SPELD NSW

Mastering Morphology

Extra Resources

Morpheme

the smallest unit of meaning in language

and un kind able ly re ness ed

LEXICAL

- 🔵 Have a 'real world' meaning
- 🔵 Convey the major 'content' of a message
- 🔵 Specify things, quantities, events, attributes

Free Bases

Content words
Verbs – jump, swim, talk
Nouns – pen, tiger, mug
Adjectives – old, large
Adverbs – quite, often

Bound Bases

Only appear as part of a larger word – **must have a prefix, suffix and/or another base added to it.**
eg. ject (> reject)
vive (> survive, vivid)

Bound Afflixes

Derivational morphemes
Create /new/ words and can change the meaning of words
*Prefixes: de-, un-, re-
*Suffixes: -ly, -able, -ness

GRAMMATICAL

- 🔵 Change the form of a word but don't have a 'real world' meaning

Free Function Words

Pronouns – it, he, they
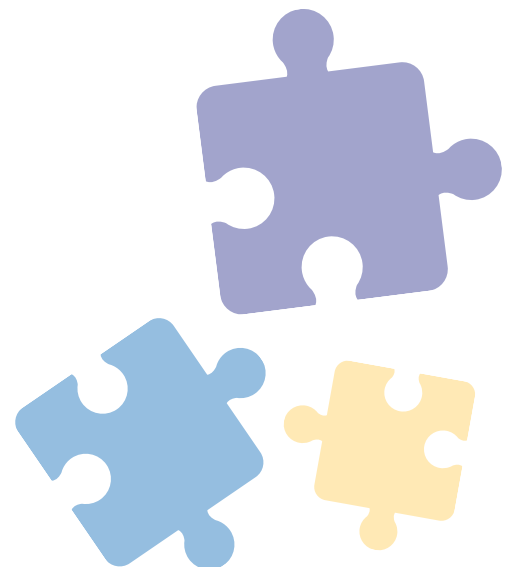**Articles** – a, an, the
Conjunctions – for, and, but, so
Prepositions – in, at, with
Auxiliary verbs – be, have, do

Bound Inflectional Morphemes

Show grammatical relationships and have grammatical significance only ***Suffixes** : -s, -ed, -er, -ing, -est

KNOW YOUR SUFFIXES

Vowel Suffixes

able (billable)
ant, **ance** (ignorant, ignorance)
ate (activate)
al (coastal)
ed (jumped, planted, loved)
en (frighten)
ent, **ence** (different, difference)
er (lighter)
es (boxes)
ess (waitress)
est (longest)
ian, **an** (librarian, guardian)
ic (academic)
ible (flexible)
ing (melting)
ion (action)
ist (artist)
ish (feverish)
ive (addictive)
or (sailor)
ous (famous)
ity (activity)
ure (closure)
y (funny)

Consonant Suffixes

ful (harmful)
less (thoughtless)
logy (biology)
ly (quickly)
ment (enjoyment)
ness (kindness)
s (ducks)
ty (safety)

THE 'APPPS' MODEL
for spelling

When I want to spell a word I have to think...

A Ask yourself- what does it mean?

P What are the parts (base, prefix, suffix)?

P What are the phonemes?

ng t s p ve

P What are conventions or patterns I know?

S Say it as you write it.

More resources and information online:

SPELD NSW

speldnsw.org.au

Sample Scripts for Teaching Morphology

Plural s

I want you to write____
What's the base?
Write the base.
How do I make it more than 1?
Add 's'!   Write the whole word.
Check it.

'ed'

I want you to write____
What's the base?
Write the base.
It has already happened, so I add 'ed'.
Write the whole word.
Check it.

Basic Code Compound words

I want you to write____
What words can I hear? ____ + ____
Write the word first word.
Write the next word.
Check it.

Suffixing rules

I want you to write____
What's the base? What's the suffix?
Write the base. Check the base.
Do you need a suffixing rule?
Add the suffix.
Write the whole word.
Check it.

-er

I want you to write____
What's the base? Write the base.
What do you have to do to add 'er'?
(suffixing rules?)
Write the whole word.
Check it.

-ion

I want you to write____
What's the base/the base is _____
Write the base.
What do you have to do to add 'ion'?/
What can you hear?
Write the whole word.   Check it.

Chameleon Prefix

I want you to write____
What does it mean?
What's the base/the base is _____
Write the base.
Which chameleon prefix are you adding?
Write the whole word.
Check it.

Bound base words

I want you to write____
It has the bound base _____
The other parts are… (build it)
Write the word sum.
Write the word.   Check it.

Planning Guide for
Morphology Instruction

1 **WHAT SUFFIX/PREFIX ARE YOU TEACHING?**

What does it sound like?
What does it mean/how does it change the base word?

3 **IDENTIFY WHICH SUFFIXING RULES APPLY**

(only use those you have explicitly taught)

✌️ *Doubling Rule*   **Drop the** ~~e~~

Change Y → i ?

4 **ORGANISE YOUR BASE WORDS**

a. No base change
b. Based words that require a suffixing rule or a change to the base
c. Bound base words
d. Avoid base words that might contain other suffixes that you have not yet taught.

5 **PREPARE YOUR MORPHEME CARDS**

re   al   ed   ing   ion

7 **USE AN EXPLICIT SCRIPT TO DELIVER YOUR LESSON**

Model Scripts for
Teaching Morphology 'ly '

ly

1 State the Goal
2 Prior Knowledge
3 Explained Example

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2 **WHAT BASE WORDS CAN YOU USE FOR INSTRUCTION?**

Choose base words that you know students can spell. This should be aligned to your phonics scope and sequence.

Phoneme	Explicit Spelling Instruction	Sample Regular Words
Year 1 – Term 3		
Set Y1- 17	Consonant Suffix –ly (creates an adverb) Suffixing Convention – change y to i	sad-sadly slow-slowly funny-funnily

-ly Example

No Base Change	sadly
Apply Suffixing Rules	happily *(y to i rule)*
Bound Bases	-
Avoid Using	outrageously *(have not yet taught 'ous')*

* consider carefully how you organise your word lists to support teaching and learning

Spelfabet morphology lists are very helpful!

6 **PREPARE A FOLLOW-UP ACTIVITY**

Choose and Build: Set 10

Base	Choose a Suffix		Word Sum
munch	-ed	-es	
fish	-ed	-es	
crash	-ed	-es	
crunch	-ed	-es	
wish	-ed	-es	

Read the word and Circle the base

wished   ships
munched   rushed
bunches   hushes
   dashed
   punched
   crunched

Read, Word Sum and Write: Set 13

Read	Word Sum	Write Word Again
raining	rain + ing = raining	
played		
days		
snails		