

## Year 2 Spelling lesson plan – Summer 1, Week 1 – Adding consonant suffixes

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION (10 mins)	INDEPENDENT WORK (20 mins)	PLENARY (5 mins)
	<p>To learn to spell the suffixes, less, ness, ment and ful</p> <p>To recognise these as consonant suffixes</p> <p>To use the terms 'base word' and 'suffix'</p> <p>To know that when we add a consonant suffix, the base word does not need to change</p> <p>Sum001</p>	<p>Revise the term 'base word' – a base word is a word that makes sense on its own</p> <p>Revise the term 'suffix' – a suffix is added to the end of a base word</p> <p>Give each child a card with either a suffix (e.g. less), a base word (e.g. use) or a base word with a suffix added to it (e.g. useless)</p> <p>Ask them to find their partners (so the children with the cards with use, less and useless all need to find each other and stand together)</p> <p>In turns, have each pair say:</p> <ul style="list-style-type: none"> <li>• 'our base word is ...'</li> <li>• 'our suffix is ...'</li> <li>• 'our new word is ...'</li> </ul> <p>Revise which letters are vowels and which letters are consonants</p> <p>Ask the children to look at their suffix as a group and see if it begins with a vowel or with a consonant (all of the suffixes for today's lesson begin with a consonant)</p> <p>Ask the children to look at the base word in their group (e.g. use) and at the base word with the suffix attached (e.g. useless) and see if the base word is different on each card or is the same (none of today's base words change when the suffix is added)</p> <p>So, when we add a consonant suffix to a base word, the base word does not need to change (unless the base word ends in y, which we cover in a later lesson)</p> <p>Revise that a good way to spell words when they have a suffix is to spell the base word first and then add the suffix</p> <p>Model how to do this for each word for today's lesson, emphasising:</p> <ul style="list-style-type: none"> <li>• that we spell the base word, then add the suffix</li> <li>• that we say the word, then the letters as we write e.g. 'useless, U S E L E S S'</li> </ul> <p>Model for children how to complete today's 'Look, Say, Cover, Write, Check' worksheet</p>	<p>Children to complete a 'Look, Say, Cover, Write, Check' worksheet with 9 words with today's suffixes</p> <p>Ext – children to make up and write sentences of their own, with each sentence containing a word with today's suffix</p>	<p>Dictate the following sentences for the children to write:</p> <p>1) Be careful, that plate is fragile!</p> <p>2) A ball that has burst is useless.</p> <p>3) Which people made the agreement?</p> <p>After each sentence, show it to children on the IWB and ask them to check their work for:</p> <ul style="list-style-type: none"> <li>• capital letter</li> <li>• finger spaces</li> <li>• punctuation</li> <li>• spelling</li> </ul>

## Year 2 Spelling lesson plan – Summer 1, Week 2 – Changing y to i with consonant suffixes

DAY	We Are Learning To (WALT):	MODEL / INTRODUCTION (10 mins)	INDEPENDENT WORK (20 mins)	PLENARY (5 mins)
	<p>To learn to spell the suffixes, less, ness, ment and ful</p> <p>To recognise these as consonant suffixes</p> <p>To use the terms 'base word' and 'suffix'</p> <p>To know that when we add a suffix to a word ending in y, we need to change the y to i</p> <p>Sum002</p>	<p>Revise the term 'base word' – a base word is a word that makes sense on its own</p> <p>Revise the term 'suffix' – a suffix is added to the end of a base word</p> <p>Give each child a card with either a base word (e.g. mercy), a suffix (less) or a base word with a suffix added to it (e.g. merciless)</p> <p>Ask them to find their partners (so the children with the cards with mercy, less and merciless all need to find each other and stand together)</p> <p>In turns, have each pair say:</p> <ul style="list-style-type: none"> <li>• 'our base word is ...'</li> <li>• 'our suffix is ...'</li> <li>• 'our new word is ...'</li> </ul> <p>Revise which letters are vowels and which letters are consonants</p> <p>Ask the children to look at their suffix as a group and see if it begins with a vowel or with a consonant (all of the suffixes for today's lesson begin with a consonant)</p> <p>Ask the children to look at the base word in their group (e.g. mercy) and at the base word with the suffix attached (e.g. merciless) and see if the base word is different on each card or is the same (the letter y is changed to the letter i in each word)</p> <p>So, when we add a consonant suffix to a base word ending with the letter y, we need to change the letter i to the letter y</p> <p>Revise that a good way to spell words when they have a suffix is to spell the base word first and then add the suffix</p> <p>Model how to do this for each word for today's lesson, emphasising:</p> <ul style="list-style-type: none"> <li>• that we spell the base word, then add the suffix</li> <li>• that we say the word, then the letters as we write e.g. 'merciless, M E R C I L E S S'</li> </ul> <p>Model for children how to complete today's 'Look, Say, Cover, Write, Check' worksheet</p>	<p>Children to complete a 'Look, Say, Cover, Write, Check' worksheet with 9 words with today's suffixes</p> <p>Ext – children to make up and write sentences of their own, with each sentence containing a word with today's suffixes</p>	<p>Dictate the following sentences for the children to write:</p> <p>1) Should I feel happiness or emptiness?</p> <p>2) Merciless and pitiless are the same.</p> <p>3) Their watches are all so beautiful!</p> <p>After each sentence, show it to children on the IWB and ask them to check their work for:</p> <ul style="list-style-type: none"> <li>• capital letter</li> <li>• finger spaces</li> <li>• punctuation</li> <li>• spelling</li> </ul>

To access the remaining lesson plans, and every resource needed to teach each lesson, visit

<http://www.saveteacherssundays.com/spelling/year-2/207/year-2-spelling-planning-summer-1/>



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