**Year 3 Writing**

**Week 2**

**Lesson 2
LO: To use and spell words with common endings**

**Task:**

Read up to end of P 36 (*“Now for clever trick number three,” said the Enormous Crocodile licking his lips*.)

Answer these questions in your head: What did the Enormous Crocodile do? Who saved the children this time?

These are common endings that you need to know how to spell- they do not have necessarily have a root word so are slightly different to suffixes.

The Y3 endings you are finding today are: -sion, -sure, -ture.

1. Sort the words given into a table with headings **-sion, -sure, -ture.**

2. Try to find three extra words of your own to put in each column.

3. Practise spelling these words (using: ‘**look, say, cover, write, check’ method)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| division | treasure | adventure | decision | creature |
| measure | invasion | pleasure | collision | television |
| picture | nature | confusion | enclosure | furniture |

**Success Criteria:
Look, say, cover, write, check is a method of learning spelling, where children:**

1. Study a word.
2. **Say** it aloud a few times.
3. **Cover** it up with a piece of paper or their hand.
4. **Write** the **spelling** next to the original word.
5. **Check** their version to see if they got it right

**Example**

|  |  |  |
| --- | --- | --- |
| -sion | -sure | -ture |
|  |  |  |
|  |  |  |

**Extra challenge (optional):**

Use some of the words with endings that you listed in sentences to practise their spellings and show you understand their meanings in context. Make the sentences link to the story of the Enormous Crocodile.

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Year 3 Writing

**Steppingstone activity
Lesson 2
LO: To spell and use suffix -es after a word ending in y**

**Task:**

Share the book with an adult or older sibling up to end of P 36 (*“Now for clever trick number two,” said the Enormous Crocodile licking his lips*.)

Answer these questions: What did the Enormous Crocodile do? Who saved the children this time?

A suffix is an ending you add to a root word to slightly change its meaning.

We are going to look at **suffix -es after a word ending in y.**

You change the y into an i and then add the suffix.

**spy +es = spies**

1. Make a table of how these words ending in y are spelt when you add the suffix -es.
2. Try to find three extra words of your own to put in each column.
3. Practise spelling these words (using: ‘**look, say, cover, write, check’ method)**

|  |  |  |  |
| --- | --- | --- | --- |
| fly | try | reply | copy |
| baby | carry | hurry | cry |

**Example**

|  |  |
| --- | --- |
| Root word | + es |
| fly | flies |
|  |  |

**Success Criteria:
Look, say, cover, write, check is a method of learning spelling, where children:**

1. Study a word.
2. **Say** it aloud a few times.
3. **Cover** it up with a piece of paper or their hand.
4. **Write** the **spelling** next to the original word.
5. **Check** their version to see if they got it right

**Extra challenge (optional):**

Write some sentences that use some of your words from the suffix table to show their meanings.