

## Teacher notes

# Year 2 Vocabulary: Diary from the Great Fire of London

To use adjectives ending in the suffixes *-er* and *-est*

In this lesson, pupils will add the suffixes *-er* and *-est* to words, learning spelling rules where needed. They will begin to understand how they can be used to make comparisons between two or more objects or people. They will then use words ending in these suffixes in their own sentences and write sentences that contain words with these suffixes that are dictated by an adult.

**This pack includes:**

- › Teacher slides
- › Word cards
- › Adding suffixes worksheet
- › Dictation sentences

### Revisit

Display the letters on [slide 3](#). Can pupils name the letters and write them as capitals? Model forming capital letters correctly, including reminding pupils that capital letters are tall.

### Teach

Explain that suffixes are groups of letters that are added to the end of words. The words that the suffixes are added to is called the root word. Show pupils [slide 4](#) and introduce that they will be looking at the suffixes *-er* and *-est* and that words ending in these suffixes are used to compare things. Model how the words can be used to compare,

for example: The red pencil is bigger than the blue one, but the yellow pencil is the biggest.

Using [slide 5](#) show pupils words with the suffix *-er* and *-est* added. Explain that the words are examples of adjectives and that for many words, we just add the suffix. Can pupils compose sentences that include these adjectives? Can they create a sentence that compares objects? Explain that for other words, we need to apply spelling rules when we add these suffixes to words. These rules are the same as when we add the suffix *-ed*. Do pupils know any of the rules?

[Slide 6](#) explains the rule when words end in the letter ‘e’. Examples of words where this rule should be applied are displayed on the slide. Encourage pupils to orally compose sentences ending in the suffixes being taught.

[Slide 7](#) introduces the rule when words end in the letter ‘y’. Examples of words where this rule should be applied are displayed on the slide. Encourage pupils to orally compose sentences ending in the suffixes being taught.

[Slide 8](#) introduces the rule that should be used when the word ends in a consonant after a short vowel sound (for example **hot** or **big**). Examples of words where this rule should be applied are displayed on the slide. Encourage pupils to orally compose sentences ending in the suffixes being taught.

[Slides 9 – 12](#) have examples of verbs displayed. Pupils should decide which rule they should apply when adding the suffix *-er* and *-est* to the words and write these in books or on a mini whiteboard. The answers are displayed on each slide.

Activity	Teaching points	Notes
1) Adding suffixes (shown on <a href="#">slide 13</a> )	<ul style="list-style-type: none"> <li>➤ Pairs should sort the <b>word cards</b>, deciding which rule should be applied when adding <i>-er</i> or <i>-est</i> to the word.</li> <li>➤ Pupils should write the words, adding the suffixes to them, applying the spelling rules taught.</li> </ul>	
2) Adding suffixes worksheet (shown on <a href="#">slide 14</a> )	<ul style="list-style-type: none"> <li>➤ Pupils will add the suffixes <i>-er</i> and <i>-est</i> to the words given on the <b>sheet</b> and write sentences including words of their choice with the suffix <i>-er</i> or <i>-est</i> added.</li> </ul>	
3) Dictation	<ul style="list-style-type: none"> <li>➤ An adult should read the <b>words and sentences provided</b> to a group or class, allowing enough time for pupils to write the word or sentence, using their knowledge of phonics and the spelling rules taught.</li> <li>➤ Each word or sentence should be repeated several times for the pupils.</li> </ul>	