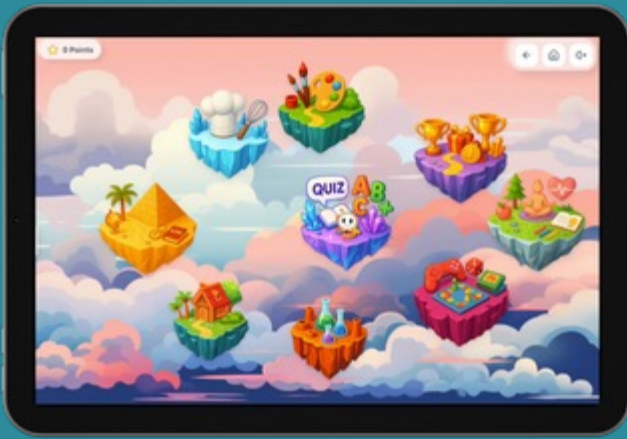


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Spelling Changes with a Reason Year 2

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Teaching overview

Purpose and success

Learners choose and explain a spelling when -ing joins a familiar base. By the end, they build, read and write a fresh word and give a reason tied to the base ending.

Bounded generalisation

For the taught single-silent-e bases, remove the final e before -ing: make/making and hope/hoping. Keep ee in see/seeing and agree/agreeing. If there is no final e, add -ing: play/playing and rain/raining. Read the result in a sentence to check meaning.

Before starting

Ask learners to complete make + ing and hope + ing without showing answers. Ask what they noticed. Record a specific misconception. Review only the insecure prerequisite: a complete base, an ending and a familiar meaning.

Equipment

Display, worked model cards, guided/core/transfer sheets, twelve challenge cards, word-part tiles, counters or clips, pencils, assessment and rubric. Allow oral explanation before writing when motor demand hides the spelling idea.

Lessons 1-3

Lesson 1 · Retrieve and contrast · 30-40 min

Use the display and first worked cards. Model make/making and see/seeing. Partners explain one contrast with cards. Ask every learner to name the base and say what happens to its ending. Record any “drop every e” claim.

Lesson 2 · One final e · 30-40 min

Revisit only an insecure entry item. Model hope/hoping and bake/baking. Complete the guided sheet with verbal think-alouds, then ask for an independent changed-condition example. Check a written word and a specific reason.

Lesson 3 · What stays · 30-40 min

Demonstrate a full game turn with see/seeing, including how a partner corrects a wrong answer. Learners complete the core sheet and play the explanation game. Listen for a reason on every turn, not a guess or luck.

Short practice bursts

Break sessions into 8–12-minute modelling, partner and independent bursts. Use oral rehearsal and tiles before extended writing as needed. Keep meaning visible through the model-card sentences.

Lessons 4-5 and assessment

Lesson 4 · Select and explain · 30-40 min

Use the transfer sheet and both mixed rehearsal pages. Compare a final-single-e base with a no-e or ee base. Have learners repair the incorrect see + ing claim. Give one precise correction, then ask for a fresh application.

Lesson 5 · Independent transfer · 30-40 min

Recall success criteria without displaying model answers. Give the mixed assessment independently. Learners write two sentences and explain two different decisions. Use the rubric to record actual evidence and a next teaching step.

Different routes

Support: oral base, word tiles and fewer tiles at one time. Core: the full mixed set with sentence use. Extension: a new family member and a counterexample with a justified correction. Keep the same target for every route.

Marking and response modes

Credit correct spellings with the specific base-ending reason. An oral or typed explanation can show the same concept. Do not mark down accepted dialect or a justified alternative sentence. Use the red answer pages after each student page; the game checks against the worked cards.

Check the base before adding **-ing**

make + **ing** = **making** 

hope + **ing** = **hoping** 

see + **ing** = **seeing** 

PREVIEW

A base ending in one silent e usually
loses that e before **-ing**.

A base ending in ee keeps both e letters.

Spelling Changes with a Reason

drop one final e

make + **ing** = **making**

Do you drop the final e
before adding ing?

Mum is **making** lunch.



Spelling Changes with a Reason

drop the final e

hope + **ing** = **hoping**

Do you drop the final e
before adding ing?

I am **hoping** for sunshine.



Spelling Changes with a Reason

no final e to drop

play + **ing** = **playing**

Do you drop the final e
before adding ing?

We are **playing** outside.



Spelling Changes with a Reason

drop one final e

bake + ing = baking

Dad is baking bread.

Does the word end with a silent e?



Spelling Changes with a Reason

drop one final e

smile + ing = smiling

The baby is smiling.

Does the word end with a silent e?



Spelling Changes with a Reason

keep ee

see + ing = seeing

I am seeing a bird.

Does the word have ee that stays?



drop one final e

ride + ing = riding

What happens to the final e?

We are riding bikes.



drop one final e

dance + ing = dancing

What happens to the final e?

They are dancing.



no final e to drop

rain + ing = raining

Is there a final e to drop?

It is raining today.



keep ee

What happens
when we add ing?

agree + **ing** = **agreeing**

We are agreeing on a game.



drop one final e

What happens
when we add ing?

wave + **ing** = **waving**

She's waving.



no final e to drop

What happens
when we add ing?

jump + **ing** = **jumping**

The dog is jumping.



Name: _____

Suffix decision trail — guided

Look at the end of the base. Write the word. Explain your choice.

Check the base ends with:

☐

one final e

☐

ee

☐

no final e

1 make + ing

Word: _____

Reason: _____

2 see + ing

Word: _____

Reason: _____

3 hope + ing

Word: _____

Reason: _____

4 play + ing

Word: _____

Reason: _____

PREVIEW

Name: **ANSWERS**

Suffix decision trail — guided

Look at the end of the base. Write the word. Explain your choice.

Check the base ends with:

☐

one final e

☐

ee

☐

no final e

1 make + ing

Word: **making**

Reason: **One final e is dropped before -ing.**

2 see + ing

Word: **seeing**

Reason: **The base ends in ee, so both e letters stay.**

3 hope + ing

Word: **hoping**

Reason: **One final e is dropped before -ing.**

4 play + ing

Word: **playing**

Reason: **There is no final e to drop.**

Name: _____

Suffix decision trail — decide

Build each word with -ing. Write a sentence for two words. Explain two of your choices.

1. bake + ing = _____



2. rain + ing = _____



3. smile + ing = _____



4. agree + ing = _____



5. ride + ing = _____



6. dance + ing = _____



Write a sentence for one of your words.

Write a sentence for another of your words.

Explain one of your choices.

Explain another of your choices.

Name: _____ **ANSWERS**

Suffix decision trail – decide

Build each word with -ing. Write a sentence for two words. Explain two of your choices.

1. bake + ing = **baking**



2. rain + ing = **raining**



3. smile + ing = **smiling**



4. agree + ing = **agreeing**



5. ride + ing = **riding**



6. dance + ing = **dancing**



Write a sentence for one of your words.

Dad is baking bread.

Write a sentence for another of your words.

It is raining today.

Explain one of your choices.

bake ends in one final e, so drop it before -ing.

Explain another of your choices.

agree ends in ee, so keep both e letters.

Name: _____

Suffix decision trail – transfer

Build each new word. Use it in a natural sentence. Explain why the spelling changes or stays.

① wave + ing

Word: _____

Sentence: _____

Reason: _____

② save + ing

Word: _____

Sentence: _____

Reason: _____

③ free + ing

Word: _____

Sentence: _____

Reason: _____

PREVIEW

Name: **ANSWERS**

Suffix decision trail – transfer

Build each new word. Use it in a natural sentence. Explain why the spelling changes or stays.

① wave + ing

Word: **waving**

Sentence: **She is waving to her friend.**

Reason: **wave ends in one final e, so drop e before -ing.**

② save + ing

Word: **saving**

Sentence: **I am saving my drawing.**

Reason: **save ends in one final e, so drop e before -ing.**

③ free + ing

Word: **freeing**

Sentence: **We are freeing the bird.**

Reason: **free ends in ee, so both e letters stay.**

Explain the exception – partner game

1 You need:

12 challenge cards, the 12 worked model cards, word-part cards, 2 counters, pencil.



2 Set up:

Place challenge cards face down.
Keep worked model cards face down as the checking key.



3 Your turn:

Draw one challenge.
Say the base.
Build the -ing word.
Explain whether one final e drops, ee stays, or there is no final e to drop.

Say it
Build it
Explain it!

4 Check:

Turn over the matching model card.
If spelling and reason are correct, take one point.
If not, correct it together and read the sentence.



5 Finish:

Play all 12 cards.
Each partner tells one rule and one contrast.

One
rule ...

One
contrast ...

Worked turn:

see

+

ing

=

seeing

Reason: The base ends in ee, so both e letters stay.

1

make + ing



Word: _____

Reason: _____

2

play + ing



Word: _____

Reason: _____

3

hope + ing



Word: _____

Reason: _____

4

see + ing



Word: _____

Reason: _____

5

bake + ing



Word: _____

Reason: _____

6

rain + ing



Word: _____

Reason: _____

7.

smile + ing



Word: _____

Reason: _____

8.

ride + ing



Word: _____

Reason: _____

9.

agree + ing



Word: _____

Reason: _____

10.

dance + ing



Word: _____

Reason: _____

11.

wave + ing



Word: _____

Reason: _____

12.

jump + ing



Word: _____

Reason: _____

PREVIEW

Explain the exception — word-part tiles

Cut out the tiles. Use them to make -ing words and talk about the spelling.

make

play

hope

see

bake

rain

smile

ride

agree

dance

wave

jump



-ing

-ing

-ing

-ing

-ing

-ing

-ing

-ing

-ing

-ing

-ing

-ing

Mixed decision rehearsal – at the park

Name: _____

At the park, Mia is _____ (wave + ing)
to her friend. The dog is _____
(jump + ing).



Write the two completed words in the story. Then write your own sentence using one of them.

Explain why one base changes but the other does not.

Mixed decision rehearsal — at the park

Name: ANSWERS

At the park, Mia is waving (wave + ing)
to her friend. The dog is jumping
(jump + ing).



Write the two completed words in the story. Then write your own sentence using one of them.

Mia is waving to her friend. The dog is jumping.

The dog is jumping over a log.

Explain why one base changes but the other does not.

wave ends in one final e, so we drop e before -ing.

jump has no final e to drop.

Name: _____

Mixed decision rehearsal — repair a claim

A learner's claim to check:

'Every word with e at the end loses e before -ing.
So see + ing = seing.'

This claim contains an error.

1. Write the correct word for *see + ing*.

2. Explain why the claim is wrong. Give the exact condition.

3. Use *save + ing* in a complete sentence. Explain its spelling.

PREVIEW

Name: ANSWERS

Mixed decision rehearsal — repair a claim

A learner's claim to check:

'Every word with e at the end loses e before -ing.
So see + ing = seing.'

This claim contains an error.

1. Write the correct word for *see + ing*.

seeing

2. Explain why the claim is wrong. Give the exact condition.

The base see ends in ee, so both e letters stay before -ing.
The rule about one final silent e does not apply.

3. Use *save + ing* in a complete sentence. Explain its spelling.

I am saving my drawing. save ends in one final e, so e drops
before -ing.

Mixed decision transfer — assessment

Name: _____

Work on your own. Build each -ing word. Check the end of each base.
Write a sentence for two words. Explain two different decisions.

1. move + ing = _____

2. free + ing = _____

3. play + ing = _____

4. shine + ing = _____

Sentence 1:

Sentence 2:

Reason for one word that changes:

Reason for a word that stays:

PREVIEW

Mixed decision transfer — assessment

Name: ANSWERS

Work on your own. Build each -ing word. Check the end of each base.
Write a sentence for two words. Explain two different decisions.

1. move + ing = moving

2. free + ing = freeing

3. play + ing = playing

4. shine + ing = shining

Sentence 1:

The car is moving slowly.

Sentence 2:

I am shining my torch.

Reason for one word that changes:

move ends in one final e, so drop e before -ing.

Reason for a word that stays:

free ends in ee, so both e letters stay before -ing.

Learning evidence rubric — spelling changes

Name: _____

Date: _____

Criterion	Needs teaching	Developing with support	Target met independently
Concept / accuracy	Uses an incorrect spelling condition.	Chooses familiar cases with a prompt; contrast insecure.	Selects correct spelling for a new case.
Application / procedure	Cannot build the word yet.	Builds with a model or prompt.	Builds and uses the word independently.
Reason / evidence	Gives a guess or a rule name only.	Names a detail: connection needs a prompt.	Explains using the base ending and -ing.
Transfer / communication	Response unclear or does not transfer.	Explains familiar cases with support.	Uses and explains a new word in a sentence.

Evidence I observed:

Next teaching step:

Spelling Changes with a Reason





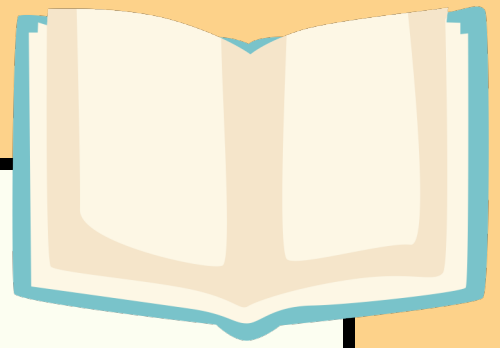
Our learning goal

Choose the correct -ing ending and explain why.

Try these before the lesson: make + ing; see + ing.

Say what you already know. We will return to your thinking.





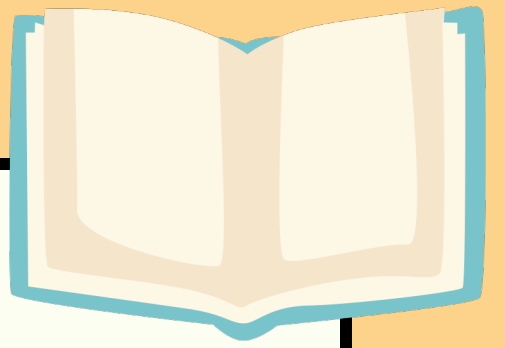
Words we will use

A base is the complete word before we add -ing.

A suffix is an ending with a job.

Check meaning and the new ending. An exception needs a reason.





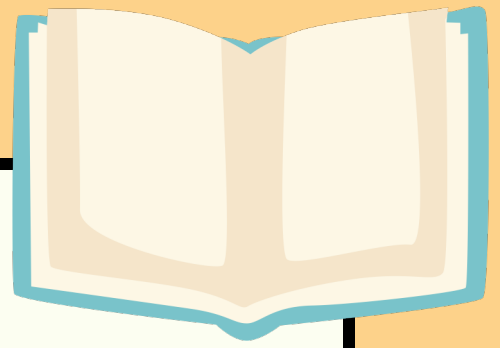
Check the base

make + ing = making hope + ing = hoping.

The one silent e drops before -ing.

see + ing = seeing. Both e letters stay.





One final e drops

make is the base. It ends in one silent e.

Remove the e, then add -ing: making.

Mom is making lunch.





A contrast matters

see + ing = seeing. The base ends in ee.

Keep both letters. I am seeing a bird.

play + ing = playing. There is no final e to drop.





Pause and decide

Build here.

What is the end of the base?

Write the new word and tell a partner why.





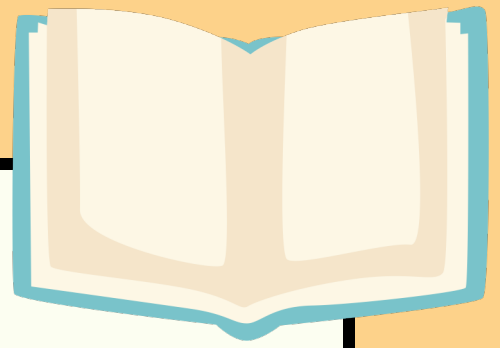
Explain the decision.

hope + ing = hoping.

hope ends in a silent e. Remove e before -ing.

I am hoping for sunshine.





Try a new base

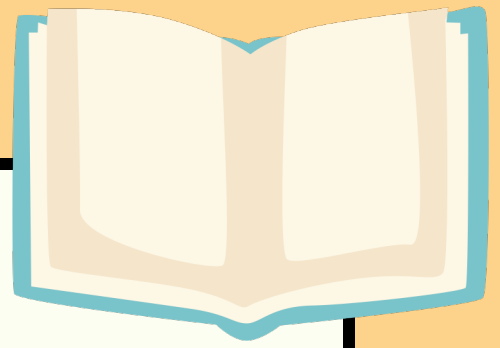
bake + ing = baking. She is baking bread.

rain + ing = raining. It is raining today.

Which one ends in one final e?



A complete game turn



Draw smile + line. Say the base.

Build smiling and explain: one final e drops.

Check the worked model card and read its sentence.





Your game turn

Build *ice* + *ing* on *ride* + *ing*.

Explain why the spellings differ.

Check each result with a worked model card.





Correct the claim

Claim: Every final e appears before -ing.

Counterexample: see + ing = seeing.

The base has e. The pre-final-e condition does not apply.





Transfer in a sentence

build word ending.

Use the word in a natural sentence.

Explain how the prefix and suffix made your spelling.





Choose your route

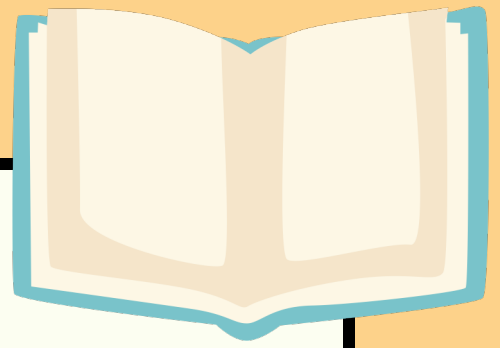
Support: say the base number and use word tiles.

Core: discuss across mixed examples.

Extension: build a new number and explain a counterexample.



Independent assessment



Build each -ing word without the model cards.

Write two sentences and explain two different decisions.

Use what the base actually shows.



Reflect on your evidence



Which condition did you check?

Give one reason and the exact reason.

What will you practise next?





Use the same method

Check the complete base.

Choose whether the final e drops, ee stays, or no e drops.

Read the new word in a sentence and explain its meaning.





Well done!
Explain your choice.



PREVIEW

Spelling Changes with a Reason





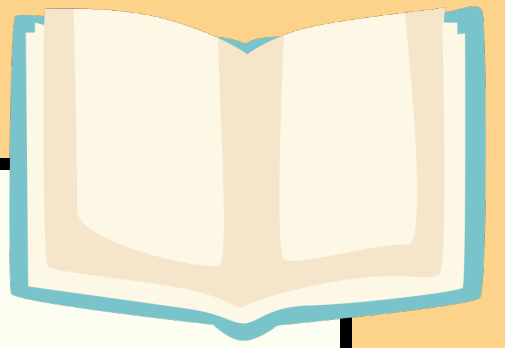
Question 1

Which do you make + ing become?



PREVIEW

Answer 1



making. make ends in one silent e, so drop e before -ing.



Question 2



What does -ce + ing become? Explain.

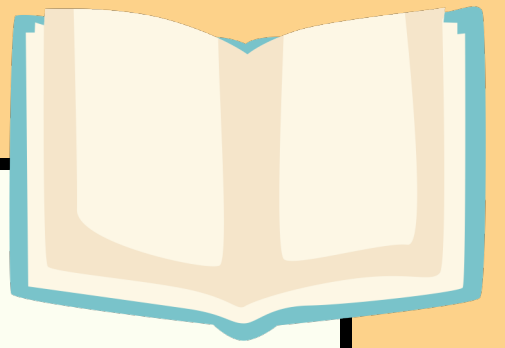




Answer 2

seeing. The two e sounds in ee, so both e letters stay.





Question 3

But I say + ing and explain.





Answer 3

playing may has no final e to drop.





Question 4

Build knowledge. Use it in a sentence.

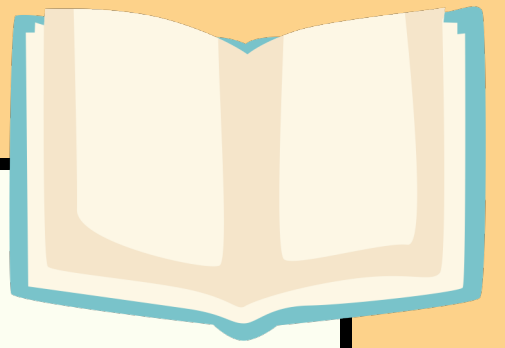




Answer 4

baking. One finds a group. Sample: Dad is baking bread.





Question 5

Build rain forest. What condition changed?



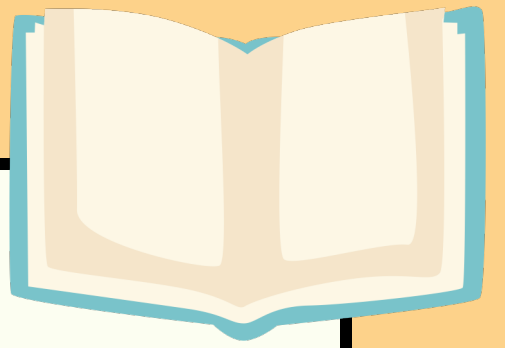


Answer 5

raining rain has no final e to drop, unlike bake.



Question 6



A learner writes seing. What is wrong?



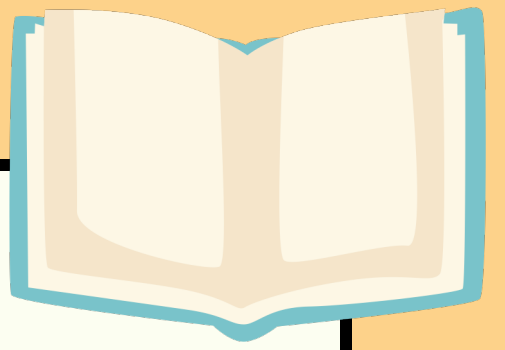
PREVIEW



Answer 6

seeing is correct because it ends in ee. Keep both e letters.





Question 7

Build a sentence + ing. Give a reason.



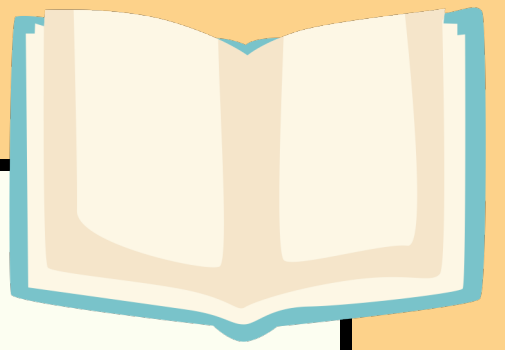
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Answer 7

smiling. smile ends in one final e, so drop e before -ing.

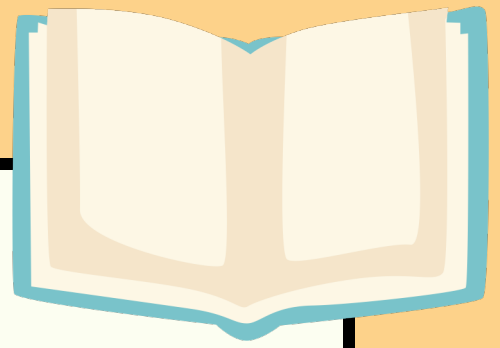




Question 8

Complete the sentence + ing and see + ing.





Answer 8

hoping drops on final e. seeing keeps ee. Both use -ing.





Question 9

Build a sentence using we + ing in a sentence.



PREVIEW



Answer 9

waving. She is waving to her friend.





Question 10

Why is *writing* spelled that way?



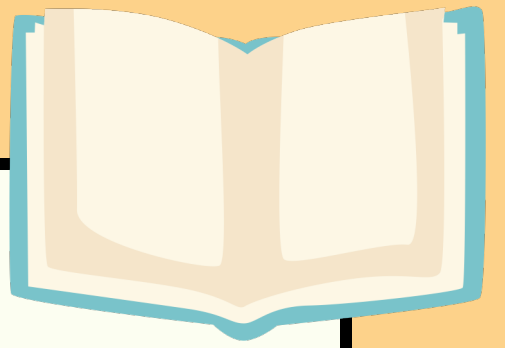
PREVIEW



Answer 10

wave ends in a final e. Drop e, then add -ing.





Question 11

Is “Every word ending in e drops e” true?



PREVIEW

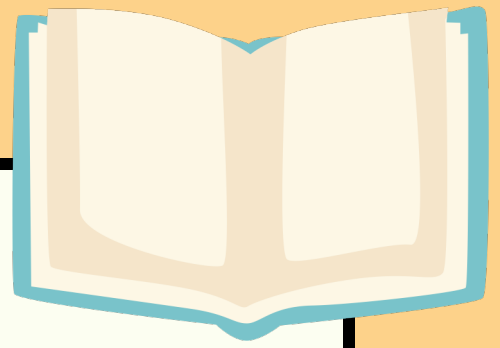


Answer II

No. see + ing = seeing. The base ends in ee, so both e letters stay.



Question 12



Build model using and explain your choice.





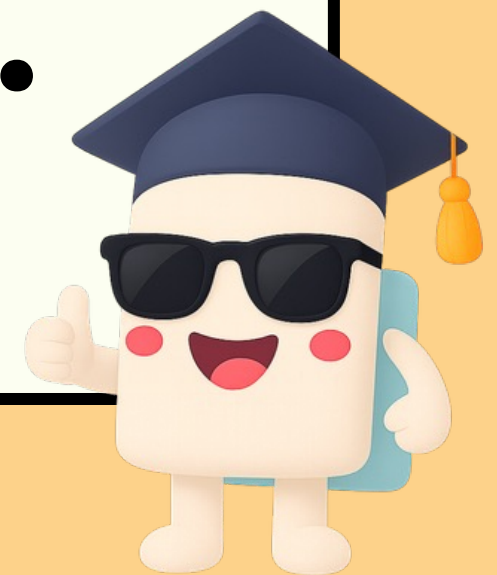
Answer 12

moving. move ends in the final e, so drop e before -ing. A correct new sentence also shows transfer.





Well done!
Check the course first.



PREVIEW