

Knowledge of the spelling system In order to spell we need both phonemic knowledge and morphological knowledge.

Phonemic knowledge

This is the correspondence between letters (graphemes) and sounds (phonemes). It includes knowledge about:

- **phonics** (e.g. knowledge about letter and sound correspondence, differences between long and short vowels, the identification, segmentation and blending of phonemes in speech and how these influence spelling);
- **spelling patterns and conventions** (e.g. how the consonant doubles after a short vowel, words with common letter strings but different pronunciations);
- **homophones** (e.g. words with common pronunciations but different spelling: to, two, too).
- **Phonological knowledge**. This relates to: syllables and rhymes; - analogy. -

Morphological knowledge

This is the spelling of grammatical units within words (e.g. horse = 1 morpheme, horses = 2 morphemes). It includes knowledge about:

- **root words** - contain one morpheme and cannot be broken down into smaller grammatical units (e.g. elephant, table, girl, day) and are sometimes referred to as the stem or base form;
- **compound words** - two root words combined to make a word (e.g. playground, football);
- **suffixes** - added after root words, and change the spelling and meaning of a word (e.g. hope - hoping, walk - walked, happy - happiness);
- **prefixes** - added before a root word, and change the meaning but rarely affect the spelling of a word (e.g. replace, mistake);
- **etymology** (word derivations) - words in the English language come from a range of sources; understanding the origin of words helps pupils_ spelling (e.g. audi relates to hearing - audible, audience, audition).