Dr Duffy's 12 Keys to Understanding English

A linguistic/phonic approach which teaches Spelling and Reading together.

MANUAL

To be used with "Word Streams - Making Sense of English"
by J.A. Gleeson

Devised by
C.J. Duffy
D.D., Ph.D., B.A., F.A.C.E., OA

Compiled by
J.A. Gleeson
B.A., M.Ed.

© Copyright 2006 J.A. Gleeson
ACKNOWLEDGEMENTS

Many thanks to the following who assisted in differing ways to enable this presentation of the wonderful insights into our language provided by the late Monsignor Duffy

Colin Norris, Don Barba, Betty Foster, Chris Gillham, Peter Duffy

judith@duffyteachingenglish.com
CONTENTS

1.0 The Duffy Method of Teaching Reading and Spelling. - Duffy Charts 1
1.1 Introduction 3
1.2 Causes of Failure 4
1.3 Genesis of the Duffy Method
   1.3.1 Word Consciousness and the Development of Language 5
   1.3.2 The Development of Writing 6
   1.3.3 The English Alphabet a. Vowels b. Consonants 6
   1.3.4 Euphony 7
   1.3.5 Slurring of vowels 7
   1.3.6 The Historical Development of English 8
   1.3.7 The Four Streams in English 8
   1.3.8 Development of Word Attack Skills 9
   1.3.9 The twelve Duffy Charts 9
   1.3.10 Vertical Reading 10
1.4 Three Principles of the Duffy Method 9
   1.4.1 The teacher does not teach: rather the student learns
   1.4.2 Care must be taken to avoid a loss of the student's confidence
   1.4.3 The teacher must present each step in a manner that will bring success
1.5 The Reading Situation as described by Duffy 10
   1.5.1 The Writing
   1.5.2 The Learner
   1.5.3 The Teacher
2.0 How to Teach the Duffy Method 11
   2.1 Teaching Procedure
   2.1.1 Assessment
   2.1.2 When to use the Duffy Method
   2.1.3 Who should be present during lessons with individuals 11
3.0 Individual Tuition 12
   3.1 Where to begin
   3.1.1 Establish Rapport
   3.1.2 Present an overview of the Duffy approach
   3.1.3 Discuss length of programme
   3.1.4 Preparation prior to first lesson
### 3.2 The Duffy Charts

<table>
<thead>
<tr>
<th>Display Chart</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONE</td>
<td>The Daily Scale of Sounds</td>
<td>14</td>
</tr>
<tr>
<td>TWO</td>
<td>The Donkey Chart</td>
<td>15</td>
</tr>
<tr>
<td>THREE</td>
<td>The Elusive ‘a’</td>
<td>19</td>
</tr>
<tr>
<td>FOUR</td>
<td>The Old-English Strain</td>
<td>22</td>
</tr>
<tr>
<td>FIVE</td>
<td>The Goblin Chart</td>
<td>24</td>
</tr>
<tr>
<td>SIX</td>
<td>The Stairway Chart</td>
<td>25</td>
</tr>
<tr>
<td>SEVEN</td>
<td>The Alice Chart</td>
<td>27</td>
</tr>
<tr>
<td>EIGHT</td>
<td>The S?R Triangle</td>
<td>30</td>
</tr>
<tr>
<td>NINE</td>
<td>The Fan Chart</td>
<td>31</td>
</tr>
<tr>
<td>TEN</td>
<td>The Foreigners' Chart</td>
<td>32</td>
</tr>
<tr>
<td>ELEVEN</td>
<td>The ‘OUGH’ Chart</td>
<td>34</td>
</tr>
<tr>
<td>TWELVE</td>
<td>The Dodging 'i' Wheel Chart</td>
<td>35</td>
</tr>
</tbody>
</table>

### 4.0 Group Tuition

#### 4.1 Size of Group

<table>
<thead>
<tr>
<th>Size of Group</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>38</td>
</tr>
</tbody>
</table>

#### 4.2 Composition of Group

<table>
<thead>
<tr>
<th>Composition of Group</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>39</td>
</tr>
</tbody>
</table>

### 5.0 Summary

<table>
<thead>
<tr>
<th>Summary</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>39</td>
</tr>
</tbody>
</table>

### 6.0 Appendices

<table>
<thead>
<tr>
<th>Data from Research conducted at Canberra Technical College and James Cook University of North Queensland</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Case Study - Individual Tuition</td>
<td>41</td>
</tr>
<tr>
<td>Case Study - Group (of five) Tuition</td>
<td>42</td>
</tr>
<tr>
<td>Follow up Survey of Long Term Value of a Duffy Course</td>
<td>43</td>
</tr>
<tr>
<td>Results of Duffy lessons conducted at Guildford Grammar School in Perth, Western Australia</td>
<td>44</td>
</tr>
<tr>
<td>Recommendations from Professor George Stern and others</td>
<td>45</td>
</tr>
<tr>
<td>The Duffy Phonics Diagnostic Test</td>
<td>46</td>
</tr>
<tr>
<td>About the Author</td>
<td>47</td>
</tr>
</tbody>
</table>

******************************************************************************
1.0 Dr Cornelius J. Duffy (1902-1986) was a priest and scholar, an historian and an Inspector of Catholic schools in New South Wales in the 1950s. It was then that he became aware of intelligent children with literacy problems. He was concerned and surprised by this, thinking that all people learned to read and write effortlessly as he, and all the people he knew, had done. So he decided to seek a solution to this debilitating condition.

Duffy recognised three elements in the process of gaining literacy skills - the pupil, the teacher and the language. After much thought he focused on the latter - our English language. After all, all teachers are teachers of English yet how many understand their language? Most people learn to spell through visual memory and never need to understand the reason for the spelling and may never have heard of phonics.

Duffy had graduated in Latin and Greek from the University of Sydney and his subsequent time in Rome, when training for the priesthood, enabled proficiency in Italian, French and German.

His interest in history, especially of the development of modern English over the past nine hundred years, led him to develop a series of charts which identified the two major streams in our language, the two minor ones, and groups of words where the spelling required an explanation.

There are two main elements in the Duffy Method - correct use of the Duffy Charts and careful consideration of psychological factors associated with the presentation of them.
THE DUFFY CHARTS.

During the 1950s and 1960s Duffy devised a series of twelve charts which provide an understanding of the structure of English which assists the acquisition of both reading and spelling. He demonstrated that it is logical and rational enabling, as he put it, “to take the sting out of its spelling”

1. The Latin Stream accounts for 87% of the syllables in English. Therefore, it is important for The Donkey Chart which introduces this stream, to be introduced first. When an understanding of short and long vowels e.g. fin/fine has been gained words such as agriculture are not harder, just longer. It is essential that the pupil can discriminate and reproduce the ten vowel sounds clearly and has total letter recognition in both upper and lower case. This enables what Duffy called “the full use of eye and ear”

2. The Old English Stream contains the basic words of life e.g. eat, die, sight in charts 4 and 5 which all contain letters which are no longer pronounced except in a few areas of Great Britain such as parts of Cornwall and Scotland. These words must be recognised as a group which cannot be sounded out, unlike those from the Latin. Duffy explained why there are words such as mother and love which contain an o and not a u and he provided a brilliant mnemonic to help with the recognition of the eight ways of pronouncing the old English syllable ough as in chart 11.

3. The small Greek stream contains words where ch=k, ph=f and y=i. They are nearly all associated with science or music e.g. - chlorophyll, orchestra as in chart 10.

4. The small French stream contains many words with the suffixes, tion, sion, and ssion words as in the Stairway chart no 6. French provides many words used in the military e.g. colonel, in the kitchen e.g. mayonnaise and fashion e.g. boutique.

The Dodging I Chart No 12 deals with words where the i is pronounced as a long vowel e. e.g. radio, Australia.

Slurring of some syllables e.g. the a in medical and the ci in social is presented in charts 3 and 9, the five ways of spelling the Sir sound in chart 8 and the sorting out of use of ie and ei in the Alice chart No 7.

The Duffy Charts are to be used in conjunction with Word Streams - Making Sense of English which provides graded examples of words introduced in the charts. They are extremely useful for teachers of English as a second language, in conjunction with situational English and for parents and teachers who seek an understanding of their language and who may wish to improve their spelling.

A set of the 12 charts and thirty work sheets are provided with each Manual.
1.0 THE DUFFY METHOD OF TEACHING READING AND SPELLING.

1.1 INTRODUCTION.

Anyone who baulks at the sight of a sign bearing the legend ‘Two storied property’ realises that today's sign writers lack the command of spelling common to earlier generations. And whereas one forgives the farmer's ‘baged horse manure’ a professional's ‘make sure your not to late’ smacks of ignorance or indifference.

But the misspelled words’ effect goes further. Readers of material which contains spelling errors invariably undervalue the content, possibly equating the weakness of the text with inferiority of knowledge or intelligence of the writer. In the case of a job application, for example, the employer who finds a spelling error on the application form, may also find reason to doubt the applicant's capabilities.

This fundamental reaction of the reader springs from a long-established appreciation between creators and receivers of texts that written communication relies on a mutual understanding of the codes and graphic symbols used. This obligation for the writer to observe the same communication rules exists no matter what form the text takes - words, mathematics, music or any other discourse.

In the past teachers spelled correctly after years of being taught how to spell. Their students usually learned by rote, as they had done, with some help from some rules such as 'e goes away when ing comes to stay' and 'i before e except after c'. The sounds of students chanting such rules or the spelling of difficult words rang out from classrooms all over the country.

Then came the liberation of the nineteen sixties with freedom from rote learning and spelling rules. Creativity and expression of ideas mattered more than correct spelling. The resulting generation of teachers with poor spelling often failed to notice errors made by their pupils as well as by themselves. Indeed, many a school report contained spelling errors e.g. benefited with two ts, and spelling in primary school charts sometimes displays mistakes unrecognised by their creators.

This separation of the practical aspects of the English Language from the creative and critical aspects has resulted in a generation of English speakers who, though astute in verbal analyses and understanding of texts of all kinds, frequently lack the ability to communicate to others in written form adequately because of the irritation of poor spelling and incorrect grammar.

This deficiency was confirmed in the press by the fact that in 1998 over one million Australians lacked functional literacy. A year later it was reported that one in six were affected - that is around three million.

The time, therefore, seems right to present one of the best methods of teaching Reading and Spelling to come out of Australia and see how it might best be suited to today's educational climate. Its creator, Dr Duffy developed an approach to the teaching of literacy skills that incorporated both reading and spelling which he saw as an integrated system where the translation of vocal sounds into written form established an agreed code concerning the symbols formulation (spelling) and their recognition (reading).
1.2 CAUSES OF FAILURE.

They invariably include more than one of the following:
Frequent changes of schools or teachers, poor teaching, frequent absences from school due to illness or parents’ indifference to the need for regular attendance, immaturity due to birthday falling late in the year, physiological and or psychological delays in development, nutritional deficiencies, emotional upsets associated with problems in family, siblings, peer group, or teachers and learning difficulties.

In some cases following a diagnosis of specific learning disabilities by a Psychologist, trained in this area, the possibility of implementing diet therapy under the direction of a professional qualified in this field may be recommended. Nutritional deficiencies, especially of zinc and essential fatty acids, can play an important etiological role in the presence of visual and auditory perceptual immaturity, sequencing difficulties, poor concentration and memory. (Holford.)


Example.
One thirteen year old student with poor literacy skills ate five Weetbix with lots of milk and sugar, followed by a glass of milk, as a snack every day after school. Testing indicated intolerances to wheat and dairy products as well as to peanuts, cane sugar and eggs. These foods were preventing the absorption of vitamins and minerals so necessary for memory and concentration. Being in the last year of primary school (he had repeated a year) his academic retardation caused alarm in his parents for they realised that work in secondary school would be beyond him. Those fears were well founded as so many of the unemployed, 'street kids' and jail inmates evidence a lack of functional literacy.
After two weeks on a specified diet, with mineral and vitamin supplements, prescribed by a health practitioner, the Duffy Method of teaching reading and spelling was commenced and he responded well.

1.3 GENESIS OF THE DUFFY METHOD

Dr Duffy postulated that the task of mastering spelling contained a greater degree of difficulty than learning to read. His idea that teaching reading and spelling separately, as though they lacked any sort of connection, formed the basis of an unfortunate error, a judgment which today seems filled with foresight.

Over several years Duffy developed a series of charts to help identify the major components of English. He prepared lists of words to be used in conjunction with the charts published in Traffic Lights and Spelling Vertically. Parts of these have been used, with additions from the popular press, in 'Word Streams - Making Sense of English'.
1.3.1 Word Consciousness and Development of Language.

Duffy focused first on spoken words, and then how they were recorded as written symbols, i.e. words. The interpretation of the symbols could provide a valid expression of the spoken word, orally or silently reading. His observations, reading and study, led to the realisation that children understand what they hear long before they can speak and that the child's mind develops through the use of **words** which he called “the tools of the mind”. Distinct developmental stages follow from birth, starting with initial crying to gain the child's needs. When babbling develops it slowly assumes a constant sounding reflecting the environment as with ‘mum-mum-mum’ and ‘da-da-da’. When re-enforced by loving parents it can gradually become a useful means of communication.

In time, the association of certain sounds with certain adults and names of objects, linked with verbs, paves the way for development of oral language. Though the infant starts with sounds common to all humanity, cultural and familial differences dictate eventually which words and their pronunciation are learned. From the ability to control the voice infants gradually mimic the words they hear. Monosyllabic nouns such as *mum, dad*; and *drink* are learned earlier than adjectives such as *more*, verbs such as *want* and then adverbs like *now*. Pronouns such as *I* come later, with the linking of words into sentences such as: *Mum! I want a drink of water now!*

“The words themselves have it in common with human beings in that they are individualistic, they belong to families, have good and bad habits, oddities and rationality. Therefore, they should be treated as living things within the mind rather than lifeless instruments of learning to be injected into the mind”

C J. Duffy *The Bogey of Reading and the Bigger Bogey of Spelling*  Self Published (1973)

Invariably, chronic failures cause extreme lack of confidence and this must be overcome at the outset and maintained. The cause for any errors which are made by the student, following the use of the Duffy charts, should be accepted by the teacher with a comment such as: “I went too fast for you.”

Coming new to the programme allows for novelty appeal no matter what the age of the student. The Duffy Method incorporates largely **cognitive input** rather than reliance on **visual memory**, such as is required in most literacy programmes. Duffy maintained that most children learn to read by remembering the words they see and therefore an approach using other learning modalities is desirable for those requiring help to gain literacy.

An understanding of the **primary relationship between a vowel and a consonant** is essential. This is established in The Donkey Chart which provides understanding of the syllables from Latin making up over 87%. Duffy called these **directly phonic** as they can be sounded out.

Each of the other Duffy Charts was designed to overcome difficulties caused by certain groups of words e.g. the *ci* in *social*, the *tion* in *nation* both pronounced as *shun* in English. Duffy referred to these syllables as **constants** or **indirectly phonic**. Thus, polysyllabic words can be shown to be made up of directly or indirectly phonic syllables and can be expressed as an equation e.g

\[
\text{a/rith/met/ic} = 4\, \text{ph} + 0\, \text{c}
\]
\[
\text{ex/am/in/a/tion} = 4\, \text{ph} + 1\, \text{c}
\]
\[
\text{col/lea/gue} = 1\, \text{ph} + 2\, \text{c}
\]

Breaking up words into syllables as shown can have special appeal for students who learn mathematics easily.
Basic principles needed to attain literacy are taught, at an appropriate pace, enabling the student to work out solutions to problems experienced when reading or trying to spell. The teacher becomes a mentor, providing sufficient information about words for the student to learn to read and at the same time, to learn to spell.

The fact that students have not seen the Duffy teaching materials before, and therefore have had no experience of failure using them, helps to diminish anxiety and fear of failure.

Most people think in words. Some, such as Einstein and other physicists and mathematicians, when exercising their profession, think in mathematical symbols. Musicians express their thoughts and emotions in a different style of sound created either vocally or instrumentally recording it in a written form of symbols distinct from that used for written language.

1.3.2 The Development of Writing.

Just as spoken language developed naturally, so too did the ability to communicate in written form. Toddlers love to make little marks on paper to represent something meaningful for them. Developmental stages have been recorded as with the Draw-a-man tests. Just as the marks of the modern primitive develop and assume more meaning, so too did the pre-historic cave paintings. Sequential picture-form symbols such as hieroglyphics and Chinese characters were replaced in many cultures by a limited, stylish collection of symbols which were no longer illustrative but could provide a basis for infinite combinations to represent the spoken sounds of the language according to set and recognisable conventions of association. The current alphabet in English, with its twenty six letters, is the most familiar form of such developments.

1.3.3 The English Alphabet.

A. The Vowels -a, e, i, o, u.

Duffy wrote that a vowel is a sound which can stand on its own and have meaning. He spoke of Tarzan who would utter exclamations such as ee and oh. Modern man does likewise at times and the sounds i and u have a meaning (the self and you). Every syllable contains a vowel and it is therefore necessary to understand how they function as soon as possible. Each of the vowels has two forms, that is, short or closed (as in cat) and the long or open form (as in gate). The letter y may be used instead of an i, in both short or long form, as in sky and style.

B. The Consonants - b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

A consonant, on the other hand, is a noise which becomes a sound when fused with vowel units e.g. am, et, if, on, us. The difference between a sound and a noise must be understood. One talks of the sound of music as different from the noise of music. A listener may hear many noises but only identify certain sounds.

The primary function of a consonant is to cut short a syllable e.g. go, got, a, am. The individual consonants have their own personalities and can only be easily manipulated if properly understood. C is the most dynamic, having two pronunciations. At the beginning of a word it is usually what is called the hard c as in cat and cot. Within words it represents a sibilant sound like an s as in acid. A guiding principle is to use a c within a word except for the sense words where the s is used. Some words such as accident and access contain both the hard and the soft forms of c. When the vowels e and i follow a c as in cent and city, it is pronounced in its soft form.
**W** is literally double **u**. *Saw* written as *sau* is acceptable for *sound*, but the **w** is used at the beginning and end of words e.g. *word; will, grow, new*. A **u** is used within *extinguish* and *language*.

**L** **Versus** **LL**, **R** **versus** **RR**. Level shows the two pronunciations of the single l, *fell* does the same for **LL**. *Terror* provides an example of the two sounds for the letter **r**.

**Qu** can be said to be just one letter, not two, as **q** is never found alone.

**Z** is a heavier form of **s** and occurs when the weight of the accent is needed as in *enterprize* and *realize*.

**F** **and** **V**: Euphony and common practice interchange **f** and **v** to produce *mischief*/*mischievous*, *twelve/twelfth*.

**G** **and** **J** at times are clearly defined as in *gong* and *jingle*, *guest* and *jest*, but not so in *gesture, gin* and *jingle*. These are **minor** problems that may require the use of a suitable mnemonic to learn to spell them correctly.

### 1.3.4 **Euphony.**

Over the centuries the pronunciation of some words changed to a more acceptable form, that is, a more pleasant sound (euphony), e.g. *mischief*/*mischievous*, not *mischiefous*. The original word for *irrigate* was *innigate*, as in *inject*, the prefix in meaning to *put into*.

### 1.3.5 **Slurring.**

Some words have changed through the slurring of the vowels in syllables especially those containing the vowel **a** as in *grammar* (see Duffy Chart Three). Two words such as *going to* and *good day* are sometimes slurred into *gunna* and *gday* in the vernacular and there can be the slurring of whole sentences as in *didyaavagoodweekend*?

**English** is a **living, evolving language**. There are words used commonly a few decades ago which are now rarely, if ever heard e.g. *frugal*. On the other hand there are new words coming in all the time to cater for inventions and changes in thought e.g. *byte, bikini*.

### 1.3.6 **The Historical Development of English.**

Very few people who speak English know their language. They speak it, write it and read it **but they do not know it**. Duffy studied the modern English language from a historical point of view and demonstrated that it is a combination of four clear streams pre-medieval Anglo-Saxon (*also referred to as Old English*), into which was introduced the Norman influence (post 1066) of medieval Latin and French. In the 15th century Renaissance revival of interest in the classical Greek era led to the addition of many words from Greek. Duffy showed that this polyglot development of four distinctive linguistic strains make up the English language. They can be recognised in written form with a consistency appropriate to each of these form derivations. The effective teaching of English requires a careful separation of these streams for students to grasp readily, and become familiar with, the structure of the language they speak, read and spell. Thus, Duffy has shown that the language is consistent and logical.

The Duffy Method can be described as **linguistic**, because it focuses on the structure of the language itself and **phonetic**, because it teaches the recognition of vowel sounds present in all syllables.
In speech, there are sounds which linguists call phones. The number of phones is so great as to be incalculable (unlike the small number of vowels). But in English the phones can be grouped into approximately forty phone-classes called phonemes. For example, the \( r \) sounds in carriage and thrilled are distinguishable phones of the same phoneme. The function of phonemes is to distinguish meaning-laden sounds from each other. Phonemes that are consonants either have no independent existence or are only senseless noises at best. The sound \( bat \), which the phoneme \( b \) distinguishes from \( pat \), is called a morpheme. It conveys meaning and cannot be broken down into smaller meaning-laden units. For example, in combat, battery and related words, it conveys a fairly stable idea, to strike.

1.3.7 The Four Streams in English.

Latin, Anglo-Saxon, French and Greek comprise the bulk of the language with a few words coming from other languages e.g. \( khaki \) from Hindi. Students need to understand the differences between the structure of words from these four streams. Once achieved, this understanding enables the development of sound word-attack skills necessary for reading and spelling competency. (Many people gain literacy because they have well developed visual memory. The Duffy Method is designed for those who are not so fortunate and it can also be used for those who are learning English as a foreign language.)

Mastery of the Latin stream, which includes 87% of all of the syllables, must come first. Then comes the Anglo-Saxon-stream (referred to as ‘Old English' by Duffy in his teaching materials) which contains 60% of the basic words of life such as eat and die.

For this reason these words, which contain a digraph i.e. a letter which is no longer sounded, abound in the early reading books. When these words were first recorded, some time after the invasion of Britain by the Normans in 1066, every letter that was heard was written down by the scholars.

Some attempts to gain uniformity by Spelling Reform groups by using the Latin form e.g. \( ete \) for eat and \( nite \) for night have not been accepted as this would lead to great confusion e.g. Which version should be chosen from the following poor, pore, paw, pour and pause.

When recording the Anglo-Saxon words scholars were confronted with a vowel sound that did not appear in Latin. It was close to the short vowels \( u \) and \( o \) and it was \( o \) which was used, hence words such as son, mother, love and come. Duffy referred to this as the Third \( u \) sound. (see page 29 of Word Streams for further examples). These two major streams Latin and Old English must be treated separately. They are like railway lines, parallel, and do not cross.

Greek provides the bulk of words associated with science and music, with the distinctive use of \( ch \) for \( k \), \( ph \) for \( f \), and \( y \) for \( i \) set among syllables which usually are of Latin origin e.g. elephant, type, chemist, photograph. Some may include a syllable from Anglo-Saxon e.g. nephew, trachea. (see page 31 of Word Streams for further examples). French provides a large number of words ending with the suffix \( tion \) fewer with \( sion \) and less with \( ssion \) and a small number of words chiefly associated with the military, cuisine and fashion. Most cannot be sounded out as can words from Latin and must be recognised by their distinctive pronunciation. e.g. colonel, quiche, lingerie. (see page 31/35 of Word Streams for further examples).

This historical approach to the development and subsequent structure of the language is particularly helpful to teachers of English and those learning English as a second language. It was after closely observing many failing pupils that Duffy realised that by supplying teachers with a composite picture of the layout of the language many obstacles to progress could be removed. Patterns in spelling prompted him to build up on common features.
1.3.8: Development of Words Attack Skills.

Reading backwards or coming in through the back door, is a major element of the Duffy approach. As already mentioned, the key to a syllable from the Latin stream is the vowel. How it will be pronounced is determined by the letter which follows. Polysyllables should be approached from the end. Vowels must then be identified and their value determined by whether there is an e following the terminating consonant. (see pages 14/18 for section on the Donkey Chart for full details of this process). Thus a word like agriculture can be identified as four syllables added together beginning with ture, followed by cul, then ri and lastly ag. This innovative approach is particularly helpful with words which have a beginning letter which is not pronounced e.g. knife, pneumonia. In his typical entertaining style, Duffy would say that, just as children should use the backdoor at home, so they should use it when sounding out a word.

Those learning English as a foreign language have been seen to progress quickly using this process for word attack successfully although they may have no understanding of the meaning of the word they have enunciated correctly.

1.3.9: The twelve Duffy Charts.

Over several years Dr Duffy developed his set of charts which bring order out of chaos in the realm of words. They have been organised along logical lines, based on structures, that in turn trace back to their origins. The starting point of each chart is presented without ambiguity from an angle within the range of the learner's age and maturity.

The twelve charts provide pieces of a jig-saw which, when fitted together, give an overall picture of our language. The Word Streams reading and spelling book contains lists of words which have been introduced in the Duffy Charts. Students are guided to working out the words for themselves, first identifying vowels and then working out syllables starting from the back of the word. As Duffy said, using their own 'mental muscles' will enable success, where visual memory alone has failed.

1.3.10 Vertical Reading

The vertical layout of words in groups of five enables the development and mastery of the structure of these words and ability to reproduce words in reading and in spelling. Vertical Reading, which moves from word to word where there are minimal changes of just one letter or the addition of one or more letters, consolidates the function of the vowel unit which is the key to pronunciation and spelling. The problem of consonantal blends is diminished in such groups e.g. ray, rain, train, strain, sprain. The words in Word Streams are not grouped in subject areas as were the lists in Duffy's booklet Spelling Vertically which was of great value for use in secondary schools.

1.4 The THREE PRINCIPLES of the DUFFY METHOD

1.4.1 The teacher does not teach, rather the student learns.

Just as a plant grows, so does the mind grow, from within, in knowledge through the use of words. The role of the gardener is similar to that of the teacher, providing conditions for easy growth. Obstacles can be removed in advance by careful use of the Duffy Charts. The student can be taught to learn from the known to the unknown e.g. the au in autumn can be accessed through a known word containing au such as Paul.
1.4.2 Care must be taken to avoid the loss of a student's confidence after an obvious error. 

Students who have literacy problems invariably have low self esteem and it is important for the teacher to shoulder the blame when an error is made. A comment such as: 'I did not make that section clear to you' helps to turn the error into a positive and learning can proceed. Teaching is a partnership where the teacher must put the wanderer back on track in a patient, supportive way. This is a novel change especially for older students who, despite being intelligent, have often endured years of difficulty with reading and even more so with spelling.

1.4.3 The teacher must present each step or question in a manner that will bring about success for the student.

The Charts enable the presentation of important principles e.g. the Donkey Chart teaches how to differentiate between short and long vowels from Latin and the Fan Chart teaches how pronunciation of some letters has changed over the centuries e.g. the *ei* in *racial* and *precious* is now pronounced as *sh*. From speech comes spelling comes reading. Understanding of the words in the Charts enables the reading of them followed by the writing down of them. Teaching reading and spelling together is one of the major strengths of Duffy’s method. Through this linguistic, phonetic, cognitive approach the full use of the eye and the ear enables mastery of word attack skills. The brighter the student, the quicker the progress. The teacher must not forget that students assimilate knowledge at different rates and that some learn easier through the auditory sense rather than the visual. Where there are learning disabilities preventing adequate development in both areas this approach should not be used.

Careful use of the Duffy materials in the manner outlined in part 3.2 is essential for progress to be made and for the mysteries of the English language to be revealed.

1.5 THE READING SITUATION as described by Dr Duffy consists of three elements: the Writing, the Student, and the Teacher.

1.5.1 The Writing

- It is a language which must be fully understood by the teacher who can then impart the ability to understand it to the student. All teachers are teachers of English but few have any knowledge of its history or its structure.
- Duffy has shown that English is logical, rational and sequential.
- Variations can be simplified, explained and taught methodically. Use of mnemonics can help overcome some unusual syllables e.g. *ough*, in chart 11.
- The language should be taught as a living entity - reading, spelling, composition and comprehension are all facets of one process as the child's mind develops.

1.5.2 The Student

- Cannot be blamed for failures when the teaching has been inadequate.
- Areas of learning strength and weakness must be identified and this will enable progress.
- Reading will be welcomed by the student when he attains proficiency to satisfy natural curiosity about topics of absorbing interest.

1.5.3 The Teacher

- Has three main functions:
  - To arouse motivation within the students to discover an understanding of their language enabling the reading and spelling of it.
  - To dissolve difficulties in the learner's path.
  - To ensure that the learner achieves at every step.
2.0 HOW TO TEACH USING THE DUFFY METHOD

2.1 TEACHING PROCEDURE

For all students, children, and adults must be put at ease and encouraged to believe that they can overcome their problems with English, provided that they follow instructions carefully.

2.1.1 Assessment

First assess reading and spelling levels with a current standardised test to determine:

a. The severity of the problem.

b. That the student knows all twenty-six letters in upper and lower case.

c. That the student's auditory discrimination ability enables differentiation between short (closed e.g. *hop*) and long (open e.g. *hope*) vowels. This is a common problem which prevents progress in the development of phonic skills.

2.1.2 When and how to use the Duffy charts

School-aged students and adults of low to average intelligence or above, are generally able to understand the principles behind this approach and benefit from it. Understanding of the syllables from the Latin stream brings about rapid improvement in word attack skills and hence confidence.

From an understanding of Duffy's charts *teachers gain insights* into the reasons behind the spelling of English words and this can often benefit students of all ages who have difficulty with reading and more often with spelling. Teachers are teachers of English in all learning areas. The Duffy Method provides the key to sound word attack skills and to an understanding of its spelling. Basic principles needed to attain literacy are taught enabling students to work out solutions to problems experienced when reading or trying to spell rather than being told the answers, forgetting them, and learning nothing.

N.B. If the memory for individual words is adequate there would be no difficulty in gaining literacy competence once the meaning of the words is understood.

Factors such as intelligence, concentration, memory and motivation play an important part in the success of assisting students at educational risk. The Duffy method, being a cognitive/linguistic approach, is especially appropriate for intelligent students. Charts such as No 12, the Dodging *i* Wheel Chart, is of limited benefit to students under the age of ten years. They should only be introduced when the teacher is confident that the student is mature enough to benefit.

Avoidance of failure is very important and therefore no new section should be introduced unless the words introduced in the previous charts have been mastered.

2.1.3 Who should be present during lessons?

A concerned, intelligent, literate adult sitting in on the lessons can unobtrusively learn how to use the Duffy teaching materials. Invariably that person's understanding of English and spelling levels will improve and he/she can implement revision sessions of work covered which are invaluable. The reason for the teacher's positive, confident approach can be understood. This engenders similar qualities in those who observe it. The joy in the voice of a thirteen year old boy, who had not long before been reading at the eight year level, explaining to his father that: “*I can spell architecture*”
3.0: INDIVIDUAL TUITION

3.1: Where To Begin

3.1.1: Establish rapport

In some cases students have built up such a fear of the written word that they become frustrated, even fearful, at the prospect of having to face up to possible failure yet again. A positive, confident manner from the teacher engenders trust and confidence in the student. Establishing rapport at the outset is a vital part of the programme and an honest discussion of failures and feelings associated with them can often help to engender this. The psychological aspects of reading difficulty must be addressed in some cases where the failures and lack of understanding from teachers, and often parents as well, have caused a significant lowering of self esteem. ‘I’m no good at reading’ in a seven year old can cause an overall belief that, ‘I’m no good’ for years beyond.

3.1.2: Present an overview of the Duffy Method

This provides some insight into the structure of the programme - it helps to de-mystify it and most students are delighted to learn that English is logical and structured and that there is a valid and understandable reason for its spelling. Explain that most people learn to read and to spell through visual memory. Due to individual differences a large number of people, estimated at about one in four, do not.

Learning styles, like finger prints, are unique. Engender in the students awareness that it is not their fault that they cannot read and that with suitable changes in personal attitude and commitment progress can be made. In some cases, as already mentioned, it may be necessary to have changes in diet, with the addition of some mineral and vitamin supplements, before any tuition will be successful. The more that is known about the causes of the problem the better the chances will be to overcome it.

The Duffy teaching materials must be presented at a pace suitable for the student, not the wishes of the teacher. This method enables adaptation according to the needs, rate of learning and interests of the student. This is one of its many strengths. There are no set texts, other than Word Streams and work sheets to accompany it. As soon as word attack skills have been established at a suitable level the students should be encouraged to choose their own reading materials. Motivation and interest can be stimulated and maintained in this way.

Secondary school students may wish to work from their science text and thus keep up with their homework, a primary child may want to read from a suitable novel whilst adults may prefer their favourite sports magazines. There is no need for the use of graded readers or books of high interest age and low reading difficulty.

3.1.3: Discuss length of programme

A minimum of six lessons, of one to one and a half hours’ duration, preferably on successive or alternate days enabling continuity and consolidation of knowledge gained, is desirable. Long gaps between lessons invariably necessitate lengthy revision sessions and this can cause an undesirable lessening of confidence which had previously been established. After six lessons most intelligent adults and secondary students increase their word attack skills and spelling ability sufficiently to overcome nearly all fears of future failure.
Then follows reading from texts and the building of vocabulary. The meanings of the newly deciphered words have to be understood before there can be full comprehension of the passages being read. **The reason for reading**, of course, is to obtain information or to be entertained. One does not read just for the sake of it. As the written word contains many words which are not used frequently, if ever, in oral communication, beginning readers have to be assisted to develop their word knowledge. Well developed word attack skills are of little use without use of dictionaries and texts to build up vocabulary.

### 3.1.4 Preparation prior to the first lesson

Writing materials, either loose leaf pages or an exercise book, pencil and eraser are required. A record of work covered enables ease of revision for students. Choose a quiet area which is well lit with table and chairs of suitable size. Seating opposite enables the teacher to recognize when there is a need for a change in the materials being presented. At times a full hour teaching from a Duffy chart is acceptable but not so on other days. At times the student may wish to talk about some of his failures in the past or perhaps jealousy of a young sister who reads better than he can. The need for students to unburden such troubles should not be ignored but they should not invite inappropriate counselling.

1. Having established rapport, talk about the letters of the alphabet, the building blocks of words. Ask the student to recite the alphabet and note any sequencing errors or omissions. Do not proceed until knowledge of the alphabet is secure, in both the upper and lower case.

2. Ask which are the most important letters. This will often elicit the five vowels in some cases pronounced as *valves*, indicating an auditory processing problem. In such a case, explain that *vowel* rhymes with *towel* and write down both words so that the students can see for themselves. The student knows the latter this will help him/her to remember vowel *going from the known to the unknown*, an important teaching principle recommended by Duffy.

3. Whenever possible make full use of the eye and ear. Usually the student will know the names of the letters, as in the alphabet, that is, in their *long or open form* but it may be necessary to point out that each of the five vowels has a sound as well which is *short or closed* (e.g. *kit*). Explain that the *sound* of a vowel takes less time to say than its name and therefore, can be called a short vowel. Practise identification of the difference between the two vowels If the student cannot differentiate between them greater emphasis must be placed on visual learning from the Duffy Charts and *Word Streams*. At all times emphasise the link between the ear and the eye in the process of learning to read.

4. Discuss the letter *y* which functions as an *i* in some words. Show that in words such as fly the *y* is changed to an *i* in the plural families eg. *flies*. Give other examples such as happy which becomes *happily* and *say* which becomes *said*. Avoid giving too much information which may be confusing for some students.

5. Discuss the remaining twenty one letters, the consonants. Write the word consonant, which appears in Chart Two, the Donkey Chart, (page 15) and discuss the pronunciation of all these letters.
3.2: CHARTS

3.2.1 Display Chart One
The Daily Scale of Sounds

Point to cat in the lower half and ask the student to read it aloud. If he or she cannot do so ask: Which animal chases a mouse? This will usually elicit the desired answer where-upon draw attention to the word on the chart, carefully sounding out the letters and pointing to them simultaneously.

Then ask: If we take away the c what is left? If at is not forthcoming explain why it is so and then ask: And what if the t is removed? Invariably the reply will be given as the long vowel a, not the short vowel which had just been correctly enunciated in cat.

When this occurs a further discussion of short and long vowels, sometimes referred to as open and closed vowels, will be necessary. When the mouth is open the sound emitted is crisp and short, hence a as in bat. When partly closed the sound is softer and longer hence the long vowel a as in lake.

As already mentioned, the long vowels bear the names of those letters in the alphabet and are generally known better than the short vowels which are heard rarely outside lower primary classrooms. This section must be taught very carefully, especially to older students, as it is a very important part of the Duffy Method. It may seem babyish but explain that it is taught first because it is most important. Older students do not seem to dislike this work and soon appreciate its value.

Point out that all syllables contain a vowel and the necessity for understanding that their use is determined by the position of the consonants, especially when spelling. In the process of writing words there are no context clues, as in reading, and each word must be remembered individually. Emphasise the necessity of a full understanding of the proper use of short and long vowels from Latin as they are used in over 87% of the syllables in English.

If a student is unable to differentiate these ten vowels, to which later words containing y used as a vowel from the Greek must be similarly understood, then do not continue with the Duffy Programme. As mentioned earlier, testing of auditory acuity, then auditory perception is recommended followed by appropriate developmental activities.

Next. Ask the student to read down the two lists of short vowels on the chart. When accomplished correctly, without hesitation, ask for a reading across the of page i.e. cat is not cot down to i is not e.

When the desired outcome is achieved move on to Chart Two, the important Donkey Chart. If necessary explain that the long vowel part of Chart One will be dealt with at a later stage.
3.2.2: Display Chart Two
The Donkey Chart

Explain that Duffy ascribed a vowel to each of the legs of the donkey and its tail, in alphabetical order. As the donkey enters the tunnel, which contains the twenty one consonants, the sounds of its hooves on the road are cut short, just as happens when a car or train enters a tunnel. Students who have experienced this occurrence in a tunnel can readily relate to this analogy.

Hence, looking at the word hat, on the far left of the chart, it can been seen that the last letter following the vowel is the consonant t therefore the a must be cut short producing at. The first letter h is then added to produce the complete word, hat.

Word attack is essentially from the vowel to the following letters then back to the first letters. This radical departure from the usual procedure when attempting to sound out words provides a fresh approach which soon produces desired outcomes. Duffy suggested that just as children should come in through the back door at home, so too should word attack be from the back of the syllable. Once all of the syllables have been correctly sounded out they can be read from the front to reveal the whole word. Words such as candidate and incomplete can thus be sounded out with ease even though the meaning may not be known. Until meaning is gained they have not been read.

Present the short vowel a by instructing the student to read down the column of a words. If necessary, revise the process for determining why the vowel should be pronounced in its short form i.e. because of the terminating consonant.
The misreading of a word should be a pointer to an area of difficulty and this must be addressed carefully and thoroughly using the procedures as outlined above.

Next. Refer to Worksheet 1-0 and have the student read all of the short vowel a words.
Dictate ten of the words read for spelling to be written in a work book or folder kept for this purpose.
Errors should be disregarded and more examples given, possibly after reference to the Donkey chart, until the student achieves competence in the use of this short vowel a.

Proceed to the short vowel e column and have the student read the words aloud. The inclusion of the word the allows for differentiation from the Old English word thee which is the long vowel form. In most cases the word is read correctly, it having been seen countless times before by most students, with the exception of those learning English as a second language.

N.B. Avoid alerting difficulties which the students may not experience but be ready to answer all queries in words which they will understand. Remember that you, the teacher, know the whole picture but the students must have just a small section revealed at a time. Always go at the pace of the students making sure that each section is mastered before proceeding to the next.
The inclusion of her in the list shows that not always will the vowel followed by a consonant be short, as in er, ar, ir, or and ur, where the fusion with an r makes a new sound called a diphthong. This is what Duffy called overcoming obstacles in advance.
Next. After a reading of the list of short vowel e words correctly refer to Worksheet 1-0 and have the student read all of the short vowel e words

Dictate ten of the words read for spelling. Errors should be disregarded and more examples given, possibly after reference to the Donkey chart, until the student achieves competence in the use of this short vowel e.

At this stage make sure that the writing is legible and explain the necessity for this. Many poor spellers sometimes deliberately avoid correct formation of letters because they are not sure which ones to use. The letter a can look like ci when written badly and the letter d like cl.

Next. Introduce the short vowel i in like manner using the appropriate worksheet proceeding, as always, at the pace of the student. When secure, continue similarly with the vowels o and u. The time taken for this will vary with students. It may be completed in one lesson but for younger children three or more lessons may be required.

Then, using the Donkey Chart, have the student read across the rows from left to right - hat to tub from has to cur.

Patiently point out any errors and suggest that these may be caused by you, the teacher, through going too fast. This novel approach is welcomed by students who have endured months, even years, of failure. Refer back to Chart One if necessary.

Dictate a selection of monosyllables containing the five vowels for spelling NB. Oral spelling is an artificial exercise and therefore is not recommended.

Refer back to the charts if there are errors and help the student to understand the principle behind the correct spelling so that they can be corrected without further help from the teacher. An understanding of why words in English are spelled and pronounced the way they are is a fundamental strength of the Duffy method.

Reading and Spelling are taught together
To upper primary, secondary students and adults explain that use of the principles taught in the charts can help with not only the sounding out of many syllables but also the spelling of them. Reading and spelling should go together, backwards and forwards, like the pendulum of a clock. Duffy showed that they can, and should, be taught in this way thus enabling greater understanding and learning of the literacy process.

NB Some students will cover the section above in just a few minutes whilst others may require several lessons before they attain the necessary levels of competency.

Dictate a selection of words containing one short vowel for revision. This enables recognition of any problems which may necessitate reference back to the first two charts. There maybe difficulty with just one vowel.

Then dictate a number of appropriate polysyllabic words containing short vowels e.g. cabin, victim, and district. Explain that these words are not harder than the monosyllabic words that they are merely longer and they consist of two or more syllables joined together. For younger students choose words thought to be in their spoken vocabulary.

Older students may enjoy the addition of words such as establishment and discontent, directing word attack from the last syllable to the first. If there are any problems, refer back to the Donkey Chart.
Introduction of Long Vowels

The right hand side of the Donkey Chart deals with the teaching of the long vowels. Explain that the long pole, attached to the donkey's basket, bears on its end a carrot and an e. This e is a sign to take away the shortening effect of the final consonants located in the arch of the tunnel. It signals the reader to read the vowel in its long form i.e. saying its name.

Explain that just as a small horizontal line (draw one) means different things according to where it is found e.g. a hyphen, a dash, or a minus sign, and that the letter x can mean a wrong answer, a railway crossing, the letter x, multiplication or kisses, so too the letter e has more than one meaning. As has been shown, it is usually pronounced within a syllable e.g. bed, theme and also occasionally at the end of a word e.g. apostrophe. Many a small child and learner of English will pronounce hate as hatty wanting to include the e.

Instruct the student to read aloud the first word in the long vowel area of the Donkey Chart ie. hate. Some students may recall the saying that e makes the vowel say its name.

Have the student read down the list to haste and if all correct then refer to Worksheet 1-1 for further examples.

Dictate several of the words for spelling. Assist with recognition and correction of any errors. Suggest that these may be due largely to the teacher going too fast. As mentioned before, shouldering the blame for the students errors is a novel approach which can have dramatic psychological advantages. It can lift the student's self esteem and boost confidence.

Next, have the student read down the e list from the Donkey Chart. 2-0. Point out that bede (as in St.Bede) is a man's name and that peter should also have started with a capital letter.

Rules of grammar such as this may be introduced as the occasion arises. Refer to Worksheet 1-1 and point out that there are very few words with the long vowel e sound in English coming from the Latin stream. Most come from the Old English strain to be discussed later e.g. see, chief, pea. As before, dictate some of the long vowel e words.

Continue with the vowel i in like manner and then for the two remaining vowels.

Lists of words in groups of five may be used for reading and then select those thought most appropriate for the student’s level and needs for spelling. The aim is to establish a sound principle for word attack skills which will enable the student to work out the sound of the syllables for when reading and how to determine which letters to use when spelling.

Return to Chart One, The Daily Scale of Sounds, and have the student read across fat is not fate down to sur is not sure. Remind student of fir in the Donkey Chart and that sur is pronounced the same way.

Write several words on a page or board which contain short and long vowels at a level suitable for the student's age and competency e.g. pavement, agriculture and have them read aloud. Revise word attack procedure if necessary, ie from the back to the front e.g. ment + pave = pavement, ure + cult + ric + ag = agriculture. This enables an easier recognition of the vowels in each syllable.

Refer to Worksheet 2-1, 2, 3, 4 for further examples and then dictate a suitable selection for spelling. Continue until proficiency is indicated as understanding syllables from the Latin Stream is of great importance. The sentences on the worksheets assist with the development of vocabulary.
The addition of *ing*.

Refer to the lower right section of the Donkey Chart entitled *Long Vowel to Long Word with out doubling*. The *e* falling out of the donkey's basket provides the visual message because the added *ing* has a lengthening effect on the vowel the *e* becomes superfluous. As young children, students may have heard the saying: 'when *ing* comes to stay, *e* goes away’ but not know what the saying meant, let alone how to apply it.

Have the student read across from *fading* to *tuning*. The reading of *tuning* as *turning* occurs frequently as this word is more familiar. Continue across from *faded* to *reduced*. The more astute student may comment on the inclusion of *fleeced*, an Old English word among all the Latin ones. Duffy explained that it was there to fill up the space, there being very few long vowel *e* words from Latin in English (as previously mentioned).

**Dictate** a selection of words likely to be of interest and relevance to the student for spelling e.g. *raging*, *smiling*, *driving*, *smoking*, *fired*. Worksheet 2-5 to be completed

**Next** proceed to the next section *Short Vowel to Long Word by Doubles*. Explain that when the short vowel requires the addition of *ing* it is necessary to *double the end consonant*. The two large SSs in the Donkey’s basket provide a visual reminder of this, hence *hopping* and *canned* as opposed to the long vowel forms *hoping* and *caned*.

**Have the student read** across from *chatting* to *cutting*. If all correct proceed across from *canned* to *rubbed*. After successful reading, proceed to the dictation of some of these words and others considered appropriate. *Batting* and *winning* could appeal to some, *robbed* and *scrubbing* to others. Always try to choose words for dictation which are likely to be of interest to the student as this increases motivation and understanding. Work to be completed on Worksheet

N.B. Only when knowledge of this process is secure, tell the student that you will dictate a selection of short and long vowel words which contain the suffix *ing* and that by determining whether the vowel is short or long success will follow e.g. *dining*, *dimmed*, *hiking*, *dinner*. 

**Do not proceed until there are no errors.** This section is the most important and therefore **it must be taught thoroughly** even if it takes several lessons.

Vary the presentation of the material and use different words as examples to avoid too much repetition of examples already given. These may be returned to once the concept being taught is learned.

**For revision** dictate a number of longer words which incorporate the same principle e.g. *hidden*, *disposing*, *fettered*, *dismissing*, *completing*.

Consolidate by having the student read from an appropriate text, possibly a text book or newspaper for a secondary school or an adult. Point out words which contain a double consonant in order to retain a short vowel. Assist with unknown words such as names of people and place names.

In this manner the Duffy Method **enables the development of sound word attack skills** and helps to overcome guessing.

**Focus first on the last syllable in a word**, then on the vowel it contains, then on the consonant which follows the vowel and then determine if the vowel is to be long or short. Add the two consonants to complete that syllable then proceed left to the next syllable and treat similarly.
Thus the word **manufacture** can be divided into the syllables **ture** then **fac** then **man** and finally the connecting **u**. The student is then encouraged to string the syllables together to form a word.

Those learning English as a foreign language are often able to do this well although they have no knowledge of the meaning of the words. Invariably in this example they will pronounce the connecting **u** as a short vowel. Over the years common usage has converted it to the long vowel **u** in most parts of the English speaking world.

When a student has sounded out the syllables correctly, but does not recognise the word because this has occurred, suggest a trial of the other form of the vowel. This will invariably elicit a word known to him from his spoken English.

For example grass, pronounced as a short vowel, is common in the USA as are the short vowels in **banana**. The pronunciation of words such as **controversy** and **irrevocable** varies in different countries according to which syllable is stressed.

**Continue or end lesson depending on student’s progress.**

Have the student read from a suitable text and record any errors in words of Latin origin. Refer back to the Donkey Chart, revise its message and then dictate these and similar words for spelling. Avoid correcting errors.

Rather teach the student **how to understand the error** and thus help to prevent those of a similar nature in the future. It is the same principle behind the saying that: it is far better to teach an Eskimo how to catch fish than to give him some. This is a cognitive approach to gaining an understanding of English.

At this stage assist with any other words from the chosen text which cause difficulties. They usually come from one of the other streams which make up the language e.g. **through** from Old English, **architecture** from Greek and **colonel** from French. Place names and other proper nouns may also cause difficulties e.g. **Scarborough** and **February**.

Encourage the student to bring magazines, articles, books etc which are of interest for use in the lesson. Often older students can read and spell words which have special significance for them such as **mechanic** and **differential** but have trouble with everyday words such as **making**, **come** and **delivery**. Secondary students may be encouraged to utilise texts which they are studying. This assists them with their homework and can take away negative feelings that they do not have time for additional English lessons.

Any errors in the spelling of the Donkey Chart words at this stage may engender a diminution of confidence in the student. As mentioned before, the shouldering of blame by the teacher for having moved too fast for the student can help to restore his or her confidence. It can even engender an unusual feeling of power, so lacking in students who have suffered from years of failure to learn to read and to a greater degree how to spell.

The psychological value of the Duffy approach cannot be overstated. The teacher must move at the pace of the student so that there can be few if any set backs Invariably the student does know many words but they have never fitted into any pattern before such as provided by Dr Duffy.
3.2.3 Display Chart Three
The Elusive ‘A’

This chart provides practice in reading – short and long vowels in words where over the centuries pronunciation of the \( a \) has become slurred and as result it is not easy to hear, hence Duffy’s use of *elusive*. Evidence of this becomes apparent in the all too frequent spelling of *damage* as *damig* and *grammar* as *grammer*.

**First** try to cultivate an active, positive approach with a touch of fun if possible, when presenting this and the other Duffy charts. Point to coral and ask the student to read down that list to *medical*. The word *frugal* may cause a problem as it is rarely, if ever, heard in spoken language today. This provides an opportunity to say that *English is a living language*. Some words are dying out whilst others such as *discotheque*, *bikini* and *byte* have been introduced in recent times.

**Then** ask the student to read aloud from *salary* to *secondary* with emphasis on the short vowel \( a \). The \( r \) in *library* needs to be pointed out. Older students may enjoy the explanation that this word comes from the Latin word *libris* hence the inclusion of the \( r \).

**Care** must be taken not to overload the student with such information which may be of interest and comprehensible to a few but be of little interest to many. Some students, with inquiring minds, may enjoy looking up the derivation of particular words in an etymological dictionary.

Direct the student read from *vegetable* to *changeable*. If considered to be helpful at this stage, mention that where there is a \( g \) in such words the \( e \) remains, as in the two words cited, but in a word such as *lovable*, where there is no \( g \), it does not. Avoid the mention of such facts until literacy skills are well established. Duffy recommended that the word *rules* was to be avoided as they can often be a hindrance until the student is capable of appreciating the explanation of exceptions.

Continue with the student reading from *elegance* to *annoyance*. Meanings of words, once sounded out correctly, may be given if solicited but generally it is advisable not to spend too long on vocabulary at this stage.

**The primary aim** is to develop sound word attack skills which will help to engender feelings of success and confidence. Avoid the provision of corrections unless absolutely necessary. As mentioned before, it is preferable to try to lead the students to *discover for themselves* how to correct errors using the appropriate Duffy Charts.
Have the student read down from servant to abundant. If truant is read as tru (short vowel) - *ant*, commend the effort and then ask for the long vowel form. It is possible that the student will recognise this if he she has heard the word *truancy*. Radiant may cause a problem because of what Duffy called *the dodging i*. Supply the correction and point out that there are several other words like this such as *radio* and *peculiar* which will be dealt with later in The Dodging I Wheel Chart.

Continue with reading down the next three lists finishing with *terrace*. The reading of all of the words on this chart, except for those mentioned above, should be accomplished with ease. Test this by asking the student to read across the chart from coral to surface and thence all the way to terrace. Dictate words from the first list for spelling reminding the student that they all contain an *elusive a*. Choose only words that are considered likely to be used by the student in the near future. Work to be completed in Worksheet 3-0

Discuss any difficulties and refer back to The Elusive ‘a’ chart and the Donkey Chart if necessary. Unfortunately old habits are invariably difficult to eradicate and it may require a little humour and serious revision to overcome some stumbling blocks which can impede progress and diminish confidence. For variety, have the student read from material of personal interest which will produce delight once it is realised just how many of the Latin syllables have now been mastered.

Reading aloud at home, preferably to a person familiar with the Duffy Method, is recommended as often as possible, preferably at the same time each day. Words selected from work covered should be dictated for spelling at regular intervals, ideally four to five times per week. The reading and spelling *should go together*.
3.2.4: Display Chart Four

The Old English Strain

At this point some discussion of the development of modern English is appropriate. Some students may have heard of the Battle of Hastings in 1066 when the invader, William the Conqueror defeated King Harold's English army. William was from France where the spoken language was Norman/French. Latin and Greek were usually used when writing. The invaders could not understand the language of the English (Anglo-Saxons) but gradually, mixing with the locals, they learned some of it and thus there developed a mix of the two languages, the basis of modern English.

Latin was the primary written language and over the years when scholars first wrote down the Anglo Saxon words (also referred to as Old English) they included all of the sounds they heard as much as was possible within the constraints of Latin. Words such as boat and hear were shown to have two vowels.

Over the years, many of the sounds were slid over in pronunciation and formed what is termed a digraph - two vowels of which only one is sounded e.g. the e in eat and o in road. Had there been just the one vowel the words would have been recorded accordingly in the Latin style e.g. ete and rode.

It is interesting to note that there are areas in Britain today where both vowels are sounded, as of old. This can be shown by an imaginary Cornish farmer saying: I he/ar his bo/at sank yester/dayee and a Scot saying: It's a bro/ad, bri/g/h/t moonli/g/h/t ni/g/h/t, with all letters sounded. (In the BBC television programme, When the Boat Comes In, both vowels in boat were pronounced.)

When words such as mother, son, love and come are encountered, where the o is now pronounced as a short vowel u, Duffy pointed out that there was no vowel in Latin which corresponded with the sound in the Old English words and the o had to be used it being the closest approximation.

These historical, linguistic reasons for the spelling of English words can represented in an entertaining manner thereby increasing the impact of the message.

It is important to stress that these two major streams in English, i.e. Latin and Old English, are quite separate. They are parallel and, like railway lines, they cannot be fused. Attempts to force the latter, as with nite instead of night, can lead to confusion especially with words such as pour, poor, pore, paw and pause.* It is the spelling of such words which gives meaning to the text and for that reason attempts to simplify English spelling are not helpful and have not generally been adopted.

* See Worksheet 5-3 for work on au pronounced as or.
How to teach Chart Four

**Teacher** to read through the three points at the top of the chart and to provide appropriate explanations if necessary.

**Have the student read** the words in the VOWELS column. This will invariably be accomplished with ease as these words would have been seen so often before. Closer treatment will be necessary for those learning English as a second language and the lists in the *Word Streams* will help to consolidate knowledge of particular groups.

The changing of the *y* into *i* in the *may-mail*, *boy-boil* groups should be pointed out if necessary. **Do not waste time on material which is already known.** Congratulate successes and point out that most of these words are basic words of life and because of this they appear frequently in lower primary reading books. It is for this reason that a surprisingly high number of them are likely to be recognised.

**Ask the student** to read the words on Worksheet 4-0 then dictate a suitable selection for spelling.

**Introduce** the *CONSONANTS* column and have the student read the words on the right hand side of the chart. For fun pronounce the *k* in *knife*, *knot* and *know*, the *g* in *gnash* and the *b* in *lamb*. Point out that in some parts of modern Britain the *g* is still sounded in *sing* and *song*.

Duffy loved to make fun with these words in a gruff voice and showed that the more he relaxed the students the quicker they learned. *Do you have roast lamb sometimes?* he would ask. Occasionally, with specific children, he would try to entertain them by pulling a funny face as he peered through his very thick lenses. The children loved it, even the older ones, and would come back for more. Skillfully he got the message through and they learned easily and happily.

Dictate a selection of words from each group and continue until there are no errors. Work to be completed on Worksheet 4-1 as homework if considered appropriate.
3.2.5: Display Chart Five
The Goblin Chart

This chart continues with the teaching of some Old English words, presented in groups by goblins. These jolly little fellows help to familiarise the student with more words which contain letters which are no longer pronounced.

Tell the student that this chart deals with silent consonants and that the goblins are there to help him/her to remember the words especially when it comes to spelling them.

Have the student read the BEGINNING list on the left hand side where there is a silent k. Knowledge may cause a problem. If so, move on to know and after that has been read, the student may be able to realise that what we know is knowledge. There has been a change to the short vowel in the polysyllable probably because it enables ease of pronunciation. Choose vocabulary suitable for the student when giving such explanations and try to avoid what may well be incomprehensible to the learner at that stage.

The word knave should not cause a problem as it follows the principle taught previously from the Donkey Chart. Have the student read the two silent g words and discuss their meanings, followed by the silent w words. The meanings of wretch and wrench may need to be clarified.

Dictate samples from each group for spelling. For some students it may be advisable to dictate all of the words from the first column. Work to be completed on Worksheet 5-0.

Move to the WITHIN list where the e is a silent and have the student read the words aloud. Point out that chickens may be found in a nest, hence nestle. It may be noted that the t in apostle is still pronounced in parts of England as is the t in often.

Have the student read the silent b and g groups. If there is a difficulty with sign write the word signature and have the student read it. Then point out that when you write your signature you sign your name. Once sign is known resign should be read with ease. This is the process which Duffy called 'going from the known to the unknown'. It can be used to good effect and can become a mnemonic (a memory-hook) for future reference. The word reign may be more difficult and this can be discussed when the Chart Seven, the ALICE CHART is introduced (see page 27).

Have the student read the silent p group. If considered appropriate, mention that the omission of the p in modern pronunciation is similar to the slurring of the a in words such as grammar dealt with in The Elusive 'a' Chart.

Move to the END group. Mention that jamb, with its silent b does not mean the same as jam and, if appropriate, tell of homonyms and elicit some examples. See list page 57 of Word Streams.

Point out that you drop a bomb (short vowel) but comb your hair (long vowel) and that there is a limb (short vowel) on a tree but that you climb (long vowel) the tree. In these two cases the long vowel is used in verbs and the short vowel in nouns.

Have the student read the silent n group. The word autumn may cause a problem because of the au. If so, write the word Paul and have the student read it aloud. Invariably this will be accomplished and point out that the au is pronounced as or as in several other words. This is another example of going from the known to the unknown.

Return to the chart and have the student read autumn. If appropriate refer to Worksheet 5-3 for a list of words containing au for reading aloud and select those considered appropriate for spelling.

Dictate appropriate words from the Goblin Chart for spelling. Have the student make any necessary corrections himself from the chart. This should assist with his memorisation of them.
3.2.6: Display Chart Six

The Stairway Chart

This chart deals with combinations of letters which are always pronounced the same way *tion, sion and ssion* from the French and *ous* from Old English. Duffy referred to these syllables as being *indirectly phonic* or as *constants* and as such they do not cause many problems.

The Stairway Chart is of great value for the teaching these suffixes. Students with certain auditory processing deficits may not be able to discern the difference between *tion* and *sion* despite the fact that acuity levels are normal. In such cases emphasis on visual learning is recommended.

The small group of words on the left hand side of this chart, containing a double *s*, can be shown to be following the Donkey Chart principle e.g. *session*, with short vowel *e*.

N.B. The **ss** is pronounced as **sh**.

Begin by saying that in the syllable *tion*, neither vowel is pronounced. Older students may be interested to know that this syllable comes from the French language and it may be of interest if *nation* and *station* are pronounced in their original form.

Point to *nation* and the landings going up the stairway, each with one of the vowels. Have the student read aloud up to *repletion*. The meaning of this word may need to be discussed. Some students may have heard of the verb *replenish* but not this noun. This is another example of how the Duffy charts can be used for revision of parts of speech and development of vocabulary.

Have the student read up the action stairway. The soft *c* in *conception* may cause a problem. If so point out that the *c* in the middle of a word is usually pronounced like an *s*, as in *acid* and *Pacific*. Lists of such words may be found on pages 45-48 of *Word Streams*.

Dictate several *tion* words and have the student underline the *tion* syllable.

Turn to the list on Work sheet 6-0 and have the student read them aloud. It does not matter at this stage if the meanings are not known. Complete the work on this sheet.

Dictate a few of the more common words for spelling. See pages 36/38 of *Word Streams*.

There should be few, if any, problems. Worksheet 6-1 to be completed for homework.

Next point to the sion stairway and have the student read up to *adhesion*. The meaning of this word may be deduced from *adhesive* which is more common. Always try to incorporate the from the known to the unknown principle.
Dictate some *sion* words from the chart allowing the student to look at the chart for corrections if necessary.

Refer to the *sion* list on page 39 of *Word Streams*, and have the student read all of them aloud. Then have the student write a few carefully selected words for spelling. Let the student make any necessary corrections by referring to the chart. This will help with the learning of these words.

Point out that *nation* would not be correct with an *s* any more than *occasion* would be correct with a *t*. Duffy exemplified this in: *I haven't a notion about soil erosion read as I haven't a nosion about soil erotion.* Dictate a mixture of both types of words selected from newspapers, magazines, text books etc. being careful to pronounce them clearly, especially for students with auditory processing deficits. Careful use of the eye can help to compensate for such deficiencies.

If considered appropriate, mention that most of the nouns have a corresponding verb e.g. *fusion* - to fuse, *erosion* - to erode. Once words have been read and spelled it is time to bring in their meanings, that is, how to use the words. Vocabulary and an understanding of grammar must be developed to a level commensurate with the age and intelligence of the student. Present Worksheet 6-2.

Next, have the student read up the *gh* stairway. *Eight* may cause a problem. If so, draw two figures, one with a big abdomen (a lot of weight) and the other tall and thin (a lot of height). These Duffy called *the eight brothers* and this visual mnemonic can help overcome difficulties with these three words. Other *ei* words are dealt with in Chart seven, the Alice Chart and a list of them can be found on page 23 of *Word Streams*.

Have the student read up the stairway on the far left. It is not likely to cause a problem except perhaps for the *per* being read as *pre*. Common reversals such as this can be often overcome by careful reference to the vowels in the syllables.

Then go to the *ous* stairway and have the student read them.

Have the student complete the Worksheet 6-3 at a suitable time.
3.2.7: Display Chart Seven

The Alice Chart

This is a very useful chart as it deals with the use of *ie* and *ei*. The rule *i before e except after c* has helped many children but, as happens with most spelling rules, it does not cover all words.

Duffy used the name Alice in this chart because in this word the *e* follows the *c* and thus can be a guide for the spelling of words such as receive. There is a list of six other words which contain *cei*. Ceiling is another common *cei* word.

The majority of these words contain *ie* as shown in the list on the left hand side. Further examples may be found on page 22 of Word Streams.

This is how exceptions are dealt with in a light-hearted, humorous way. *Why does the blood in her veins run backwards?* appeals to many students and helps them to remember the spelling and the pronunciation of *vein* and *veil*.

These sentences are further examples of mnemonics which Duffy utilised in many novel ways.

**First** of all remind the student of Old English words, which contain silent letters, and show how this chart helps to sort out the digraphs *ie* and *ei*. Have the student read the words on the left starting with *view* going up to *piece*. If *pierce* presents a problem, go back to *piece* and point out that it is the same except for the addition of an *r*. This is another example of the procedure which Duffy recommended i.e. ‘going from the known to the unknown’.

**Dictate** all of these words and remind the student that they all contain *ie*. This may help to dislodge errors that have been re-enforced over the years. Instruct them to check their spelling from the chart.

**Turn** to the list on page 22 in the *Word Streams* dictate a selection considered suitable for the age and stage of the student.

**Make sure** that *ie* is written correctly in all of the words and, if considered appropriate, have the student underline the *ies* to assist with the memorisation of them.

**Point** to the word *Alice* and then the *c* followed by an *e*. Then have the student read up the right hand list starting with perceive.

**Indicate** the *p* in receipt. Ask: *What is a receipt?* Invariably the reply will contain one or more words such as *proof of purchase* written on *paper* with a *pen* or *pencil*. Five of these words start with a *p* and this fact can sometimes help some students to remember that *receipt* contains the letter *p*. 
Dictate the list of cei words from the chart and then add ceiling. For older students, it may be helpful to dictate deception, reception, conception and perception these being the nouns from the verbs on the chart which also contain ce.

Now, or in a following lesson, dictate several words from each list, mixed up so that the student must apply the message of the Alice chart. Only when 10 are correct should the exceptions be introduced.

Have the student read: Why will no veil fit her? and then the answer: Because she wants it ie, there being no c. The word vein is dealt with similarly. Point out that they both begin with v, contain four letters and are pronounced as the long vowel a.

Have the student read the next question. Neighbours may cause a problem having as it does not only ei without a preceding c but also the now silent letters g and h. Point out that neigh is the name of the sound made by a horse.

Continue with the student's reading of the next question. Reign may cause a problem because of the long vowel a sound and the silent g. Point out that by adding the prefix fo, foreign is produced as is sovereign with the additional four letters sove.

Have the student read the next question. Pronounce the key word as leesure, as is done in North America, for interest and comparison with the way lei is pronounced in this country ie as short vowel e.

Instruct the student to read the last sentence. Point out that within weird is the word weir, which may be more familiar. e.g. Mundaring Weir near Perth. Duffy provided an alternative to this sentence in his Traffic Lights booklet viz. She had to seize a husband as she could not get him by the rules. When she got him, he was weird.

Dictate the exceptions and then ask the student to try to memorise those sentences which contain the words which he/she has spelled incorrectly. Duffy's mnemonics are very useful as they can help to dispel doubts about the spelling of other similar words eg. siege.

Now, or at the next lesson, dictate a selection of words from all three sections of the Alice Chart. If there are errors, refer to the chart for clarification followed by the reading and spelling of them. Further revision may be required at later sessions. Student to complete Worksheet 7-0.

If appropriate (bear in mind that some students may already have too much homework to do) ask the student to compose sentences containing words from this chart.

In some cases it may be helpful for a friend or relative, who has been present during the lessons, to conduct some revision between sessions to reinforce what has been taught. It is essential that the adult is supportive and the sessions enjoyable for both.

NB Words such as sufficient and ancient are dealt with in the Fan Chart on page 31. Others such as science are included in the ie section on page 22 of Word Streams.
3.2.8 Display Chart Eight
The S?R Triangle

This chart deals with the five ways of spelling the English syllable sir. All are directly related to their meaning. For example, all of the circ words are associated with roundness in some way. The triangular shape draws attention to the frequency with which the five different prefixes occur.

Explain that there are five ways of spelling the syllable pronounced sir and that this chart helps to sort out when to use them.

Have the student read the first word SIRLOIN. Invariably it will be read as sirliion, possibly a carry over from previous look and say reading lessons, lion being a relatively familiar word. Explain the reversal of io into of and that loin is a word referring to a part of an animal. The meaning of sirloin is now largely unknown to many people since this particular cut of beef is no longer sold by butchers but loin chops may be familiar. It may be appropriate to point out that a sirloin of beef was one of the best cuts of meat.

Ask what sir means. A response containing the idea that it refers to some person of importance eg. Sir Winston Churchill, Sir Elton John or a male teacher, is usually forthcoming

Have the student read the next group placed appropriately in a circle. The correct reading aloud of circumspect, even though the meaning is unknown to the student, indicates that the important principle regarding syllables from the Latin, taught in the Donkey Chart is being applied. Commend the student for this.

Ask: What is a circlet? If the reply is: I don’t know ask: What is a piglet? This will usually elicit the correct response which leads to the meaning of circlet. This is another example of going from the known to the unknown - building on knowledge which is already there.

Have the student read the serve group. Explain that servile and servitude are used very little these days but can be found in the writings of authors such as Charles Dickens. Such explanations should only be given if the student is mature enough to absorb them and shows interest in such details. Service is usually known from service station but servery, a place where food is served is no longer a word in common usage.

Dictate all of the circ and ser words, and sirloin. Have the student refer to the chart for any corrections.
Instruct the student to read *certain* and then explain that all of the *cer* words are associated with things that are *certain* or sure. *Certify* may cause a problem because of the end *y*. If so, dictate *fly*, then *simplify*, then *certify* - again, *going from the known to the unknown*.

Discussion of the meaning of *certainty* with older students may be of interest since there are so few things in life which can be described in this way, probably only death and taxes. The rising and setting of the sun may be a more appropriate example for youngsters.

Have the student read *surplus* and explain that all of the *sur* words are associated with being on top in some way. This is obvious for *surface* and *survivor* but *surgeon* may need to be discussed. Some students may say that the surgeon is the top of the medical team. Duffy joked that one would hope to be operated on from on top!

*Survey* may cause a problem. Dictate *convey* which may be known from *conveyor belt* and point out the similarity with *surveyor*. Students should be encouraged to compose their own mnemonics to help with the recall of difficult words e.g. sounding out the *c* in *scissors*.

Have the student write all of the *cer* and *sur* words. Explain any necessary corrections from the chart.

Dictate a selection of words from each group reminding the student to think of their meanings before selecting the first syllable.

Refer to some more *circ* words from the lists on page 47 of *Word Streams* for reading and spelling as required. If appropriate, instruct the student to compose some sentences containing these words for homework to help with memorisation of their spellings and meanings.

Have the student Worksheet 8-0

NB It may be preferable to present The S?R Chart one half at a time for some students to help to avoid confusion.
3.2.9  Display Chart Nine

The Fan Chart
(also referred to by Duffy as The 'CI' Triangle)

This chart deals with the letters *ci* which, over the centuries, have been slurred into a *sh* sound causing spelling errors such as *preshus* for *precious* and difficulties with the reading of such words. In the past, the two letters were pronounced separately and this still occurs at times with words such as *appreciate* and *racial*.

The Fan Chart begins with the central *ci* and then fans out to words containing the suffixes *ous, ent* and *al*.

Begin with a discussion of slurring, already dealt with in *The Elusive ‘a’ Chart*. Point out that in these words, neither the *e* nor the *i* are pronounced. They have fused to form a new sound, a diphthong, pronounced *sh*.

Point to the *ci(sh)* at the base of the chart and then move to the *ous* on the left, then to the *ciou* and then to *specious* and *precious*.

Ask the student to read those two words. *Specious* is not likely to be known and is invariably read with the short vowel as in *precious*. If considered helpful, remind the student that pronunciation of some words has changed over the centuries. Otherwise, ignore the error and proceed. The student is unlikely to know the difference and too many hold-ups can cause a lessening of confidence, particularly in younger students whose vocabulary has not yet developed enough to include such words.

Have the student read the *iciou* group. The meaning of *avaricious*, and the noun, *avarice*, are unlikely to be known, but the other three are common words.

Next, have the student read the *aciou* group. Of these, possibly only the meaning of *gracious* will be known but the other four words should be sounded out correctly. If not the Donkey Chart may have to be re-visited.

Older students and those learning English as a second language could be told corresponding nouns such as *tenacity, capacity, vivacity* and *pugnacity* with some discussion of meanings as considered appropriate e.g. *pug dog* and *pugilist* are allied in meaning to *pugnacious*.

Have the student read the *ociou* group. Point out the correct meaning of *atrocious*. This word, as with *chronic*, is frequently misused in modern speech. A discussion of *ferocious-ferocity, atrocious-atrocity, precocious-precocity* may be helpful for the widening of vocabulary.

Continue with the *cient* group. Point out that in *sufficient*, there are two *ffs* but in deficient, meaning not enough, there is only one *f*. In the event of *ancient* being pronounced with the short vowel *a*, point out that the modern pronunciation has developed probably because of euphony i.e. it sounds better.

Next to the *ocial, acial, icial, ucial, ecial* words. A discussion of *ant*, meaning *against*, may be in order, as well as meanings of *superficial* and *crucial*. Many students will have heard of *crucial*, as applied to decisive or critical stages in sporting events, and in some illnesses.

Dictate the words from the chart which are considered to be relevant to the student's needs. Have him/her make any corrections from the chart and underline all the *ci* words for emphasis. Ask the student to read *ci* words from page 50 of *Word Streams* if considered appropriate.

Have the student complete Worksheet 9-0 at a suitable time.
3.2.10 Display Chart Ten
The Foreigners’ Chart

This chart introduces words imported from the Greek language which are characterised by the spelling of the k sound as ch, f as ph and i as y.

The syllables are phonetic, that is, they follow the Donkey Chart principle. Meanings are usually associated with the sciences or music.

First explain to the student that in addition to the two major strains in English already dealt with, ie Latin and Old English, there are some distinctive words from Greek. Point to the ch group - the school words. Here the ch of the Old English, as in church, has taken on the sound of a k.

Have the student read down the list. Stomach may cause a problem if short vowels are read. Commend this and then ask the student to try long vowels. This will provide the correct pronunciation for the second syllable, but not the first.

For older students explain that some Old English words were written down after the Norman invasion in 1066 with an o but are pronounced as short vowel u e.g. mother, come. Stomach is another word with this pronunciation of the o. Further examples are on page 29 of Word Streams.

Dictate all seven words for spelling and have the student check them for accuracy.

Turn to page 31 of Word Streams for further examples have the student read the words list on Worksheet 10-0 and then dictate a selection for spelling. Always choose words which are likely to be needed by the student and be careful not to overload with unnecessary examples. Then have the student complete the exercises on the Worksheet 10-0.

Discuss the ph = f - the phone words. Have the student read down the list. If trophy is pronounced with a short vowel, as so often happens, suggest that the student should try the long vowel. As there are usually just the two pronunciations the student will have a very good chance of being right.

The ending e in apostrophe may cause a problem if the o is read as the long vowel o followed by the f sound i.e. rofe. Commend this and then explain that there are a few words, such as catastrophe, acne, simile and Penelope, where the e is pronounced in its long form. So too with apostrophe. (see page 32 of Word Streams for further examples).

Dictate the seven phone words for spelling. Have the student make any necessary corrections from the chart.

Present Worksheet. 10-1 The student should attempt to read all of them and then select an appropriate of words for dictation.
It is important to try to avoid any set backs as these will diminish developing confidence in the student who is gradually improving his literacy skills.

**Discuss** the \( y = i \) list - the tyre words. Have the student read down from tyre to type. The presence of the silent \( n \) in hymn should be pointed out, it being similar to autumn and column already referred to in the Goblin Chart.

**Dictate** all seven words. Make sure that a capital letter is used in Egypt it being a proper noun. Many students, particularly those with literacy problems, lack fundamental grammar and punctuation skills (see page 59 of *Word Streams* for use of apostrophes)

**Refer** to page 33 of *Word Streams* for further examples of tyre words. Have the student read them aloud and then dictate a selection for spelling.

Worksheet 10-2 to be completed.

**Having introduced the Greek** words in this way, it may then be useful to have the students, especially if they are secondary, read aloud a science text or a section from *Society and the Environment* text on a topic such as ancient Egypt. Such words as pharaoh and sphinx are likely to be found in the latter. Being able to read such words does much to elevate the self esteem of students who have battled in the past to read such words and have failed miserably.

**At a subsequent lesson**, dictate several words from each of the three groups. Younger students will need very few of these words e.g. elephant, orphan, chemist, whilst older ones will need to know words such as metamorphosis, photosynthesis and chlorophyll. N.B. The last word contains all three of the Greek conventions.

**IMPORTANT**

**Dictation of words** may be done by a parent or person who has been present at the lessons. Care must be taken not to have the involvement of anyone who is likely to cause set backs through ignorance or impatience.

**Always proceed at the pace of the student.** If student's concentration is flagging when on chart work, move to some oral reading from a desired text to keep up the interest and the motivation.

**One of the many strengths of the Duffy Method** is that it allows for a great variety of written materials that can be presented rather than the use of structured conventional texts.

**If a particular group of words** is met in a text eg, an example of the \( e i \) words, then it may be helpful to introduce the chart which deals with that group soon after.

**Apart from Charts One and Two** there is no definite order of presentation, although it is advisable to leave chart eleven, the Dodging I, until last.

**Text books, novels, magazines, any reading material of interest to the student**, can be used in conjunction with the Duffy Charts and Word Streams.
3.2.11 Display Chart Eleven

The OUGH Chart

This chart “cracks the hard crust of a nut whose meat is soft enough”. Duffy, ibid (1972) in the words built on to the Old English ough which becomes all confused in the script we use now. One merely has to add a phonetic sound to the four letters ough.

The eight pronunciations, as below, tell a silly tale but one that can be remembered easily.

‘A bird sat on a bough, gave a cough, as he ate the dough, that was too tough to go through, and he thought to be more thorough, but it made him hiccough’. ‘A cough with a hic!’

Duffy has shown that there are very few words in English which cannot be shown to be structured logically - these are some of them! Unbelievable perhaps until old English is discovered.

Use of the OUGH Chart

First tell the story of a bird who is searching for food in a cold country where the ground is covered with snow. It sees an open window and pops inside, there to find a large pile of dough. It grabs a piece in its beak just as the baker returns. Quickly the bird escapes to the tree outside.

The story continues on the chart. Read it aloud and have the student join in where possible.

Then have the student try to read the sentence by aloud. Fill in as required. Encourage the student to learn the sentence by heart as soon as possible as it is a key to the pronunciation of all of the ough words.

Explain again that the pronunciation of many Old English words has changed over the centuries and as a result now contain one or more letters which are no longer pronounced in most parts of the English speaking world.

Point to the words plough and drought below bough. Explain that they all rhyme, and that knowing the one in the sentence gives access to the others.

Continue across the chart to the heading Build. This is a test of knowledge of these words and, as such, should not be attempted until sufficient work on this group has been covered.

Two thirteen year old boys who had struggled with reading and spelling all through primary school were transformed by the Duffy Method into enthusiastic scholars of English. They produced the following version of the OUGH Chart: 'We thought we could plough through the rough sea at Scarborough to the big tubes, and although we paddled hard; we fell into a trough in the waves, swallowed water and then started to cough and hiccough.

Revise the reading of the ough words, easy to spell but not always so easy to read.

Have the student attempt the build list. If there are difficulties, refer back to the ough sentence, preferably from memory or from the chart.

Refer to page 28 of Word Streams for further practice of the reading of ough words.

Dictate a selection of the words in a series of sentences. Check writing or printing, which must be legible, with correct punctuation and spelling. Assist the students to make their own corrections. This will help them to learn. Students to complete in Worksheet 11-0.

Explain and demonstrate the use of the ough sentence as a memory hook to help to decipher a word of this type in a text. For example, rough may be deduced by first comparing with bough - not the same, then with cough - not the same, nor with dough, but finally to tough with which it rhymes. As proficiency develops and recognition becomes automatic, the need for use of such a mnemonic ceases.
3.2.12 Display Chart Twelve

The Dodging Wheel Chart

This chart deals with words in which the vowel *i* is not pronounced in either its short or long form. Rather, it is pronounced more like the long vowel *e* (ee). Hence Duffy's choice of name - the *i* is dodging its usual function.

The Dodging *i* words are challenging and this chart should only be used with upper primary students and beyond. It is recommended that for some students it may be advisable to present just one half, or even one third of the chart at a time.

**Begin** by pointing to the *i* in the centre of the circle and state that it is not pronounced in the usual way, as taught from the Donkey chart. Mention a familiar word such as *Australia* or *radio* and point out the unusual pronunciation of the *i* in the last syllable.

**Point** to the *ience* wedge at the top of the wheel and read these (*ee ence*) syllables aloud. Then ask the student to read *experience*. If the *er* is read as in *mother*, have the student use the long vowel *e*. This will produce the desired effect and the student should then have a fair-chance of reading *obedience, convenience and inconvenience*.

**Continue** to the *ian* wedge and read (*ee an*) aloud. Then have the student read the *ian* wedge. *Custodian* may cause a problem when the short vowel *o* is used, as in *custody*, so suggest use of the second possible pronunciation i.e. the long vowel *o*. Student to complete Worksheet 12-0.

**If appropriate** at this stage dictate some of the words for spelling and have the student check them from the chart.

**Have the student read** the *iu* wedge. By now it should be possible for self correction if there is an error with a vowel as in *say, genius*, where the short vowel *e* was used initially. The student's knowledge of spoken English will determine the ability, or otherwise, to self correct.

**Students learning English as a second language** may require more assistance in this area, in conjunction with their situational English sessions.

**Have the student read** the *iar* group. This avoids the presentation of the *ius* and *ous* groups together which could lead to some confusion. *Peculiar* is invariably read as *particular* another example of a carry over from the look-say approach to teaching reading.

*Auxiliary* should not cause a problem but if it does, go through the *Paul to maul to August* routine so that the *au* in *auxiliary* becomes readable. It may be helpful to point out that whilst *auxiliary* has one *l, billiards* has two. A mnemonic such as the fact that two billiard cues are required to play the game may be of help. Students can be encouraged to make up their own mnemonics.

The Dodging ‘*i*’ Chart

Step 1. Fix the ‘*i*’ in your eye and ear.
Step 2. Link ‘*i*’ with the adjacent vowel sounds
Step 3. Fix the letter by sounding it in each word
Dictate the words from the four wedges introduced for spelling. Use the chart for any corrections.

At this stage a discussion of antonyms may be appropriate. Often students have heard of them, and also of synonyms, but have no idea of the meaning. Point out that convenience - inconvenience is an example of an antonym - words that have opposite meanings. Mention that words with the same meaning are synonyms - both words start with s.

Proceed to another wedge if the student is coping well with these words. Any difficulties must be ironed out straight away in a manner which, hopefully, will help, the student to cope alone in future. Have the students complete Worksheet 12-1.

The ious (ee-us) group contains various which may cause a problem. If so, write Mary and ask the student to read it. Following success, write wary, then vary which should cause no problems with recognition. Remind the student (if appropriate) that y changes to i when a second syllable is added, eg. Happy - happily or in the plural, as in sky - skies. Return to various and direct the student to read that wedge.

Have the student read the ier (ee-ur) group. Discuss meanings. Note that a glacier is a river of ice - both contain c. A grazier is a farmer who rears animals which graze - both contain z. A grazier must not be confused with a glazier whose trade is to glaze windows. Soldier may require some discussion for it is often spelled as soljer indicating an amount of slurring. The need for two rs in barrier may need to be mentioned but care must be taken not to overload the student with too much detail on words which are not commonly used.

Dictate two or three words from each of the three wedges just covered and have corrections made from the chart. Depending on the progress of the student move on to further wedges. Some students will be able to cover several wedges in the one lesson. Others may need to be restricted to just a few of the words which they are likely to use in the near future. Completion of Worksheet 12-2 may be appropriate at this stage.

In the ion (ee-on) group cushion may cause a problem as the u is not pronounced in its short or long form but more like oo as in book. In a case like this ask the student a question which will elicit the name of that object and then point to the printed word. Chances are that in the future when cushion is seen again there will be memory of it because of the teacher's interesting lesson about it.

In the io (ee-o) group riot is an example where the i does not dodge. Duffy included this word to alert students to alternative pronunciations. The four other words in the wedge contain a dodging i and should be read aloud.

Have the student read the ior group. This generally presents no problems. Dictate several words from the three wedges and discuss any errors, with reference to the chart.

Write the word sky, then ally saying that they rhyme. Then write allies followed by alliance. This is a process recommended by Duffy to overcome possible problems in advance. The teacher helps the student to develop strategies which they can be used based on the principle of going from the known to the unknown.
Have the student read the alliance group. Allegiance may cause a problem if the leg is sounded out as the short vowel. If this occurs, have the student read it again using the long vowel e. Then he/she may hear a word which is familiar.

Have the student read the ient (ee-ent) group. Recipient may be linked to receive and receipt in the Alice Chart (see page 27).

Next the iate (ee-ate) group. Negotiate may cause a problem. Discuss its meaning and the fact that cheques are often crossed with the words not negotiable being added.

Be careful not to try to explain something in a way that is incomprehensible to the student. It is sometimes better not to enter into a discussion of meanings as this can deter a student still lacking in confidence.

The main use of the Duffy Charts is to assist with the development of sound word attack skills and an understanding of the spelling of English words. After that comes widening of vocabulary which is vital for the development of comprehension of the printed word.

Dictate several words from the three wedges. As always, choose only those words which are likely to be of interest and use to the student. Discuss errors with reference to the chart when appropriate enabling the student to have an understanding of the corrections.

Have the student read the iat (ee-al) wedge. Bury may cause a problem. If so, ask a question to elicit that word and then point to the word. Some strategy such as this is more likely to lead to long term memory of the word than if the teacher simply reads it aloud for the student.

Mention series in connection with serial and explain the difference in meaning from the homonym cereal. (see page 57 in Word Streams for lists of some homonyms.) Mention of generous may be needed to lead to the meaning of genial if this is sought. Mature students often seek the meanings of words which they have been able to sound out after use of the Duffy Charts.

The prefix in aer in aerial may cause a problem. Write down aerodrome and aerobatics which may provide a clue. When aerial is mastered, aeronautics may be dictated. By this time, many students enjoy the challenge of spelling such words especially if they are interested in their meanings.

Have the student read the last wedge, the iant (ee-ant) group. A clue to the meaning of radiant may come from radiator, a more familiar word, but valiant is not likely to be known. Point out that luxuriant does not mean the same as luxury with which it is often confused.

Refer to words in Word Streams, pages 50 to 54, and then dictate an appropriate selection for spelling. Discuss any difficulties with reference to the chart and have the student make his own corrections.

NB Many students remember the shape and the message from the Duffy Charts when they encounter an unknown word and this often enables them to sound out that word or to spell a word correctly. This applies particularly to the ie and ei words dealt with in the Alice Chart.
4.0: GROUP TUITION

4.1 Size of Group

The Duffy Method is suitable for use with groups provided they are no larger than five students sitting around a rectangular or round table. This enables the teacher to see the words that are being written down for spelling and to therefore be able to gauge if all members of the group have mastered the section of work being treated.

When all five have a word spelled correctly new material may be introduced. When there are errors it is necessary to re-present the appropriate part of the chart in such a way that problems can be overcome.

On occasions members of the group may assist their classmates who are having problems to understand why they are making errors. They may do this out of concern for them but, more likely, because they want to get on with new material.

Following the introduction of one of the Duffy Charts, groups of words from Word Streams may be read aloud by members of the class. A reader may recognise one of the five words and this will assist with the reading of the other four. The principle of from the known to the unknown should be applied whenever possible.

Suitable books and magazines may be used provided there are sufficient copies. Duffy recommended that oral reading be done from materials which the students had not seen before. This could include newspaper and magazine articles of local interest which had been photocopied.

In some cases science and Society and Environment text books may be used particularly after words from Greek have been introduced. Students with literacy problems soon fall behind in these learning areas and after all of the Duffy Charts have been introduced they may welcome the opportunity to use their new found spelling skills in these areas.

4.2 Composition of Groups

It is important to match members of the group for levels of competency as closely as possible, thus avoiding delays as mentioned above and feelings of inferiority being engendered in those who are having difficulties.

Use of standardised tests of reading and spelling, prior to admission to groups, enables as much homogeneity as possible. It is important, if at all possible, to have all five at about the same age and level of intelligence.

Larger groups of up to around twelve are acceptable only when students are studying English as a second language. Word attack skills can be developed rapidly using this linguistic/phonic approach. Attempts to spell words picked up in situational English classes and communication with others speaking English are also enhanced.
5.0 SUMMARY

The eleven Duffy Charts are introduced and taught according to the needs of the student. Individual errors are revealed and measures can be taken to rectify them. There is no need to spend time on what is already known. As word attack skills are developed, through knowledge of the structure of English, proficiency in spelling is improved.

Use of appropriate words from *Word Streams* reinforces the message from each chart. Oral reading of the lists of words it contains and of interesting reading materials, enables the teacher to identify areas of difficulty.

A return to an appropriate chart may be necessary for some students.

At all times *a leading to knowledge* is encouraged rather than a straight out didactic approach i.e. telling of answers which are too often forgotten.

**There must be no set backs** and the teacher must try to avoid the development of feelings of failure in the students. Many students have already suffered a great deal because of their literacy problems and it is important that they should not suffer further in their literacy lessons.

Duffy maintained that putting the child in the dock because of his failure to learn was reprehensible and that it was the teacher's task to make learning possible. Careful understanding of psychological factors involved, particularly in group situations is desirable to avoid further failures and frustration.
Some Data demonstrating the Efficacy of The Duffy Method.

In the absence of a text on the Duffy Method it was only teachers who had attended clinics run by Dr Duffy in Sydney and some country centres in NSW, Frank Sofo in Melbourne and me in Perth who were able to learn this method and have access to the teaching materials.

Two studies were conducted to determine its value:

1. Michael Stock a teacher at the Canberra Technical College, ran a ten hour course in the Duffy Method. The spelling of carpentry and joinery students improved on average 1.7 years in that short time. Five secretarial studies students gained 2.9 years and some high ability students made gains of up to 4.02 years.

   Mr Stock devised a Spelling Attainment Test and a Reading Test which was normed on 1500 pupils in the ACT. The scores obtained determined the starting level for the Reading Through Spelling scheme devised by Stock based on the Duffy Method.

2. In 1980 I conducted a research project as part of my Masters Degree in Education programme at the James Cook University of North Queensland.

   Forty poor spellers from year seven (aged 11-12 years) in a Townsville primary school, nominated by their teachers, were pre-tested for ability and spelling levels. Twenty pupils of average ability and with two years retardation in spelling were randomly assigned to a control group and an experimental group. The experimental group was randomly divided into two groups of five. Ten one hour sessions, using the Duffy Charts and the Traffic Lights Booklet, were commenced on May 26th and ended on June 25th.

   The first post-test was on June 30 and the second six weeks later on August 5. Five of the pupils had gained respectively 19, 20, 26, 33, and 33 months in spelling ages, an average of 26.6 months in the ten hours. Of the other five, two were attention seeking and lacked concentration, two had attention deficit disorder (diagnosed), and one had specific learning difficulties.

   The five pupils who improved their spelling levels during the short course were typical of the hundreds who had benefited similarly from such courses in Duffy Centres in Sydney and Perth in the nineteen seventies and eighties.

   At the Duffy Remedial Centre in Perth I assessed all pupils prior to enrolling them in holiday courses to determine whether there were any learning difficulties which may prevent progress using the Duffy Method. Where learning difficulties were indicated use of other approaches was recommended to prevent any further failures.
CASE STUDY

RICHARD; aged 12 years 9 months.

Test Results.

Neale Analysis of Reading Ability (form B)

Reading Age — Accuracy - 8 years 1 month
Comprehension - 12 years 11 months

The Accuracy result indicates a retardation of nearly four years in word attack skills. Frequent guesses such as *hounds* read as *hours*, *emergency* read as *energy* and *escape* read as *except*, are all examples of the ‘look and say’ approach. The Comprehension result indicates that this intelligent boy, in his first year of secondary school, could gain information from simple texts but had very poor word attack skills which prevented recognition of important polysyllabic words. His consequent poor vocabulary would seriously hamper progress in secondary school education.

Schonell Spelling Test (list B)

Spelling Age -9 years 7 months
A retardation of over three years is indicated. Errors such as *safety* as *safty* and *mistake* as *mastace* evidence poor phonic skills and *library* as *labary*, individual as *indivegal* suggest auditory processing deficits. Many words were unrecognisable with some inventive attempts e.g., *inthousuastic*.

A Remedial Programme using the Duffy Method was commenced with two one hour lessons per week after school. Richard responded well and soon gained an understanding of the structure and spelling of words in English. After studying all of the Duffy Charts and using examples from Duffy's *The New Traffic Lights* and *Spelling Vertically*, work was centred on Richard's homework and text books. He found this very satisfying as it was killing two birds with the one stone. Considerable gains in confidence, word attack skills and spelling were achieved after ten lessons.

Final Test Results.

Form A of both tests previously used were used for retest.

Reading Age -Accuracy - 12 years 4 months - a gain of 39 months
Comprehension 13 years 7 months - a gain of 8 months

Spelling Age -11 years 10 months - a gain of 27 months.

Richard's mother reported that his attitude to school work had improved dramatically and he was well on the road to making better use of his considerable academic potential.
CASE STUDY from a DUFFY COURSE

PETER aged 10 years 7 months, was a member of a group of five boys who attended a course during the school holidays at the Duffy Remedial Centre in West Perth in 1972. All students were assessed individually by the Director, Judith Gleeson, prior to the commencement of the five one and a half hour teaching sessions. This enabled the setting up of as near as possible homogenous groups.

Test Results.

Neale Analysis of Reading Ability (form B)
Reading Age - Accuracy - 9 years 1 month
Comprehension - 9 years 5 months

Schonell Spelling Test (list A)
Spelling Age - 8 years 1 month
Results indicate a retardation of over one year in reading and two years in spelling.

Group teacher, Pat Roberts, wrote this report after the fifth lesson.

Final Test Results.
Reading Age (form A) - Accuracy - 10 years 3 months, a gain of 14 months.
Comprehension - 12 years 4 months, a gain of 35 months.
Spelling Age (form B) - 9 years 10 months, a gain of 16 months.

Comments. Peter has had an excellent result in all aspects of the course. All he needs to do now is to put into practice his newly acquired ability and to start enjoying reading.

This report is typical of the many hundreds of children who attended Duffy Centres in Perth, Sydney, Melbourne and many smaller centres throughout Australia.

******************************************************

In a course held in the Duffy Remedial Centre in Perth in September, 1972 with 96 children attending during the week results from two groups were as follows:

John, aged 11 years 6 months. Gain 6 months in reading, 7 months in spelling.
Roger, 11 years 4 months. “ 9 “ “ 14 “
Steven, 11 years 0 months “ 23 “ “ 5 “
Russell, 11 years 1 month. “ 20 “ “ 3 “
Gary, 14 years 2 months “ 4 “ “ 12 “
Phillip, 13 years 1 month “ 13 “ “ 10 “
Paul, 13 years 3 months “ 10 “ “ 5 “
Peter, 13 years 0 months “ 12 “ “ 11 “
Douglas, 13 years 9 months “ 28 “ “ 14 “

NB Reading scores are for accuracy. Comprehension scores were nearly always higher.
In August 1973 a questionnaire was sent to the parents of a random sample of 120 students from the 900 who had participated in Duffy courses in the preceding twenty months. The aim was to determine if there were long term gains from the five lessons. A sample of the responses indicates positive feedback.

**In the 7-9 year range.**

“Now capable of reading at grade level and feels confident to go on. Improved performance assisting in achieving a normal standard and better attitude to school work and greater confidence.”

**In the 10-11 year range.**

“We have had very good reports from her teacher that all her studies have improved. We have been asked by the headmaster and teacher which reading school she went to.”

“John can express himself much more clearly and discusses things more freely. Before, he was never likely to try because he didn't know how to start. I'd recommend the class to anyone.'

“He seems to have more confidence in himself and does try now.”

“I felt that the course needed a follow up so had another from our local Duffy teacher. This seems to have been of more benefit as his reading age has improved by a further two years.”

**In the 12 to 13 year range**

“The child gained confidence in himself therefore relaxing and absorbing more of the lesson. He progressed from remedial class to above average.”

“Theo enjoyed the two courses he had at the DRC. I am sure they helped him to maintain class standard. They also awakened more interest in reading and spelling.”

“Jane is still not able to read aloud without some difficulty but an improvement has been evident. She reads more at home for pleasure than previously.”

**In the 14 year and over range.**

“The courses are good only they should be given to students earlier, say in first year high school or late primary school.”

“Better command in usage of words and spelling. More confidence and English teacher pleased with his improvement. I feel that a child's retardation with reading and spelling stems back to early primary years caused by poor detection by the teacher in picking up early weaknesses.”

“Gave him a bit more understanding. I feel the course was worthwhile but wonder why the Education Department and Training Colleges don't adopt it. It should have much wider use.”

NB The Country Women's Association in W A sponsored several teachers and pupils to attend holiday courses at the Duffy Centre in Perth.
RESULTS OF DUFFY LESSONS at GUILDFORD GRAMMAR SCHOOL

In February 1973 results of literacy tests indicated that twenty year eight boys were retarded in reading and to a greater extent in spelling. They were divided into four groups of five matched for intelligence (using a non-verbal intelligence test) and literacy skills. During the daily period allocated for learning a foreign language these boys were instructed by four wives of teachers at the school who had been trained to use the Duffy Method. They had no formal teaching qualifications.

**Reading Gains.**

In the five month period up to July the average gain for reading accuracy was 16.9 months. The range was from nil gain, due to a severe learning disability, to 44 months. In the latter case scores jumped from 9 years 8 months (mid-year four level in the Western Australian system) to 13 years 4 months (early year eight, that is average). This boy was aged 12 years 6 months in February. He came from a farming background and had never shown any interest in reading preferring to help his father on the farm. Once he had achieved this ‘shot in the arm’ as Duffy called it, there was no stopping him. He took a great interest in words and their pronunciation.

A 13 year 3 month boy, who had repeated a grade in primary school to no avail, improved from a reading score of 9 years 4 months to 12 years 3 month giving him a better chance of coping with his text books. Once word attack skills were developed it was necessary to develop vocabulary. Many boys soon learned to sound out and spell words but they had no idea of their meaning. This applied particularly to two boys from Thailand who on arrival in Australia spoke very little English.

**Spelling Gains**

Predictably, these were not quite so dramatic. The average was 8 years 7 months in the five months, with the range from 1 nil to 23 months. In the latter case the boy, aged 12 years 1 month with spelling age 9 years 6 months, improved to 12 years 3 months.

One boy improved 8 years 4 months to 9 years 11 months - still a long way to go but at least on the way. Another went from 8 years (early year three level) to 9 years 7 months (mid year four level) one and a half years in five months. This did much to lift his confidence as did observing some of the much higher gains of his peers. He was beginning to understand English spelling and to apply what he was learning from the Duffy Charts and booklets.

**Summary**

The boys enjoyed their remedial sessions which were held in school time, without extra cost. It is bad enough to be behind in school work, often with undeserved abuse from teachers who claim that laziness or lack of intelligence as the cause, without having to miss sport or recreation after school and have extra expense incurred.

They were delighted to be able to show their prowess in Social Studies when they could read words from the Greek such as Egypt and Pharaoh or in Science, words such as chlorophyll and metamorphosis which were unknown to many of their peers.

These remedial classes continued throughout the year. Most of the boys had achieved average or better results in English and Social Studies largely due to their much enhanced vocabulary, hence comprehension, and enhanced confidence. A few continued with remedial work based on Duffy’s materials for a further year.
RECOMMENDATIONS.

Dr George Stern, Professor of English at the Australian National University, Canberra

“A very novel, very striking and potentially a very effective method. Fascinating, really! The Donkey Chart is particularly brilliant.’

Vivien Jolliffe, retired Headmistress, former Teacher Development Officer, Dyslexia-Speld Foundation WA Inc.

‘Take another look at this special book. If you are a remedial teacher or anyone interested in the English language, this is the perfect book for you. It is the ideal reference book. Judith Gleeson, after many years of study and research, presents Dr Duffy's unique method of teaching reading and spelling. Reviewing this book was stimulating and a pleasure”

Christopher Hayden psychologist in Canberra described Dr Duffy as:

“One of the most original minds Australia has produced. What is so difficult is how to convey his merry disposition, his inexhaustible fund of puns, jokes and teaching tricks and his unfailing patience.”

Duffy's contributions to society were recognised by the title Monsignor, the Order of Australia and a Fellowship of the Australian College of Education.
This test was devised at the Duffy Remedial Centre in Perth. It is useful for identifying areas of weakness in word attack skills in older children and adults. It can also be used as a spelling test. Each line refers to a Duffy Chart.
About the Author.

Judith Gleeson was born and educated in Albany, Western Australia in 1933. After gaining a BA degree from University of Western Australia and teaching qualifications, she taught English and Social Studies for three years at secondary level in that state. Following the death of her husband she returned to Albany from Melbourne with her son (4) and daughter (2). The following year she gained a position as School Psychologist at the local high school. In 1964 she traveled to England with her children to gain experience in working with children with special needs.

After a term teaching English she gained a post as Educational Psychologist in the Child Guidance Clinic in Romford, Essex. It was here that she developed a particular interest in learning disabilities and was able to attend courses at the Word Blind Centre and at the Tavistock Clinic in London. In 1967 she went to Toronto and worked there as a school psychologist. Among her new colleagues there was great interest in the diagnosis and treatment of learning disabilities enabling her to acquire considerable skills in this area.

She returned home in 1969 and the following year took up a position as the first School Counsellor at Guildford Grammar School in Perth. Here she was able to put into practice many of the skills she had learned overseas. The meeting with Dr C. J. Duffy in 1971 and subsequent involvement in teaching the Duffy Method of teaching Reading and Spelling are described on pages one and two.

Following a year as lecturer at Claremont Teachers’ College in Remedial and Special Education 1976 Mrs Gleeson rejoined the Education Department of WA as a Senior Psychologist a position she held on retirement in 1990. She then undertook post-graduate research into the causes of learning difficulties in Perth and Melbourne but was forced to end her studies in 1996 due to ill health.

She made many attempts to write this book on Duffy’s important contribution to literacy over several years and now at last students and teachers can have access to the original work of Monsignor Duffy.