

Sequence 6

LO: Understand rules for applying suffixes beginning with consonant letters: -ment, -less, -ful, -ness

**Sequence 6
Y4 Adding consonant suffixes**

The list of root words and suffixes can be paired together to create words that Year can use and apply in their writing:

ful	experi	ful	happi
ful	merry	ful	sweet
ful	loneli	ful	worth
ful	enjoy	ful	end
ment	taste	ment	wish
ment	blame	ment	grate
ment	hope	ment	treat
ment	speech	ment	serious

ness	resent	ness	wonder
ness	respect	ness	use
ness	care	ness	peace
ness	beauti	ness	entertain
less	home	less	kind
less	thick	less	encourage
less	decisive	less	embarrass
less	success	less	bright

Sequence 7

LO: Understand rules for applying suffixes beginning with consonant letters: adding -ly

**Sequence 7
Y4 Adding -ly**

This sequence focuses on adding the consonant suffix -ly to words.

Do children remember what happens before the addition of a suffix when a word ends with a y? Discuss trying to spell baby plus s, or try plus -ed. What do we do? What do they notice?

Remind your child that if a suffix starts with a consonant letter, it is added straight onto most root words, without any change to the last letter of the word.

Ask what the suffix -ly does to root words (changes them into adverbs).

Exceptions to the -ly suffix:

- 1) Root words ending in y: if the root has more than one syllable, you change the y to an i before adding -ly, e.g. happy > happily, noisy > noisily, greedy > greedily. Check that your child is able to manipulate words in this way.
- 2) If the root word ends with -le, the -le is changed to -ly, e.g. gently, simply, humbly, nobly.
- 3) If the root word ends with -ic, -ally is added rather than just -ly, except in the word publicly. What happens when words already end in l, e.g. comical or final? You still add -ly, so you end up with a double l, e.g. finally, comically, basically, frantically, dramatically.
- 4) The words truly, duly, wholly.

Use a list of mixed roots such as: sad, happy, true, quick, merry, final, careful, gentle, magic, noisy, slow, humble. Children to decide how they will add -ly. Talk about how they made their decision.

LO: To explore the suffix *-ation*

**Sequence 8
Y4 Words ending in *-ation***

Revise what we have already learned in Y3/4 about endings that sound like “shun”, spelt -tion, -sion, (-ssion, -cian) and remind them that **-tion** is the most common spelling. It is used if the root word ends in t or te. Words ending in **-tion** are generally nouns. NB: Statutory word list words: **mention, position, question**.

Remind your child that nouns ending in -tion often have a related verb. Show how to add the addition of -tion to show the change, e.g. invent > invention. Invite children to turn verbs into nouns by adding -tion: inject, act, hesitate, complete (invention, injection, action, hesitation, completion)

Discuss that the suffix **-ation** is also added to verbs to form nouns. Show the adding of this suffix to various words, e.g. inform > information, decorate > decoration, adore > adoration, sense > sensation, prepare > preparation, admire > admiration, inflate > inflation, locate > location, generate > generation, consider > consideration.

Remind your child that the rules already learnt (e.g. about dropping e) still apply.

- Ask your child to sort words according to whether they have -tion / -ation endings.
- Give examples of verbs, to which they must add either -tion or -ation. Can they generate even more?
- Invite your child to think of an -ation word to match a given definition, e.g. a place (location), something you might put on the Christmas tree (decoration), a feeling (sensation).