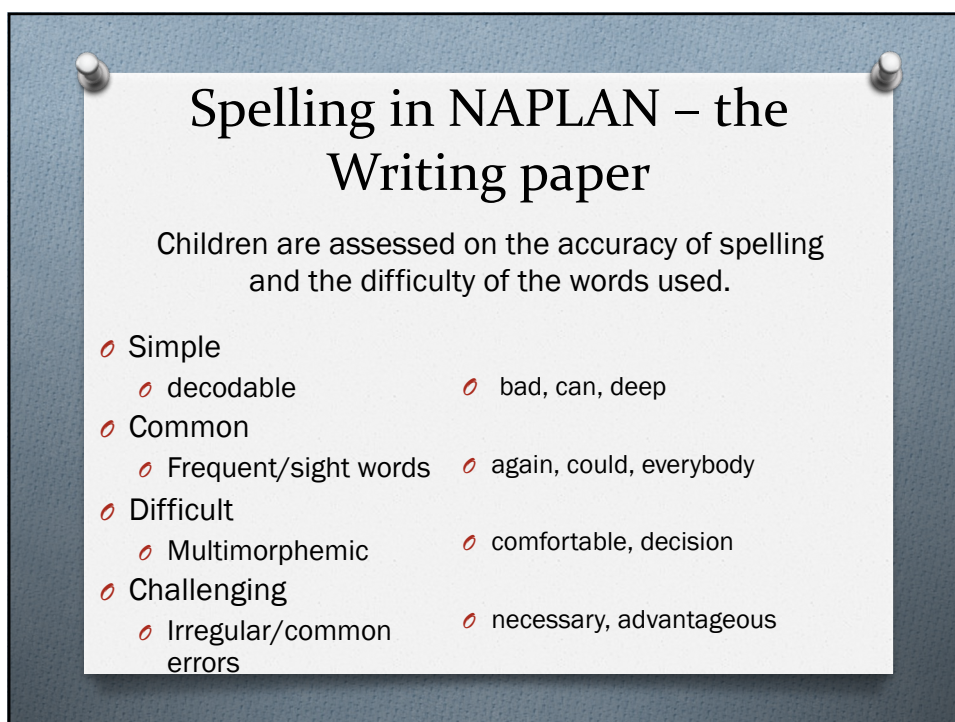


1



2

Content knowledge about English

- o English is not a phonetic language
 - o 26 letters – 44- 48 phonemes
 - o 5 vowels
 - o 20 vowel sounds have over 218 ways to spell them (graphemes)
- o English is a morpho-phonemic language
 - o Words are formed by their meanings as well as their sounds
- o English has a lengthy and continuing evolution
 - o Words are a reflection of their origin and history

3

- o Spelling is a complex linguistic skill which is as learnable as it is teachable (Apel, Masterson et al. 2004; Nunes, Bryant et al. 2006)
- o The linguistic resources that good spellers draw upon are:
 - o semantic knowledge (knowing what words mean)
 - o phonological knowledge (including phonemic awareness),
 - o orthographic knowledge (understanding what is possible in letter order)
 - o etymological knowledge (knowing where words come from)
 - o morphological knowledge (knowing the meaningful parts of the word)
 - o visual knowledge (recognising the correct look of a word)
 - o Adapted from Apel et al (2004)
- o How do the experts spell?

4

Phonological knowledge

- o Sound = phoneme
- o Symbol = grapheme
- o There are about twelve spellings per phoneme; or, taking the ratio, English has a consistency of .08 (8%) (Hotson, as cited in Dewey, 1971).
 - o Dewey, G. (1971). *English spelling: Roadblock to reading*. New York: Teachers College Press.
- o By Year 5 children are being introduced to **27 new words a day** which cannot be spelled through phonological processing alone.
 - o Mann, V & M. Singson (2003) *Linking Morphological Knowledge to English Decoding Ability in Neuropsychology and Cognition*. New York: Kluwer.

5

Some definitions

- o phoneme = a sound that makes the difference to the meaning of a word
- o grapheme = the letters that represent the sound
- o digraph = two letters, one sound (phoneme) e.g. ch, sh
- o trigraph = three letters, one sound (phoneme) e.g. tch
- o blend = two consonants, two sounds (phonemes) e.g. bl, br, sw
- o diphthong = two vowels, two sounds e.g. oil
- o onset and rime = Onset: the consonant phoneme or blend at the beginning of a syllable. Rime: the rest of the syllable e.g. s - and, bl - and

6

What does this mean for EALD learners?

- o English phonemes are specific to English
- o The inability to reproduce English phonemes like a native speaker results in
 - o an accent
 - o not a learning disability

7

Morphological knowledge – the study of meaning in words

- o Morphemes are the meaning units within a word
- o Morphemes can be **base words** or **affixes**.

8

Base words

- o **Base words** can be 'free' or 'bound'
- o 'Free' base words can stand alone, make sense and be used in a sentence
- o 'Bound' base words look a little chopped or unfamiliar and it cannot stand alone in a sentence

9

Affixes

- o **Affixes** are the meaningful parts we add on to base words to make new words. They can be prefixes or suffixes.
- o **Prefixes** attach to the beginning of words
 - o There are about 80, but they are not all commonly used
 - o They generally change the **meaning** of the base word, for example 'happy' becomes 'unhappy'.

10

14 most common prefixes

NB the prefixes in green are of German origin, therefore the most common in spoken language and easiest to teach Foundation and Year 1 students

1. re = again e.g. replay
2. in/im/il/ir = not e.g. inactive, illegal,
3. un = not e.g. unhappy
4. dis = opposite/lack of e.g. dishonest
5. pro = forward/in advance e.g. proactive
6. ex/e = out e.g. exhale, emerge
7. en = make into/intensify e.g. enable
8. inter = between e.g. interact
9. pre = before e.g. prefix
10. mis = wrong e.g. mistake
11. de = undo e.g. defrost
12. sub = under e.g. subway
13. super/sur = above/more e.g. surcharge
14. trans = across e.g. transport

11

Suffixes attach to the end of words

- o There are about 100, but they are not all commonly used
- o Suffixes usually change the class of the word, that is, suffixes can change the base words into nouns, verbs, adjectives or adverbs (**derivational suffixes**)
- o Suffixes also change the grammar of a word e.g. 'ing', 'ed', and 's' which are different verb endings (**inflectional suffixes**)

12

Inflectional suffixes

There are two sessions in this PL.	Plural
This session's focus is word knowledge.	Possessive
The session runs all day.	Third person present verb
This is longer than most spelling PL.	Comparative
But it is not the longest I have ever run.	Superlative
I have been running spelling PL for a long time.	Continuous tense
It has taken a while to get used to online delivery.	Past participle
But I have learned a lot over the past two years!	Past tense

13

20 most common derivational suffixes

NB the prefixes in green are of German origin, therefore the most common in spoken language and easiest to teach Foundation and Year 1 students

1. ly = makes adverbs e.g. sadly		
2. ion = makes nouns e.g. action	11. ist = makes nouns/adj e.g. racist	
3. al = makes adjectives e.g. magical	12. able/ible = makes adj e.g. comfortable	
4. er = makes people nouns e.g. teacher	13. ic = makes adjectives e.g. acrobatic	
5. y = makes adjectives e.g. misty	14. ance/ence = makes nouns e.g. appearance	
6. ation = makes nouns e.g. sensation	15. ness = makes abstract nouns e.g. madness	
7. ment = makes nouns e.g. disappointment	16. ful = makes adjectives e.g. wonderful	
8. ive = makes adjectives e.g. active	17. ise/ize = makes verbs e.g. finalise	
9. ity = makes abstract nouns e.g. ethnicity	18. ous = makes adjectives e.g. famous	
10. or = makes nouns e.g. actor	19. ty = multiply by 10 e.g. sixty	
	20. Ant/ent = makes adjectives e.g. dependent	

14

What does this mean for EALD learners?

- o Making visible the 'puzzle pieces' (morphemes) of English word structure is an aid to reading comprehension
- o It builds vocabulary

15

Etymological knowledge - the origin of the word

- o **Etymology** can tell us about the morphemes in the word, and thus the meaning of the word. E.g.
 - o Phono (Greek word) = voice
 - o Grapho (Greek word) = write
- o **Etymology** can tell us about the graphemes in the word. E.g.
 - o The sound 'f' is written as 'ph' in Greek origin morphemes

16

Etymology – language origins

- o 250,000 words in the language
- o 80% are Greek and Latin
- o 60,000 words in an educated adult's vocabulary
- o 100 words make up 50% of written words
- o Almost all of those 100 words are German origin

17

Etymology - neologisms

- o **Onomatopoeic**
 - o zip, laugh
- o **Abbreviations**
 - o movies, fridge
- o **Acronyms**
 - o Scuba, laser
- o **Portmanteaus**
 - o smog, chortle
- o **Eponyms**
 - o joule, denim

18

Orthographic knowledge

- Understanding what is plausible in letter order in English
 - E.g. 'ck' is not used at the beginning of words
- Understanding patterns and conventions,
 - e.g. doubling the consonant after a short vowel, or dropping the 'e' before adding 'ing'

19

Sight words

1. Look at them in context – where they are performing their function
2. Notice their phonemes
3. Look for related words
4. Understand their origin

20

