

ENGLISH CURRICULUM OVERVIEW

Intent

Summary of curriculum intent

Through the curriculum, we want to give students the range of skills that they need to comprehend, appreciate and evaluate a range of texts, as well as produce texts for a variety of audiences and purposes. We therefore take an integrated approach to the teaching of reading and writing and put literacy at the heart of the curriculum: we use the reciprocal reading strategy from Year 7 upwards, equipping students with the skills of predicting, clarifying, questioning and summarising in order to ensure that they have the resilience to deal with unseen texts of at all ability levels.

Our curriculum is designed to be interesting and challenging in its content; we follow a spiral model to give students the opportunity to revisit key skills and content we an increasing level of challenge as they progress through the Key Stages.

Though the design of individual lessons and outcomes are skills focussed, the curriculum as a whole is designed to be knowledge rich; we hope to build students' cultural capital and to give them a framework for accessing a range of texts independently, both for information and pleasure. Our aim is to ensure that students are exposed to a range of pre 1900 fiction and non-fiction across Years 7 to 9, as well as in Key Stage 4, in order to develop their cultural capital and their vocabulary. We feel that this equips them to deal with English Language Paper 2 at GCSE, but also to access many of the canonical literary texts that we encourage them to read in their own time.

We are ambitious in setting out the skills that we want students to master in each key stage. Though we use the GCSE assessment objectives as a framework, we have created detailed learning ladders for Key Stage 3 and 4 (these are divided into Literature and Language at KS4), which mean that the assessment system continually informs the skills that teachers focus on through the curriculum. In creating these, we have also been able to break down the subject specific skills that are fundamental to teaching English and map out the ways in which students can progress in these. At the top levels, our aim is to take students beyond the GCSE requirements to think about reading and writing texts in a highly critical way, making well informed personal judgements. As part of this, we have a SHINE lecture series at KS4, where teachers deliver 15 minute university style lectures designed to get students to think beyond the GCSE Curriculum.

Like all subjects, we have a three tiered curriculum in English: Advanced, Higher and Core. All students have the same learning objectives and follow the same overarching curriculum, however we used the skills ladders and to ensure that students are given outcomes that they can meet and that will stretch them. We work hard to ensure that students with additional needs can access the curriculum. We offer additional exam support or differentiated exam papers in the lower years and withdraw this gradually as they progress through the school so that they are able to access their GCSEs with the access arrangements they have been granted.

Students have numerous opportunities beyond the classroom to broaden and deepen their knowledge, including reading groups (who take part in Ealing Teen Reads and the Carnegie Book Award), school newspaper and numerous trips to locations around London including the Globe Theatre and Dickens' house. Every term, we have a 'Love Literacy Week', where we host a range of events across the school to celebrate reading, writing, speaking and listening.

The literacy skills that students learn in English are transferable to their subjects across the school and students see the same visual cues in all of their lessons to indicate the strategies that they can use to decode texts. Students are also trained as lead learners through their English lessons and use these skills across the school.

Implementation

Key principles of unit planning

In terms of the objectives and outcomes of lessons, we take a skills based approach to our lessons. Through the three tiered outcomes, students should be able to understand how to break skills down on a granular level and make qualitative judgements about their work. This enables them to measure their progress against key skills clearly. Every lesson therefore has a reflection task within it, usually taking the form of self or peer- assessment. Students are regularly given the opportunity to look at model responses or to construct these as a class to ensure that they clearly understand how to demonstrate these skills. The outcomes are also designed to offer differentiation within the lesson, rather than sequencing the learning. This means that not all students reach gold every lesson, but we do expect them to strive for the best outcome that they can achieve. Activities in lessons include challenge, stretch and support tasks which help them to develop their thinking. Lesson prep is set consistently and either consolidates learning or, more often, is used to prepare them for the next lesson.

Skills are progressively introduced to students. When students come in Year 7, we want them to master the analytical paragraph and descriptive writing inspired by an image. We understand that the focus on the writer's intention and on exploring the effects of language can be a challenge for students who are accustomed to more short answer responses and to information retrieval or inference based questions in Key Stage 2. We therefore begin with a highly structured approach to analytical writing and gradually teach them how to develop this into a complete essay. As they progress from Year 7, we teach students to write with greater fluency and less reliance on the mnemonic that we use as a teaching aid initially. We also broaden the range of text types that they need to master in their writing, teaching them the features of form, but also how to skilfully adapt their writing to audience and purpose.

The sequencing of the curriculum means that students should be able to develop schematic connections as they work through the units, building up their content knowledge as they progress through each year. Language and Literature skills are taught in an integrated way in Years 7- 9, with students studying a range of non-fiction texts that offer context and concepts that apply to their Literature units. Each unit has a wider reading list attached to it and a key vocabulary sheet with the Tier 2 and Tier 3 vocabulary that we would like students to master. In Key Stage 3, students study two Shakespeare plays, 'Twelfth Night' and 'A Midsummer Night's Dream'. This allows them to explore the generic conventions of comedy through the characters of Malvolio and Puck, providing a contrast to their study of the tragic play 'Macbeth' in Key Stage 4. In Key Stage 4, the use of exploration units means that students are able to explore texts in an increasingly critical way by analysing it from different perspectives each time they re-visit them.

All schemes of work are planned centrally within the department for the Advanced, Higher and Core groups. However, teachers are ultimately responsible for ensuring that the curriculum is delivered in a way that is suitable for the needs of their class. Providing students cover the key content and skills, there is flexibility to adapt lessons and to re-shape lessons when students have struggled to master a particular skill or comprehend new content.

Students with a reading age below 10 are automatically enrolled onto our Literacy programme, with additional literacy sessions run every week as part of their core elective timetable. Structured discussion is also a cornerstone of the way that English is taught at the trust and students are encouraged to develop their spoken language skills through debate, discussion, pair and group work.

Impact

Key assessment principles

Routines within English lessons are set up to ensure that they are plenty of opportunities for low stakes testing; students are used to using mini whiteboards and traffic light cards to give teachers regular opportunities to assess their learning.

Students are well versed in peer and self- assessment routines, and will habitually monitor their progress against the outcomes in each lesson. They are also given the opportunity to reflect on their progress at key assessment points in the units, following standardised and quarterly assessments. They keep a record of their targets from these and are given time to return to these and to apply these targets to new pieces of work.

Though there are four assessment points in the year, Q2 and Q4 exams are designed to assess everything that they have learned up to that point in the year, and will always assess both reading and writing.

The spiral design of the curriculum means that we regularly ask students to recall information and knowledge learned in previous units. Teachers also use regular low stakes testing, particularly in Key Stage 4 Literature lessons, to ensure that students have secure textual and contextual knowledge.

Every quarter, key stage leads within the department use their analysis to highlight issues with the curriculum or assessment frameworks. Teachers are also encouraged to identify key skills and knowledge gaps for their own students and to use this to inform their medium and long term planning.

The key principle within English is that assessment is consistently used to inform our teaching practice. Assessment points are used to assess students' progress against key skills and to ensure that we adapt curriculum resources or lesson routines to enable them to make better progress.

	Year 7	Year 7 Vocabulary	Year 8	Year 8 Vocabulary	Year 9	Year 9 Vocabulary	Year 10 Literature	Year 10 Vocabulary	Year 10 Language	Year 10 Language Vocabulary	Year 11 Literature	Year 11 Vocabulary	Year 11 Language	Year 11 Vocabulary	Year 12 Literature	Year 12 Language	Year 12 Literature
Term 1	<p>Unit 01: Step into the Unknown: Analysing extracts from children's fiction</p> <p>AOS Modality & tentative language</p> <p>Reading Skills Atmosphere & tone Analysing superlatives Imperatives, declaratives, interrogatives & exclamatory sentences Analysing tension Analysing metaphors</p>	<p>Entangled Impossible Ventured Brightened Epidemic Illumination Mysterious Matted Climbing Swaying Hazy Indignation Deceived Poky Workhouse</p>	<p>Unit 01: Victorian Childhood Non-fiction Victorian texts</p> <p>Reading Skills Making inferences (non-fiction texts) Analysing emotive language</p> <p>Persuasive Writing Using anaphora & subordinate clauses for effect Using semantic fields</p> <p>Spoken Language Pre 1900 non-fiction Using body language & tone effectively</p> <p>Victorian society Victorian child labour Children's rights</p>	<p>Inveigled Repugnance Ascend Labour Compel</p>	<p>Unit 01: Whole text 'Animal Farm'- the pigs and Power</p> <p>Context Communism Capitalism Ideology Russian Revolution</p> <p>Reading Skills Analysing structure of opening, character presentation Analysing symbolism</p> <p>Text Concepts control, contrast, propaganda, manipulation</p> <p>Descriptive Writing Using pathetic fallacy Creating mood or atmosphere Editing writing</p>	<p>Allegory Capitalism Communism Comrade Conflict Control Corruption Deceit Dictatorship Equality Fable Hierarchy Ideology Leadership Maxim Political Principle Rebellion Satire Socialism Suppression Totalitarianism Treachery Utopian</p>	<p>Unit 01: Victorian London –</p> <p>Context Criminality and evolution Reversion Science v religion Duality & reputation Gothic conventions</p> <p>Reading Skills Analysing character Urban terror Setting Metamorphosis Criminal psychology</p> <p>Unit 02: 'Jekyll and Hyde'- sympathy for Jekyll?</p> <p>Context Industrial Revolution Apes and Angels (Literary theory) Criminality & Evolution Robert Louis Stevenson life.</p> <p>Reading skills Justice/ retribution Fear & foreboding Epistolary narrative Doubling Social class Setting & urban terror</p>	<p>Dichotomy Duality Reputation Etiquette Deviance Countenance Eminently Modest Sordid Juggernaut Apocryphal Proprieties Pedanticall y Indignation Balderdash Estranged Conveyancing Protégé Inordinate Troglodytic Iniquity Unobtrusive abominable</p>	<p>Unit 01: Paper 1 – Sci-Fi</p> <p>Context Science fiction genre</p> <p>Reading Skills Analysing sentence structure</p> <p>Descriptive Writing Creating compound sentences Using punctuation for effect Linking ideas for effect Creating a surreal landscape</p> <p>Unit 02: Paper 1 – Inner Musings</p> <p>Reading skills Answering Paper 1 Q1-4</p> <p>Text concepts Unreliable narrator</p> <p>AOS Using tentative language Conjunctions for sentence expansion</p>	<p>Reverberated Vast Glacier Silence Thunder</p>	<p>Unit 01: Animal Farm exploration – Animal Farm as political allegory</p> <p>Context Political climate Stalin George Orwell Tsar Nicholas</p> <p>Text Concepts Control Education Equality The other animals</p> <p>Unit 02: Poetry exploration</p> <p>Text Concepts Identity Belonging</p>	<p>Post-colonial Nostalgic Longing Displaced Exile Dictatorship Dominant narrative Injustice Euro-centric Linguistic heritage</p>	<p>Unit 01: Paper 1- Read Around the World</p> <p>Reading Skills Paper 1, Q1-Q4 Writing effective conclusion for Q4.</p> <p>Text Concepts Freytag's Pyramid Foreboding atmosphere</p> <p>Descriptive Writing Using a range of sentence types</p> <p>Unit 02: Paper 2- Crime and Punishment</p> <p>Justice retribution Capital punishment Data Protection Tabloids & broadsheets</p> <p>Reading Skills Using comparative conjunction Paper 2, Q1-4</p> <p>Non-fiction writing Using facts & statistics</p> <p>Using non-verbal communication</p>	<p>Unit 01: Science and Society – 'Frankenstein' and 'Never Let Me Go' Romanticism Gothic genre/ dystopia Narrative reliability Comparative essay writing</p> <p>Unit 02: Waiting for Godot- comedy or tragedy?</p>	<p>Unit 01: Language and Age</p> <p>Unit 02: Language and Belonging</p> <p>Unit 03: Child Language Acquisition</p>	<p>Unit 01: Romantic Poetry Cones writing</p> <p>Unit 02: Postmodernism (unstable poetry) Cones writing</p> <p>Unit 03: Cou Cones writing</p>	

								incoherency irrepressible Disposition Insensate Quailed Odious Fugitive										
	<p>Descriptive Writing</p> <p>AOS But, because, so sentences Subject & verbs Simple, compound & complex sentences</p> <p>Devices for impact Using Onomatopoeia, repetition & pathetic fallacy Manipulate sentences for impact Using similes and metaphors to create imagery Editing writing</p>		<p>Unit 02: Whole Novel 'A Christmas Carol'- the development of Scrooge Victorian context Victorian poverty</p> <p>Reading Skills Analysing development of character (Scrooge), setting and theme across a whole novel Analysing semantic fields</p> <p>Text Concepts Change, growth, setting, poverty, character function</p> <p>AOS Using fronted adverbials Writing a topic sentence Using comparative connectives to contrast settings</p> <p>Persuasive Writing Formal letter layout Using persuasive devices</p>	<p>Wrenched Covetous Clutched Destitute Grindstone Tight-fisted Miser Misanthropic Callous Inevitable Overwhelmed Implore Shameful Demand Impoverished Melancholy Lustrous Eccentric</p>														
Term 2	<p>Unit 02: Shakespeare's 'Twelfth Night'- Genre & Context</p>	<p>Double entendre Solemn Audacious Barren Criticism</p>	<p>Unit 03: Protest Poetry Non-Fiction Newspaper</p> <p>Using extended</p>	<p>Griot Defiance Provocation Inequality Haughty Liberty Glides</p>	<p>Unit 02: Paper 2 Language- Gender in Society Comparing gender across</p>		<p>Unit 03: Power and Conflict Poetry War</p> <p>Context</p>	<p>Chartered Woe Manacles Hapless Appals Blights Stealth</p>	<p>Unit 03: Paper 2/ Waging War</p> <p>Reading Skills</p>	<p>Harmful Unnecessary Clog Pitiful Pertinent Gullible Interminable</p>	<p>Unit 03: Jekyll and Hyde Exploration-</p> <p>Text Concepts Hypocrisy</p>	<p>Convention Trope</p>	<p>Unit 03: Paper 1- Books that Changed my World</p> <p>Reading skills Paper 1, Q3</p>		<p>Unit 01 Science and Society continued</p> <p>Unit 03: Coursework</p>	<p>Unit 04: Language and Gender</p>	<p>Unit Pros Expl</p> <p>Unit Rom</p>	

<p>Identifying genre & forms of humour (physical, dramatic irony, incongruity) Puritanism</p> <p>Reading Skills Presentation of powerful words Analysing Embedding quotations Identifying humour and its effects</p> <p>Text Concepts Malvolio</p> <p>AOS Tentative language Writing topic sentences Because, but, so</p> <p>Unit 03: London, My City-</p> <p>Descriptive Writing Using sensory language Writing a drop using punctuation for effect Using similes and metaphors Writing from a perspective</p> <p>Reading Skills Understanding how language is used for emotional effect Understanding the effect of structural devices Denotation and connotation</p> <p>Text Concepts Cities at night London as home</p> <p>AOS</p>	<p>Dramatic irony Egotistical Foolish Gullible Incongruity Mock Naïve Narcissism Outcast Parody Perplexed Physical comedy Provoke Pun Superior Puritan Commodity Empathy</p> <p>Dilapidated Audacious Desolate Elite Gaunt Haggard Incongruous Meandering Imposing Avaricious Humble Inhospitable Sanguine</p>	<p>metaphors, semantic fields and persuasive devices. Editing writing</p> <p>Persuasive rhetoric used in poetry, the spoken word and blogs, using whole text structure</p> <p>AOS Use time conjunctions Use conjunctions for sentence expansions Develop ideas Draw conclusions</p> <p>Reading Skills Understanding how language is used for emotional effect Understanding the effect of structural devices & form</p> <p>Context UK Grime poetry & Protest Poetry</p> <p>Unit 04: Shakespeare's 'A Midsummer Night's Dream' – focus on Puck</p> <p>Context Comedy conventions Elizabethan marriage Midsummer's Eve</p> <p>Text Concepts Presentation of Egeus Relationship between Titania & Oberon Presentation of Puck</p> <p>Reading Skills Developing an argument</p>	<p>Agonising Inquisitive Detached Caste Culture</p> <p>18th & 21st century</p> <p>Persuasive Writing Using Amplification, Antistrophe & Hypophora Using an extended metaphor Editing writing</p> <p>Reading Skills Establishing rapport in writing.</p> <p>Unit 03: War Poetry</p> <p>Context Flanders Field</p> <p>Reading Skills Analysing unseen poems Paragraph Outline Model</p> <p>Text Concepts Conflict, patriotism Guilt Violence Death</p> <p>Soliloquy Chivalrous Callous</p>		<p>Cynical Patriotic Satirical Derisive Provocative Futile Collective Innate Poignant Resilience Idyllic</p>	<p>Romanticism Nature over mankind Hierarchy & its impact Attitudes to war</p> <p>Text Concepts Identity Power Conflict</p> <p>Reading skills Comparative analysis Using context to make predictions Writing a comparative thesis statement Analysing structure Writing a comparative essay</p>	<p>Idly Unswerving Craggy Elfin Pinnacle Upreared Grim Covert Avow Dowry Earnest Munificent Officious Stoop Trifling Warrant Wit Merciless Flares Sentries Incessantly Gunnery Poignant Massing Successive Sidelong Nonchalant Glazed Invincible Blundered Sunder'd Clods Molten Bayonet Touchy Bewilderment Patriotic Looters Let fly Blood-shadow Dominant narrative Injustice Eurocentric Linguistic heritage Displaced Identity Belonging Possessive Dictatorship Threat Exile Nostalgic Longing</p>	<p>Paper 2, Q1-4 Influence of form on style Analysing tone</p> <p>AOS Use conjunction for sentence expansion Develop ideas Link ideas</p> <p>Spoken Language Presenting a point of view Delivering an effective speech</p> <p>Non-fiction writing Writing an effective newspaper</p>	<p>Lunacy Boycott Defect Pacifist Liberty</p>	<p>Rationality Freitag's Pyramid Concealment Curiosity The Uncanny Transgression Liminal states Hypocritical society Social class</p> <p>AOS Using connectives to explore multiple parts of an idea</p> <p>Reading Skills Linking quotations</p> <p>Characteristics of Victorian society Bernard O'Keefe on 'The Gothic'</p> <p>Unit 04: Macbeth Exploration – The Struggle for Power</p> <p>Reading Skills Analysing rhythm & stage directions</p> <p>Text Concepts Masculinity Jealousy Loyalty Power Malcolm Kingship</p> <p>Unit 05: Final Revision</p> <p>Revisiting previously covered concepts.</p>		<p>Text Concepts Stream of consciousness</p> <p>Articulating a personal response to a text</p> <p>Unit 04: Paper 2- Teenage Kicks</p> <p>Rights & responsibility Adolescence Perceptions of teenagers Love & affection Privacy</p> <p>AOS Using comparative conjunctions</p> <p>Non-fiction writing Writing to advise Writing a leaflet Drafting a speech</p> <p>Unit 05: Final Revision</p> <p>Revisiting previously covered concepts.</p>	<p>Pragmatic Sentimental Wholeheartedly</p>	<p>practice-dystopias Academic writing Planning Referencing Research skills</p>	<p>Unit 05: Coursework – Crafting Language (Writing Portfolio)</p>	<p>Poetry Exploration Unit Learning Exploration Unit Writing Good Exploration</p>
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	Writing a complete sentence Using embedded subordinate clauses to create complex sentences Express duality using correlative conjunctions Using superlatives Using noun appositives Using participles		about characterisation Using context to evaluate purpose. Evaluate character purpose														
Term 3	<p>Unit 04: 'The Adventures of Sherlock Holmes'</p> <p><i>Context</i> British Colonialism</p> <p><i>Reading Skills</i> Making predictions</p> <p><i>Text Concepts</i> Presentation of Gender Presentation of Helen Stoner Frightening Outsiders (Dr Roylott)</p> <p>AOS Using participles Understand a complete sentence Using noun appositives Use embedded subordinate clauses Express duality Use superlatives</p> <p>Non-fiction writing (Animals) Tabloid v broadsheet Using facts & background information, interviews</p>	<p>Cynical Self-important Eccentric Meticulous Unconventional Premature veil pitiable agitation premature weary comprehensive haggard. Mauled Traumatized Sensationalist Detached Neglect Barbaric Menacing Palliative Vehemently Volatile Predator Tyrannical Powerful Intimidating Primitive Devilish Ugly Obnoxious Volatile Eliminate Inhumane Irreparable</p>	<p>Unit 05: A Gothic Adventure-</p> <p>Genre & Context Scientific advancement Gothic conventions Romanticism The Victorian Era</p> <p><i>Reading Skills</i> Extracts from 'Jekyll and Hyde' and 'Frankenstein' Single paragraph outline</p> <p><i>Text Concepts</i> Analysing gothic motifs Analysing pathetic fallacy & atmosphere Analysing narrative voice (1st, 3rd limited, 3rd omniscient)</p> <p>AOS Using tentative language Using comparative conjunctions Develop ideas Use noun appositives Express duality</p>	<p>Sublime Narrative Pervasive Fascination Devoid Glimpse Morphed Futile Anguish Trepidation Foreboding Sombre Emerged Deciphered Writhed Bleakness Eeriness Morbid Pallor Malevolent Mused Picturesque Bewildering Devotion</p>	<p>Unit 04: Shakespeare's 'Macbeth'- focus on Lady Macbeth</p> <p><i>Context</i> Gender and Power Tragic conventions</p> <p><i>Text Concepts</i> Plot of the play Key themes Representation of Lady Macbeth Comparison to Adam and Eve in Paradise Lost Sympathy</p>	<p>Tragedy Hamartia Catharsis Allegory Deceit Hubris Regicide</p>	<p>Unit 04: Shakespeare's 'Macbeth'- Macbeth as a tragic hero.</p> <p><i>Context</i> Tragic concepts</p> <p><i>Text Concepts</i> 'The Lesson' Stubbornness Emotional Engagement Heroism Loyalty v ambition Fear v social propriety</p> <p><i>Reading skills</i> Paragraph Outline Model Lustrous links</p> <p>Unit 05: Jekyll and Hyde Exploration</p> <p><i>Context</i> Victorian world views</p> <p><i>Reading Skills</i> Paragraph Outline Model</p>	<p>Catharsis Chivalry Climax Conflicted Covetous Despotic Dominant Downfall Emasculate Exposition External pressure Hallucination Hamartia Hubris Malicious Merciless Monologue Paranoid Pathos Regicide Ruthless Soliloquy Supernatural Tragedy Treason Tyrannical Usurp Valiant Vengeance Villainy</p> <p>Dichotomy Duality Reputation Etiquette Deviance Repression Secrecy Reputation Debase Xenophobia</p>	<p>Unit 04: Paper 2 Stranger than Fiction</p> <p><i>Context</i> Prejudice stereotypes Adventure Cryonic Preservation</p> <p><i>Reading skills</i> Viewpoint and attitude Answering Q1, Q2, Q3 & Q4</p> <p>AOS Develop ideas Using conjunctions for sentence expansion</p> <p><i>Non-fiction writing</i> Technical accuracy Formatting letters Structuring a speech</p>	GCSE Exams	GCSE Exams	<p>Unit 04: Poems of the Decade-post 2000 (unseen) <i>poetry</i> Comparative essay writing</p> <p>Unit 05: Shakespeare's 'King Lear' Lear as tragic hero</p>	<p>Unit 06: Language Variation over Time</p> <p>Unit 07: Child Language Acquisition (revision)</p>	A Level exam			

	Using speech marks Using anaphora Using emotive language Using 'the 5Ws' Presenting opposing views Unit 06: Sell a Sweet (persuasive writing)		Draw conclusions Language Paper Structuring a Q3 response: Focus, shifts, contrast, foreshadow, contrast. Descriptive writing Identifying elements of an image Using the cyclical structure Show not tell Unit 06: History of Language				<i>Text Concepts</i> Non-linear narrative Epistolary narrative Fear: Religion & morality, crime & 'foreigners', the supernatural Settings London as an idea	Obfuscation Liminal Dilapidated Unsettling Duality Convention											
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Reading lessons: We also have our wider reading texts for reading lessons, which are linked to these units in terms of themes/ genre/ context/ form etc. Teachers can choose from the following texts: 'Of Mice and Men', 'To Kill a Mockingbird', 'The Boy in the Striped Pyjamas', 'The Curious Incident of the Dog in the Night Time', 'An Inspector Calls', 'The Great Gatsby', 'The Picture of Dorian Gray', 'Atonement', 'Enduring Love' and any other class set from the classics collection.

Writing skills – Reading Skills – Language Paper skills (Section A/ Spoken Language) - Context/ Building Cultural Capital – Language and Linguistics (N.B though we don't explicitly teach many linguistics style units in KS3 and KS4, the teaching of morphology through literacy will help them. They will also benefit