



ADULT GUIDE · SUFFIX FORMS

Build words with ing, ed, er and est

What this pack helps with

Build selected unchanged-root verb and adjective forms, use meaning to choose a suffix and compare them with a clearly labelled short-vowel extension.

Before you begin

An adult reads each instruction and checks that the learner knows the printed root word and sentence meaning.

Pencil. Optional two-colour pencil to mark the root and suffix separately.

How to use evidence

Ask the learner to say the root, build the complete word, underline the suffix and explain the sentence or comparison meaning. Keep the unaided first attempt and choose one fresh recheck.

Print A4 at actual size. Child pages are 2–5; pages 6–7 contain models, rubrics and next steps. Colour is optional.

Limits and source

Year 1 statutory examples add suffixes where the root remains unchanged. The short-vowel doubling task is visibly a site extension and does not create a universal spelling algorithm. DfE national curriculum in England: English programmes of study and English Appendix 1 (OGL v3.0). Original TheLearnDen prompts, word sets and sentences. This is not an official assessment.



SAY · BUILD · EXPLAIN · CHECK

Build words with ing, ed, er and est

Name: _____ Date: _____

1. Add ing

Copy the whole root. Add the suffix and write the complete word.

jump + ing _____

help + ing _____

rain + ing _____

look + ing _____

In these four words the root stays unchanged when ing is added.

2. Add ed

Copy the whole root. Add the suffix and write the complete word.

jump + ed _____

help + ed _____

rain + ed _____

look + ed _____

The written suffix is ed in every printed answer; its spoken ending is not always identical.



SAY · BUILD · EXPLAIN · CHECK

Build words with ing, ed, er and est

3. Use the time clue

Use the time clue. Write the complete past-tense word.

Today I jump. Yesterday I ____.

Today we look. Yesterday we ____.

Now I am helping. Earlier I ____.

Now it is raining. Yesterday it ____.

The sentence fixes the intended form; this is a selected unchanged-root set.

4. Choose ing or ed

Use the whole sentence. Write the complete word.

The child is jump__ now.

☐ ing ☐ ed

We help__ yesterday.

☐ ing ☐ ed

Rain is fall__ now.

☐ ing ☐ ed

I look__ at the map earlier.

☐ ing ☐ ed

Time meaning helps choose the form; these examples do not define every verb tense.



SAY · BUILD · EXPLAIN · CHECK

Build words with ing, ed, er and est

5. Compare two with er

Copy the whole adjective. Add the suffix and write the complete word.

fast + er _____

long + er _____

bright + er _____

cold + er _____

These selected adjectives keep their root unchanged; other comparative spellings need separate teaching.

6. Compare a group with est

Copy the whole adjective. Add the suffix and write the complete word.

fast + est _____

long + est _____

bright + est _____

cold + est _____

These selected adjectives keep their root unchanged; est does not suit every adjective.



SAY · BUILD · EXPLAIN · CHECK

Build words with ing, ed, er and est

7. Site extension: short-vowel doubling

Copy the final consonant once more. Then add the printed suffix.

hop + ing _____

run + ing _____

big + er _____

hot + est _____

Site extension: these short-vowel examples change the root spelling and go beyond the Year 1 unchanged-root statutory wording.

8. Choose the next suffix step

Use the evidence from this pack.

unchanged root used accurately

suffix or root to revisit

meaning clue to practise

fresh word to try

A short supported set cannot establish independent suffix spelling or tense/comparison mastery.



ADULT ANSWERS AND FEEDBACK · 1 OF 2

Use the model, record the evidence

Keep the unaided first attempt. Use each boundary and choose one fresh recheck. Do not total a score.

- 1 jumping; helping; raining; looking**
jumping; helping; raining; looking Copy the complete root, then add ing.
Look for: Keeps every root letter. Adds the suffix in the shown order. **Next:** Use one new unchanged-root verb.
- 2 jumped; helped; rained; looked**
jumped; helped; rained; looked Copy the complete root, then add ed.
Look for: Keeps every root letter. Uses the complete ed spelling even when pronunciation varies. **Next:** Compare one root with its ing form.
- 3 jumped; looked; helped; rained**
jumped; looked; helped; rained Use the time word and write the complete past-tense form.
Look for: Uses sentence meaning. Keeps the root unchanged in these examples. **Next:** Say one present/past pair aloud.
- 4 jumping; helped; falling; looked**
jumping; helped; falling; looked Use the whole sentence; choose the suffix and write the complete word.
Look for: Uses now/earlier/yesterday clues. Checks every root letter. **Next:** Rewrite one sentence with the other time meaning.



ADULT ANSWERS AND FEEDBACK · 2 OF 2

Use the model, record the evidence

Keep the unaided first attempt. Use each boundary and choose one fresh recheck. Do not total a score.

5 faster; longer; brighter; colder

faster; longer; brighter; colder Copy the complete adjective, then add er.

Look for: Keeps the root unchanged. Uses er to compare two in these examples. **Next:** Use one answer in an oral comparison.

6 fastest; longest; brightest; coldest

fastest; longest; brightest; coldest Copy the complete adjective, then add est.

Look for: Keeps the root unchanged. Uses est for the selected group comparison. **Next:** Contrast faster with fastest in two oral sentences.

7 hopping; running; bigger; hottest

hopping; running; bigger; hottest Use the supplied model: copy the final consonant once more before adding the printed suffix.

Look for: Doubles the final consonant in these examples. Keeps the short vowel and complete suffix. **Next:** Return to unchanged-root examples and name the difference.

8 Adult-assessed evidence

Example: wrote helped; revisit raining; use yesterday; try jumping. Record exact first-attempt evidence and one fresh word.

Look for: Separates root preservation from suffix choice. Keeps the extension examples distinct. **Next:** Repeat after a gap without the model.