

## Spelling & Morphology Plan 3rd - 6th (St Fiacc's)

### Rationale

Children learn to spell through a number of overlapping developmental stages:


- Knowledge of sound-letter relationships (phonology)
- Knowledge of pattern (orthography)
- Knowledge of word origin (etymology)
- Knowledge of meaning (morphology)

Pupils can only learn 6-10 new words per week

By learning 1 root pupils can understand the meaning of 10-20 connected words

By the age of ten, morphological awareness is a better indicator of decoding ability than is phonological awareness. (Mann & Singson, 2003)

### Primary Language Curriculum Learning Outcomes (Writing)

1	2	3	4	5	6	7	8	9
<b>Spelling and word study</b> 								
<b>Stage 1</b> Junior and Senior Infants Through appropriately playful learning experiences, children should be able to		<b>Stage 2</b> First and Second class Through appropriately engaging learning experiences, children should be able to		<b>Stage 3</b> Third and Fourth class Through appropriately engaging learning experiences, children should be able to		<b>Stage 4</b> Fifth and Sixth class Through appropriately engaging learning experiences, children should be able to		
Recognise, name and sound letters and use some correct spellings, drawing on their sound and letter patterns to try out invented spelling .  Spell high frequency and high interest words accurately.		Use knowledge of letter-sound correspondences and common spelling patterns to accurately spell words.  Spell a wide range of high frequency words accurately and begin to use reference materials to check and correct spelling.		Analyse how letter- sound correspondences, common spelling patterns and meaningful word parts and roots impact on spelling, using this knowledge to correctly spell words in their writing.  Use appropriate reference materials to independently check and correct spelling.				

### Terms

**Phonology:** The study of the sound systems of a language.

**Orthography:** The written systems of spelling patterns and correspondence between speech and print.

**Morphology:** The study of the structure and forms of words.

**Etymology:** The study of the history of a word

**Morphology definition**

The structure of words & their parts.

**Morpheme** -The smallest meaningful parts from which words can be formed.

**Base/Root words** can be bound eg -ject or free eg form.

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### **Background - Morphology & Etymology**

#### Understanding the History of the English Language

54 CE (Pre – English)

Roman alphabet introduced and languages evolve as Romans (Latin) conquer Celtic tribes in Britain

450 (Romans leave Britain)

Jutes, Angles and Saxon invade, bringing Germanic languages to England

800 (Vikings Invasions Begin)

They bring hard g like get and gift

800 – 1066 (Old English)

Anglo – Saxon: 90% of 1,000 most commonly used English words come from this period

1066 (Norman Invasion)

French spelling adopted from Latin, including qu is part of the new status

1390 – 1475 (Middle English)

Canterbury Tales: Renaissance, where scribes borrowed from Latin

1600 – 1928 (Early Modern English)

Shakespeare, printing presses & first English dictionaries. Scholars of maths and science turn to the Greek language.

1900's – Present Day English

English continues to evolve as we travel and interact with other cultures

\*About 60% of words in English texts are of Latin and Greek origin

### **SUGGESTED ACTION PLAN**

1. Spelling Screener
2. Assessment of screener and grouping of children.
3. Lessons aligning with orthography needs as identified through the spelling's screener.
4. Lyn Stone Spellings for Life (Spelling Rules)
5. Morphology instruction:
  - Pre-teach prefixes
  - Pre-teach suffixes
  - Root Work: Root meaning, root with prefixes and suffixes.

### **Morphology Scope & sequence**

1. Compound Words
2. Inflectional suffixes with no spelling changes (e.g s/es, ed, er/est)
3. Common Prefixes
4. Inflectional Suffixes with spelling changes
5. Less common prefixes
6. Common derivational suffixes
7. Common Latin roots

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### 8. Common Greek roots

#### Content

Wk 1 Spelling Rules

Wk 2 Morphology

Alternate weekly

#### Spelling Rules

1. Every syllable in every word should have at least 1 vowel letter
2. <q> is always written with the letter <u>
3. When <c> comes before <e>, <i> or <y> it MUST say /s/. Otherwise c says /k/
4. When <g> comes before <e>, <i> or <y> it MAY say /j/.
5. You may not use <j>, <q>, <u> or <v> at the end of a word. They are illegal.
6. When the <j> sound is heard immediately after the short vowel sound, at the end of a word, it is spelled -dge. Eg fudge
7. When you cannot use <e> or <i> use <y>. Eg lazy
8. Final silent E can make a vowel say its name eg came, bone
9. Final silent E can make <c> say /s/ and <g> say /j/ eg dance, large
10. Final silent E stops words from ending with illegal letters eg love.
11. Final silent E can give the last syllable a vowel eg rifle
12. Final silent E can stop words looking like plurals eg tens/tense
13. When you add a vowel suffix to a final silent E, drop the silent E eg Hope - hoping
14. When reading and spelling long words look out for prefixes and suffixes.
15. 1-1-1 doubling rule: if a word has 1 syllable, 1 vowel, 1 final consonant we double the consonant when adding a vowel suffix eg hop - hopping
16. When returning <y> to <i> and adding the suffixes -th or -s, you must add <e> eg cry - cries

[Spelling Rules Posters](#)

[Phonics Rules Bundle](#)

[1-1-1 Doubling cards](#)

Morphology Plan 3rd - 6th	
<b>Rang a Tri</b> <b>Review +</b> <ul style="list-style-type: none"><li>● In-, il-, ir-, im- (not)</li><li>● Post- (after, behind, following)</li><li>● Uni-, bi-, tri- (one, two, three)</li><li>● -ation (a thing, noun, condition of)</li><li>● -ous (full of, having)</li><li>● -cian (occupation, job)</li><li>● -ive, -tive, ative (causing or making)</li><li>● -ise (make)</li></ul>	<b>Rang a Ceathair</b> <b>Review +</b> <ul style="list-style-type: none"><li>● Sub- (under)</li><li>● Super- (above)</li><li>● Trans- (across)</li><li>● -ant, -ent (action, state)</li><li>● -ance, -ence (action or process of doing something)</li><li>● -ate (having the appearance or characteristic of)</li></ul>

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<ul style="list-style-type: none"> <li>• Scrib, script (to write, Latin)</li> <li>• Spec, spect (to see, watch, Latin)</li> <li>• Struct (to build, Latin)</li> <li>• Tract (to drag, pull, Latin)</li> <li>• Fin (finish, end, Latin)</li> <li>• Bio (life, Greek)</li> </ul>	<ul style="list-style-type: none"> <li>• Form (shape, Latin)</li> <li>• Ject (throw, Latin)</li> <li>• Port (to carry, Latin)</li> <li>• Rupt (to burst, break, Latin)</li> <li>• Aud (hear, Latin)</li> <li>• Vid, vis (to see, Latin)</li> <li>• Phon (sound, Greek)</li> <li>• Graph (write, Greek)</li> </ul>
<p><b>Rang a Cuig</b> <b>Review +</b></p> <ul style="list-style-type: none"> <li>• Inter- (between)</li> <li>• Auto- (self, own)</li> <li>• De- (down, away from)</li> <li>• -cial (relating to, characterised by)</li> <li>• -tial (relating to, characterised by)</li> <li>• -tious (full of or having)</li> <li>• -ibly (in a way that shows the quality mentioned)</li> <li>• -ee, -eer (one who receives the action)</li> <li>• Cred- (believe, trust) Latin</li> <li>• Dic, dict (say, tell) Latin</li> <li>• Flect, flex (to bend or curve) Latin</li> <li>• Ped (foot) Latin</li> <li>• Man (hands) Latin)</li> <li>• Jur, jus (law or right) Latin</li> <li>• Lit, litera (letters) Latin</li> <li>• Mob, mot, mov (move) Latin</li> <li>• Cycl (wheel, circle) Greek</li> <li>• Geo (earth) Greek</li> <li>• Scope (to watch, see) Greek</li> <li>• Tele (far, distant) Greek</li> </ul>	<p><b>Rang a Se</b> <b>Review +</b></p> <ul style="list-style-type: none"> <li>• Intra- (within)</li> <li>• Anti- (against)</li> <li>• Con-, co-, col-, com-, cor- (together, with, jointly)</li> <li>• -ancy, -ency (the quality or state of being)</li> <li>• -ability, ibility (the quality of being able to be or having to be)</li> <li>• -logy, -ology (study of)</li> <li>• Fact, fect (to do, make) Latin</li> <li>• Fer (to bear or yield) Latin</li> <li>• Miss, mit (to send) Latin</li> <li>• Cap, cet, ceive (to take, catch, seize) Latin</li> <li>• Cede, ceed, cess (to go, yield, surrender) Latin</li> <li>• Chrom (colour) Greek</li> <li>• Dem, demo (people, Greek)</li> <li>• Eco (house, home) Greek</li> </ul>

### Methodologies

- Introduce
  - Write morpheme for students to see
  - Have students write morpheme
  - Use morpheme in keywords
  - Have students pronounce and write key words
  - Explain and write the meaning of the key words
  - Add to morpheme wall
  - Generate list of words using the new morpheme
- Provide definitions and have students retrieve other words that contain the studied element
- Have students build a matrix for the morpheme

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- Word sorts
- Have students read sentences / paragraphs containing the elements
- Have students write sentences containing examples of the morpheme
- Games and activities
- Review, review, review

Look for the root word

Look for the prefix

Look for the suffix

Put the meaning of the root word, prefix, and suffix together

### RESOURCES

[Root Words Posters](#)

[Printables](#)

[Word Matrix](#)

[Morphology Flashcards](#)

[Word Roots Website](#)

<https://www.neilramsdn.co.uk/spelling/matrix/temp/index.html>

<https://www.etymonline.com/>

OIDE Task Cards

Task Card 1: Making Words (A Guided Discovery Approach):

<https://www.pdst.ie/sites/default/files/Making%20Words%20Task%20Card.pdf>

Task Card 2: Playful Approaches to Spelling

<https://www.pdst.ie/sites/default/files/Task%20card%20Playful%20Approaches%20to%20Spelling.pdf>

Task Card 3: Word Sorts

[https://www.pdst.ie/sites/default/files/Word%20Sort%20Sort%20C3%A1il%20Focal\\_PDF.pdf](https://www.pdst.ie/sites/default/files/Word%20Sort%20Sort%20C3%A1il%20Focal_PDF.pdf)

Task Card 4: Exploring the Origin and Meaning of Words for Spelling and Word Study

<https://www.pdst.ie/sites/default/files/Exploring%20the%20Origin%20and%20Meaning%20of%20Words%20Task%20Card%20Final.pdf>

Task Card 5: Strategies to Support Spelling Development

<https://www.pdst.ie/sites/default/files/Task%20card%20Strategies.pdf>

Task Card 6: Differentiation for Spelling

<https://www.pdst.ie/sites/default/files/Differentiation%20and%20Spelling%20Task%20Card.pdf>

Sample Word Studies

		graph			<u>My Word List:</u>
auto geo		graph <i>write; draw</i>	er ic ical y		
auto	bio				

		vis			<u>My Word List:</u>
in re tele		vis <i>see</i> <i>(Latin)</i>	age e ible in ing ion it ual		

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	<b>port</b>		
im de trans re ex	<b>port</b> <i>carry</i>	ant able in ed s er ion ation al	<u>My word list:</u>          

	<b>ject</b>			
ab ad con de e in inter ab pro re sub tra	<b>ject</b> throw	s ed ing ory  ion  ive or ure	sble s  s	<u>My Word List:</u>          

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		<b>struct</b>			<u>My Word List:</u>
de re	con	<b>struct</b> <i>build</i>	ible Ing lon or s		
in	de		ure	al ly	
in ab			ed In s		

in- pre- pro- tran-		<b>scrib</b>  <i>To write or something that is written</i>  <i>It is a variant of script which means write.</i>	-able -ed -ing -s		<u>My Word List:</u>
in	de				
over	sub				
un			er	s	



### Common Latin Roots

Latin Root	Definition	Example
ambi	both	ambiguous, ambidextrous
aqua	water	aquarium, aquamarine
aud	to hear	audience, audition
bene	good	benefactor, benevolent
cent	one hundred	century, percent
circum	around	circumference, circumstance
contra/counter	against	contradict, encounter
dict	to say	dictation, dictator
duc/duct	to lead	conduct, induce
fac	to do; to make	factory, manufacture
form	shape	conform, reform
fort	strength	fortitude, fortress
fract	break	fracture, fraction
ject	throw	projection, rejection

mal	bad	malevolent, malefactor
mater	mother	maternal, maternity
mit	to send	transmit, admit
mort	death	mortal, mortician
multi	many	multimedia, multiple
pater	father	paternal, paternity
port	to carry	portable, transportation
rupt	to break	bankrupt, disruption
scrib/script	to write	inscription, prescribe
sect/sec	to cut	bisect, section
sent	to feel; to send	consent, resent
spect	to look	inspection, spectator
struct	to build	destruction, restructure
vid/vis	to see	televise, video
voc	voice; to call	vocalize, advocate

### Common Greek Roots

Greek Root	Definition	Example
anthropo	man; human; humanity	anthropologist, philanthropy
auto	self	autobiography, automobile
bio	life	biology, biography
chron	time	chronological, chronic
dyna	power	dynamic, dynamite
dys	bad; hard; unlucky	dysfunctional, dyslexic
gram	thing written	epigram, telegram
graph	writing	graphic, phonograph
hetero	different	heteronym, heterogeneous
homo	same	homonym, homogenous
hydr	water	hydration, dehydrate
hyper	over; above; beyond	hyperactive, hyperbole
hypo	below; beneath	hypothermia, hypothetical
logy	study of	biology, psychology
meter/mettr	measure	thermometer, perimeter

micro	small	microbe, microscope
mis/miso	hate	misanthrope, misogyny
mono	one	monologue, monotonous
morph	form; shape	morphology, morphing
nym	name	antonym, synonym
phil	love	philanthropist, philosophy
phobia	fear	claustrophobia, phobic
photo/phos	light	photograph, phosphorous
pseudo	false	pseudonym, pseudoscience
psycho	soul; spirit	psychology, psychic
scope	viewing instrument	microscope, telescope
techno	art; science; skill	technique, technological
tele	far off	television, telephone
therm	heat	thermal, thermometer