



LANGUAGE ARTS

AGES AND

STAGES:

MORPHOLOGY

HOW TO USE THIS DOCUMENT

The Language Arts scope and sequence is intended to deliver an integrated approach to morphology, spelling & handwriting, and grammar & syntax.

Each year level is split into a number of weeks of focus activities in the three domains. It is advisable to consult each domain before planning that week's lessons.

CATCHING UP

There will be the inevitable occasion when children need to catch up on the core knowledge presented in the Language Arts continuum in order to progress at their grade level.

This may be due to prolonged absence, being new at the school or in need of more intensive support.

A possible solution is to have a Tier 2 unit dedicated to catching up, containing small groups of children with similar knowledge gaps.

Lyn Stone
Language Arts

THREE CONDITIONS FOR INTRODUCING AFFIXES:

1. When students can reliably form, transcribe and read the letters <e, r, n, u> (amongst others),
2. When students can reliably count up to three syllables orally, and
3. When students have studied the word *do* and its family, you can introduce the concept of affixes.

Morphology in Foundation is limited to a 10 point cycle, begun when the three conditions above are met.

WEEK 1
Write the word <i>do</i> on the board. Tell students that you can add some letters to the beginning of this word to change its meaning. Add re-, add un-. Discuss.
WEEK 2
Remind students about <i>redo</i> and <i>undo</i> and find, explain and dictate other examples in their reading and writing materials that use the re- and un- prefixes.
WEEK 3
Introduce concept of prefixes and bases and have students identify and mark the introduced prefixes and base do in their reading and writing materials.
WEEK 4
Keep working with the re-, un- and do.
WEEK 5
Once students have been introduced to the digraph /ay/, introduce the base play and link it with re-. Dictate and form sentences with <i>replay</i> .
WEEK 6
Continue to work with <i>replay</i> and introduce the word "prefix" and its definition.
WEEK 7
Collect, display and dictate re- and un-words.
WEEK 8

Use noun examples from grammar lessons and use in short re- and un- sentences.

WEEK 9

Show how re- and un- are prefixes normally attached to verbs.

WEEK 10

Check for understanding:

- Definition of base
- Definition of prefix
- Can define, use and spell re- and un-
- Can define and use *do* and *play*

TWO CONDITIONS FOR AFFIX WORK IN Y1:

1. When students can reliably form, transcribe and read CCVCC pattern syllables,
2. When students can reliably count up to three syllables orally

Morphology in Year 1 is limited to a 20 week cycle, begun when the two conditions above are met.

WEEK 1	WEEK 11
Check for understanding: <ul style="list-style-type: none"> • Definition of base • Definition of prefix • Can define, use and spell re- and un- Can define and use <i>do</i> and <i>play</i>	Activate prior knowledge of adverbs, specifically -ly suffix words.
WEEK 2	WEEK 12
Introduce the concept of suffixes and contrast them with prefixes.	Introduce prefix pre-.
WEEK 3	WEEK 13
Activate prior knowledge regarding nouns. Introduce concept of plurals with -s. Have students identify them in their own and other writing.	Reactivate prior knowledge of past tense and introduce -ed suffix.
WEEK 4	WEEK 14
Introduce concept of plurals with -es. Have students identify them in their own and other writing.	Introduce concept of altering bases, depending on which suffix is being added (contrast <i>sit</i> with <i>sitting</i> etc.).
WEEK 5	WEEK 15
Revisit sentences from week 2 Grammar and Syntax work and change singular nouns to plurals or vice versa.	Introduce prefix sub- and base -tract-.
WEEK 6	WEEK 16
Reactivate prior knowledge of verbs and introduce concept of -ing meaning continuous tense.	Introduce prefix in- (meaning <i>in</i>) and base spect.
WEEK 7	WEEK 17
Introduce concept of changing bases when adding -ing.	Introduce concept of basic word sums and matrices.
WEEK 8	WEEK 18

Use sentences from Week 2 Grammar and Syntax and change verbs to -ing verbs.	Build matrices together using all learned affixes and bases.
WEEK 9	WEEK 19
Introduce prefix ad-.	Introduce prefix ex-. Continue to combine morphemes and use in complex and compound sentences.
WEEK 10	WEEK 20
Introduce base -struct-.	Check for understanding: <ul style="list-style-type: none"> • Definition of suffix • Definition of plural • ad-, pre-, sub-, in-, ex-, • -s/-es, -ing, -ed • struct-, -tract-, -spect- • Basic matrix

Subject MORPHOLOGY

Year Level TWO

WEEK 1	WEEK 11
Check for understanding: <ul style="list-style-type: none"> • Definition of suffix • Definition of plural • ad-, pre-, sub-, in-, ex-, • -s/-es, -ing, -ed • struct-, -tract-, -spect- • Basic matrix 	Continue adjective work and introduce concept of converting nouns to adjectives by adding the suffix -ful.
WEEK 2	WEEK 12
Introduce con-, -duct-, -ible/-able	Introduce bio- and -graph- and make a matrix.
WEEK 3	WEEK 13
Contrast -ible/-able words and begin building a dictionary containing these.	Examine conjunctions <i>and</i> , <i>but</i> , <i>so</i> , and discuss the fact that they are unalterable (cannot add affixes). Find more examples of unalterable bases.
WEEK 4	WEEK 14
Introduce dis-, -mit-/miss-, -er (one who does), -form-	Introduce the concept of function words vs. content words.
WEEK 5	WEEK 15
Continue to collect, dictate and compose using week 4 morphemes.	Introduce prefix de-
WEEK 6	WEEK 16
Introduce concept of converting verbs to nouns using -less and -ness suffixes.	Introduce prefix ab-.
WEEK 7	WEEK 17
Reactivate prior knowledge regarding adding suffixes like -ed and -ing to bases so that spelling past tense verbs is accurate.	Introduce prefix con- and figure out where and when it assimilates to com-.
WEEK 8	WEEK 18
Use sentences from Week 2 and toggle between past, present and future tense.	Introduce prefix trans-.
WEEK 9	WEEK 19

<p>Introduce the concept of irregular verbs and begin gathering examples and deliberately using them in written work.</p>	<p>Introduce prefix pro-.</p>
<p>WEEK 10</p>	<p>WEEK 20</p>
<p>Activate prior knowledge of adjectives and introduce -er (<i>more</i>) and -est (<i>most</i>).</p>	<p>Check for understanding:</p> <ul style="list-style-type: none"> • Function vs. content words • Altering bases • Derivational suffixes • dis-, ab-, con-, trans-, pro-, de-, • - duct-, -form-, -ject-, -mit/miss, -bio-, -graph- • -ible/-able, -er, -est, -less, -ness, -ful

Subject MORPHOLOGY

Year Level THREE

WEEK 1	WEEK 11
Check for understanding: <ul style="list-style-type: none"> • Function vs. content words • Altering bases • Derivational suffixes • dis-, ab-, con-, trans-, pro-, de-, • - duct-, -form-, -ject-, -mit/miss, -bio-, -graph- • -ible/-able, -er, -est, -less, -ness, -ful 	Introduce prefix multi-.
WEEK 2	WEEK 12
Activate prior knowledge regarding nouns. Introduce noun-forming suffixes -hood, -y, -or, -ist.	Introduce prefix pan-.
WEEK 3	WEEK 13
Discuss whether determiners are function or content words.	Introduce prefix mis-.
WEEK 4	WEEK 14
Discuss whether pronouns are function or content words.	Introduce concept of Greek morphemes with base -phob-. Explain connecting vowel <o> and collect examples.
WEEK 5	WEEK 15
Introduce prefixes dis- and dia-.	Introduce base -ped-/pod-.
WEEK 6	WEEK 16
Reactivate prior knowledge of verbs and introduce verb-forming suffix -ize.	Introduce suffix -'s
WEEK 7	WEEK 17
Introduce bases -cred-, -dict-, -junct-.	Introduce base -geo-.
WEEK 8	WEEK 18
Introduce bases -press-, -rupt-.	Introduce base -sect-.
WEEK 9	WEEK 19
Use Caesar Pleaser	Introduce base -vert-. Introduce the game Socrateaser to practise Greek morphemes as an

	ongoing, independent activity. Make it part of the general classroom culture.
WEEK 10	WEEK 20
Activate prior knowledge of adjectives and introduce adjective-forming suffixes -ish and -ive.	<p>Check for understanding:</p> <ul style="list-style-type: none"> • dis-, dia-, multi-, pan-, mis- • -cred-, -dict-, -junct-, -press-, -rupt-, -meter-, -phob-, -geo-, -ped/pod-, -sect-, -vert- • -or, -ish, -hood, -y, -ist, -ize,-ive, -'s • Caesar Pleaser • Socrateaser

By this point, students who are well-grounded in the preceding principles of morphology need only continue to build their morphological vocabulary. From Year 4, the scope and sequence becomes a 10-point cycle over a school year to allow plenty of practice and independent vocabulary-building.

WEEK 1
<p>Check for understanding:</p> <ul style="list-style-type: none"> • dis-, dia-, multi-, pan-, mis- • -cred-, -dict-, -junct-, -press-, -rupt-, -meter-, -phob-, -geo-, -ped/pod-, -sect-, -vert- • -or, -ish, -hood, -y, -ist, -ize, -ive, -'s
WEEK 2
Introduce prefix di-, bases -puls-/-pel-, -naut-, -gon- and suffix -ate.
WEEK 3
Introduce prefix ant-, bases -log-, -vis-/-vid-, and suffix --al.
WEEK 4
Introduce prefix hyper-, bases -vest-, -fin-, and suffix -ic.
WEEK 5
Introduce prefix hypo-.
WEEK 6
Check and clear up any misunderstandings of how to spell numbers 1-20.
WEEK 7
Check and clear up any misunderstandings of how to spell numbers 20-100, thousand, million.
WEEK 8
Introduce concept of ordinal suffix -th.
WEEK 9

Guide students on altering bases using the ordinal suffix -th.

WEEK 10

Check for understanding:

- di-, ant-, hyper-, hypo-
- -puls-/-pel-, -naut-, -gon-, -log-, -vis-/-vid-, -vest-, -fin- number
- -ate, -al, -, -ic. -th

Years five and six contain recommended morphemes only. By this stage, the basic concepts of function/content, parts of speech, altering bases, matrices, word sums and the concepts of Latin and Greek should be known. However, it is a good idea to always check for understanding of the previous years' morphemes before embarking on new ones.

The list below is a suggested list only. There will be many more morphemes, words and matrices that you can add and work with in relation to the content being taught across the curriculum.

PREFIXES
micro-, mon-, poly-
BASES
-scribe-/ -script-, -arch-, -nym-, -tech-, - path-, -chron-, -phon-, -polit-, -scope-, -phys-
SUFFIXES
<ul style="list-style-type: none">• Suffix Generator -ure, -on/-ion, -ent, -en, -an

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PREFIXES
dem-, tele-, em-, aut-,
BASES
-syn-, -crac-/ -crat-, -phil-, -phot-, -psych-, -syn-/ -sym-, -therm-, -milli-, -tele-, -pos-, -rect-/ -reg-
SUFFIXES
-ary, -age