

SPELLING.—Systematic instruction based generally on word-building, but including other words in common use by pupils. Children are not to be required to spell all the words found in their reading-books. Practice in writing from memory short phrases previously read by the pupils. A list of words compiled by the teacher from the mistakes in the pupil's written exercises should be kept, and the plan of instruction must be set forth in the scheme of work.

WRITING.—Systematic training in ease of movement to be continued; attention to be given to the position of the body, to the manner of holding the pen or pencil, and to the position of the paper.

Cursive writing to be now developed. At first writing small letters joined in groups, then words composed of these letters. Capital letters of a simple form. Transcription of short easy sentences. Small letters to be about a quarter of an inch in height.

The pen should not be used unless the pupils are quite proficient in the use of the lead-pencil.

STANDARD II.

LANGUAGE:—

(a) *Speech Training.*—Regular practice to secure correct pronunciation and clear utterance to be given. Exercises to correct detected faults in speech.

(b) *Oral Expression.*—The oral work as prescribed for Standard I to be extended. Pupils will be required to give a more connected account of an event, story, or lesson, and to discuss the subject-matter of the reading lessons and poetry, nature topics, historical and geographical subjects. Practice should also be given in the oral reproduction of stories from literature or history. The asking of questions is to be encouraged.

(c) *Written Composition.*—Oral composition as prescribed above still to form main portion of the work: written exercises based upon oral lessons and other themes. Imaginative stories. Use of common connectives—*e.g., and, but, when, who*—to be encouraged. Fullness and freedom of expression to be looked for rather than formal accuracy. Practice in writing from memory short passages previously read by the pupils.

(d) *Formal Language.*—Formal language exercises as prescribed for Standard I with the addition of the following: Use of apostrophe, as in "*John's book.*" Completion of sentences given in incomplete form. Changing easy sentences from singular to plural form. The correct use, solely by example, of the parts of the verbs *to be, see, do, come, sing, fly, swim*, and of *where, were, &c.* Common homonyms. Very easy examples of combining two sentences by means of *and, but, when, who, &c.* Correction of commonest errors in oral and written work. As in Standard I, exercises based on the examination (*e.g.,* by question and answer) of good models of English literature.

READING.—Oral and silent reading of the following: (a) *The School Journal*; (b) other books to be read in class either silently or aloud. The pupils will be expected to read with fluency and suitable expression. Free oral reproduction of the subject-matter of suitable passages and whole stories read should be further developed.

RECITATION.—Recitation and dramatization of suitable poems as for Standard I.

APPRECIATION OF LITERATURE.—In all the exercises on reading and recitation training should be afforded in the appreciation of good literature.

SPELLING.—Systematic instruction to be continued in the spelling of words commonly used by pupils and collected from errors in their written work; word-building to be included. A list of words taught should be kept, and the method of instruction should be set forth clearly in the scheme of work.

WRITING.—Exercises to secure muscular control with consequent freedom of movement should be devised. Position of body, arms, fingers, and book to be carefully supervised. Cursive writing with pencil and pen to be further developed; size of small letters to be about $\frac{1}{4}$ in. Capital letters to be included.

STANDARD III.

LANGUAGE:—

(a) *Speech Training.*—Exercises to secure correct speech, and to eradicate defects peculiar to the class or to the locality still to be continued on a definite plan.

(b) *Oral Expression.*—Oral reproduction of subject-matter of reading lessons. The telling of stories. Discussions. Pupils should be trained to speak at greater length than in preceding classes. Dramatization to be