

Orthography at Coburg West Primary School

Our Philosophy

At Coburg West Primary School, we believe in teaching students the mechanics of the writing system accurately. Spelling or orthography is an important part of the writing system. Students learn best when the learning is meaningful, purposeful and fun. We want our students to be curious, have a positive attitude and inquiring mind in relation to orthography.

CWPS Orthography Glossary

The following glossary may support in understanding the terminology used when learning about orthography.

Word	Symbol	Meaning/Definition
Affix		Something that is added to a base eg suffix or prefix
Angle brackets	<a> <sh> <word> <cept>	These enclose a grapheme or morpheme . It signals to spell aloud the letters within the angle brackets
Arrow (in a word sum)	→	Is rewritten as
Base/base element		Each word contains a base element that holds the core of its meaning. Words containing the same bases generally have connected meanings. See Bound Base and Free Base for more definitions.
Bound Base		A <i>bound</i> base requires a prefix or suffix to form a word, because they're not words in their own right. For example, the bound base <struct> isn't a word on its own. Adding the prefix <con-> creates the word <construct>; or adding suffix <-ure> creates the word <structure>.
Compound		A word consisting of two or more base elements. For example, the compound word <railway> has two bases <rail> and <way>. E.g. Nonetheless <none> <the> <less>
Consonant		A consonant letter is any letter that isn't a vowel letter.
Digraph		A grapheme made of two letters that represents one phoneme e.g. <sh> = /ʃ/
Etymology		Etymology tells you the history of a word or a morpheme . It can also help you identify morphemes within a word. Etymology brings out the relationships between words through time. English spellings reflect the varied historical roots of English. These include influences from Anglo-Saxon, Norse and Norman-French as well as classical Latin and Greek.
Free base		A <i>free</i> base element is capable of standing as a word on its own, eg. the free bases <state>, <red> and <dream> are all complete words.

The information in this document was compiled by CWPS staff with the guidance of Julie Shephard, Independent Educational Consultant and Literacy coach.

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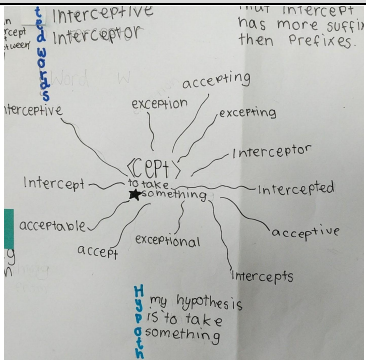
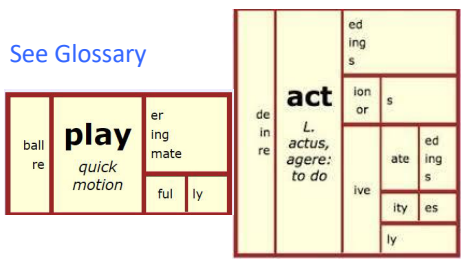
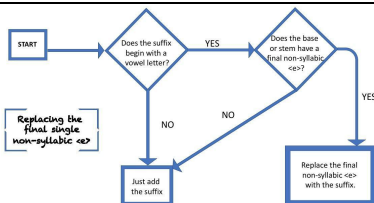
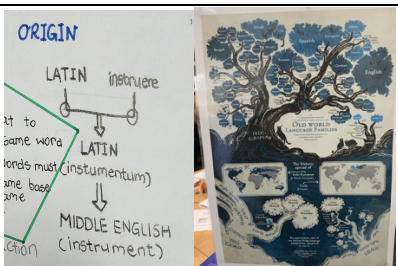
Grapheme		<p>A grapheme is a string of one or more letters that represents a phoneme.</p> <p>For example: <t> <ugh> <th> <tt></p> <p>Refer to digraph and trigraph.</p>								
Matrix/matrices		Linguistic tool that shows some of the possible words that may be built from a base element.								
Morpheme		<p>Morphemes are the smallest unit of meaning and the building blocks of words.</p> <p>There are three kinds of morpheme that concern spellers: prefix, base element and suffix.</p>								
Morphology		Morphology is the study of parts of words (morphemes)								
Phoneme		A phoneme is a basic unit of pronunciation, which would change the meaning of a word if it were pronounced differently. Each phoneme is made up of one or more phones , which are each represented by a symbol from the International Phonetic Alphabet.								
Phonology		<p>Spoken English has multiple phonemes, more than the 26 letters of the alphabet.</p> <p>Graphemes can be represented by more than one phoneme. Phonemes can be represented by more than one grapheme.</p>								
Prefix		A prefix is an element of spelling added to the beginning of a base or stem . It usually has a recognisable effect on the meaning or force of the word it occurs in.								
Slash brackets	//	These enclose a representation of one or more phonemes .								
Suffix		A suffix is an element of spelling added to the end of a base or stem . It usually has a predictable effect on the meaning or function of the word it occurs in.								
Syllable		You can count the syllables in a word by tapping out its rhythm as you speak it. Each beat is one syllable.								
Trigraph		A grapheme made of three letters that represents one phoneme e.g. <ion> = /jən/								
Vowel		<p>The vowel letters are <a>, <e>, <i>, <o>, <u> and sometimes <y>.</p> <p>The suffix <-y> counts as a vowel suffix, since in this case the <y> acts as a vowel letter.</p>								
Word family		<p>A word family brings together words which often have both similar structure and meaning, typically sharing the same base element.</p> <p>For example, the word <family> itself is part of a word family that includes:</p> <table><tr><td>family</td><td>families</td><td>familiar</td><td>unfamiliar</td></tr><tr><td>familiarise</td><td>familiarising</td><td>familiarises</td><td>familiarly</td></tr></table>	family	families	familiar	unfamiliar	familiarise	familiarising	familiarises	familiarly
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CWPS Orthography Pedagogical Tools and Strategies

The following table may support in understanding the tools and strategies used when learning about orthography.

Skill	Vocabulary	Examples
Word Webs	Word Family	
Word Sums (synthetic word sums) (students are announcing aloud and using proper conventions, such as check your joins)	Word Sum Structure Morphemes	a c t + (plus) i n g → (is rewritten as) a c t i n g <u>Announce</u> each letter name aloud <u>Say</u> plus for + <u>Say</u> is rewritten as for → <u>Say</u> check your joins <u>Say</u> the word aloud at the end <u>Pause</u> between affixes
Word Matrices Mini-Matrix Maker http://www.neilramsden.co.uk/spelling/matrix/index.html	Matrix Matrices	See Glossary 
Teach Orthographic Phonology (grapheme, phoneme correspondences in words) What letters are writing the phonemes?	Grapheme < > Phoneme / / Digraph Trigraph	<ay> in play <th> in the /l/ /oo/ /k/
Flow Charts Refer to Teaching How The Written Word Works by Pete Bowers book.	Flow Chart	
Word Origin Tree Can go to Google Dictionary definition to see word origin tree. GOOGLE DICTIONARY DEFINITION	Origin	

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CWPS Orthography Conventions

The following table may support in understanding the conventions and language used when learning about orthography.

CONVENTIONS		
Teach the names of the letters of the alphabet	Alphabet Letter names	
Convention: Replace the final non-syllabic 'e' when you add a vowel suffix. Conditions to meet to apply this convention: <ul style="list-style-type: none"> • If the base or suffix ends with the final non syllabic 'e'. • If adding a vowel/suffix 	Suffix Vowel suffix Syllabic Non syllabic	l o v e + i n g → loving l o v e + e d → loved l o v e + a b l e → loveable (possibly due to 'able' being a base)
Convention: Doubling the final consonant Conditions to meet to apply this convention: <ul style="list-style-type: none"> • Vowel suffix • Base element has a single final consonant • Preceding by a single vowel • The stress (emphasis) in the completed word fall on the final syllable where the suffix is added 	Consonant Base Base element Vowel Stress (emphasis)	run(n)+ ing → running skip(p) + ing → skipping regret (t) +ing → regretting market + ing → marketing
Convention: Replacing a 'y' with an 'i' Conditions to meet to apply this convention: <ul style="list-style-type: none"> • base ends in <y> • suffix being added begins with <i> 	Vowel Suffix Vowel Suffix Stem Base	i carry + ed → carried i busy + est → busiest i try + es → tries
Convention: 's' or 'es' Conditions to meet to apply this convention: <ul style="list-style-type: none"> • when you make a plural you add <s> • if making a plural of a word adds a syllable to the word, add <es> • If a word ends in consonant + y change the y to an i and add es • if a word ends in vowel + y just add s 	Plural Syllable Consonant Vowel	box box + s → boxs* (cannot spell boxs, try and say boxes) box + es → boxes pack pack + s → packs package + es → packages valley + s →
Convention: 'f' to 'v' Conditions to meet to apply this convention: <ul style="list-style-type: none"> • base ends in <f> • suffix being added begins with <v> 		leaf + es → leaves shelf + es → shelves calf + es → calves wife + es → wives live+ es → lives (examples where pronunciation has influenced the spelling)

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CWPS Orthography Resources and Ideas

The following table lists resources, tools and ideas that can be used to explore words and to further develop understanding of 'how we teach orthography' at CWPS and how you may support your child at home.

RESOURCES, TOOLS & IDEAS
<p>Research Tools:</p> <ul style="list-style-type: none">● Etymonline (Online Etymology Dictionary)- Etymonline● Mini-Matrix Maker- Mini-Matrix Maker● Etymology Explorer- Etymology Explorer <p>Professional Learning:</p> <ul style="list-style-type: none">● The Foundation for Learning and Literacy Foundation For Learning and Literacy● WordWorks Literacy Centre (Peter Bowers) - WordWorks Literacy Centre● Making sense of spelling - Gina Cooke (YouTube Clip)- Making Sense of Spelling● Beyond the Word- An Orthographic Learning Journey (Lyn Anderson)- Beyond the Word- An Orthographic Learning Journey● How to Teach Spelling with Word Inquiry- How to Teach Spelling With Word Inquiry (has some games and ideas to support the teaching of orthography).

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