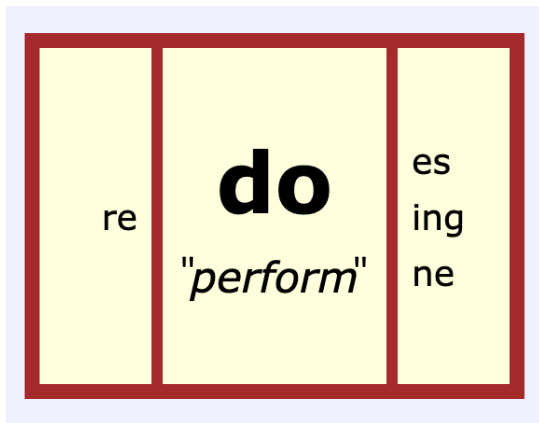


Recommended books:

Teaching How the Written Word Works by Pete Bowers

Beneath the Surface of Words by Sue Hegland

Backpocket Words: Sharing the Essence of English Spelling by Gail Venable



Now that we see the structure, we can understand the spelling of "does"

- Re + do + ing -> redoing
- do + ing -> doing
- do + ne -> done
- do + es -> does
- Re + do + ne -> redone
- Re + do + es -> redoes

Terminology:

Base: central kernel of meaning within a word. Bases do not have a pronunciation until they are in a word. Bases can be free, bound, or twin.

Root: Historical meaning and spelling of a word.

Graphemes: written representation of phonemes

Phonemes: smallest unit of speech

Morphemes: smallest unit of meaning

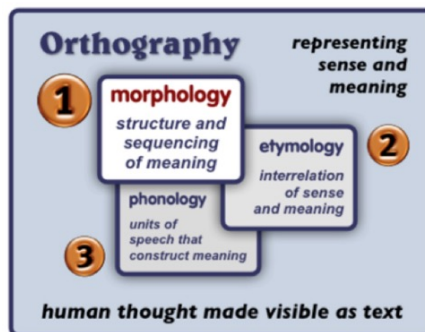
Orthographic markers: a letter or letter sequence that is not a grapheme

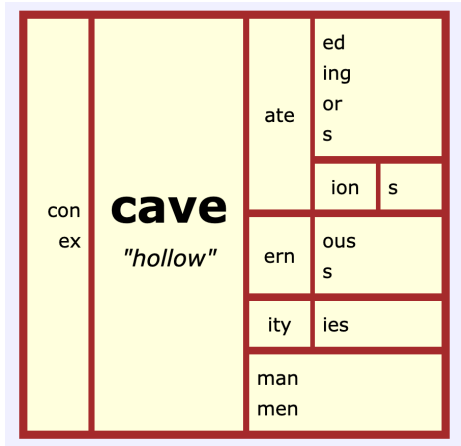
Connecting vowel letters: morphemic elements that help the pronunciation flow

Structured Word Inquiry

1. What is the sense and meaning of your word?
2. How is it built? Can you identify any bases or affixes with a word sum?
3. What related words can you find?
 - Morphological relatives: Look for words that share a base
 - Etymological relatives: Look for words that share a historical root (not necessarily a base)
4. What graphemes function coherently here?
 - Check that they represent the phonemes across the morphological family.
 - Check the influence of word origin on grapheme choice.
 - Note any phonological and non-phonological functions of the graphemes in your word.

(Bowers, 2019)





How many words can you make?

How do they link to the meaning of "hollow"?

Our Spelling Tools:

To find word's history:

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

Matrix Builder:

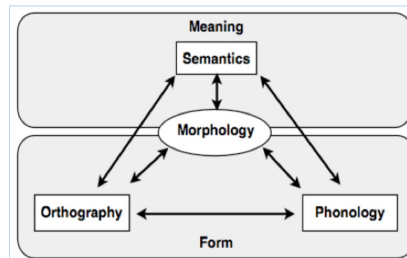
<http://www.neilramsden.co.uk/spelling/matrix/>

To find possibly related words:

<http://www.neilramsden.co.uk/spelling/searcher/index.html>

Discovering the multiple linguistic influences on spelling & the impact on reading comprehension

High lexical representation (when a student can access orthography, phonology, and semantics) leads to better reading comprehension



Morphology is the glue that holds it all together!

Kirby & Bowers, 2017
Building on Perfetti's (2007) Lexical Quality Hypothesis

Further Reading

Bowers, J.S., & Bowers, P.N. (2017). Beyond phonics: The case for teaching children the logic of the English spelling system. *Educational Psychologist*, 2, 124-141.

Bowers, P.N., Kirby, J.R., & Deacon, S.H. (2010). Effects of morphological instruction on vocabulary acquisition. *Reading and Writing: An Interdisciplinary Journal*, 23, (5), 515-537.

Haight, C.M. (2022). Sounds, syllables, and spellings: The case for a morphophonemic approach to word learning. *The Reading Professor*, 45 (1), Article 5.

Hastings, K. & Trexler, M. (2021). Structured word inquiry: A critical literacy framework. *Nature*.

Kirby, J.R. & Bowers, P.N. (2017). Morphological instruction and literacy: Binding phonological, orthographic, and semantic features of words. In *Theories of Reading Development*. Edited by K. Cain, D. Compton, & R. Parrila. John Benjamins Publishing Company.

Murphy, K.A. & Diehm, E.A. (2020). Collecting words: A clinical example of a morphology-focused orthographic intervention. *LSHSS*, 51, 544-560.