manual, words whose VOWELS ARE INFLUENCED by the letter 'r' are found on pages 33 to 38.

The final word lists on pages 39 to 44 of the teachers' manual are taken up by words that can best be classified as polysyllabic and phonetically complex.