

Appendices



Appendix 1 to 17 are all photocopiable resources. Colour photocopying is strongly recommended. Examples are given in these appendices but the full resources can all be found on the companion website www.routledge.com/cw/speechmark.

1. Morphological Awareness Assessment



Pupil's name:					DOB:						
Completed by:					Date:						
TRANSPARENT MORPHEMES score: /16			OPAQUE MORPHEMES score /12			WORD RELATIONSHIPS score /11		PSEUDOWORDS score /11		TOTAL Score /50	
Words	P /4	D /4	Words	P /3	D /3						
Sentences	P /4	D /4	Sentences	P /3	D /3						
Comment			Comment			Comment		Comment		General comments	
Strengths						Weaknesses					

Guidelines and terminology for assessment

TRANSPARENT MORPHEMES are morphemes where the root word does not change its sound when affixed, e.g. **like** becomes **dislike**.

OPAQUE (PHONOLOGICALLY COMPLEX) MORPHEMES are morphemes where the root word is not heard or its sound is changed when it is affixed, e.g. **catch** becomes **caught**.

WORD RELATIONSHIPS involve the morphological relationship between words. Specifically, for this assessment, it concerns whether they have the same root.

PSEUDO-WORDS are made up, or nonsense words.

PRODUCTION tasks require a pupil to add a morpheme to a word or say a word.

DECOMPOSITION tasks require a pupil to remove a morpheme from a word or reduce its morphemes.

Some tasks are “**WORD**” tasks. Others are “**SENTENCE**” tasks. Sentence tasks may place additional load on working memory. In order to alleviate this, pictures are provided at the end of the assessment.

All instructions are given with each task. The answers are in **orange**. The words the adult says are in **green**.

What you need: Blank copy of the assessment, a pencil, and the pictures for transparent morpheme sentence tasks cut up.

Discontinue rule: Administer all of the transparent and opaque morphemes sections. Discontinue the word relationships and pseudowords sections if the learner makes 4 consecutive errors.

Scoring: Score 1 point for each correct answer and write it in the boxes at the end of each section. Transfer these scores to the scoring box on above and calculate a total score out of 50.

TRANSPARENT MORPHEMES

(where the root word does not change its sound when affixed)

1. Words: Production

The pupil listens to two words. The second word is the first word with an added affix. The pupil is then given a different word and asked to say an affixed version of it.

*Say: I am going to say two words. Listen to how the first word is changed to make the second word. Ready? **High: highest**. What words did I say? (if the child doesn't know, repeat them). Did you hear how the first word changed? If the child doesn't know: I added **-est**. Now you try. I will say the first two again to remind you what to do. **High, highest, kind...** What comes next? (If the child doesn't know, say **High, highest, kind, kindest**. I added **-est** to **kind**.) So you had these words: **High, highest, kind, kindest**. Now try these.*

For each question there is an example pair of words and a test word. The adult says the example pair, pauses then says the test word. The pupil must say the missing word (**answer in orange**)



- a) long: longer
short: _____ (**shorter**)
- b) happy: happiness
kind: _____ (**kindness**)
- c) appear: disappear
trust: _____ (**distrust**)
- d) fit: unfit
- e) friendliness: _____ (**unfriendliness**)

Transparent morphemes production score (words)	/4
Comments	

2. Words: Decomposition

The pupil is asked to listen to two words. The first word is followed by the same word with its affix taken away. The pupil is then given a new word and asked to take the same affix away.

Say: *I am going to say two words. Listen to how the first word is changed to make the second word. Ready? **Bendy: bend.** What words did I say? Did you hear how the first word changed? I took off the **-y**. Now you try. I will say the first two again to remind you what to do. **Bendy: bend, Smelly....** What comes next? (If the child doesn't know, say **Bendy: bend, smelly: smell.** I took away the **-y** from **smelly.**) So you had these words: **Bendy: bend. Smelly: smell.** Now try these.*

The adult says the first two words (in black), pauses, then says the third word. The pupil must say the missing word (answer in orange).

1. unkind: kind
unfair: _____ (fair)
2. careless: care
endless: _____ (end)
3. happiness: happy
laziness: _____ (lazy)
4. poisonous: poison
famous: _____ (fame)



Transparent morphemes decomposition score (words)

/4

Comments

3. Sentences: Production

The pupil is asked to listen to two sentences. In the second, one of the words is affixed. The pupil then hears a new sentence and is asked to complete the sentence in the same way. Pictures of each sentence are available to support working memory difficulties. These can be found at the back of the assessment and should be shown to the pupil on separate cards.

Say: *I am going to say two sentences. Then I will give you a sentence to finish off yourself. Listen to the first sentence. **I am kind.** Now the second. **You are kinder.** Can you say both those sentences back to me? Which words did I change? Yes, **kind** changed to **kinder**. Now listen to the next sentences and see if you can finish off the last one. **I am bossy. You are bossier.** What word did I leave out? (If the child doesn't know say **bossier**) So you said, **I am kind. You are kinder. I am bossy. You are bossier.** Now try these ones.*

For each question there is an example pair of sentences and a test pair, where the last one is not complete. Adult says the example pair, pauses then says the test pair. Show the pupil the pictures (available on separate cards). The pupil must say the missing word from the last sentence (in orange). Do not show the pupil the written sentence.

a) I play with Billy. Billy plays with me.

I sit with Rachel. Rachel _____ with me. (sits)



b) He works on a farm. He is a farmer.

She works in a bakery. She is a _____. (baker)



c) First I pack my bag, later I will unpack it.

First I tie my laces, later I will _____ them. (untie)



d) Please can you run that race again? That's a rerun.

Please can you write that text again?

That's a _____ (rewrite)



Transparent morphemes production score (sentences)

/4

Comments

4. Sentences: Decomposition

The pupil is asked to listen to two sentences. In the second, an affix is taken away from one of the words. The pupil then hears a new sentence and is asked to change the sentence in the same way. Pictures of each sentence are available to support working memory difficulties. These can be found at the back of the assessment and should be shown to the pupil on separate cards.

*Say: I am going to say two sentences. Then I will give you a sentence for you to change yourself in the same way. Listen to the first sentence. **He washes his clothes.** Now the second. **I wash mine.** Can you say both those sentences back to me? Which words did I change? Yes, **he washes** changed to **I wash**. Now listen to the next sentences and see if you can finish off the last one. **She watches TV. I _____ TV.** What word did I leave out? (*watch*). (If the child doesn't know say **watch**) So that's **He washes his clothes. I wash mine. She watches TV. I watch TV.** Now try these ones.*

For each question there is an example pair of sentences and a test pair, where the last one is not complete. Adult says the example pair, pauses then says the test pair. Show the pupil the pictures (available on separate cards). The pupil must say the missing word from the last sentence (**in orange**). Do not show the pupil the written sentence.

- a. There are too many matches. I want just one match.

There are too many lunches.

I want just one _____. (**lunch**)



- b. I like jumping. Can you jump?

I like singing. Can you _____. (**sing**)



- c. When you are forgetful it means you forget.

When you are helpful it means you _____. (**help**)



- d. Dislike is when you don't like something.

Distrust is when you _____ something. (**don't trust**)



Transparent morphemes decomposition score (sentences)

/4

Comments

OPAQUE (PHONOLOGICALLY COMPLEX) MORPHEMES

(where the root word is not heard or its sound is changed when it is affixed):

1. Words: Production

The pupil is asked to listen to two words. The second word is the first word in a different form. The pupil is then given a different word and asked to generate the same form of that word.

*Say: I am going to say two words. Listen to how the first word is changed to make the second word. **Drink: drank.** What words did I say? Did you hear how the first word changed? Now you try. I will say the first two again to remind you what to do. **Drink, drank, hide...** What comes next? (If the child doesn't know, say **Drink, drank, hide, hid.**) So you had these words: **Drink, drank, hide, hid.** Now try these.*

For each question there is an example pair of words and a test word. Adult says the example pair, pauses then says the test word. Pupil must say the missing word (in orange)

- Eat: ate. Come: _____ (came)
- Circle: circular, rectangle: _____ (rectangular)
- King: kingdom, wise: _____ (wisdom)



Opaque morphemes production score (words) /3

Comments

2. Words: Decomposition

The pupil listens to two words; the second word is the first in its root form. The pupil is then given a different word and asked to generate the root form of that word.

Say: *I am going to say two words. Listen to how the first word is changed to make the second word. **Say: said.** What words did I say? Did you hear how the first word changed? Now you try. Here is your word. I will say the first two again to remind you what to do. **Say: said. Write...** What comes next? (If the child doesn't know, say **Say: said. Write: wrote**) So you had these words: **Say: said. Write: wrote.** Now try these.*

For each question there is an example pair of words and a test word. Adult says the example pair, pauses then says the test word. Pupil must say the missing word (in orange)

- a. Built: build, brought: _____ (bring)
- b. Production: produce, presentation: _____ (present)
- c. Exclusion: exclude, decision: _____ (decide)



Opaque morphemes production score (words)	/3
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Comments

3. Sentences: Production

The pupil is asked to listen to a target word followed by an incomplete sentence, where the missing word is a changed version of the target word. The pupil is asked to generate the word which completes the sentence.

*Say: I am going to say a word. Then I will give you a sentence to finish off yourself by adding one word. Ready? Listen to my word. **Child.** Now can you finish this sentence. The clue is in the word, **child. I have four...** What word have I missed out? Yes, children. **Child. I have four children.** Now try these.*

For each question the adult says a word and an incomplete sentence. The pupil must say the missing word (in orange).

- Magic.** He performs magic. He is a _____. (magician)
- Wise.** A wise person is known to have _____. (wisdom)
- Know.** When you know a lot, you have a lot of _____. (knowledge)



Opaque morphemes production score (sentences) /3

Comments

4. Sentences: Decomposition

The pupil is asked to listen to a target word followed by an incomplete sentence, where the missing word is the root of the target word. The pupil is asked to generate the word to complete the sentence.

*Say: I am going to say a word. Then I will give you a sentence to finish off yourself with one word. Ready? Listen to the word. **Woke**. Now can you finish this sentence. The clue is in the word, **woke**. What time did you... ? What word have I missed out? Yes, **wake**. **Woke**. What time did you wake?*

For each question the adult says a word and an incomplete sentence. The pupil must say the missing word (in orange).

- Meant.** What did the teacher _____? (mean)
- Decision.** What did you _____? (decide)
- Creation.** The model took the girls a long time to _____. (create)



Opaque morphemes decomposition score (sentences) /3

Comments

WORD RELATIONSHIPS

In this task the pupil is asked to say if two words have the same root.

Say: *In this one, I am going to say two words. I will ask you if they come from the same root. The root is the bit of the word where its meaning comes from. Here is an example. **Sing** and **singing** come from the same root, **sing**. Now try these. **Heal** and **healthy**. Do they words come from the same root? Yes, because **heal** is about having good health, or being **healthy**.*

The adult says the two words then asks if they come from the same root. **Answers in orange.** Pupil's answer is written in the box.

- | | | | |
|------------------------------|--------------------------|----------------------------------|--------------------------|
| 1. Wish & wishfulness? (yes) | <input type="checkbox"/> | 7. Cook & cookery? (yes) | <input type="checkbox"/> |
| 2. Pillow & pill? (no) | <input type="checkbox"/> | 8. Mailbag & female? (no) | <input type="checkbox"/> |
| 3. Pay & repay? (yes) | <input type="checkbox"/> | 9. International & nation? (yes) | <input type="checkbox"/> |
| 4. Touch & touchy? (yes) | <input type="checkbox"/> | 10. Export & supportive? (yes) | <input type="checkbox"/> |
| 5. Match & mat? (no) | <input type="checkbox"/> | 11. Detention & Punishment? (no) | <input type="checkbox"/> |
| 6. Moth & mother? (no) | <input type="checkbox"/> | | |

Word relationships score (sentences) /11

Comments



PSEUDOWORDS (an advanced task)

Pupils are asked to change forms of nonsense words following morphological rules.

Say. *In this task, you will be given some sentences using nonsense words. I will give you the word in two sentences then ask you to finish a third sentence off. Try this one for practice. Ready? This is a jax. If you give me another jax, what will I have? (jaxes).* Now try these.









1. The man knows how to spag. He likes spagging. He did it yesterday. What did he do yesterday?
_____ (spagged)
2. I like to trurp. Trurping is great fun. I did it yesterday. All day tomorrow I will be _____
(trurping).
3. Sally likes to ketch her clothes. What does she do to her clothes? (ketches)
4. This is a lig book. That is a lig book. But this one is more lig. It is _____. (ligger)
5. My mum is not at all grimp, and my sister is grimper, but my dad is even more grimp. He is the
_____. (grimpest)
6. Every day this man has been meeping his garden. Yesterday he mept it. Today he will do the same thing. What will he do today? (meep his garden)
7. She walked chiddily and chattered with chiddiness. She felt very _____ (chiddy).
8. I am feeling very wompy. I talk wompily and laugh with _____ (womp/wompiness).
9. In school we are working on shonment. We are learning to (shon).
10. You are so unpug. I wish you would be more _____ (pug).
11. Someone who has no grat is _____ (gratless).









Pseudo words score (sentences)	/11
Comments	

Pictures for sentence tasks

3. Transparent Morphemes Production

3a.		
3b.		
3c.		
3d.		

4. Transparent Morphemes Decomposition

4a		
4b		
4c		
4d	