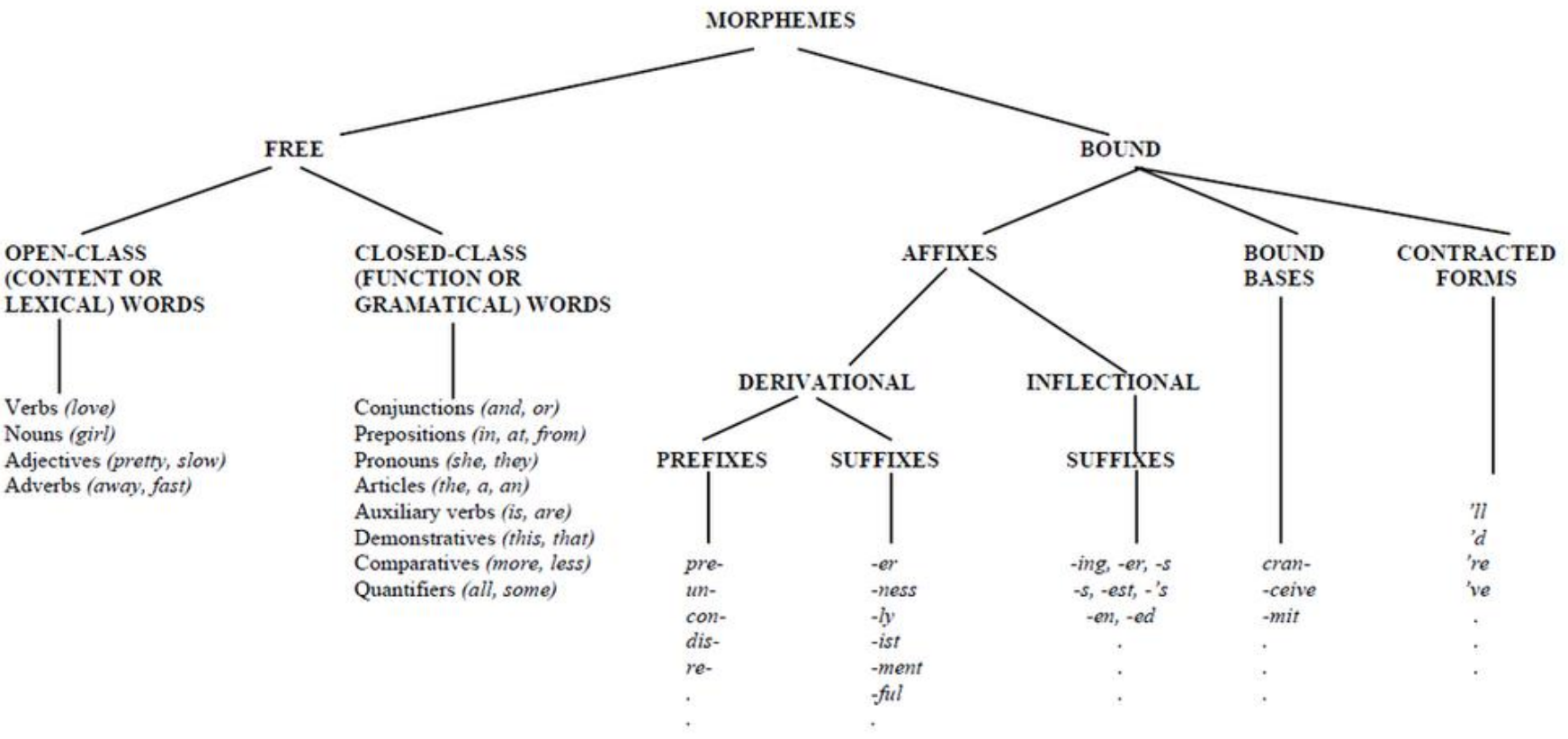
MORPHOLOGY SCOPE AND SEQUENCE

Aligned to ACARA and the National Literacy Learning Progressions

- ✓ Morphology is the study of words and their parts.
- ✓ Morphemes, like prefixes, suffixes and base words, are defined as the smallest meaningful units in a word.
- ✓ English makes use of three kinds of morphological construction: inflections, derivations and compounds
- ✓ Morphology is a critical element of successful vocabulary development and accurate decoding. Awareness of morphology has been shown to be a strong indicator of and positive influence upon reading comprehension (Soifer, 2005).
- ✓ Memorising morphemes in isolation will not necessarily increase vocabulary and spelling. It is 'morphological awareness that is a strong predictor of reading ability, vocabulary knowledge, and comprehension.' (Bowers et al. 2010)
- ✓ Though instruction should be primarily oral at the beginning, written morphology should soon be introduced.
- ✓ For both EALD students and monolingual English speakers, there is a reciprocal relationship between morphological awareness and reading comprehension, and the strength of that relationship increases throughout primary school
- ✓ English is a morpho-phonemic language. The spelling system can be explained through phonology, morphology and etymology.



Classification of English morphemes

Terminology		
Word	**Definition**	**Examples**
Affix	An affix is a morpheme that is attached to the base (usually either a prefix or a suffix) **Prefix:** attaches to beginning of a base • <un-> as in <un> + <do> → undo • <im-> as in <im> + <port> → import **Suffix:** attaches to end of a base • <-ness> as in <kind> + <ness> → kindness • <-ly> as in <quick> + <ly> → quickly	<-ed> <pre->
Assimilated Prefix	Assimilated prefixes have the same meaning, but are spelled differently in order to make the articulation of the word easier. The final letter of the prefix changes according to the initial letter of the base to which it is attached. See below for examples.	<ad-> changes to <ar-> before range to make <arrange> <in-> changes to <im-> before <pact> to make <impact>
Assimilated Prefixes		
<in->, <im->, <il->, <ir->	All of these prefixes can mean 'not,' but the final consonant depends on the base word. It would be challenging to articulate the word '*inrational*', so the prefix adapted to the base word and became <ir->.	Notice the doubling? immovable, illiterate, and irrational <im> + <move> + <able> → immovable
<con->, <com->, <col->, <cor->, <co->	All of these prefixes mean 'with' or 'together.'	Examples of doubled letters due to this assimilated prefix: connect, communicate, collaborate, correct, coordinate
<dis->, <dif->	All of these prefixes mean 'not,' 'opposite of,' or 'without.'	Examples of doubled letters due to this assimilated prefix: dissect, differ.
<ob->, <oc->, <of>, <op->	All of these prefixes mean 'against' or 'in the way of.' Assimilations can help students know how to spell hidden consonants in words like 'obvious.'	Examples of doubled letters due to this assimilated prefix: occupy, offer, opportunity.
<ex->, <ef->, <e->	All of these prefixes most often mean 'out from.' Knowing the morphology of these words can also be helpful with hidden phonemes.	Examples of doubled letters due to this assimilated prefix: efficient, effect. Understanding how to spell the hidden /g/ in exit
<sub->, <suc->, <suf->, <sur->, <sug->, <sus->	All of these prefixes most often mean 'under, below, or secondary.'	Examples of doubled letters due to this assimilated prefix: success, suffer, surreal, suggest.
<ad->, <ac->, <af->, <ag->, <al->, <an->, <ap->, <ar->, <as->, <at->	All of these prefixes most often mean 'to' or 'towards.' Knowing these assimilations can also help students to know how to spell words that begin with this prefix in an unaccented syllable and therefore sound as schwa instead of short <a>.	Examples of doubled letters due to this assimilated prefix are: addict, accident, affect, aggravate, allow, annoy, apparent, arrest, assure, attend.
Non-Assimilated Prefixes		
<re->, <un->, <pre->, <anti->	These stable prefixes maintain their spelling no matter what the base-word is that they attach to.	recycle, preschool, anticlockwise
Base	All words contain a base. The base carries the word's principal meaning. The base may or may not be able to stand alone and these are called free and bound morphemes. **Bound morpheme**: Is a morpheme that only appears as part of a larger word (e.g., <struct>) **Free morpheme:** Morphemes that can stand alone as words are called free morphemes (e.g., <boy>, <food>, <in>, < jump>) There are two kinds of free morphemes based on what they do in a sentence: content words and function words. • **Content Words** make up the main meaning of a sentence and their parts of speech include nouns, verbs, and adjectives. • **Function words** consist of articles, demonstratives, auxiliaries, quantifiers, prepositions, pronouns, and conjunctions.	<jump> <port>
Connecting Vowel Letters	Connecting vowel letters function as 'glue' and are not morphemes themselves • Latin based: <i>, <u>, <e> connect a base to a suffix or two suffixes to each other • Greek based: <o> often joins two combining forms or elements	<phot> + <o> + <graph> <dem> + <o> + <cracy>
Derivational Morphemes	Derivational morphemes help us to create new words out of base words. There are an indefinite number of derivational morphemes. Derivational suffixes are added to base words and often change their part of speech.	<-ise> attaches to a noun and turns it into a verb: localise <-ise> also attaches to an adjective and turns it into a verb: normalize <-ful> attaches to a noun and turns it into an adjective: playful, helpful <-ly> attaches to an adjective and turns it into an adverb: grandly, proudly

		A different <-ly> attaches to a noun and changes it into an adjective: manly, friendly Derivational prefixes <un->, <dis->, <a->, <anti->all of which indicate some kind of negation: unhappy, dislike,
Inflectional Morphemes	There are eight inflectional morphemes organised by which part of speech they modify.	1. <-s> is an indicator of a plural form of nouns 2. <-'s> marks the possessive form of nouns 3. <-s> is attached to verbs in the third person singular 4. <-ed> is an indicator of the past tense of verbs 5. <-ing> indicates the present participle 6. <-en> marks past participle 7. <-er> is attached to adjectives to show a comparative form 8. <-est> is an indicator of the superlative form of adjectives

Teaching Morphologically-related spelling conventions: When students develop morphological awareness, it will be easier for them to understand the following spelling conventions, which should be explicitly taught:
The <e> suffixing convention - When adding a suffix to a base word ending in silent <e>, drop the <e> if the suffix begins with a vowel, keep the <e> if the suffix begins with a consonant.
The <y> suffixing convention - When adding a suffix to a base word ending in <y>, change the <y> to an <i> if there is a consonant before the <y>, keep the <y> if there is a vowel before the <y> or if the suffix begins with an <i>.
The doubling convention I- When adding a suffix that begins with a vowel to a single-syllable base word, double the final consonant if the word ends in a single vowel followed by a single consonant.
The doubling convention II - When adding a *vowel* suffix to a multiple syllable base word, double the final consonant if the final syllable is stressed, and if that syllable contains one vowel followed by a single consonant.

Foundation

Background Knowledge	ACARA	National Literacy Learning Progression
Words can be broken into smaller parts which have a meaning.	Understand that words are units of meaning and can be made of more than one meaningful part (ACELA1818 - Scootle)	UnT 4 - Demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word run in running)

The Foundation year is dedicated to the building of oral language and vocabulary.

Oral language is made up of at least five key components (Moats 2010): phonological skills, pragmatics, syntax, morphological skills, and vocabulary (also referred to as semantics). All of these components of oral language are necessary to communicate and learn through conversation and spoken interaction, but there are important distinctions among them that have implications for literacy instruction.

For the purpose of this document, we are looking at morphology.

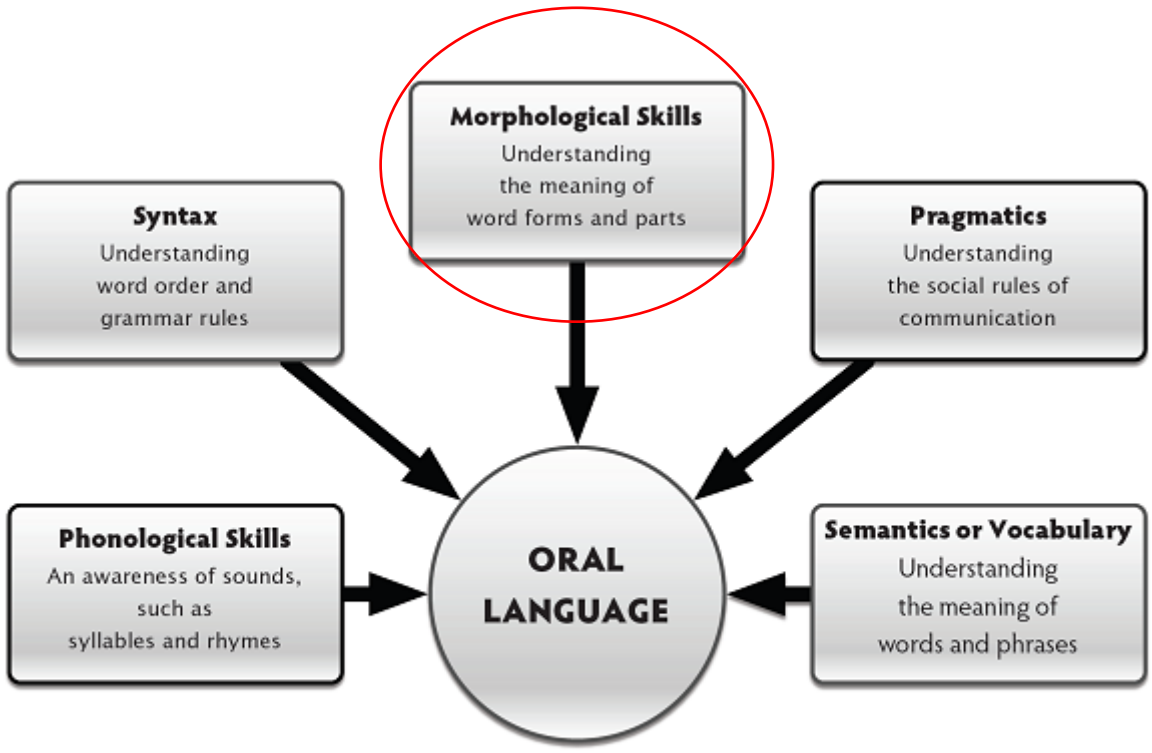


Figure 2.1 Components of Oral Language

In Foundation:

- Focus on building word awareness including multisyllabic and compound words
- Plan for the language demands of the Australian Curriculum in every lesson
- Point out that every word has a base (or is a base)
- Letters can be vowels or consonants
- Every word has a vowel (at least one)
- Words come in families that share structure and meaning
- Point out affixes (before or after a base) that change the meaning of words
- Begin by teaching the plural marker <-*s*> can be pronounced /s/, /z/ and /ez/ and past tense <–*ed*> *can be* pronounced /id/, /d/, /t/ as students sort pictures.
- Decode and encode simple CVC + suffix <-s>, <-es>, (cats, fishes) using words that align to the whole school phonics sequence
- Model correct oral grammar (e.g. 'he walk**ed** to the shops'; 'she is runn**ing**').
- Begin reading, writing, spelling using whole school phonics scope and sequence

* Expressive language usually lags behind receptive vocabulary and even with native English speakers the oral grammar system is still being mastered up until 7-8 years of age. This is later for EALD students. So, it is important that the Foundation year is filled with words, talking about words, and creating a word conscious classroom.

Year One

Background Knowledge	ACARA	National Literacy Learning Progression
Phonology – phonemes, graphemes, syllables, GPCs, vowels, consonants	Recognise and know how to use simple grammatical morphemes to create word families (ACELA1455 - Scootle)	UnT 4 - Demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word run in running)
Morphology – (morphemes, base, suffix, prefix) • Words come in families that share structure and meaning • Every word has a base (or is a base) • Affixes change the meaning of words.		PKW 5 - Reads one-and two-syllable words with common suffixes (e.g. <-ed>, <-ing>, <-s> <-es>) and applies when reading decodable texts (e.g. jumping, boxes)
Parts of speech – nouns, verbs, tense		SpG 5 & 6 - Uses visual knowledge, phonic knowledge and morphemic knowledge to attempt to spell words
Compound words are created by joining free morphemes together		Spg5 - Writes words with common suffixes that indicate tense (e.g. play, played, playing)
Inflectional endings can help us determine if the event occurred in the past (The frog jumped) or present (The frog is jumping).		
Inflectional endings can help us determine if there were one (as in cat) or many (as in cats). They can help us determine if the dog was just fast or the fastest in the pack		
• Letters can be vowels or consonants • Every word has a vowel (at least one) • Vowel suffix		

Word structure tools - In order to investigate how words are built, and find related words, teach students how to use these tools:

Word sorts

Sorting words and trying to decide what governs the groupings is a tool to get students thinking about word families. The game, 'What's in/what's out' is an easy sorting activity to start with. Students sort a group of words that have some links, either through letters or meaning, are categorised into those in a morphological word family and those not in - or out - of the family. For example, consider the words <rain>, <wet>, <rainbow> and <rains>. Which ones are 'in' a family and which ones are 'out'?

Word webs

This activity supports students collecting words related to a specific base. Words must share the core meaning of the base as well as having the same spelling structure to be in the same family

Word sums

The word sum enables students to see the connections with the morphemic structure of a word; they learn to add affixes to bases in order to build words of increasing complexity. Understanding every word has a base which holds the core meaning is fundamental to being able to find related words, which in turn builds vocabulary. Word sums determine words in the same family..

Year One, Term One

	Prefix	Suffix		Tense/part of speech/meaning	Examples	Origin	Additional Information
Week 1	Compound words - compound words are made up of two separate word bases joined together to make a new word. For example, <cow> + <boy> → cowboy						
Week 2	Words can be broken into meaningful parts. Write the word <paint> on the board. Tell students that you can add some letters before and after a base to change its meaning. Add <re->, <-ed>, <-s>, <-ing>, <-er>. Discussion about changed meaning.						
Week 3	Words can be broken into meaningful parts. Write the word <play> on the board. Tell students that you can add some letters before and after a base to change its meaning. Add <re->, <-ed>, <-s>, <-ing>, <-er>. Discussion about changed meaning.						
Week 4		<-s>	Inflectional Morphemes	To make nouns plural	hats, pigs, books	Anglo-Saxon	Plurals can be represented by /s/, /z/, and /əz/ sound. Note that /əz/ is the only plural suffix that forms a new syllable. When we mean more than one, it is always spelled using the letter s even though we often hear the phoneme /z/. A base word ending in a voiced phoneme has a plural that is voiced /z/. A base word ending in a voiceless phoneme has an unvoiced plural /s/. The syllable /əz/ is added when the base word ends in one of six consonants /s/, /z/, /sh/, /ch/, /zh/ or /j/.
Week 5		<-es>		To make nouns plural	horses, boxes	Anglo-Saxon	
Week 6		<-s>		3rd person singular verb present tense	runs	Anglo- Saxon	
Week 7		<-es>		3rd person singular verb present tense	kisses	Anglo Saxon	
Week 8	Compound words - compound words are made up of two separate word bases joined together to make a new word. For example, <rain> + <bow> → rainbow						
Week 9	Revision – including dictation and spelling of <-s> and <-es> for regular plural nouns and third person singular verbs in words aligned to phonics sequence						
Week 10	Check for understanding: • Definition of base • Definition of prefix • Definition of a suffix • Can define, use and spell <-s>, <-es>, for plurals and 3rd person singular verbs						

Year One, Term Two

	Prefix	Suffix		Tense/part of speech/meaning	Examples	Origin	Additional Information
Week 1		<-ing>	Inflectional Morphemes	Verb – present tense	Jumping	Anglo-Saxon	
Week 2		<-ed>		Verb – past tense	Fished, wanted, sailed (3 pronunciations)	Anglo-Saxon	Understanding voiced and unvoiced phonemes is important for spelling the very common <-ed> suffix denoting past tense. This suffix can be pronounced in three ways /əd/, /d/, and /t/ but it is always spelled with the letters [–ed] When the base word ends in a voiced sound, the -ed will be voiced (sailed = /d/), when it is unvoiced the –ed will be unvoiced (fished – /t/) and when the base word ends in /t/ or /d/ the –ed becomes a syllable (rented = /əd/, mended = /əd/).
Week 3		<-er>		noun someone who… something that…	Teacher, duster	Anglo Saxon	
Week 4		<-er>		Adjective - comparative	Longer	Anglo-Saxon	
Week 5		<-est>		Adjective – superlative	Longest	Anglo-Saxon	
Week 6		<-en>		To change the tense of a verb	Written	Anglo Saxon	
Week 7		<-y>		Adjective	Sleepy	Anglo-Saxon	
Week 8		<-ish>		Adjective – like, origin	Childish	Anglo-Saxon	
Week 9	Revision						
Week 10	Revision – including dictation and spelling of <-ing>, <-ed>, <-er>, <-er>, <-est>, <-y>, <-ish>, <-en>, <-able> in words aligned to phonics sequence. • Parts of Speech – adjectives • Tense – present, past						

Year One, Term 3

	Prefix	Suffix	Tense/part of speech/meaning	Examples	Origin	Additional Information
Week 1	<un->		prefix of reversal, deprivation, or removal	undo, unbutton	Old English on-, un-, from Proto-Germanic	Not to be confused with <un-> (Yr 1, week 1, Term 4) through similarity in the notions of 'negation' and 'reversal;' an adjective such as unlocked might represent 'not locked' (un- (1)) or the past tense of unlock (un- (2)).
Week 2	<re->		back, again	replay recycle	Latin	Prefixed to a word beginning with [*e*], *re-* is often separated by a hyphen, as in *re-establish*
Week 3	<post->		after	postpone	Latin	
Week 4		<-ly>	adverb	quickly slowly likely lively	Anglo-Saxon	Not all adverbs end in -ly
Week 5		<-ful>	adjective full of, having	hopeful	Anglo-Saxon	
Week 6		<-less>	adjective without, cannot be	hopeless	Anglo-Saxon	
Week 7		<-ness>	usually nouns means action, quality or state	darkness kindness sickness	Anglo-Saxon	
Week 8		<-hood>	Noun State or condition of being	childhood neighbourhood	Anglo-Saxon	
Week 9		<-ment>	noun result of an action	enjoyment employment statement development	Latin	
Week 10	Revision – including dictation and spelling of <un->, <re->, <post->, <-ly>, <-ful>, <-less>, <-ness>, <-hood>, <-ment> in words aligned to phonics sequence. Check for understanding: • Can define, use and spell common prefixes • Can define, use and spell common suffixes					

Year One, Term Four

	Prefix	Suffix	Tense/part of speech/meaning	Examples	Origin	Additional Information
Week 1	<un->		1. not 2. opposite of, contrary to	Unhappy, unfair, unbelievable	Old English via Proto Germanic	The most prolific of English prefixes, freely and widely used in Old English, where it forms more than 1,000 compounds. It also makes words from phrases (such as uncalled-for, c. 1600; undreamed-of, 1630s; unputdownable, 1947,
Week 2	<dis->		1. 'lack of, not' (as in dishonest); 2. 'opposite of, do the opposite of' (as in disallow); 3. 'apart, away' (as in discard)	Dishonest, disallow, discard	Latin	Assimilated as <dif-> before [-f] and to [di-] before most voiced consonants.
Week 3	<under->		Under, inferior	undercooked underwear underarm underwater	Anglo Saxon	<under->
Week 4	<mis->		wrongly or badly	mistake misspell misread	Latin	<mis->
Week 5		<-s>	plural, more than one	hats, pigs, books	Anglo-Saxon	Week 5-8 revisits term 1 content on inflectional morphemes
Week 6		<-es>	plural, more than one	horses, boxes	Anglo-Saxon	
Week 7		<-s>	3rd person singular verb present tense	runs	Anglo- Saxon	
Week 8		<-es>	3rd person singular verb present tense	kisses	Anglo Saxon	
Week 9 **Week 10**	Revision – including dictation and spelling of affixes in words aligned to phonics sequence. Check for understanding: • Can define, use and spell common prefixes • Can define, use and spell common suffixes					

Year Two

Background Knowledge	ACARA	National Literacy Learning Progression
Explain that spelling of morphemes remains consistent even though pronunciation may change.	Build morphemic word families using knowledge of prefixes and suffixes (ACELA1472 - Scootle)	SpG6- recognises some spelling errors using visual, phonic and morphemic knowledge
Phonological shift at morpheme boundaries (-ion & -ure)		SpG7 - uses morphemic word families to spell words (e.g. small, smaller)
Introduce the phonological shift that occurs to final consonant when adding some suffixes.		SpG7 - uses knowledge of morphemes to spell compound words with common base words (e.g. handbag, bedroom)
Affixes can alter meaning		PKW8- reads multisyllabic words, including those with prefixes and suffixes, and applies when reading continuous texts (e.g. in-, ex-, dis-, -ful, -able, -ly)
Assimilated prefix in week 6 of term one		UnT6- uses morphological knowledge to explain words (e.g. help (e.g. base) + less (e.g. suffix) = helpless)
The many jobs of final silent <e>		
More word structure tools to introduce: Matrices The matrix is a very useful tool as it incorporates a number of morphemes that can be used to develop a bank of words around one main base. Word sorts Sorting words and trying to decide what governs the groupings is a tool to get students thinking about word families. They are encouraged to always ask themselves, What patterns can I notice? What fits the category and why? What doesn't fit and why not?		

Year Two, Term One

	Prefix	Suffix	Tense/part of speech/meaning	Examples	Origin	Additional Information
Week 1	Compound words - compound words are made up of two separate word bases joined together to make a new word. For example, <cow> + <boy> → cowboy					
Week 2		<-ion>	Noun Makes nouns of state, condition, or action,	action /sh/	Latin	
Week 3		<-ure>	Noun Means employment or result	moisture /ch/ nature /ch/	Latin	
Week 4		<-able>	Adjective – able to	fixable, bendable, capable, workable,	Latin	
Week 5	<over->		Over, higher, across	overdo oversee overeat	Anglo Saxon	
Week 6	<anti-> <ant->		against, opposed to	anticlockwise antiseptic	Latin	Shortened to <ant-> before vowels and /h/
Week 7	<out->		beyond	outgrow outlaw outdoor	Anglo Saxon	
Week 8	<a->		on, in	ahead away across	Anglo Saxon	
Week 9	<for->		away, against completely	forbid forgive	Anglo Saxon	
Week 10	Revision					

Year Two, Term 2

	Prefix	Suffix	Tense/part of speech/meaning	Examples	Origin	Additional Information
Week 1	<pre->		before	preview preorder prepackaged predawn	Latin	
Week 2	<re->		back, again	replay react recapture	Latin	
Week 3	<sub->		under, behind, up to	submarine suburb subway	Latin	
Week 4	<trans->		across	transport transform transplant	Latin	
Week 5	<dis->		apart, not	distract disarm disown	Latin	
Week 6	<in->		in	invade infuse	Latin	
Week 7	<multi->		many	multimillionaire multicoloured multiply multimedia	Latin	
Week 8	<super->		over	supermarket superstition	Latin	
Week 9		<-able>	Adjective – able to	fixable, bendable, capable, workable,	Latin	
Week 10	Revision					

Year Two, Term 3

	Prefix	Suffix	Tense/part of speech/meaning	Examples	Origin	Additional Information
Week 1	Multiple roles of final silent <e> (there may be more than one reason within a single word) The vowel sound changes because the <e> is a marker denoting that the vowel sound is long. *tape*, *ripe*, *robe*.					
Week 2	A silent final <e> is added to prevent English words from ending in <i> <v> and <u> such as *have*, *love*					
Week 3	The silent final <e> softens a <c> to /s/ and the <g> to /j/ as in *lice*, *force*, *large*, *marriage*					
Week 4	Because we expect every syllable to have a written vowel, words ending with an /l/ or /r/ sound will add a silent final <e> for a syllable as in *title*, *apple*, *centre*, *fibre*					
Week 5	Singular nouns in English add a silent final <e> as a grammatical marker to prevent them from looking plural as in *purse*, *purchase*, *house*. And plural verbs add a silent final <e> to keep them from appearing singular as in *tease*, *please*, *amuse*					
Week 6	Silent final <e> is used to denote a voiced /th/ sound as in *breathe*, *teethe*, and *clothe* as opposed to the unvoiced /th/ sound as in *breath*, *teeth*, and *cloth*.					
Week 7	Sometimes a silent final <e> is added to distinguish two homophones. *or - ore*, *teas – tease* (All lexical (words that carry meaning) words must be 3 letters or longer)					
Week 8	Mark a feminine form in French loan words as in blonde, nee					
Week 9	No complete English word ends in single <z> as in bronze, sneeze					
Week 10	Revision					

Year Two, Term 4

	Prefix	Base	Suffix	Tense/part of speech/meaning	Examples	Origin
Week 1			<-ly >	1. forms adjectives from nouns having qualities of, like 2. common adverbial suffix, forming from adjectives adverbs signifying "in a manner denoted by"	annually angrily alertly alarmingly	Old English
Week 2			<-ist>	noun someone who…	artist escapist guitarist	Latin
Week 3			<-ous>	adjective full of	joyous poisonous enormous	Latin
Week 4			<-age>	noun	damage package manage	French
Week 5			<-ic>	adjective / noun having to do with	magic panic allergic logic	Latin/Greek
Week 6			<-al>	adjectives	legal additional educational national	Latin
				nouns of action	survival referral	
Week 7			<-dom>	place, state of being	kingdom freedom boredom	Anglo-Saxon
Week 8	<de->			Word-forming element in English and in many verbs inherited from French and Latin. Means down, off, away, from among, down from	deactivate decompose deflate derail	Latin
Week 9	Revision					
Week 10	Revision					

Year Three

Background Knowledge	ACARA	National Literacy Learning Progression
Understands the suffixing conventions • Final Consonant Double or Nothing • Final Silent e Drop • Change Final y to i	Know how to use common prefixes and suffixes, and generalisations for adding a suffix to a base word (ACELA1827 - Scootle)	PKW8- reads multisyllabic words, including those with prefixes and suffixes, and applies when reading continuous texts (e.g. <in->, <ex->, <dis->, <-ful>, <-able>, <-ly>)
Uses www.etymonline.com		SpG7- uses morphemic word families to spell words (e.g. small, smaller)
Assimilated bases (twin base)		SpG7 - uses knowledge of morphemes to spell compound words with common base words (e.g. handbag, bedroom)
Use known prefixes and suffixes to create word webs of possible example relatives		SpG8 - uses a bank of spelling strategies and knowledge to attempt to spell words (e.g. phonic knowledge, visual knowledge, morphemic knowledge)
Understand how to 'peel' off affix to find the base- box the base		SpG8 - uses knowledge of morphemes to spell compound words, where the base word remains unchanged (e.g. grandmother)
define, use and spell common prefixes and suffixes		SpG9 - uses some common spelling generalisations when attempting to spell unfamiliar words (e.g. drop <e> from base word when adding a suffix)
The many jobs of final silent <e>		SpG9 - writes words with common prefixes and suffixes (e.g. unhappy, helpful)
Apostrophe of possession Apostrophe of contraction		SpG9 - uses learnt spelling rules and knowledge, word origins and generalisations to spell (e.g. phonological knowledge, morphemic knowledge, visual knowledge, etymological knowledge and orthographic knowledge)
More word structure tools to introduce: Flowcharts Flowcharts help students work through suffixing decisions. They use these charts to assist them as they learn to develop automaticity in suffixing.		UnT6 - uses morphological knowledge to explain words (e.g. help (e.g. base) + less (e.g. suffix) = helpless)
		UnT7 - interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
		PKW8- reads multisyllabic words, including those with prefixes and suffixes, and applies when reading continuous texts (e.g. <in->, <ex->, <dis->, <-ful>, <-able>, <-ly>)

Year Three, Term One

	Prefix	Suffix	Tense/part of speech/meaning	Examples	Origin	Additional Information
Week 1 & 2	Multiple roles of final silent <e> (there may be more than one reason within a single word) 1. The vowel sound changes because of the <e> is a marker denoting that the vowel sound is long. *tape*, *ripe*, *robe*. 2. A silent final <e> is added to prevent English words from ending in <i> <v> and <u> such as *have*, *love* 3. The silent final <e> softens a <c> to /s/ and the <g> to /j/ as in *lice*, *force*, *large*, *marriage* 4. Because we expect every syllable to have a written vowel, words ending with an /l/ or /r/ sound will add a silent final <e> for a syllable as in *title*, *apple*, *centre*, *fibre* 5. Singular nouns in English add a silent final <e> as a grammatical marker to prevent them from looking plural as in *purse*, *purchase*, *house.* And plural verbs add a silent final <e> to keep them from appearing singular as in *tease*, *please*, *amuse* 6. Lexical English spellings typically have three or more letters as in *awe*, *owe*, *ewe*, *one*, *come*, *pie*, *toe*, *owe* 7. Silent final <e> is used to denote a voiced /th/ sound as in *breathe*, *teethe*, and *clothe* as opposed to the unvoiced /th/ sound as in *breath*, *teeth*, and *cloth*. 8. Sometimes a silent final <e>. is added to distinguish two homophones. *or - ore*, *teas - tease* 9. Mark a feminine form in French loan words as in blonde, nee 10. No complete English word ends in single <z> as in bronze, sneeze					
Week 3		<-'s>	apostrophe of possession (inflectional morpheme)	Jasmine's shoe Betsy's baby		
Week 4		<-ful> + <-ly> <-less> + <-ly>	adverb	hopefully sleeplessly	Anglo Saxon	
Week 5		<-able> + <-y>	adverb	capably arguably lovably	Latin	
Week 6		<-en> + <-ed> <-en> + <-ing> <-en> + <-ly>	verb verb adverb	quickened quickening mistakenly	Anglo Saxon	
Week 7		<-ly> + <hood>	noun	likelihood, unlikelihood livelihood	Anglo Saxon	
Week 8		<-y> + <-ly>	adverb	happily sleepily angrily	Anglo Saxon	
Week 9	Revision – including dictation and spelling of <-ful> + <-ly>, <-less> + <-ly>, <-able> + <-y>, <-en> + <-ed>, <-en> + <ing>, <-en> + <-ly>, <-ly> + <-hood>, <-y> + <-ly> in words aligned to phonics sequence. Check for understanding: • Can define, use and spell words with multiple suffixes • Explain that spelling of morphemes remains consistent even though pronunciation may change.					
Week 10	Revision and practice in the suffixing flow chart, word sums and matrices using the suffixing conventions					

Year Three, Term Two

	Prefix	Base	Suffix	Tense/part of speech/meaning	Examples	Origin
Week 1	Introduce www.etymonline.com Show children how to use the website, looking for related words, meanings and fascinating tales of words					
Week 2	Investigate the possible prefixes	<port>	Investigate the possible suffixes	carry	transport support airport export	Latin
Week 3	Investigate the possible prefixes	<tract>	Investigate the possible suffixes	drag, pull	tractor subtract distract	Latin (related words: trace)
Week 4	Investigate the possible prefixes	<scribe> <script>	Investigate the possible suffixes	write	subscribe transcribe postscript	Latin (related words: scribble)
Week 5	Investigate the possible prefixes	<vide> <vise>	Investigate the possible suffixes	see	vison visit evidence devise	Latin
Week 6	Investigate the possible prefixes	<dice> <dict>	Investigate the possible suffixes	say	dictator predictable dictaphone contradict dictionary	Latin
Week 7	Investigate the possible prefixes	<mobe> <mote> <move>	Investigate the possible suffixes	move	motive motion movement remove motorcycle emotion	Latin
Week 8	Investigate the possible prefixes	<spece> <spect> <spice>	Investigate the possible suffixes	see	inspect perspective suspicious especially	Latin
Week 9	Revision using word sums and matrices					
Week 10	Revision using etymonline to look at the history of some of the words					

Year Three, Term Three

	Prefix	Base	Suffix	Tense/part of speech/meaning	Examples	Origin
Week 1	Investigate the possible prefixes	<rupt>	Investigate the possible suffixes	break	bankrupt abrupt disrupt erupt	Latin
Week 2	Investigate the possible prefixes	<mise> <miss> <mit>	Investigate the possible suffixes	send	mission transmit permit compromise missile	Latin
Week 3	Investigate the possible prefixes	<pel> <pulse>	Investigate the possible suffixes	push	propel dispel repulse propeller impulse	Latin
Week 4	Investigate the possible prefixes	<ject>	Investigate the possible suffixes	throw	eject adjective subject reject project	Latin
Week 5	Investigate the possible prefixes	<aud>	Investigate the possible suffixes	hear	audio audition auditorium audible	Latin
Week 6	Investigate the possible prefixes	<face> <fact> <fect> <fice>	Investigate the possible suffixes	make	factor artificial significant perfect fact disinfect certificate	Latin
Week 7	Investigate the possible prefixes	<gene> <gener>	Investigate the possible suffixes	birth origin	indigenous photogenic genealogy gender genuine	Latin
Week 8	Revision using word sums and matrices					
Week 9	Revision using word sums and matrices					
Week 10	Revision using etymonline to look at the history of some of the words					

Year Three, Term Four

	Prefix	Base	Suffix	Tense/part of speech/meaning	Examples	Origin
Week 1	<circum->			around	circumference circumnavigate circumspect	Latin
Week 2	<extra->			beyond	extraordinary extraterrestrial extradite extraneous	Latin
Week 3			<-ist>	people noun (<-ist> is both a final stable syllable and a suffix)	cartoonist florist dentist	Latin
Week 4			<-or>	noun One who, one that (after <t> or <s> <-or> is both a final stable syllable and a suffix)	operator visitor spectator investigator	Latin
Week 5			<-et>, <-let>, <-el>, <-ella>	small (diminutive) Introduce assimilated suffixes	Umbrella pocket	French via Latin
Week 6			<-ism>	noun	optimism racism tourism metabolism	Latin
Week 7			<-tude>	noun	magnitude longitude solitude attitude altitude	Latin
Week 8	Revision using word sums and matrices					
Week 9	Revision using word sums and matrices					
Week 10	Revision using etymonline to look at the history of some of the words					

Year Four

Background Knowledge	ACARA	National Literacy Learning Progression
Greek and Latin etymology	Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words (ACELA1779 - Scootle)	PKW8- reads multisyllabic words, including those with prefixes and suffixes, and applies when reading continuous texts (e.g. in-, ex-, dis-, -ful, -able, -ly)
Building word families	Understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes (ACELA1828 - Scootle)	SpG8 - uses a bank of spelling strategies and knowledge to attempt to spell words (e.g. phonic knowledge, visual knowledge, morphemic knowledge)
Greek bases		SpG8 - uses knowledge of morphemes to spell compound words, where the base word remains unchanged (e.g. grandmother)
Latin Bases		SpG9 - uses some common spelling generalisations when attempting to spell unfamiliar words (e.g. drop e from base word when adding a suffix)
		SpG9 - writes words with common prefixes and suffixes (e.g. unhappy, helpful)
		SpG9 - uses learnt spelling rules and knowledge, word origins and generalisations to spell (e.g. phonological knowledge, morphemic knowledge, visual knowledge, etymological knowledge and orthographic knowledge)
		UnT7 - interprets unfamiliar words using grammatical knowledge, morphological knowledge and etymological knowledge
		UnT8 - uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of 'explosion' to decode 'explosive' and uses context and knowledge of metaphorical use of language to understand 'explosive outburst'.)
		CrT8 - spells some complex words with complex letter patterns correctly (e.g. correctly adds prefixes and suffixes to base words)

Year Four, Term One

	Prefix	Base	Suffix	Tense/part of speech/meaning	Examples	Origin
Week 1		<logy> (<loge> + <-y>)		Study of (When the base <loge> is combined with suffix <-y>, it takes on the meaning, 'study of.'	zoology astrology technology geology archaeology ecology	Greek
Week 2		<meter> <metre> (note spelling differences in American v British)		measure	thermometer kilometre centimetre millimetre optometrist symmetric	Greek
Week 3		<gram> <graph>		write	autograph photograph parallelogram diagram	Greek
Week 4		<hydr>		water	dehydration hydroponics rehydrate hydrofoil hydraulic hydrangea	Greek
Week 5		<mone>		one	monarch monolith monotonous monologue monopoly	Greek
Week 6		<sym-> <syn-> <syl->		together	synthesis symbol symmetry synonym synchronise	Greek
Week 7		<phose> <phote>		light	photograph photocopy phosphate photosynthesis	Greek
Week 8		<phobe>		Fear or hatred	arachnophobia claustrophobia	Greek
Week 9	Revision					
Week 10	Revision					

Year Four, Term Two

	Prefix	Base	Suffix	Tense/part of speech/meaning	Examples	Origin
Week 1	<hyper->			Over, above, beyond	hyperlink hyperactive hyperbole	Greek
Week 2		<pede>		foot	pedestrian pedometer pedicure pedal	Latin
Week 3	The *ped family is a large family to explore. Students can research on *ped- | Origin and meaning of root *ped- by Online Etymology Dictionary (etymonline.com) another word from the same family and show how it is connected to the sense, 'foot.'					
Week 4	<retro->			backwards, behind, back in the past	retrospect retrovirus	Latin
Week 5		<tyrann>		terrible, tyrant	tyrannosaurus tyranny	Greek
Week 6	<inter->			among, between	interest international interrupt	Latin
Week 7	<bi->			two	biscuit binocular	Latin
Week 8	The bi- family is a large family to explore, Students can research on www.etymonline.com to discover more about this prefix and its history from PIE root ***dwo-**					
Week 9	Revision					
Week 10	Revision					

Year Four, Term Three

	Prefix	Base	Suffix	Tense/part of speech/meaning	Examples	Origin
Week 1		<cycle>		circle, wheel	bicycle unicycle cyclone tricycle cyclops encyclopaedia	Greek
Week 2		<arch>		rule, chief, principal	monarchy Patriarch matriarch hierarchy architect	Greek
Week 3		<poly>		many	polygraph polyester monopoly	Greek
Week 4		<hypo>		under, beneath, less than	hypochondriac hypothesis hypocrisy hypothermia	Greek
Week 5		<tele>		distant	telephone teleport telescope television	Greek
Week 6		<phile>		love	bibliophile hippophile pamphlet	Greek
Week 7		<aster> <astr>		star	astronaut astrologer asteroid disaster asterisk	Greek
Week 8	Revision using word sums and matrices					
Week 9	Revision using word sums and matrices					
Week 10	Revision using etymonline to look at the history of some of the words					

Year Four, Term Four

	Prefix	Base	Suffix	Tense/part of speech/meaning	Examples	Origin
Week 1			<-ine>	adjective noun (verb) (-ine is both a final stable syllable and a suffix)	medicine margarine sardine imagine feline magazine	Latin
Week 2			<-ice>	Quality or state of (<-ice> is both a final stable syllable and a suffix)	office apprentice crevice	Latin
Week 3			<-ite>	origin or derivation from (word-forming element making adjectives and nouns meaning 'connected with or belonging to.')	infinite appetite satellite exquisite dynamite	Latin
Week 4			<-ic> (Middle English <-ik>, word-forming element making adjectives, 'having to do with, having the nature of, being, made of, caused by, similar to,')	adjective noun	electric critic alphabetic mechanic prehistoric magic romantic geographic mystic historic	Latin Greek
Week 5			<-al> (suffix forming adjectives from nouns or other adjectives, 'of, like, related to, pertaining to,' Middle English <-al>, <-el>, from French or directly from Latin)	adjective noun	formal original capital personal dental aboriginal animal horizontal vertical accidental	Latin
Week 6			<-el> (derivational suffix, also <-le>, used mostly with verbs but originally also with nouns, 'often denoting diminutive, repetitive, or intensive actions or events')	noun verb	sequel chisel tinsel shovel jewel novel tunnel quarrel	Latin
Week 7			<-ant>	noun adjective	brilliant hydrant tolerant hesitant defiant descendant	Latin
Week 8	Revision using word sums and matrices					
Week 9	Revision using word sums and matrices					
Week 10	Revision using etymonline to look at the history of some of the words					

Year Five

Background Knowledge	ACARA	National Literacy Learning Progression
Combine bases with the accompanying prefixes and suffixes.	Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500 - Scootle)	SpG10 - uses knowledge of prefixes and suffixes to spell less common words (e.g. triangle, disagree)
More Greek and Latin bases, prefixes & suffixes	Understand how to use knowledge of known words, base words, prefixes and suffixes, word origins, letter patterns and spelling generalisations to spell new words (ACELA1513 - Scootle)	UnT8 - uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of 'explosion' to decode 'explosive' and uses context and knowledge of metaphorical use of language to understand 'explosive outburst'.)
Many jobs of final silent <e>	Explore less common plurals, and understand how a suffix changes the meaning or grammatical form of a word (ACELA1514 - Scootle)	UnT8 - uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
Understanding etymology of some words		CrT8 - spells some complex words with complex letter patterns correctly (e.g. correctly adds prefixes and suffixes to base words)
Connecting vowel letter		CrT9 - spells some complex words with complex letter patterns correctly (e.g. correctly adds prefixes and suffixes to base words)
Assimilated bases		

Year Five, Term One

	Prefix	Base	Suffix	Tense/part of speech/meaning	Examples	Origin
Week 1		<dactyl>		finger	pterodactyl	Greek
Week 2		<aut>		self	autobiography autism autonomy automobile autograph	Greek
Week 3		<therm>		heat	thermometer thermos thermal hyperthermia	Greek
Week 4		<phone>		sound	telephone cacophony xylophone saxophone microphone	Greek
Week 5		<bi>		Life (<bi-> is a Greek combining form meaning life and almost always followed by connecting <-o->. <bi-> is also a Latin prefix meaning two)	biology biodegradable biographical biology bionic neurobiology	Greek
Week 6 & 7	Connecting vowels letters are derived from Latin and Greek and joins bases to bases, bases to suffixes or suffixes to other suffixes. Connecting vowel letters from Latin are <i>, <e>, and <u>, which are Latin's three highest vowels. The fact that they are high vowels matters, because it is the vowel height that causes co-articulatory palatisation in so many words, like actual and sensuous and graduate, or special and anxious. Connecting vowel <i> • <i> represents /ee/ sound before a vowel suffix in material, suburbia, editorial, trivial, medium • <i> represents /y/ sound after <l> or <n> in brilliant, reunion, junior • <i> represents /i/ sound befor a consonant suffix in experiment, certify, quantify, sediment The Greek connecting vowel letter is <o>, and it's always syllabic. It may be stressed, as in photography, or it may be unstressed, as in photograph. We don't use the <o> connector when the second base element starts with a vowel letter: <pseud> + <onym>, <paed> + <iatr> + <ic> + <ian>>. A connecting vowel letter behaves like a vowel suffix in that it can replace a replaceable <e>: < <line> + <e> + <ar> → linear > < <face> + <i> + <al> → facial > < <grade> + <u> + <ate> → graduate > But it does not cause doubling of a previous consonant: < gram> + <o> + <phone> → gramophone >					
Week 8	Revision using word sums and matrices					
Week 9	Revision using word sums and matrices					
Week 10	Revision using etymonline to look at the history of some of the words					

Year Five, Term Two

	Prefix	Base	Suffix	Tense/part of speech/meaning	Examples	Origin
Week 1		<une>		one	unicorn unicycle union unique unite university	Latin
Week 2		<pend> <pense>		hang/weigh	pendulum suspense spend inexpensive	Latin
Week 3		<amphi>		both, on both sides	amphibian amphitheatre	Greek
Week 4		<chron>		time	chronical synchronise	Greek
Week 5		<eco>		house	ecosystem economy	Greek
Week 6		<tox>		arrow, bow, poison	toxic toxicology toxin	Greek
Week 7		<vail> <vale>		be strong, power	value valiant available valour valid prevail	Greek
Week 8	Individual morphological and etymological projects using www.etymonline.com and www.minimatrixmaker.com					
Week 9	Individual morphological and etymological projects using www.etymonline.com and www.minimatrixmaker.com					
Week 10	Revision					

Year Five, Term Three

	Prefix	Base	Suffix	Tense/part of speech/meaning	Examples	Origin
Week 1		<flect> <flex>		bend	circumflex flexible reflection reflector inflexible	Greek
Week 2		<struct>		build	construct indestructible infrastructure instruct obstruct	Greek
Week 3		<decim>		tenth part	decimal decimate	Greek
Week 4		<ampl>		ample, abundant, bountiful	amplification	Latin
Week 5		<ann> <enn>		year, yearly	anniversary annual millennium biannual	Latin
Week 6		<avi>		bird	aviary aviation	Latin
Week 7		<dec>		ten	decagon decahedron	Greek
Week 8	Individual morphological and etymological projects using www.etymonline.com and www.minimatrixmaker.com					
Week 9	Individual morphological and etymological projects using www.etymonline.com and www.minimatrixmaker.com					
Week 10	Revision					

Year Five, Term Four

	Prefix	Base	Suffix	Tense/part of speech/meaning	Examples	Origin
Week 1		<tain> <tene> <tine>		hold	container detain entertain	Latin
Week 2	Individual morphological and etymological projects using www.etymonline.com and www.minimatrixmaker.com					
Week 3		<sense> <sent>		sense feel	sensitive consent consensus assent resent	Latin
Week 4	Individual morphological and etymological projects using www.etymonline.com and www.minimatrixmaker.com					
Week 5		<verse> <vert>		turn	conversation vertebra versatile vertigo advertisement	Latin
Week 6	Individual morphological and etymological projects using www.etymonline.com and www.minimatrixmaker.com					
Week 7		<plice> <ply>		fold	apply replica imply implicate application	Latin
Week 8	Individual morphological and etymological projects using www.etymonline.com and www.minimatrixmaker.com					
Week 9	Individual morphological and etymological projects using www.etymonline.com and www.minimatrixmaker.com					
Week 10	Revision					

Year Six

Background Knowledge	ACARA	National Literacy Learning Progression
Compounding is a characteristic of PIE (and all Indo-European languages), but the Greeks took compounding to great lengths which has resulted in some very large words	Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words (ACELA1526 - Scootle)	SpG11 - explains how words are spelt using morphemic, visual, phonological etymological and orthographic knowledge
Greek compounds are joined by the connecting letter <o>		CrT9- spells some complex words with complex letter patterns correctly (e.g. correctly adds prefixes and suffixes to base words)
Assimilated prefix, assimilated base		
More Greek and Latin prefixes, suffixes and roots		

Year Six, Term One

	Prefix	Base	Suffix	Tense/part of speech/meaning	Examples	Origin
Week 1		<pter>		wing	helicopter pterodactyl	Greek
Week 2		<cape> <capt> <ceive> <cept> <cipe>		take	accept captive participate receipt perceive incapable capacity	Greek
Week 3		<spire>		breath	aspire inspire perspiration respiratory respirator conspire	Greek
Week 4		<form>		form	formula perform inform informative uniform	Greek
Week 5		<duce> <duct>		lead	educate abduct introduce aqueduct	Greek
Week 6		<quest>		ask seek	question exquisite inquiry requirement	Greek
Week 7	Individual morphological and etymological projects using www.etymonline.com and www.minimatrixmaker.com					
Week 8	Individual morphological and etymological projects using www.etymonline.com and www.minimatrixmaker.com					
Week 9	Individual morphological and etymological projects using www.etymonline.com and www.minimatrixmaker.com					
Week 10	Revision					

Year Six, Term Two

	Prefix	Base	Suffix	Tense/part of speech/meaning	Examples	Origin
Week 1	<ad->			to, toward, at	adventure advertise adopt advise admission	Latin
Week 2 and 3	<ad-> assimilates 9 different ways: <ac->, <af->, <ag->, <al->, <an->, <ap->, <ar->, <as->, <at->)			to, toward, at (The assimilations of <ad-> are particularly important for spelling as they often create double letters with single sounds- e.g. arrest, attach)	adapt, accuse, afflict, aggression alliteration, appeal, application, appoint, arrive, attack, attack	Latin
Week 4	<in-> <im-> <il-> <ir->			in	illuminate imagination innate irrigate	Latin
				not	invisible immovable irresistible	
Week 5	<sub-> <suc-> <suf-> <sup> <sus->			under	submarine suspect submerge suburban success	Latin
Week 6	<ob-> <oc-> <of-> <op-> <os->			means against or opposed (<ob-> can drop its <b> in a few cases – e.g. omen, omission, omit)	obituary observe opposition object occipital	Latin
Week 7	<con-> <co-> <com-> <col-> <cor->			with, together	concave combust compact collage collect computer	Latin
Week 8	Individual morphological and etymological projects using www.etymonline.com and www.minimatrixmaker.com					
Week 9	Individual morphological and etymological projects using www.etymonline.com and www.minimatrixmaker.com					
Week 10	Revision					

Year Six, Term Three

	Prefix	Base	Suffix	Tense/part of speech/meaning	Examples	Origin
Week 1		<micr>		small	microscope microsurgery microplankton microwave	Greek
Week 2		<scope>		look	telescope microscope stethoscope horoscope kaleidoscope periscope	Greek
Week 3		<techn> <tect>		art, skill	architect technicolour technology technique	Greek
Week 4		<deme>		people	pandemic demographics democracy	Greek
Week 5		<-fy>		<face> and <fact> are the primary forms and <-fect> <-fice> and <-fy> are combining forms. Combining forms are always final, which is why they have the - before them.	beautify clarify identify certify classify	Latin
Week 6, 7 & 8	Using Etymonline.com a | Origin and meaning of the name a by Online Etymology Dictionary (etymonline.com) students unravel the history of English and the development of the Roman alphabet					
Week 9	Individual morphological and etymological projects using www.etymonline.com and www.minimatrixmaker.com					
Week 10	Revision					

Year Six, Term Four

	Prefix	Base	Suffix	Tense/part of speech/meaning	Examples	Origin
Week 1		<spect> <spec>		look	spectator conspicuous spectacles spectacular	Latin
Week 2		<ride> <rise>		laugh	ridiculous riddle	Latin
Week 3		<aqu>		water	aquatic aquarium aquaponics	Latin
Week 4		<migr>		wander	immigrant migrate	Latin
Week 5	Individual morphological and etymological projects using www.etymonline.com and www.minimatrixmaker.com					
Week 6	Individual morphological and etymological projects using www.etymonline.com and www.minimatrixmaker.com					
Week 7	Individual morphological and etymological projects using www.etymonline.com and www.minimatrixmaker.com					
Week 8	Individual morphological and etymological projects using www.etymonline.com and www.minimatrixmaker.com					
Week 9	Individual morphological and etymological projects using www.etymonline.com and www.minimatrixmaker.com					
Week 10	Revision					