

Recognising '-ing', '-ed', '-er'

1. Underline the words with the suffix 'ing', 'ed' or 'er'.

shout

helper

look

shouted

looking

help

3. Choose the correct words to complete the sentence.

The pirate was _____ as he
_____ the deck of the ship.

singing cleaned

cleaning singer

2. Circle the words with a suffix in the sentence below.

They looked at the map and then
walked across the sand.

4. Pirate Sam has been adding suffixes to words. Is he correct?

reader

reading

readed

Explain how you know.

5. Write a sentence to tell the captain what job each pirate has done.



cleaned



cooked



helped

Exclamation or Full Stop?

1. Circle the sentence that needs an exclamation mark.

A. Look, a map

B. The parrot sat in a tree

3. Use the word bank to write a sentence with an exclamation mark.

can	I	see
gold	.	!

2. Complete with an exclamation mark or a full stop.

A. We looked at the map

B. We are lost

C. Oh no

4. Complete the sentence below using the correct punctuation.



Look _____

5. The children can see a pirate ship. Write a sentence using an exclamation mark (!) for each child.







Commands with Exclamations

1. Tick the commands below.

A. Do you like it?

B. Be careful!

C. Stand up!

3. Use the word bank to write a command with an exclamation mark.



on sit ! chair your

2. Sort the sentences below.

Command	Not a command

A. He is asleep.

B. Sit still!

4. Change the sentence below into a command with an exclamation mark.

Please get me a drink.

5. The pirate captain has a list of jobs for his crew to do. Write a command for each job. Use an exclamation mark (!) at the end of each command.







Answers

English – Using ‘-ly’ (page 10)

This step refers to using **adverbs**. An **adverb** is type of word that gives more information about a verb. It can tell you how, when, where or how often. Some examples include slowly, yesterday, regularly.

Question 1 – In this question there are 4 words. Children must read each word and decide whether it could be come an adverb if -ly was added to it.

The words **sad** and **quick** can both become adverbs; **sadly** and **quickly**.

Question 2 – There are 2 sentences that include an adverb. Children must identify which one uses an adverb correctly and tick the corresponding box. Children should read each sentence to determine which one makes sense.

The correct sentence is '**The snail moved slowly.**'

Question 3 – There are 5 words that end in -ly. Children must decide which one is not an adverb. It may help children to say each word in a sentence to decide if it is an adverb.

The word that is not an adverb is **bookly**.

Question 4 – This question gives 3 adjectives. Children are asked to decide which adjective can become an adverb by adding an -ly ending. They can write the correct adverb in the space provided.

Quick will become the adverb **quickly**.

Question 5 – In this question, children are asked to chose the correct word to change to an adverb and complete the sentence. They can use the example as support.

The answers are as follows: **2. bravely; 3. quickly; 4. quietly.**

English – Recognising '-ing', '-ed' and '-er' (page 7)

This step refers to using a **suffix**. A **suffix** is a group of letters that is added to the end of a root word, changing or adding to its meaning.

Question 1 – There are 6 words, children are asked to read each word and underline those that have the suffix 'ing', 'ed' or 'er'.

Children should underline **looking**; **helper** and **shouted**.

Question 2 – Children are asked to read the given sentence and circle the words that include a suffix. Encourage children to look out for words ending in 'ing', 'ed' or 'er'.

The words **looked** and **walked** should be circled.

Question 3 – This question gives a sentence with 2 missing words that children are asked to fill in using words from the word bank. The word bank includes the root words 'clean' and 'sing' with different suffixes. Children should select the correct words to ensure the sentence make sense.

The completed sentence is as follows: The pirate was **singing** as he **cleaned** the deck of the ship.

Question 4 – In this question, the root word 'read' has had the 3 suffixes 'er', 'ed' and 'ing' added to it. Children must determine whether or not the words are correct and explain their answer.

The words 'reader' and 'reading' are both correct. **'Readed' is incorrect as this does not make sense, the correct past tense verb would be 'read'.**

Question 5 – This is a writing prompt in which children can use the given words to create their own sentences using words ending in suffixes. Children are asked to write 3 sentences that include the given 'ed' words. Children should take care with their handwriting and sentences should be punctuated with capital letters and full stops.

English – Exclamation of Full Stop? (page 9)

Question 1 – This question gives 2 sentences with missing punctuation. Children are asked to identify the sentence that needs an exclamation mark to complete it. It may help children to say each sentence out loud to understand the tone of each sentence.

The sentence that needs an exclamation mark is **A – Look, a map!**

Question 2 – There are 3 sentences, each with missing punctuation. Children must read each sentence and determine whether it should be completed with a full stop or an exclamation mark. The missing punctuation should be written in the corresponding box.

The boxes should be completed as follows: **A. We looked at the map.;** **B. We are lost!;** **C. Oh no!**

Question 3 – Children are asked to write a sentence using the word bank provided. The word bank includes a full stop and an exclamation mark so children can determine which is the most suitable to complete the sentence.

The sentence should say **'I can see gold!'**.

Question 4 – In this question, children must complete the sentence, using the picture as support. Children can choose their own sentence, which will determine whether their sentence requires a full stop or an exclamation mark.

There are various answers to this question. An example is **'Look, a huge shark is swimming towards the ship!'**.

Question 5 – This is a writing prompt in which children can use the given words to create their own sentences that end in an exclamation mark. Encourage children to say out loud what they would say if they were to see a pirate ship to help develop their ideas. Children should take care with their handwriting and sentences should be punctuated with capital letters and exclamation marks.

English – Commands with Exclamations (page 5)

Question 1 – There are 3 sentences given, children are asked to tick all sentences that are a command. Children may find it helpful to look at the punctuation of each sentence to determine their answer.

B and **C** are both commands. **A** is a question.

Question 2 – Children are asked to sort the 2 given sentences into the table. They can do this by writing the corresponding letter in the correct column.

A is not a command; B is a command.

Question 3 – In this question, there is a word bank that children must use to create a command. They can do this by rearranging the words and punctuation in the word bank.

The command is '**Sit on your chair!**'.

Question 4 – This question gives a command, however it needs to be changed to a command with an exclamation. Commands with exclamations are required to have more urgency.

Children should write the command as '**Get me a drink!**'.

Question 5 – This is a writing prompt in which children can use the given words to create their own commands with an exclamation. Children are asked to write 3 commands and must include an exclamation mark to punctuate. Encouraging children to say each command out loud may help them to develop their ideas.