

## The MORPH project – Training Programmes

### *Structured Word Inquiry training*

Structured Word Inquiry training teaches children about the relationship between word parts (morphology), sounds (phonology), word origin (etymology), meaning, and spelling. For example, children are taught to break words into their component parts (e.g. “*designing*” is made up of the prefix “*de*”, the word base “*sign*”, and the suffix “*ing*”), and are taught how information about these different word parts can help them to read and spell more accurately. More information about Structured Word Inquiry can be found at the following link:

[http://www.wordworkskingston.com/WordWorks/Structured\\_Word\\_Inquiry.html](http://www.wordworkskingston.com/WordWorks/Structured_Word_Inquiry.html).

### *Motivated Reading training*

Children who are poor readers are often very reluctant to read, and this can cause them to fall even further behind as they progress through school. While Structured Word Inquiry training aims to improve children’s reading by teaching them more about how English spelling works, Motivated Reading aims to encourage children to persist with reading even when it is difficult, by helping them to read materials in which they are personally interested. Children will select their own reading materials, will receive guidance and assistance from the TA, and will be rewarded for effort and persistence.

### *The reward system*

Children will participate in a reward system where they will be accompanied through the programmes by Inspector Morph, Word Detective (Morph character used with kind permission of Aardman Animations). Children will themselves learn to be “Word Detectives”, progressing through the ranks from Trainee to Chief Inspector.



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### *How training will be delivered*

Each training program will be delivered by TAs over 25 weeks. Children will participate in three 20-minute sessions per week. All children will complete both training programs (50 weeks of training in total), but in a different order. This is so that we can:

- a) Find out whether one training program is more effective than the other
- b) Find out whether the order of training matters