

Learning Difficulties Australia

Learning Difficulties Australia is an association of teachers and other professionals dedicated to assisting students with learning difficulties through effective teaching practices based on scientific research.



www.ldaustralia.org



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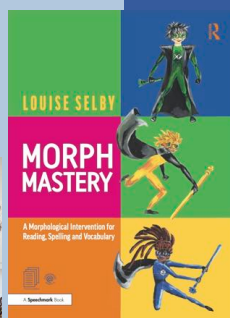


Acknowledgement of Country

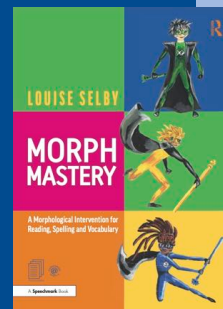


Teacher, assessor, trainer, consultant

B.A. & M.A. English Literature, P.G.C.E. Education (Primary)
OCR Level 7 Diploma (SPD), APC

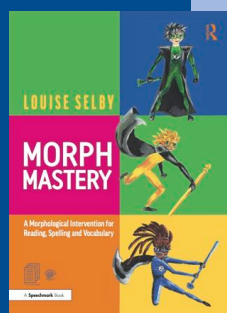


Using Morph Mastery to Support Reading, Spelling and Language Development



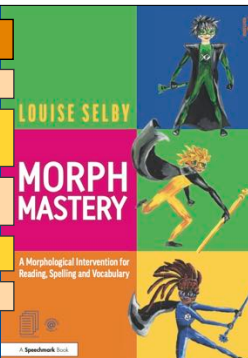
Session 1

15th March 2023



Today, we'll look at:

1. Background
2. What is morphology? What does a morphological approach look like?
3. The research & evidence, national landscape
4. The resources & how to use them
5. Task!



Next week, we'll look at:

1. Using assessment to plan and set targets
2. Teaching a morpheme
3. Games for morphological awareness, reading and spelling
4. Word mastery & word espionage
5. Getting ready
6. Questions

MORPH MASTERY
A Morphological Intervention for Reading, Spelling and Vocabulary

LOUISE SELBY
DYSLEXIA SPECIALIST

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COMPANION WEBSITE

Page references

MORPH MASTERY
A Morphological Intervention for Reading, Spelling and Vocabulary

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**Part 1:
Background**

MORPH MASTERY
A Morphological Intervention for Reading, Spelling and Vocabulary

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Hi, I'm Mark!

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Introducing Mark...

Aged 10
Bright, articulate
Supportive parents
Outstanding teaching
Phonics intervention since dyslexia diagnosis age 7

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Introducing Mark...

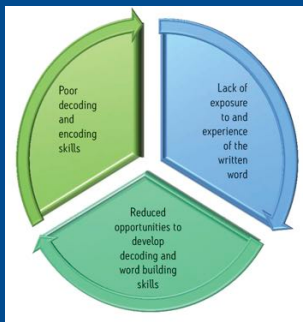
Vocabulary was very high on assessment age 7
Vocabulary is now average age 10
Loved learning age 7
Disengaged with learning age 10

What happened?!?!?

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The legacy of phonics

The Matthew Effect?



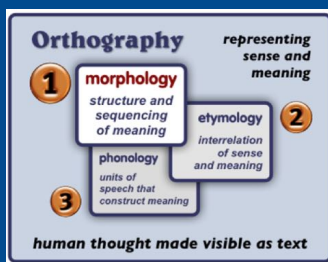
How words really work



There is an explanation for every English spelling and exceptions are very rare. It just depends on what the rules are.



English orthography



When the English language was written down there were several codes at work and these codes are essential in our teaching of reading and spelling today. Namely phonology, morphology and etymology.



Phonology

This works for some words and follows a consistent code, especially in the initial stages of reading. Teaching it systematically using a synthetic approach really works.

But there are problems with relying on phonology...



Phonology only goes so far...

wontid ritten
roadsine acksidoont

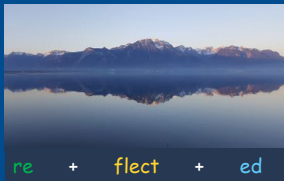


Phonology only goes so far...

blest helthy
magishun hissiz



Morphology



Using units of meaning
(prefixes, suffixes and roots)
to build words together

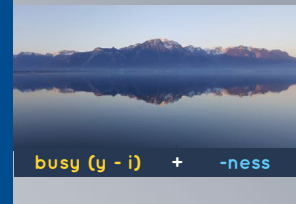
Used from the early stages of
teaching reading and writing
-un, -s, -es, -ed -ing



Phonology



Morphology



Phonology

ti
station
collection
ration
creation
operation
portion
nation

Morphology

collect + -ion

create + -ion



The Birth of Morph Mastery



2. What is morphology &
what is a morphological
approach?



Morphology is...

The system of language
by which words can be
broken up into units of
meaning, called
morphemes

Morphemes can be root
words, prefixes or
suffixes



Colour coded characters
represent different morphemes



Root

Root
represents
the roots in
words.

run
fit
mount
take



Prefa

Prefa
represents
the prefixes in
words.

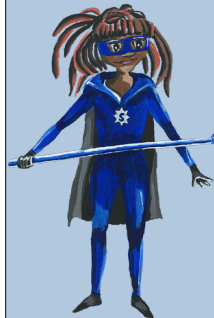
re-
un-
dis-
mis-



Sufa

Sufa represents
the suffixes in
words.

-es
-ed
-ing
-est



Prefixes
re-
un-
dis-
inter-

Suffixes
-es
-ed
-ing
-ion

Affixes = an umbrella term for prefixes and suffixes



un-

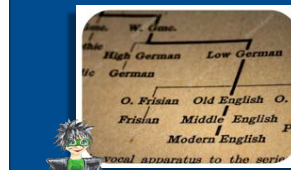
want

-ed





ir-re-verse-ible



Old English

The most basic and frequently used words in our language derive from Old English; for example **say, when, come, that, play, look, grow, child.**



Latin

The next layer of language derives from Latin; words we use regularly but words whose origin are less familiar. For example, **cent** comes from the Latin word for hundred and is the root for many words; **centipede, century, centimetre.** **Rupt** means to tear and leads to **rupture, interrupt, erupt, bankrupt.**



Greek

The third layer of language is Greek, which involves more sophisticated language, often words at the highest level of vocabulary, linked to education, science, maths, and culture. For example **pneu** means air and leads to words like **pneumatic and pneumonia.** **Micr** means small and leads to words like **microscope and microphone.**



in-cred-ible



It's common in Greek for morphemes to move around in words - combining forms can be either prefixes, roots or suffixes.



bio-graph-y



Morphology and etymology



Morphology and etymology are very closely linked. Morphology looks at units of meaning, while etymology is concerned with origins.



Segmenting words into morphemes not syllables



re-store-s



Count and highlight/separate the morphemes...

untreated
treatment
treatments
remake

incredible
automobile
Unpinning
inspiration



Answers!

untreated
treatment
treatments
remake

Incredible
automobile
unpinning
Inspiration



The Morph handshake



The importance of morphological awareness

Morphological awareness is the underlying skill for using morphology in spelling and reading.



Morphological awareness is...

...The awareness of, and ability to manipulate, morphemes within words.

It concerns comparing, analysing, relating, connecting and exploring words.

It is related to vocabulary and grammar skills.



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DYSLEXIA SPECIALIST



Implicit awareness
Morph Mastery Novice

Explicit awareness
Morph Mastery Expert: The "M" Factor!

Perceiving

- Starts to know that words carry meaning
- Begins to separate sentences into words



Connecting

- Knows that word endings change what they mean and responds to questions like "Have you washed your hands?"
- Experiments with word endings and beginnings
- E.g. "That was the bestest fire engine. It goed really fast!"

Consolidating

- Growing in confidence in using multi-morphemic words
- Using known morphemes for new words (sometimes inappropriately)
- E.g. "Are you getting indressed? I am going to have a shower so I am getting outdressed".

Applying

- Using known morphemes effectively in most words
- Applying knowledge of morphemes for new words
- E.g. knowing that unhelpful is the opposite of helpful, then understanding the word unfaithful

Exploring

- Exploring meanings of new and adventurous vocabulary through their morphemes
- Investigating whether words such as "misforgettable" exist



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Perceiving

- Starts to know that words carry meaning
- Begins to separate sentences into words

Connecting

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Consolidating

- Growing in confidence in using multi-morphemic words
- Using known morphemes for new words (sometimes inappropriately)
- E.g. "Are you getting indressed? I am going to have a shower so I am getting outdressed".

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Exploring

- Exploring meanings of new and adventurous vocabulary through their morphemes
- Investigating whether words such as "misforgettable" exist

Explicit morphological awareness

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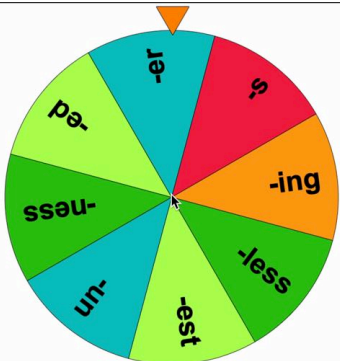
Morph
Match
Game 1

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Spinner Game 2


Choose one word:
fit, end,
safe, wet,
happy,
fear, mad,
kind, tidy,
rude



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Example of morphological awareness in Australian curriculum: Year 3



Understand how to apply knowledge of common **base words**, **prefixes**, **suffixes** and generalisations for adding a **suffix** to a **base word** to **read** and comprehend new multimorphemic words...

Done - undone, move - remove, understand - misunderstand


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Transparent and opaque: An aspect of morphological awareness

Morphemes can be transparent or opaque

Transparent morpheme = a morpheme which does not change its sound when combined with another, e.g. head - headed

Opaque morpheme = a morpheme which changes its sound when combined with another, e.g. close - closure




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Transparent and opaque

want - wanted
kind - kindness
reach - reachable
write - rewriting

loaf - loaves
music - musician
sign - signature
urgent - urgency




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Over to you: transparent or opaque?

kind - kindly
elastic - elasticity
human - humanity

teach - unteachable
exclude - exclusion
sense - sensation



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Why are opaque morphemes so important?

They are often tricky spellings e.g. -cian, -sion


They are often those words which require you to **LOOK** at the word's morphemes, not sound it out - e.g. heal/health, edit/edition, hero/heroic

Cracking this code can help to make multiple links with language, therefore enhancing vocabulary - e.g. business, scripture

Hence achieving...

MORPH MASTERY

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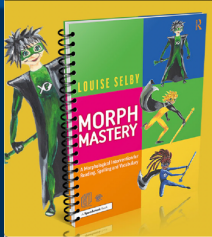
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3. Research, evidence & the national landscape




Looking at research: 3 questions



1. Does research show that morphological skills impact literacy?
2. Does it show that morphological skills can be trained?
3. Does training of morphological skills have a specific impact on learners with dyslexia?

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1. Does research show that morphological skills impact literacy?


Morphological awareness is highly influential in learning to read and write.

It supports reading comprehension, word reading and spelling. It also has been shown to support vocabulary development.

Carroll & Breadmore 2017, Deacon et al 2014, Levesque et al 2017, Nunes & Bryant 2006, Breadmore et al 2019, Kirby et al 2012, Apel et al 2013




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In bilingual readers, morphological knowledge that has been developed in first language contributes to reading success in the second language (where languages are alphabetically similar).

Casalis & Comissaire, in Morphological Processing and Literacy Development 2020





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2. Does research show that morphological skills can be trained?



Like phonological awareness, morphological awareness can be trained through intervention and this improves literacy outcomes.

Carroll & Breadmore 2017, Tsismeli & Seymour 2009, Nunes & Bryant 2006, Bowers, Deacon & Kirby 2010, Arnbak & Elbro 2000

Elbro (1996) was the first to propose the idea that dyslexic readers' morphological knowledge could be used to compensate for their difficulties in manipulating phonological units when recognising spoken words. This is supported by research that dyslexics do develop morphological representations; also that morphological awareness explains variance in reading scores above and beyond variance explained by phonological awareness.

Elbro & Arnak, 1996

3. Does research tell us that training of morphological skills have a specific impact on learners with dyslexia?

Reading difficulties are often caused by phonological deficits (particularly in dyslexia). To some extent, morphological skills work independently to phonological skills.



Snowling, 2000, Quemart & Casalis, in Morphological Processing and Literacy Development 2020

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Weak decoders rely more on contextual information to recognise words.

Nation & Snowling, 1998

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Training in morphological skills is beneficial to struggling readers.

Goodwin and Ahn, 2010

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Dyslexic readers are more sensitive to the semantic properties of morphemes when reading words than form properties (e.g. phonology, orthography).

Quemart & Casalis, in Morphological Processing and Literacy Development 2020

The pilot in Hertfordshire

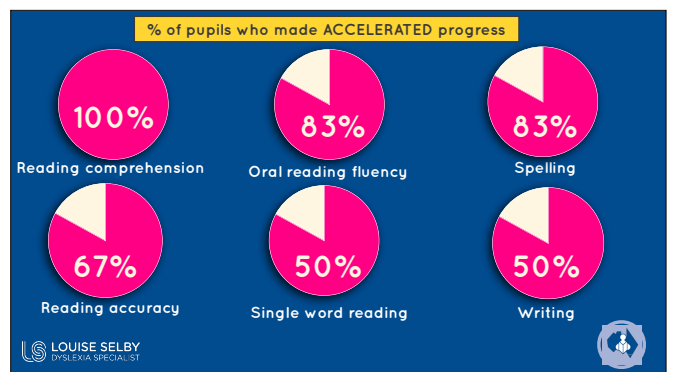
4 Hertfordshire primary and junior schools

8 pupils, 2 in a group

9 - 12 weeks intervention (Covid)

Tested before and after using WIAT3T

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The national landscape



Language, phonic and word knowledge

Analysing and interpreting texts:
read decodable and **authentic texts**
using developing **phonic knowledge**,
phrasing and **fluency**, and monitoring
meaning using **context** and grammatical
knowledge (Year 1)



The national landscape: Foundation Year



Understand that words are units of
meaning and can be made of more
than one meaningful part...

..Learning that words are made up
of meaningful parts; for example,
“dogs” has 2 meaningful parts: “dog”
and “s” meaning more than one



The national landscape: Year 1



Recognise and know how to use
grammatical **morphemes** to **create** word
families...e.g. building word families from
common morphemes; for example, “play”,
“plays”, “playing”, “played”, “playground”

Using morphemes to read words; for
example, by recognising the base word in
words such as “walk-ed”



The national landscape: Year 2



Use knowledge of spelling patterns and
morphemes to read and write words
whose spelling is not completely
predictable from their sounds, including
high-frequency words

Build morphemic word families using
knowledge of **prefixes** and **suffixes**



The national landscape: Year 3



Understand how to apply knowledge of
common **base words**, **prefixes**, **suffixes** and
generalisations for adding a **suffix** to a **base
word** to **read** and comprehend new
multimorphemic words...

...Understanding how to use knowledge of
prefixes to change the meaning of a base
word; for example, “undone”, “remove” and
“misunderstand”



4. The resources & how to use them



Companion
website



Access your online resources

Morph Mastery: A Morphological Intervention for Reading, Spelling and Vocabulary is accompanied by a number of printable online materials, designed to ensure this resource best supports your professional needs.

Activate your online resources:

Go to www.routledge.com/cw/speechmark and click on the cover of this book. Click the "Sign in or Request Access" button and follow the instructions in order to access the resources.

Companion Websites for ... Speechmark

Please note, if you have previously registered to use a title's accompanying online resources through Speechmark you will need to register again to gain access through Routledge. This can be done on the Log-in page for each specific title. If you have been issued with a Speechmark activation code, please ignore this and request a new access code.



Finding your way around the book



Case studies - the pilot in Herts

Chapter 1 - 6 theory, main principles, laying foundations, Code of Practice
Chapter 7 - 9 assessing, planning and doing
Chapter 10 - all the games!
Chapter 11 - adapting to class
Appendices



Key resources

Morpheme Cards Roots Year 1		
cat	day	school
friend	fix	wish
train	mark	cook

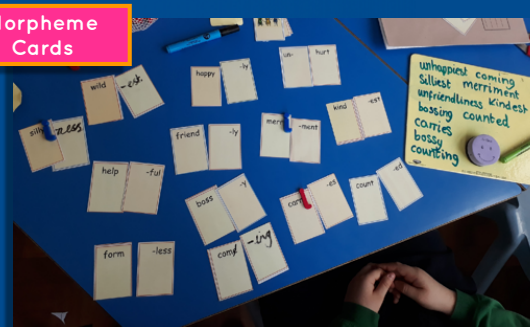


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Morpheme Cards



Morpheme Cards



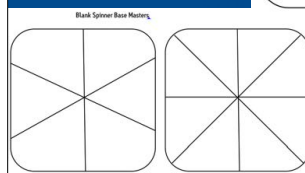
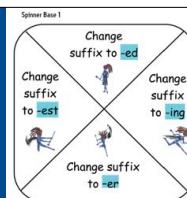
Highlighter pens



237



Spinner bases and spinners



70



70

237

Has the root changed at all when the
affix was added?

What does the word mean?

Can you think of other similar words?

What does the **root** mean?

Can you add any **affixes**?

204

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Planning materials

Chapter 8 on page 48 offers full guidance on how to use the planning documents

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204

[illegible]

204

Year 2	<p>Rule 1: No change to the root</p> <p>If a suffix starts with a consonant, it is added to the root word without any change in the spelling of the root word.</p>			
	-ness			
	pos. ship, <i>new</i> , place		mod. rude, fit, <i>kind</i> , happy, empty, silly	
	Noun maker		Noun maker	
	replacement	replacement	ruthless	ruthless
	placement	payment	fitness	rudeness
	placement	slightment	kindness	rudeness
	employment	amazement	kindness	softness
	management		greatness	gladness
			darkness	shyness
			fameless	loathness
	-ful		-less	
	care, harm, pain		harm, fear, end	
	Adjective maker – means full of		Adjective maker – means without	
	careful	wishful	harmful	careless
	careful	hopeful	harmless	hopeless
	total	harmful	endless	hopeless
	careful	forgetful	endless	hopeless
	careful	harmful	hopeless	hopeless
	careful	harmful	hopeless	hopeless
	careful	harmful	hopeless	hopeless
	careful	harmful	hopeless	hopeless

202

*Optional rhymes are appropriate for the pupils! There have been rhymes for potential flexibility with wordplay in the preparation material. You can find it on the **Related Content** as an extension exercise and on the **Related Content** as a challenge for the pupils. The rhymes are appropriate for the age group (see page 234, see 2.3.3).*

- Roots have been picked for their potential for word play
- Pick and choose what your learners need teaching from the assessments

Suggested Teaching Sequence 202

Y1
 -s cat, dog, tan, zip
 -es fix, wish
 -ing train, mark, cook
 -ed lock, form
 -ed (extra syllable) wait, rest
 -en count, help, strong
 -est rich, clean, light
 -y jump, fuss, stick
 -un- fair, fold, pack

Y2
 -ment pay, chip, move, place
 -ness fit, mad, kind, happy
 -ful care, harm, pain
 -less home, fear, end
 -ly sad, weak, wild, cold
 y → i rule (-es, -ed, -en, -est, -ness, -ful, -less, -ly) try, cry, dry, cry, happy, tidy, dizzy
 drop a rule (-ing, -es, -ed, -en, -est, -y)
 like, make, smile, hope, hate, drive, bike, safe, close, nice, smoke, lazy
 double consonant rule (-ing, -ed, -en, -est, -y) run, win, grab, drop, sit, plan, wet, hot, fun, nut, fur

Planning for extended learning 261

LATIN ROOTS		
Root	Meaning	Derivatives
annu, annu	year	annual, anniversary, biannual
aud	hear	audible, auditory, audio, audit, audition
cede, cess	to go or surrender	access, excess, precede, intercede, recede success, process
cise	cut	concise, decide, incisor, precise, scissors
conus	cone	conical, cone, conifer
cred	believe	credit, credible, creed, accredited, discredit
dict	say or tell	contradict, dictate, diction, dictionary, verdict
duct	lead	abduct, conduct, deduction, induction, reduction, production
fact, lect	do or make	affect, infect, defect, refractory, fact, factory, confectionery, artefact

6 Week Plan 204

Shaded cells to be completed after the lesson.

Week	Morphological Awareness	Phonics	Spelling	Grammar	Punctuation	Reading	Writing	Other
1	Focus 1: games	Day 1: first 4 words (Days 1-4)	Day 2: first 4 words (Days 5-8)	Lesson for revision	Word: choose the Word (Day 1)			
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

Planning for extended learning 261

All the games, activities and strategies can be used at different levels - just change the words you use!

15. Latin and Greek Meanings and derivatives

Root	Meaning	Derivatives
annu	year	annual, anniversary, biannual
aud	hear	audible, auditory, audio, audit, audition
cede	to go or surrender	access, excess, precede, intercede, recede success, process
cise	cut	concise, decide, incisor, precise, scissors
conus	cone	conical, cone, conifer
cred	believe	credit, credible, creed, accredited, discredit
dict	say or tell	contradict, dictate, diction, dictionary, verdict
duct	lead	abduct, conduct, deduction, induction, reduction, production
fact, lect	do or make	affect, infect, defect, refractory, fact, factory, confectionery, artefact

The assessments 28

1. Morphological Awareness Assessment

Guidelines and terminology for assessment

Chapter 7 on page 28 offers full guidance on how to use the assessments

Knowledge of Morphemes assessment (reading and spelling) 187

Adult record sheet - photocopy 1 per learner

Knowledge of Morphemes Assessment Adult Record Sheet

Knowledge of Morphemes assessment (reading and spelling)

Year 2 (Page 1 of 2)

Item	Base word	Pupil response read	Pupil response spell	Summary highlight if relevant
1. Add	addition			
2. Add	addition			
3. Add	addition			
4. Add	addition			
5. Add	addition			
6. Add	addition			
7. Add	addition			
8. Add	addition			
9. Add	addition			
10. Add	addition			
11. Add	addition			
12. Add	addition			
13. Add	addition			
14. Add	addition			
15. Add	addition			
16. Add	addition			
17. Add	addition			
18. Add	addition			
19. Add	addition			
20. Add	addition			

Lists are from Y1 - 6. Use the list most suitable to your learner if tracking back



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Knowledge of Morphemes assessment (reading and spelling)

Year 1 Pupil Word List

cats	quickest
sits	crispy
fixes	unzip
jumping	
helped	
hunted	
burner	

Year 2 Pupil Word List

shipment	angrily
fitness	liking
wishful	roses
restless	saved
soddy	nicer
cries	latest
dried	shiny
luckier	letting
runniest	popped
kindness	runner
plentiful	saddest
penniless	nutty

Pupil word lists - keep these on card or laminated - you'll use them again each time you assess.



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Morphological awareness assessment

1. Morphological Awareness Assessment

Item	Base word	Pupil response read	Pupil response spell	Summary highlight if relevant
1. Add	addition			
2. Add	addition			
3. Add	addition			
4. Add	addition			
5. Add	addition			
6. Add	addition			
7. Add	addition			
8. Add	addition			
9. Add	addition			
10. Add	addition			
11. Add	addition			
12. Add	addition			
13. Add	addition			
14. Add	addition			
15. Add	addition			
16. Add	addition			
17. Add	addition			
18. Add	addition			
19. Add	addition			
20. Add	addition			

Takes about 20 minutes
Essential for intervention, useful for assessing children with vocabulary/language difficulties to find out more

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4. Assessment Summary Sheet

Item	Base word	Pupil response read	Pupil response spell	Summary highlight if relevant
1. Add	addition			
2. Add	addition			
3. Add	addition			
4. Add	addition			
5. Add	addition			
6. Add	addition			
7. Add	addition			
8. Add	addition			
9. Add	addition			
10. Add	addition			
11. Add	addition			
12. Add	addition			
13. Add	addition			
14. Add	addition			
15. Add	addition			
16. Add	addition			
17. Add	addition			
18. Add	addition			
19. Add	addition			
20. Add	addition			

Assessment Summary Sheet

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5: Task!



Your task this week

1. Morphological Awareness Assessment

Item	Base word	Pupil response read	Pupil response spell	Summary highlight if relevant
1. Add	addition			
2. Add	addition			
3. Add	addition			
4. Add	addition			
5. Add	addition			
6. Add	addition			
7. Add	addition			
8. Add	addition			
9. Add	addition			
10. Add	addition			
11. Add	addition			
12. Add	addition			
13. Add	addition			
14. Add	addition			
15. Add	addition			
16. Add	addition			
17. Add	addition			
18. Add	addition			
19. Add	addition			
20. Add	addition			

Have a go at the morphological awareness assessment on someone and come back ready to share!



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Next week, we'll look at:

1. Using assessment to plan and set targets

2. Teaching a morpheme

3. Games for morphological awareness, reading and spelling

4. Word mastery & word espionage

5. Getting ready

6. Questions

