# Morpheme

the smallest unit of meaning in language

and   un   able   kind

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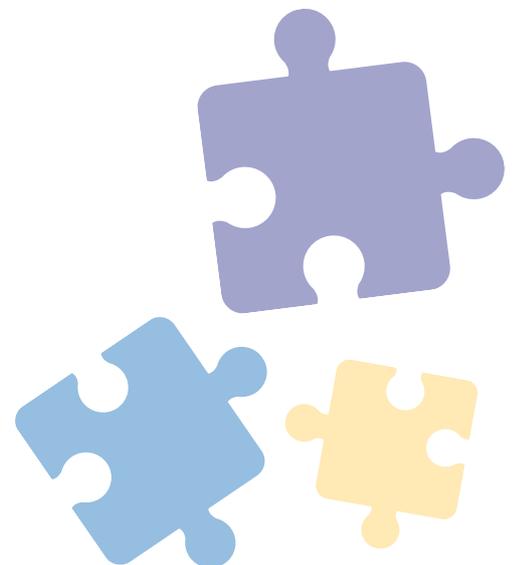**Articles** – a, an, the
**Conjunctions** – for, and, but, so
**Prepositions** – in, at, with
**Auxiliary verbs** – be, have, do

### 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**?

**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

## 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 | | |