



ADULT GUIDE · KEEP THIS PAGE

Build words with un- and endings

England national curriculum · Year 1 · word structure

short-vowel doubling is a site extension

What this pack helps with

Build and read words with un-, -ing, -ed, -er and -est, keeping the root spelling unchanged before a clearly marked short-vowel doubling extension.

Start here

The child can read the short root words and can hear a word ending when an adult says it slowly.

Write the root on one card and the word part on another. Push them together, read the new word and explain what changed.

Print and use

Print A4 at actual size (100%). Child pages: **2-6**. Answers and feedback: **7**. Colour is optional; boxes, dashes and labels carry every meaning.

Model page 2 together. Say the completed word naturally, then look back at the root and word part. Accept spoken answers and scribe when handwriting is the barrier.

What to try next

Drops part of the root	Box the unchanged root before adding the word part.
Uses un- as an ending	Place un- before the root and read from left to right.
Mixes -er and -est	Compare two for -er; use -est for the greatest in a group.
Works confidently	Use one built word in an original spoken sentence.

Scope and sources

Year 1 statutory tasks keep the root spelling unchanged. The final short-vowel doubling task is included only as a labelled TheLearnDen site extension; it must not be inferred as the no-change rule. Based on DfE Year 1 English and English Appendix 1 (OGL v3.0). Original TheLearnDen tasks and examples; not an official assessment. Free to print and share.



LEARN TOGETHER · WORD BUILDING

Build words with un- and endings

Name: _____ Date: _____

Try it together

help + ing = helping. The root help stays the same. un + tie = untie; un- means reverse the action here.



Say the rules

un- goes before the root.

Endings go **after** the root.

First, keep the root **unchanged**.

Read the whole new word aloud.



PRACTISE WITH SUPPORT · WORD BUILDING

Add the prefix un-

1 Add **un-** before each root. Read the new word.

un	+	kind	=	_____
un	+	fair	=	_____
un	+	tie	=	_____

2 Build the word, then complete its meaning.

unkind means not _____.

untie means reverse _____.



PRACTISE WITH SUPPORT · WORD BUILDING

Add -ing and -ed

3 Keep the root unchanged. Add **-ing**.

help + ing = _____

root stays

jump + ing = _____

root stays

hunt + ing = _____

root stays

4 Keep the root unchanged. Add **-ed**.

help + ed = _____

root stays

jump + ed = _____

root stays

buzz + ed = _____

root stays



PRACTISE WITH SUPPORT · WORD BUILDING

Use -er and -est

5 Keep the root unchanged. Add **-er**.

help + **er** = _____
root stays

hunt + **er** = _____
root stays

buzz + **er** = _____
root stays

6 Build the comparing word and the greatest-in-a-group word.

quick one	er _____ compare two	est _____ greatest in a group
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CHOOSE AND EXTEND · WORD BUILDING

Choose and extend

7 Use the word part shown to complete each sentence.

The frog is _____ . jump + ing

Mina _____ Dad. help + ed

This is the _____ route. quick + est

8 site extension Double the final letter, then add **-ing**.

run + ing = _____
double the last letter

hop + ing = _____
double the last letter

sit + ing = _____
double the last letter



ADULT ANSWER GUIDE

Answers and next steps

Ask the child to point to the unchanged root and the added word part. Read each answer aloud so spelling and meaning stay connected.

- 1** **unkind, unfair, untie.** un- makes unkind, unfair and untie.
Accept the independently checked spelling plus the child reading the completed word or sentence aloud.
- 2** **not kind, reverse tie.** Unkind means not kind; untie means reverse the action tie.
Accept the independently checked spelling plus the child reading the completed word or sentence aloud.
- 3** **helping, jumping, hunting.** The unchanged roots make helping, jumping and hunting.
Accept the independently checked spelling plus the child reading the completed word or sentence aloud.
- 4** **helped, jumped, buzzed.** The unchanged roots make helped, jumped and buzzed.
Accept the independently checked spelling plus the child reading the completed word or sentence aloud.
- 5** **helper, hunter, buzzer.** The people or things are helper, hunter and buzzer.
Accept the independently checked spelling plus the child reading the completed word or sentence aloud.
- 6** **quicker, quickest.** Quick becomes quicker for a comparison and quickest for the greatest speed in a group.
Accept the independently checked spelling plus the child reading the completed word or sentence aloud.
- 7** **jumping, helped, quickest.** The sentences need jumping, helped and quickest.
Accept the independently checked spelling plus the child reading the completed word or sentence aloud.
- 8** **running, hopping, sitting.** For this site extension, double the final consonant: running, hopping, sitting.
Accept the independently checked spelling plus the child reading the completed word or sentence aloud.

My practice trail



One thing to practise next: _____