



## Word building

# More Suffixes

This unit builds on learning from Vowel suffixes 1. It looks at root words ending in -y and explores further how suffixes change the meaning of root words. It also introduces some consonant suffixes.

## Objectives:

To be able to build words by adding:

- s and -es to words (plural of nouns and the third person singular of verbs)
- es to nouns and verbs ending in -y
- ed, -ing, -er and -est to a root word ending in -y with a consonant before it
- ment, -ness, -ful, -less and -ly

## Subject knowledge / Conventions

**Adding suffixes to words ending in y (with a consonant before it)**

In these words the **y** is pronounced as a syllable on its own – usually /ee/ or /igh/

To add a suffix - **change the y to an i first**. For example:

**Adding -es to nouns to make plurals: party - parties**

**Adding -es to make the third person singular of verbs: I fly - it flies**

**Adding -ing and -ed to verbs: cry - cried / crying copy - copied / copying**

**Adding -er and -est to adjectives: happy - happier / happiest**

**NB. When a y follows a vowel and therefore isn't pronounced as a syllable in its own right -** there is no need to change the **y** to an **i**, just add the suffix:

**enjoy / enjoys betray / betraying destroy / destroyed**

**-ly, -ful, -ness, -less, -ment**

As these suffixes begin with consonants, most base words can just have the suffix added straight on. This means that (unless the root word has a tricky spelling itself- which will need to be tackled in another unit) these words are often fairly simple to work out through phonics alone.

When the base word ends in **y** - **change the y to an i first**.

**-ly** - in this manner e.g. friendly - in the manner of a friend

**-less** - the absence of

**-ful** - full of. Watch out for children wanting to spell this with ll

**-ness** - a state or quality

**-ment** - a state or the result of an action or a process

## Children should already be able to:

- Segment words, including Phase 5 words
- Distinguish between long and short vowel phonemes
- Add -s and -es to make plurals and the third person singular of verbs
- Add the endings -ing, -ed, -er & -est to verbs where no change is needed to the base word
- Add -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter
- Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it

## Revisit, assess and adapt – suggested activities

Plurals - Ensure that children know what the term *plural* means. Recap conventions for adding (-s & -es to make plurals) that were learned in Phase 5d.

*Most words add -s.*

**Plural pirates:** Demonstrations – Just add -s

*Words ending in hissing, buzzing or shushing sounds add -es.*

**Plural pirates:** Demonstrations – Just add -es

Show children a selection of singular root words and ask them to identify whether they need to add **-s** or **-es** to create the plural.

**Plural pirates:** Game – Adding -s and -es

Third person singular - Ensure that children know what a verb is. Introduce the concept of first, second and third person and ask children to convert some simple first person sentences into the third person. See examples and explanations on **Third person singular pirates**.

Discuss the fact that the conventions for adding **-s** and **-es** for making the third person singular are the same as those for making plurals.

*Most words add -s.*

**Third person singular pirates:** Demonstrations – Just add -s

*Words ending in hissing, buzzing or shushing add -e.*

**Plural pirates:** Demonstrations – Just add -es

Show children a selection of singular root words and ask them to identify whether they need to add **-s** or **-es** to create the plural.

**Third person singular pirates:** Game – Adding -s and -es

Informal whiteboard test (or on paper if you want to analyse in more depth) – plural and third person singular nouns. (plural) treats, beaches, benches, pyramids, moons (third person) kisses, munches, sweeps, screams, witches.

Recap the conventions for adding the vowel suffixes **-ing, -ed, -er, -est, -y** that were learned in the unit Suffixes 1.

Short vowel sound ending in a single consonant letter – double the consonant then add the suffix.

Short vowel sound ending in two consonant letters – do nothing, just add the suffix.

Most long vowel sounds – do nothing, just add the suffix.

Long vowel sounds ending in **e** (split digraphs) – drop the **e** then add the suffix.

Have, some, come, love, give (short vowels / not split digraphs) – drop the **e** then add the suffix.

Play Double, drop or do nothing - [Violet's Vowel Suffixes](#)

Informal whiteboard test (or on paper if you want to analyse in more depth) – vowel suffixes

**-ing, -ed, -er, -est, -y**

**hoping, melting, dreaming, hated, shorter, nicer, latest, smarter, whiffy, icy**

Take time to ensure that children are really confident with using and applying the rules that they have learned so far.

## Supporting and extending



To support – look back to  
**Suffixes 1**

To extend – look ahead to  
**Suffixes 3**



## Teach & Practise – suggested activities

### Plurals -s & -es

Demonstrate making singular words ending in y (with a consonant before the y) into plural words.

**Plural pirates:** Demonstration – Change the y to an i and add -es

**Printable example words available**

Give children a selection of root words and ask them to turn them into plurals on their whiteboards by either adding **-s** or **-es** or by changing the **y** to an **i** and adding **-es**.

**Plural pirates:** Game – Adding -s or -es or change y to i

**Printable word cards and sorting grids available**

### Third person singular -s & -es

Remind the children that the rules that we previously learned about plurals (in Phase 5d and in the revisit section of this unit) also applied for adding **-s** and **-es** to verbs. This is also true for the conventions about words ending in **y**.

**y** following a consonant – change the **y** to an **i** and add **-es**.

**y** following a vowel – just add **-s**.

Demonstrate making first person verbs ending in y (with a consonant before the y) into third person verbs.

**Third person singular pirates:** Demonstration – Change the y to an i and add -es

**Printable example words available**

Give children a selection of first person verbs and ask them to turn them into third person verbs on their whiteboards by either adding **-s** or **-es** or by changing the **y** to an **i** and adding **-es**.

**Plural pirates: Games – Adding -s or -es or change y to i**

**Printable word cards and sorting grids available**

One at a time, show the following sentences: *I hurry along. I worry all the time. I enjoy reading books. I never bully anyone. I say what I think.* Ask children to rewrite them but this time beginning with he or she.

**Third person singular pirates – Examples in sentences**

**Printable sentences available**

Discuss the fact that when we use these words in our own writing we will simply be writing them from scratch rather than starting with a root word and following a convention to convert them. Model using an attack strategy like **Route to spelling** to figure out how to spell a selection of plural and/or third person singular words that we have learned so far – digging out our knowledge of the conventions involved only as and when we need it. Encourage children to use the same attack strategy whilst playing a board/card or interactive game. For game ideas see the *Rehearsal games* section in the *General resources* section of the website.

**Printable 'Route to spelling' poster available**

## Adjectives -er and -est

Explain that we are going to add **-er** and **-est** to some adjectives so that we can compare things with each other. Briefly remind children of the rules they already know for adding vowel suffixes.

**Adjective astronauts: (First four demonstrations &/or first three games)**

Look at some adjectives ending in **y**. Model the fact that, as with plurals and third person singular verbs, we need to change the **y** to an **i** before adding the suffix.

**Adjective astronauts: Demonstration - Root words that end in y following a consonant letter**

**Printable example words**

Point out that there aren't very many adjectives that end in a **y** (with a vowel in front) but in that case, as with **grey**, we can just add the suffix.

Show children a selection of adjectives and ask them to decide for each adjective whether to double the final consonant, drop the final **e**, do nothing or change the **y** to an **i** before adding the suffix.

**Adjective astronauts: Games**

**Printable word cards and sorting grids available**

Show children a selection of adjective root words. Model imagining a monster and writing sentences to describe this monster, using comparatives and/or superlatives built from the selection of root words. E.g. *His ears were fluffier than candy floss. His claws were the scariest and sharpest that I have ever seen. He had the stinkiest, slimiest scales but he was much nicer than he looked.* Model thinking aloud about how to add the suffixes to the root words. Ask children to think up their own monster and write sentences to describe it. Swap books / whiteboards / monster description sheets with another child. The other child reads the description and then attempts to draw a picture of what they think the monster would look like. Ask children to deliver the finished picture back to the child who wrote the sentences and also to give them feedback on whether they think the first child correctly added the suffixes to the adjective root words.

**Printable Monster description sheets available**

## Verbs -ing and -ed

Remind children that we add the suffixes **-ed** and **-ing** to change the tense of words. Look at some verbs that end in **y**. Ask children what they would need to do with these words before adding **-ed**. Hopefully children will identify that, the conventions will be similar to the ones that they have met before.

[Verb Vikings: Demonstration - Root words ending in y before a consonant -ed.](#)

[Printable example words available](#)

Next look at adding **-ing**. Show that we can't follow exactly the same convention (changing the **y** to an **i**) when adding **-ing** because it begins with **i** and we would therefore get **ii** in the middle of words. Help children to see that these words would look very wrong and explain that it is pretty unusual to find **ii** in English words. Instead, when adding **-ing** to words ending in **y**, we simply add **-ing** e.g. **hurrying** and **bullying**. Point out that this is an exception to the normal conventions when adding vowel suffixes to words ending in **y** (following a consonant). However, it is really easy to remember and there is nothing particularly confusing about it because the words just look a bit strange and become hard to read if we try to change the **y** to an **i**.

[Verb Vikings: Demonstration - Root words ending in y before a consonant -ing.](#)

[Printable example words available](#)

Ask children to look at a selection of root words and decide for each word whether they need to double the final consonant, drop the final **e**, do nothing or change the **y** to an **i** before adding the suffixes **-ing** and **-ed** to them.

[Verb Vikings: Games](#)

[Printable word cards and sorting grids available](#)

## Consonant suffixes -ment, -ness, -ful, -less, -ly

Look at the suffixes **-ment**, **-ness**, **-ful**, **-less** and **-ly**. Look at the letters that all these suffixes begin with. Explain that previously we have looked at vowel suffixes (suffixes that begin with a vowel). We are now looking at consonant suffixes (suffixes that begin with a consonant). There are slightly different conventions for adding these. Fortunately, they are nice and simple.

Demonstrate adding **-ment**, **-ly**, **-ful**, **-less**, **-ness** to root words, modelling the fact that for most words you simply have to add on the suffixes.

[Connie's consonant suffixes: Demonstrations](#)

[Printable example words available](#)

Demonstrate adding the suffixes **-ment**, **-ly**, **-ful**, **-ness** and **-less** to root words ending in **y**, modelling the fact that the final **y** needs to be changed to an **i**.

[Connie's consonant suffixes: Demonstrations](#)

Show children some root words and ask them to decide whether to do nothing or change the **y** to an **i** before adding one of the consonant suffixes.

[Connie's consonant suffixes: Games](#)

[Printable word cards and sorting grids available](#)

Explore how the suffix **-ly** changes the root word to make it into an adverb that tells you how to do things. Ask children to walk around the room in a proud manner / in a silent manner / in a hasty manner etc. Explain that the suffix **-ly** means – 'in this manner' or 'in this way' so we can give this instruction using fewer words if we say 'Walk proudly. Walk quietly. Walk hastily.'

Choose individual children to use adverbs (ending in **-ly**) to tell the class how to walk around the room.

**Printable sentences available**

Explore the fact that by adding **-ly** to words we can create an adverb to describe how a verb is carried out. Show children a list of possible root words that can be turned into adjectives by having **-ly** added. Give children instruction cards (containing a simple verb – **dance, walk, hop**) and ask children to add an adverb by using one of the root words and adding **-ly** (changing the y to an **i** first if necessary) and then give the instruction card to another child. Ask children to all pretend to be robots and when someone delivers an instruction card to them that has been spelt correctly they have to pretend to do that thing. E.g. **Dance crazily. Hop neatly. Walk slowly.** However, explain that robots/computers etc simply cannot understand and follow programming that has spelling mistakes in it so children should first check the instruction and refuse to follow it there are any mistakes.

**Printable 'Robot adverb instructions' sheets available.**

Look at the suffix **-ful** and establish that it means full of (the root word). Point out to children that even though the word **full** ends with **ll** the suffix **-ful** only has one **l** – this can catch people out. Ask children to suggest ways that they can help themselves and each other to not fall into this trap.

Look at the suffix **-less** and establish that it means without (the root word). Words with the suffixes **-less** and **-ful** can therefore be pretty much the opposite of one another e.g. hopeful, hopeless.

Ask children to create a small monster out of modelling clay, or pipe cleaners or make a simple lolly stick puppet or finger puppet. As they are making them, encourage children to think and talk about what kind of personality and powers their monster has. In pairs, give children sheets of root words that could have the suffixes **-less** and/or **-ful** added. Ask children to try adding one of the suffixes to each root word to see if they can create new words that make sense. Ask them to choose five of the words to describe their monster and see whether they can use them in sentences. Place two large sheets of paper at the front of the classroom (or create areas on the board) one labelled '*Not a real word*' and the other labelled '*I don't know what this means.*' Whilst children are working, if they create a word that they don't think is real or that they think is real but they don't understand, encourage them to come and write it on the appropriate sheet. Talk through the words at the end of the session and agree on which words aren't real and explore the meanings of any unfamiliar words. Model using a dictionary to check.

**Printable word cards available.**

## Apply and assess – suggested activities

Look back through books and find examples of words ending in **-ing/-ed/-er/-est** (tackle one at a time). Keep a score chart of how many correct examples can be found. Correct any that have not been spelt correctly first time.

Read aloud the sentence:

*The monster hadn't got even a single tooth, he had no clues and he did not have a home.*

Ask children to work in pairs to rewrite the sentence and make it shorter by using the suffix **-less**.

Use informal whiteboard spelling tests to determine whether children are correctly spelling the words containing the suffixes tackled in this unit (where the root word ends in y). Choose words based on annotations and observations made throughout the unit showing which words children have struggled with across the unit.

Find opportunities in shared and guided reading and writing to point out (and encourage children to point out) words that have been created using the suffixes and conventions from this unit. When writing, model thinking out loud about how to use what has been learned to spell the words independently.

Throughout the weeks spent on this unit, make it an expectation that all words with a suffix where the root word ended in a y are spelt perfectly. Encourage children to look for mistakes in their own writing and to (kindly) point out to children they are working with if they spot a mistake in spelling these particular words. Celebrate spelling words that have been spelt correctly first time but make a point of also celebrating how good it is to spot mistakes because we can a) correct them and b) learn from them to not make the same mistakes again.

## Applying across the curriculum

See the section of the website on applying across the curriculum for ideas. Try to build in lots of modelling, planned opportunities and support in the learning environment for applying across the curriculum. Without this, it is easy for children to simply forget what they have learned in spelling sessions.