

Vocabulary – Understanding prefixes

Stage 1

Overview

Learning intention

Students will learn to identify and build meaning around parts of a word, including base words and prefixes.

Syllabus outcomes

The following teaching and learning strategy will assist in covering elements of the following outcomes:

EN1–4A draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies

EN1–9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts.

Success criteria

The following suggestions may guide teachers to develop success criteria for student learning.

- explains how to use morphology to understand the meaning of unfamiliar words
- identifies base words and explains their meaning and grammatical category
- identifies prefixes and explains the meaning that they add to base words

National Literacy Learning Progression guide

Understanding texts (UnT4–UnT6)

Key: C=comprehension P=process V=vocabulary

UnT4

- demonstrates understanding of common morphemic word families when reading (identifies the word run in running)

UnT5

- identifies key words and the meaning they carry (nouns, verbs)

UnT6

- uses morphological knowledge to explain words (help (base) + less (suffix) = helpless) (V)

Teaching and learning experiences	Resources
Introducing morphemes – base words and prefixes	Appendix 1 – Morphemes visual Appendix 2 – Understanding morphemes anchor chart
Exploring base words and prefixes re- and un-	Appendix 3 – Words cards 1 Appendix 4 – Example sentences with the prefixes re- and un- Appendix 5 – Word cards 2

For a suggested list of morphemes for Stage 1 learning see [Appendix 6 – Suggested morphemes for Stage 1 learning](#).

Prior learning

Before beginning this learning sequence, students should have an understanding of morphemes, base words and suffixes. Refer to [Vocabulary – Understanding suffixes](#) for ideas about how to introduce and explicitly teach morphemes, base words and suffixes.

Where to next?

- [Exploring words using morphology vocabulary routine](#)
- [Morphemic word chain vocabulary routine](#)

Background information

Vocabulary

For information about the importance of explicit vocabulary instruction for effective reading, see page 17 of the reading guide: [Effective reading: Kindergarten to Year 2 instruction](#).

Morphology

Morphology is the study of the smallest meaningful unit in the English language. Building morphemic knowledge supports student development of vocabulary knowledge, reading comprehension, decoding skills, spelling and content knowledge, especially in curriculum areas such as mathematics, history, and science.

Key vocabulary terms are defined below and also explained in the [Understanding types of morphemes](#) video:

- **Morpheme:** The smallest unit of meaning in a word such as prefixes, suffixes and base words.
- **Free morpheme:** Words that can stand alone. These words are commonly referred to as base words (for example, shout, march).
- **Bound morpheme:** The smallest unit of meaning that cannot stand alone as a word (for example, prefixes such as **pre-**, **un-**, **re-** and **mis-**, and suffixes such as **-ful**, **-ing** and **-es**).
- **Root:** A unit of meaning often deriving from Greek or Latin origin (for example, **tele-phone**, **aqua**).
- **Prefix:** A unit of meaning that attaches to the beginning of a base word or root that changes or modifies the meaning of words (for example, **mis**behave).
- **Suffix:** A unit of meaning that attaches to the end of a base word or root word. It is important to teach the meaning of the suffix and/or its function or part of speech (for example cheerful)
- **Inflectional suffixes:** An inflected suffix is a bound morpheme added to the end of a base word that changes the verb-number agreement or tense (for example, plural suffixes such as **-s** and **-es**, tense suffixes such as **-ing**, and **-ed**).
- **Derivational suffixes:** A group of letters added after the end of a base word or root to create a new word or form of an existing word (for example, **beauty** (noun) + **-ful** (suffix meaning full of) = **beautiful** (adjective), or **teach** (verb) + **-er** (suffix meaning one who) = **teacher** (noun)).

What works best– Explicit teaching

Explicit teaching practices involve teachers clearly explaining to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded. Students are given opportunities and time to check their understanding, ask questions and receive clear, effective feedback.

This resource reflects the latest evidence base and can be used by teachers as they plan for explicit teaching. Teachers can use assessment information to make decisions about when and how they use this resource as they design teaching and learning sequences to meet the learning needs of their students.

Further support with [What works best](#) is available on the [What works best website](#).

Gradual release of responsibility model

The Gradual release of responsibility model is a helpful framework to understand what explicit instruction can look like when teaching reading.

At the heart of the model is the concept that, as we learn new content, the responsibility for the cognitive load shifts from primarily sitting with the teacher as the model or expert, to the responsibility sitting with the student as they take on independence in their learning and application.

It is important to note that the model is not linear and can be used flexibly rather than from beginning to end over the course of a lesson or in the same way for every student. Instead, it should be seen as a dynamic model that is recursive, meaning it can be repeated and revisited as needed and informed by formative assessment. As the students increase in their ability, teachers gradually carry less of the cognitive load and students gradually assume more responsibility for the learning in order to become independent in the knowledge, skill or concept understanding and the application of this across contexts.

Modelled instruction

The Gradual release of responsibility model begins with the teacher assuming a significant proportion of the cognitive load for the learning. Modelled instruction is when the teacher models how an expert reads with a particular emphasis on the skill, concept or knowledge focus. This section is when the teacher is saying “I do, you watch”.

Although modelled instruction is characterised by teacher voice, the students are active participants and engaged in careful observation. As the teacher explains the learning intention and its purpose, the students should be encouraged to reflect on their current knowledge, understanding or skill. The teacher builds understanding of the academic language or background knowledge necessary to access the learning and the students reflect on and add to their background knowledge or academic vocabulary. Modelled instruction is often characterised by the teacher ‘thinking aloud’ to demonstrate how a skilled reader monitors and controls their comprehension. At the end of modelled instruction:

- revisit the learning intention and reflect on what the students observed the teacher doing to show the learning intention
- co-construct the success criteria based on what the teacher modelled and the students observed
- co-construct an anchor chart that students can refer to as they continue their learning.

Shared practice

Shared practice offers rich instructional opportunities as teachers and students both engage with a shared text. This is when the teacher invites the students to share responsibility for the thinking, with the teacher saying “I do, you help.” Shared instruction is an interactive reading experience with the teacher or expert continuing to model or demonstrate the skills, concept or understanding that is the focus of the learning, however, the students are now invited to join the teacher in sharing the cognitive load for the learning. Shared practice is characterised by rich and authentic conversations amongst the community of readers as both teacher and students discuss, pose ideas, ask questions and extend their thinking.

Guided practice

The next stage is guided practice when the student takes on significantly more responsibility with the teacher saying “you do, I help.” Guided practice often involves the teacher working with a small group of students and encouraging the students to think aloud about the strategy focus. The teacher asks questions to prompt or clarify thinking, supporting and guiding the learning of the group. Guided practice is characterised by high challenge texts scaffolded with high support for the needs of the learner.

Collaborative practice

Collaborative practice is when the students take on and share more responsibility with their fellow learners. The teacher is still present and available but is saying “you do together, I will support you as needed.” Students are often paired with a partner or work in a small group. They work collaboratively on a strategy focus, sharing their thinking as they work together. Students are encouraged to think aloud as they read and to engage in shared discussion, questioning and collaboration. During collaborative practice, the teacher supports students by observing, monitoring, prompting and guiding them towards independence. The teacher encourages the use of support structures such as anchor charts, learning intentions and success criteria.

Independent practice

Once the student is confident with the learning, they continue to practice independently. The teacher is present and available and is now saying “you do alone and I will watch.” The students can record how they think aloud, problem solve and utilise the focus strategy to support their reading. The teacher uses this stage as an opportunity to observe and formatively assess students. Multiple opportunities across varying contexts need to be offered to students in order for them to develop independence with a skill or strategy.

Further professional learning

- Use the following links for more information and resources for effective reading instruction:
- A video explaining the [Simple view of reading](#)
- A video [introducing Scarborough’s reading rope](#)
- A video explaining the [lower strands of Scarborough’s reading rope](#)
- A video explaining the [upper strands of Scarborough’s reading rope](#)
- A video explaining the [types of morphemes](#)
- [Literacy and numeracy professional learning](#):
 - [Effective reading: Phonics](#)
 - [Effective reading: Phonological Awareness](#)
 - [Focus on Understanding texts: The components of reading – Blended learning](#)
 - [Fluency on teams – Blended learning](#)
 - [Focus on vocabulary – Blended learning](#)

Differentiation and adjustments

When using these resources in the classroom, it is important for teachers to consider the needs of all students, including [Aboriginal](#) and EAL/D learners.

Including Aboriginal language or Aboriginal English vocabulary, as well as reflecting cultural language from student ethnic backgrounds, adds significance and meaning to the learning. Contact your local Aboriginal Education Consultative Group (AECG) representatives and Aboriginal community members for information about the local language or Aboriginal English.

EAL/D learners will require explicit English language support and scaffolding, informed by the Enhanced [EAL/D enhanced teaching and learning cycle](#) and the student’s phase on the [EAL/D Learning Progression](#). Teachers can access information about [supporting EAL/D learners](#) and [literacy and numeracy support](#) specific to EAL/D learners.

Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a [range of adjustments](#) to ensure a personalised approach to student learning.

[Assessing and identifying high potential and gifted learners](#) will help teachers decide which students may benefit from extension and additional challenge. [Effective strategies and contributors to achievement](#) for high potential and gifted learners helps teachers to identify and target areas for growth and improvement. A [differentiation adjustment tool](#) can be found on the [High potential and gifted education website](#).

Teaching and learning experiences

Introducing morphemes – base words and prefixes

Learning intention

We are learning to use the words morpheme, base word and prefix to describe the parts of a word that carry meaning.

Success criteria

I can:

- explain what a morpheme is
- recognise a base word
- identify a prefix added to the beginning of a base word.

Suggested teaching and learning sequence

Before beginning this learning sequence, students should have an understanding of morphemes, base words and suffixes. Refer to [Vocabulary – Understanding suffixes](#) for ideas about how to introduce and explicitly teach morphemes, base words and suffixes.

Building field knowledge

1. Explain to students that good readers look at words carefully to work out which parts carry meaning and how those parts help them understand what the word means. Revisit previous learning about base words and suffixes (refer to [Vocabulary – Understanding suffixes](#)). Explain that we are learning about a new morpheme called a prefix – which is a small meaningful unit that, when added to the beginning of a base word, adds or changes the meaning of a word. Use a visual such as [Appendix 1 – Morphemes visual](#) to support students as they link previous learning and understanding of terms to the current learning focus.
2. Introduce the lesson focus. Say, “We are learning to identify when a base word has a prefix added to it.” Write the word prefix on the board and explain that like a suffix it is a morpheme- a small meaningful part that can be added to a word. Circle the pre- in prefix and explain that this part of the word means before. Using a different colour, circle the fix in prefix and explain that this part of the word means to attach something. Draw a word sum to support student understanding. Refer to example below:

prefix	+	base word	=	new word
pre- (means before)	+	fix (means to attach something)	=	prefix (means a morpheme that gets attached before a base word)

3. Write the words play, plays, playing and played on the board. Circle the suffixes -s, -ing and -ed using a different colour. Say, “I can see the base word play and other words made from this word by adding different suffixes to show tense.”
4. Then write the word replay on the board. Say, “I can see the base word play in this word too but a morpheme has been added to the beginning this time.” Underline the word play and circle the prefix re-. “This type of morpheme is before the base word, so it is called a prefix. The prefix re- means to do again. So when I add it to the beginning of play to make replay it means to play again. The umpire watched the video replay to see if it was a goal. The video was played again.” Use a grid like the one below to write a word sum for replay.

prefix	+	base word	=	new word
re- (means to do again)	+	play (means to take part in an activity for fun)	=	replay (means to play again)
re- (means to do again)	+	run (means a movement faster than a walk)	=	rerun (means to run again)
re- (means to do again)	+	use (means to take or hold something)	=	reuse (means to use again)

- Repeat this process with base word run. Begin by adding the tense suffixes -ing and -s to make running and runs. Then add the prefix re- to make rerun. Use a word sum to support student understanding of adding the prefix re- to base words. Ensure students understand each the meaning of each word part. Use the new word in a sentence (for example, They had to rerun the race because someone false started).
- Repeat this process with the base word use. Begin by adding the suffixes -ed, -ing and -es. Then add the prefix re- to make the word reuse. Use a word sum to support student understanding of adding prefixes to base words. Ensure students understand each the meaning of each word part. Use the new word in a sentence (for example, I reuse the same drink bottle to help protect the environment).
- Together co-construct an anchor chart that includes a student-friendly definition of the term prefix and examples of base words with prefixes attached with explanations of what each word part or morpheme means. Refer to [Appendix 2 – Understanding morphemes anchor chart](#) for an example of what can be included on the anchor chart to support student understanding of morpheme terminology. Display the co-created anchor chart in the classroom to refer back to throughout the following learning sequences.

Exploring base words and prefixes re- and un-

Learning intention

We are learning to identify base words and prefixes to help us understand the meanings of words.

Success criteria

I can:

- identify a base word and explain what it means
- identify a prefix (re-, un-) and explain how it adds meaning to a base word.

Suggested teaching and learning sequence

The following learning sequence can be used to introduce and explicitly teach a range of prefixes. Refer to [Appendix 6 - Suggested morphemes for Stage 1 learning](#), for a list of suggested prefixes for Stage 1 students.

Modelled instruction

1. Revisit the previous lesson's learning and the co-constructed anchor chart. Reinforce that morphemes are the smallest meaningful parts of words. A base word is a morpheme that has meaning all on its own. A prefix is a type of morpheme that is added to the beginning of a base word. It adds meaning to the base word but cannot stand alone.
2. Explain that the focus for this learning will be to identify different base words and the prefixes re- and un-. Revisit the meaning of the prefix re- and explain that it means to do something again.
3. Use a think aloud and word sum (see example below), to model adding the prefix re- to base words to change their meaning. Say, "I can see the base word 'view'. I know that 'view' is a verb that means to look. If I add the prefix re- to the beginning, this will make review, which means to look again. I have changed the meaning of the base word by adding a prefix."

prefix	+	base word	=	new word
re-	+	view	=	revisit
(means to do again)		(means to look)		(means to look again)

4. Repeat this process by adding the prefix re- to the base words/verbs visit, read and heat.

prefix	+	base word	=	new word
re-	+	visit	=	revisit
(means to do again)		(means to look)		(means to look again)
re-	+	read	=	reread
(means to do again)		(means to look at and understand written text)		(means to read again)
re-	+	heat	=	reheat
(means to do again)		(means to make something hot or warm)		(means to heat again)

- Introduce and explicitly teach the prefix un-. Explain that un- is a prefix that means 'not or the opposite of'. Say, "when we attach the prefix un- to the beginning of a base word we change the meaning of the word and make the word mean the opposite." Write the base word do on the board. Say, "This base word says do which means to act out an action. It is a verb. An example sentence is 'I will do up my zipper.'" In a different colour write the prefix un- before do. "When I add the prefix un- to the base word 'do' I change its meaning. It now means the opposite to do." Use a word sum to support student understanding.

prefix	+	base word	=	new word
un-	+	do	=	undo
(means not or opposite)		(means to perform an action)		(means to do the opposite action)

- Repeat this process by adding the prefix un- to the base words/verbs lock, wrap and pack.

prefix	+	base word	=	new word
un-	+	lock	=	unlock
(means not or opposite)		(means to secure something)		(means the opposite of locking something)
un-	+	wrap	=	unwrap
(means not or opposite)		(means to cover or enclose something in paper/material)		(means the opposite of wrapping something)
un-	+	pack	=	unpack
(means not or opposite)		(means to fill a bag or container with objects)		(means the opposite of packing a bag or container)

- Ask students to turn and talk to a partner about what they have learnt about the prefixes re- and un- when they are added to the beginning of a base word.
- Together revisit the previously co-constructed anchor chart and add to it by co-constructing a student friendly explanation of what the prefixes re- and un- mean is (see [Appendix 2 – Understanding morphemes anchor chart](#)). Include examples and word sums. Display the chart in the classroom and continue to refer to and add new understandings throughout the learning sequence.

Shared practice

- Revisit the previous lessons learning and the co-constructed 'prefix' chart. Reinforce that a prefix is a type of morpheme that goes at the beginning of a base word. It adds meaning to the base word but cannot stand alone.
- Explain that the focus for this learning will be to identify different base words and the prefixes that can be added to them, to help us understand the meaning of words.
- Explain that with help for the students, together you will identify base words and the prefixes re- and un- and sort words according to the meaning of the prefix that has been used (for example, to do again or to do the opposite).
- Display previously cut out word cards spread out on the board or floor ([Appendix 3 – Word cards 1](#)) and together read all the words out aloud. Ensure students understand the meaning of each word and provide scaffolding as needed.

5. Use a think aloud to model the process for identifying a base word and the prefix within a word. Begin by randomly selecting a word and saying aloud, "I can see the word retry. I can see the prefix re- at the beginning of the base word try. Try is a verb. It means to have a go. The prefix re- means to do again, so the word retry means to have another try at something- to try again." Use two different colours to circle/underline the base word and the prefix on the word card.



6. Ask students to identify another word with the prefix re- (for example, rename). Together circle/underline the base word and prefix. Discuss the new meaning of the word.
7. Repeat this process by identifying words with the prefix un- (for example untidy). Together circle/underline the base word and prefix. Discuss the new meaning of the word.
8. Continue to sort the words according to the prefix re- and un- and to discuss the new meanings of words they have been attached to.
9. Revisit the learning intention, success criteria and anchor chart. Have students turn to a partner and explain what a base word is. Have students use an [exit slip](#) to choose a base word and write a word sum to explain how the prefixes re- and un- can be added and what that tells us about the word. Use the formative assessment information to make decisions about which students require further support through additional modelled instruction or shared practice and which students are ready for guided, collaborative or independent practice.

Guided practice

Select or create texts for use in guided reading that include examples of the prefixes re- and un- attached to the beginning of base words. Texts should be carefully chosen to align with the decoding and word recognition skills of the students. See [Appendix 4](#) for some example sentences.

1. Revisit the learning intention, success criteria and anchor chart. Have students explain to a partner or the group what a base word and/or prefix is. Explain that we will be paying particular attention to words with the prefixes re- and un- in our reading today.
2. Provide an orientation to the text and pre-teach significant vocabulary before reading the text.
3. Have students chorally read the text as a group and ask students to pause after a number of words with re- and un- have been encountered.
4. Model how you noticed the word with a prefix by saying, "I noticed the word uncover in this sentence. I used my knowledge of prefixes and base words to help me read this word. In my mind I separated the un- from the base word and I could decode the base word more easily. I can see the base word is cover. When I put it back together in my mind, I knew the word was uncover which means the opposite to covering something up."
5. Invite students to share the words with prefixes they noticed and to explain how they used their knowledge of base words and prefixes to read the word.
6. Repeat the process as needed through the guided practice session.
7. Have students record examples of their word sums on a whiteboard or piece of paper. Prompt students to use their recording to explain to a peer in the class how they used their knowledge of base words and prefixes to support their reading.

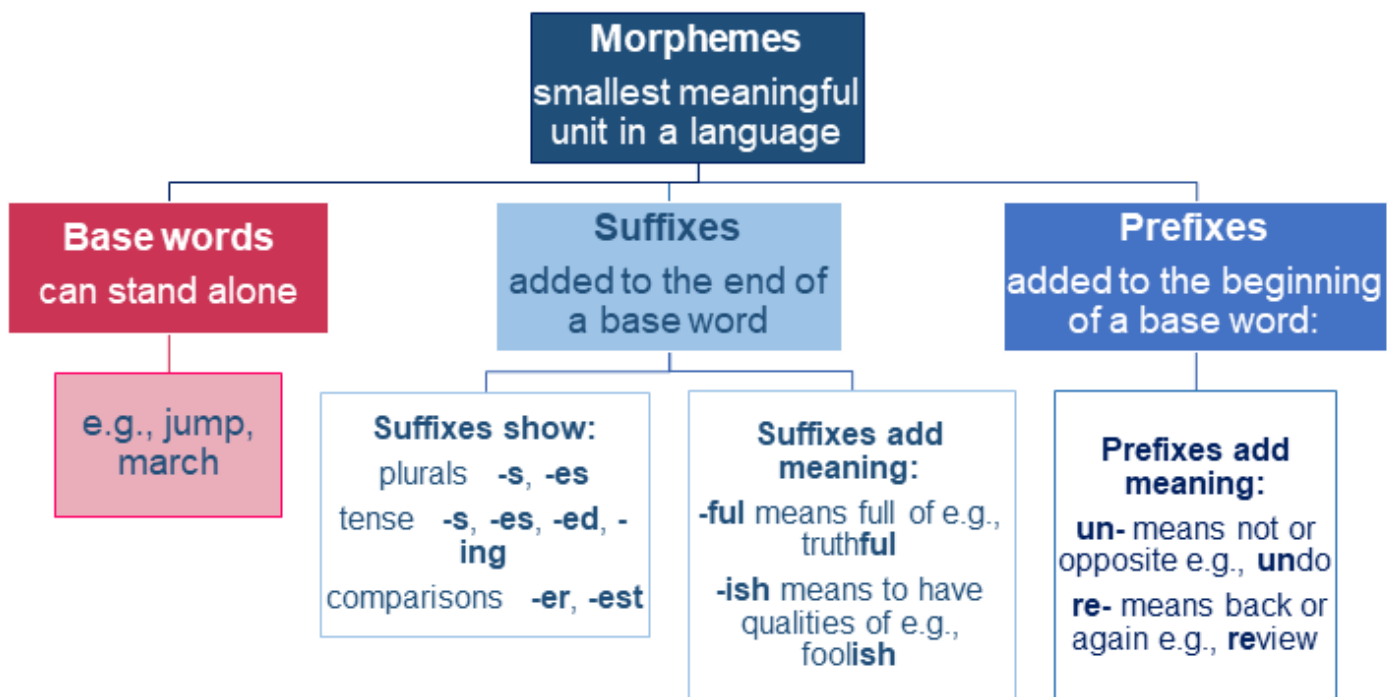
Collaborative practice

1. Working in small groups, students practise identifying the base words and prefix found within different words. The teacher monitors student discussion and provides support as needed.
2. Give each group a sheet of word cards to cut out ([Appendix 5 – Word cards 2](#)).
3. The students work together and underline the base word and prefix within each word.
4. The students sort the word cards into groups according to the prefix that has been used.
5. Students use post-it notes to label the groups and show their understanding of the meaning added by each prefix.

Independent practice

Have students search for and record examples of the prefixes re- and un- added to words in familiar texts. Prompt students to use their recording to explain to a peer in the class how they used their knowledge of base words and prefixes to support their reading.

Appendix 1 –Morphemes visual



Appendix 2 – Understanding morphemes anchor chart

Term	Definition	Examples
Morpheme	The smallest units of meaning in a word.	<ul style="list-style-type: none"> ● base words (for example, play, jump) ● prefixes go at the <i>beginning</i> of a base word (for example, re- in replay) ● suffixes go at the <i>end</i> of a base word (for example, -ing in jumping)
Base word	Words that can stand alone.	<ul style="list-style-type: none"> ● verbs (for example, jump, swim) ● nouns (for example, sister, house, book) ● adjectives (for example, big, pretty) ● adverb (for example, fast, less)
Suffix	A unit of meaning that attaches to the end of a base word.	<p>Suffixes such as -s and -es are added to nouns to show a word is a plural. boys<u>s</u>, beaches<u>s</u></p> <p>Suffixes such as -ing, -ed, -s and -es are added to a verb to show tense: -ed shows past tense, for example, jump<u>ed</u> -ing shows continuous present tense, for example, wish<u>ing</u> -s and -es show present tense, for example, jump<u>s</u> and push<u>es</u> Suffixes such as -er and -est show comparison, for example, small<u>er</u> dar<u>kest</u></p> <p>The suffix -ful means ‘full of’ and is used to make adjectives, for example, help (verb) + -ful = helpful and pain (noun) + -ful = painful</p>
Prefix	A unit of meaning that attaches to the beginning of a base word. Prefixes change the meanings of words.	<p>Prefixes such as:</p> <p>re- means to do again, for example, <u>re</u>play un- means not, opposite of, for example, <u>un</u>do</p>

Prefixes and their meanings

Prefix	Definition	Example
un-	not, opposite of	undo, unlock
re-	again	reread, revisit
pre-	before	preview, prefix
mid-	middle	midday, midway
mis-	wrongly	mislead, misspell

Appendix 3 – Word cards 1

retell	refresh	remind
rename	unmask	untwist
unfold	return	repay
unhook	rework	untuck
remix	untidy	unplug
unpick	retry	uncover

Appendix 4 – Example sentences with the prefixes re- and un-

It was just so unfair! The blocks had fallen over and so Terry had to rebuild the tower. What if she was unable to finish in time? Time was ticking by. She wished she could rewind the clock back but she knew she just needed to restart.

Tom had to remix the batter to remove the lumps. So he used an electric mixer to rework the cake mix. He was about to unplug the electric mixer when he had a sinking feeling. He could not recall if he had added the milk. The steps in the recipe were very unclear and hard to follow. If only his Grandmother had been there to remind him. He decided to rewrite the recipe steps and to retry making the cake when she was home.

Appendix 5 – Word cards 2

rewind	remove	reshape
recall	untie	unclear
unfair	rewrite	rebuild
unreal	regroup	unkind
rewash	unable	unlike
unload	renew	unsafe

Appendix 6 – Suggested morphemes for Stage 1 learning

Suggested inflectional suffixes for Stage 1 learning

An inflected suffix is a bound morpheme added to the end of a base word to assign a number or tense to a word, to indicate possession or to provide a comparison. Inflected suffixes are easier for students to grasp than derivational suffixes, so are best introduced and taught first. Below is a suggested list of suffixes that can be used for developing an explicit teaching focus as well as suggested links to different stages.

Suffix	Definition	Attaches to	Explicit teaching
-ed	past tense	verbs	Teach final consonant doubling, drop the final e generalisation, change y to i generalisation: hop- hopped, hope-hoped, cry-cried.
-ing	progressive; present participles	verbs	Teach final consonant doubling, drop the final e generalisation: hop-hopping, hope- hoping.
-en	past participle	verbs	give-given, take-taken
-s, -es	third person singular present tense	verbs	hop-hops Teach 'es' suffix for words ending in ch, sh, ss, or x: push- pushes
-s, -es	plural; more than one	nouns	Teach 'es' plural for words ending in ch, sh, ss, or x: wrench <u>es</u> , wish <u>es</u> , kiss <u>es</u> , fox <u>es</u> . Teach 'ies' generalisation for words ending in y: baby- babies. Teach exception – if base word ends in vowel & y, or ey, just add s: toys, monkeys. Teach 'ves' generalisation for words ending in f: calf- calves. Teach generalisation for nouns ending in o – sometimes – s or –es is used: hero- heroes, radio- radios.
-'s, -s'	possessive	nouns	Kate- Kate's, mother- mothers'
-er	comparative; more	adjectives	First teach using adjectives that require no change to base word: tall- taller. Then teach final consonant doubling, drop the final e generalisation, change y to i generalisation: thin- thinner, wide- wider, happy- happier.
-est	superlative; the most	adjectives	First teach using adjectives that require no change to base word: tall- tallest. Then teach final consonant doubling, drop the final e generalisation, change y to i generalisation: thin- thinnest, wide- widest, happy- happiest.

Suggested prefixes and derivational suffixes for Stage 1 learning

Derivational morphemes include both prefixes and suffixes. Derivational prefixes change the meaning of base words and derivational suffixes can change both the meaning and the grammatical category of base words. For example:

- The base word 'teach' (verb) + suffix '-er' makes the word teacher (noun). Adding the suffix changes both the meaning (from an action to someone who carries out that action) and the grammatical character of the word (from a verb to a noun).
- The prefix 're-' + base word 'read' (verb) makes the word reread. Adding the prefix changes the meaning (from an action to redoing that action) but this time the grammatical characteristic stays the same (it remains a verb).

Below is a suggested list of prefixes and suffixes that can be used for developing an explicit teaching focus as well as suggested links to different stages.

Anglo Saxon prefixes

Prefix	Definition	Example
un-	not, opposite of	unusual, unforgiving
re-	again	reread, revisit
pre-	before	preview, precaution
mid-	middle	midday, midway
mis-	wrongly	mislead, misbehave
in-, im-	in	inside, implant

Latin prefixes

Prefix	Definition	Example
non-	not	nonliving, nonfiction
bi-	two, twice	bicycle, bifocal
tri-	three	triangle, tripod

Anglo Saxon derivational suffixes

Suffix	Definition	Attaches to	Explicit teaching
-y	characterised by	nouns to form adjectives, verbs to form adjectives	Teach adding -y to nouns to form adjectives: hair-hairy. Teach adding -y to verbs to form adjectives: push-pushy. Teach drop the final e generalisation: spike-spiky, scare-scary. Teach double consonant generalisation: sun-sunny.
-ly	How something is; characteristic of	Noun to form adjectives, adjectives to form adverbs	Teach adding -ly to nouns to form adjectives: friend-friendly. Teach adding -ly to adjectives to form adverbs: slow-slowly. Teach the generalisation for changing the y to l and keeping the e: happy-happily, love-lovely.
-ful	full of	verbs to form adjectives, nouns to form adjectives	Teach adding -ful to base words makes adjectives: help-helpful. Teach keep the e generalisation: care-careful, hope-hopeful. Teach if word ends in consonant + y, change to i: plenty-plentiful, beauty-beautiful. Teach if word ends in a vowel + y, just add -ful: joy-joyful, play-playful.
-ish	having qualities or characteristic of, approximate age	nouns and adjectives to form adjectives	child-childish, fool-foolish, red-reddish, Spain-Spanish, sixty-sixtyish
-ship	Quality or condition, skill, status	nouns to form nouns	friend-friendship, member-membership, craftsman-craftsmanship, leader-leadership.

Anglo Saxon / Latin derivational suffixes

Suffix	Definition	Attaches to	Explicit teaching
-er -or	person who does the verb	verbs to form nouns	Teach -er is the most common way to end a word for someone carrying out an action: teach-teacher, speak-speaker. Sometimes the Latin suffix -or is used: create-creator, visit-visitor.