**Year 3 Writing**

**Week 2**

**Lesson 1  
LO: To use and spell words with suffixes**

**Task:**

Read up to end of P 30 (*Toto and Mary ran back to the town as fast as they could*.)

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

Remind yourself of what a **suffix** is (an ending added to a root word that slightly alters its meaning).

In Key Stage 1, you learnt spelling rules to add –ing, -ed, -est, -ful as suffixes. You were taught to double a final consonant (ba**t**/ba**tt**ing) or change y to i (beaut**y**/beaut**i**ful). You also sometimes need to drop a final vowel (mine+ ed=mined).

Write down three words in the section you read today with –ly suffix.

The Y3 suffixes you are finding today are: -ly, -er, -ous.

Make a table and try to find root words that change when suffixes are added. Remember that not all root words can have all suffixes added.

**Success Criteria:**

|  |
| --- |
| 1. Say root words softly to yourself to test if they make sense/sound right with different suffixes. |
| 1. You can look through the book to try to find words with these suffixes. |
| 1. You can look in a dictionary to find words with different suffixes and check spellings. |
| 1. Try to think of ways to remember spelling rules. |
| 1. If you are not sure if a suffix works with a root word try and say it in a sentence to check if you can understand it used in that way. |

**E.g.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Root word** | **-ly** | **-er** | **-ous** |
| danger | x | x | dangerous |
| easy | easily | easier | x |
| x | x | x | fabulous |

Sometimes –ous suffixes do not have an obvious root word so you can include those too.

**Extra challenge (optional):**

Use some of the words with suffixes that you generated in sentences to practise their spellings and show you understand their meanings in context.

**Example:** Toto and Mary did not realise that the coconut tree they were going to climb was dangerous because it was the Enormous Crocodile’s trap.

****

A drawing of a person

Description automatically generatedYear 3 Writing

**Steppingstone activity  
Lesson 1  
LO: To spell and use suffixes –ing, -ed, -er**

**Task:**

Share the book with an adult or older sibling up to end of P 30 (*Toto and Mary ran back to the town as fast as they could*.)

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

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

We are going to look at **suffixes –ing, -ed, -er.**

If you add a suffix you often need to **add an extra letter** (double the final consonant) or **drop a silent e.**

Sad+ er = sadder get + ing = getting rub + ed = rubbed hate + ing = hating

Make a table and try to find root words that change when suffixes are added. Remember that not all root words can have all suffixes added.

**Success Criteria:**

|  |
| --- |
| 1. Choose some simple root words |
| 1. Say root words softly to yourself to test if they make sense/sound right with different suffixes. |
| 1. Try to think of ways to remember spelling rules. |

**E.g.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Root word** | **-ing** | **-ed** | **-er** |
| sad | x | x | sadder |
| rub | rubbing | rubbed | rubber |
| take | taking | x | taker |

**Extra challenge (optional):**

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

**E.g**. The Enormous Crocodile wastakingcoconuts off the ground to make his disguise.