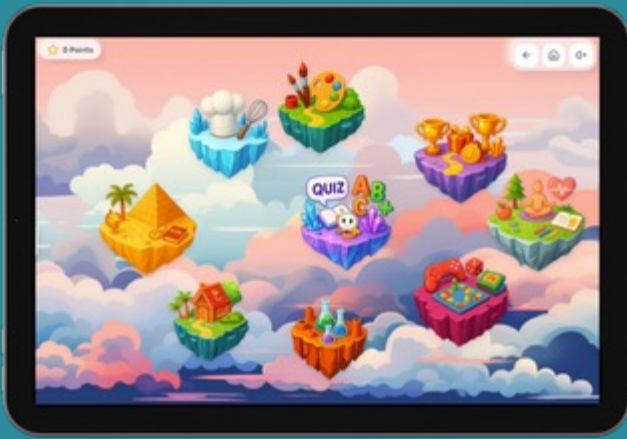


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Suffix Decisions that Work - Year 3

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Teacher guide: suffix decisions

Five lessons of 45–60 minutes. Students form, read and explain real suffixed words. The final evidence is an unfamiliar word, a sentence and an accurate spelling reason.

Prepare

Print the worked cards, practice sheets, game cards and key. Cut the cards. Have counters or clips and pencils ready. No online dictionary is required.

Decision routine

1. Name the base and suffix. 2. Inspect the base's final letters. 3. Form a real word. 4. Read its sentence. 5. Explain the choice.

Boundaries

For the rough -ing, -ed examples, double a one-syllable short-vowel base ending in one consonant, excluding final w, x and y. Drop a final silent e before -ing. Change consonant + y to i before -er or -ed; keep y after a vowel. Do not treat these as rules for every English word.

Access

Support: rehearse a familiar base orally and move word-part cards. Core: decide among mixed cases and read the sentence. Extension: test a new real word and a counterexample. Accept oral, scribed or typed responses where writing mechanics are not the target.

Lessons 1–3: model, discriminate, explain

Lesson 1 • Base and suffix roles

Diagnose hop + ing and hope + ing without answers. Use R1 and R2 cards 1–3. Think aloud what the base means, what -ing adds, and why hopping differs from hoping. Partners explain one further card. Record each learner's oral or written reason.

Lesson 2 • One bounded decision

Revisit only the insecure diagnostic case. Model run + ing and look + ing. One short vowel before one final consonant supports running; the oo vowel team in look does not. Complete R2 guided page 1. Ask learners to explain the changed condition, then copy the model.

Lesson 3 • Compare decisions

Contrast happy + er and bring + ing, then drop-e with make + ing. Students complete R3 guided page 2. Demonstrate one R4 game turn, including a mistake and a constructive correction. During play, listen for the reason before allowing a move.

Check for progress

Listen for a real formed word, a sentence reading and a specific condition. If a learner guesses, return to the base's final letters. Avoid unrestricted word matrices: only meaningful words belong in the set.

Lessons 4–5: context and independent evidence

Lesson 4 • Read complete words in context

Use R3 transfer page 3, then R5's fresh paragraph and claim repair. Model one item only. Learners fill words in context, explain two different decisions and repair “looking” by naming the oo vowel team. Give one precise correction, then ask for a fresh attempt.

Lesson 5 • Assess and respond

Review the success criteria without displaying answers. Students complete R6 independently: four mixed words, two reasons, and the school-fair sentence read aloud. Use R7 to record actual evidence of concept, procedure, reason and transfer. The quiz supplements this evidence.

Marking and next step

The red marking pages show exact closed answers and sample open responses. Accept an either/or explanation. A correct word without a reason needs targeted practice; a sound reason with a transcription difficulty can be captured orally. Give the learner a next case matched to the condition they missed.

Key words and preparation

Use base, suffix, syllable, doubling and meaning in talk. Retrieve prefix only briefly. Keep word-part cards, counters or clips and pencils available. No student needs a new digital account or a dictionary task.

Three suffix decisions

hop + ing → hopping

Double p



hope + ing → hoping

Drop silent e



happy + er → happier

Change y to i



play + ing → playing

Keep y after a vowel



1

Name the base.

2

Check the end.

3

Form the word.

4

Read the sentence.

hop + **ing** = **hopping**

The rabbit is **hopping** over a log.

Reason:

Double p: one short vowel,
one final consonant.



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

Mia is **hoping** for sunshine.

Reason:

Drop the final silent e.



happy + **er** = **happier**

Ava felt **happier** after talking.

Reason:

Consonant + y changes to i.



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

The children are **playing** chess.

Keep **y** after a vowel.



5 **run** + **ing** = **running**

Ben is **running** to the gate.

Double **n** on short vowel,
one final consonant.



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

Dad is **making** lunch.

Drop the final silent **e**.



7

look + **ing** = **looking**



We are **looking** at the map.

Reason:

No doubling: oo is a vowel team, not one short vowel.

8

jump + **ed** = **jumped**



The frog **jumped** into the pond.

Reason:

No doubling: the base ends in mp.

9

enjoy + **ed** = **enjoyed**



We **enjoyed** the story.

Reason:

Keep y after a vowel.

Card 10

fix + **ing** = **fixing**

Sam is **fixing** the bike.

Do not double final x.



Card 11

clap + **ing** = **clapping**

Try it first

The audience is **clapping**.



Double **p** for this short-vowel CVC base.

Answer:
clapping

Card 12

smile + **ing** = **smiling**

Try it first

Nora is **smiling** at her friend.



Drop final silent e.

Answer:
smiling

Name: _____

Guided suffix decisions

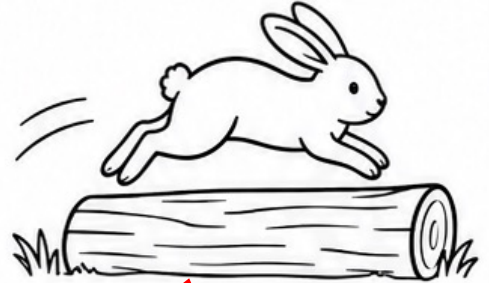
Build each word. Write why its spelling changes or stays the same.

1. hop + ing = hopping

The rabbit is hopping over a log.

Word: hopping

Reason: Double p.



2. hope + ing =

Mia is _____ for sunbathing.

Word: _____

Reason: _____

3. happy + er =

Ava felt _____ after talking.

Word: _____

Reason: _____

4. play + ing =

The children are _____ chess.

Word: _____

Reason: _____

Name: **ANSWERS**

Guided suffix decisions

Build each word. Write why its spelling changes or stays the same.

1. **hop** + **ing** = **hopping**

The rabbit is hopping over a log.

Word: **hopping**

Reason: **Double p.**



2. **hope** + **ing** = **hoping**

Mia is **hoping** for sunshine.

Word: **hoping**

Reason: **Drop the final e.**

3. **happy** + **er** = **happier**

Ava felt **happier** after talking.

Word: **happier**

Reason: **Consonant + y changes to i.**

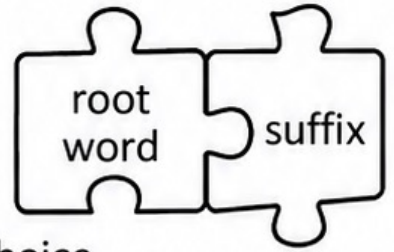
4. **play** + **ing** = **playing**

The children are **playing** chess.

Word: **playing**

Reason: **Keep y after a vowel.**

Name: _____



Mixed suffix decisions

Write the complete word and a short reason for each choice.

1. run + ing

Ben is _____ to the gate.

Word: _____ Reason: _____

2. make + ing

Dad is _____ lunch.

Word: _____ Reason: _____

3. look + ing

We are _____ at the map.

Word: _____ Reason: _____

4. jump + ed

The frog _____ into the pond.

Word: _____ Reason: _____

5. enjoy + ed

We _____ the story.

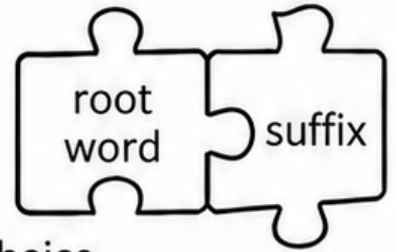
Word: _____ Reason: _____

6. fix + ing

Sam is _____ the bike.

Word: _____ Reason: _____

Name: ANSWERS



Mixed suffix decisions

Write the complete word and a short reason for each choice.

1. run + ing

Ben is running to the gate.

Word: running Reason: Double n: short-vowel CVC.

2. make + ing

Dad is making lunch.

Word: making Reason: Drop final silent e.

3. look + ing

We are looking at the map.

Word: looking Reason: No double: oo is a vowel team.

4. jump + ed

The frog jumped to the pond.

Word: jumped Reason: No doubling: ends in mp.

5. enjoy + ed

We enjoyed the story.

Word: enjoyed Reason: Keep y after a vowel.

6. fix + ing

Sam is fixing the bike.

Word: fixing Reason: Do not double x.

Name: _____



Try a new base

Build each word, finish the sentence and explain your decision.

1. clap + ing

The audience is _____

My reason: _____

2. smile + ing

Nora is _____ at her friend.

My reason: _____

3. try + ed

I _____ a new puzzle.

My reason: _____



Read one complete sentence aloud.
What does the complete word mean?

Name: **ANSWERS**



Try a new base

Build each word, finish the sentence and explain your decision.

1. clap + ing

The audience is **clapping**

My reason: **Double p: short-vowel CVC.**

2. smile + ing

Nora is **smiling** at her friend.

My reason: **Drop final silent e.**

3. try + ed

I **tried** a new puzzle.

My reason: **Consonant + y changes to i.**



Read one complete sentence aloud.
What does the complete word mean?

Clapping means striking hands together to applaud.

Choose and justify suffix trail

Add the right suffix. Say the word. Explain your spelling choice.
Move along the trail as you go!

Good
spelling
helps big
ideas grow!

Directions

1. Two players. Use a counter each.
2. Start at 1.
3. On your turn, take the next card.
Say the complete word and explain the spelling choice.
4. Your partner checks the teacher key.
5. A correct reason moves you one space.
6. If the answer needs work, discuss and try that card again.
7. Finish after all 12 cards.

Worked turn

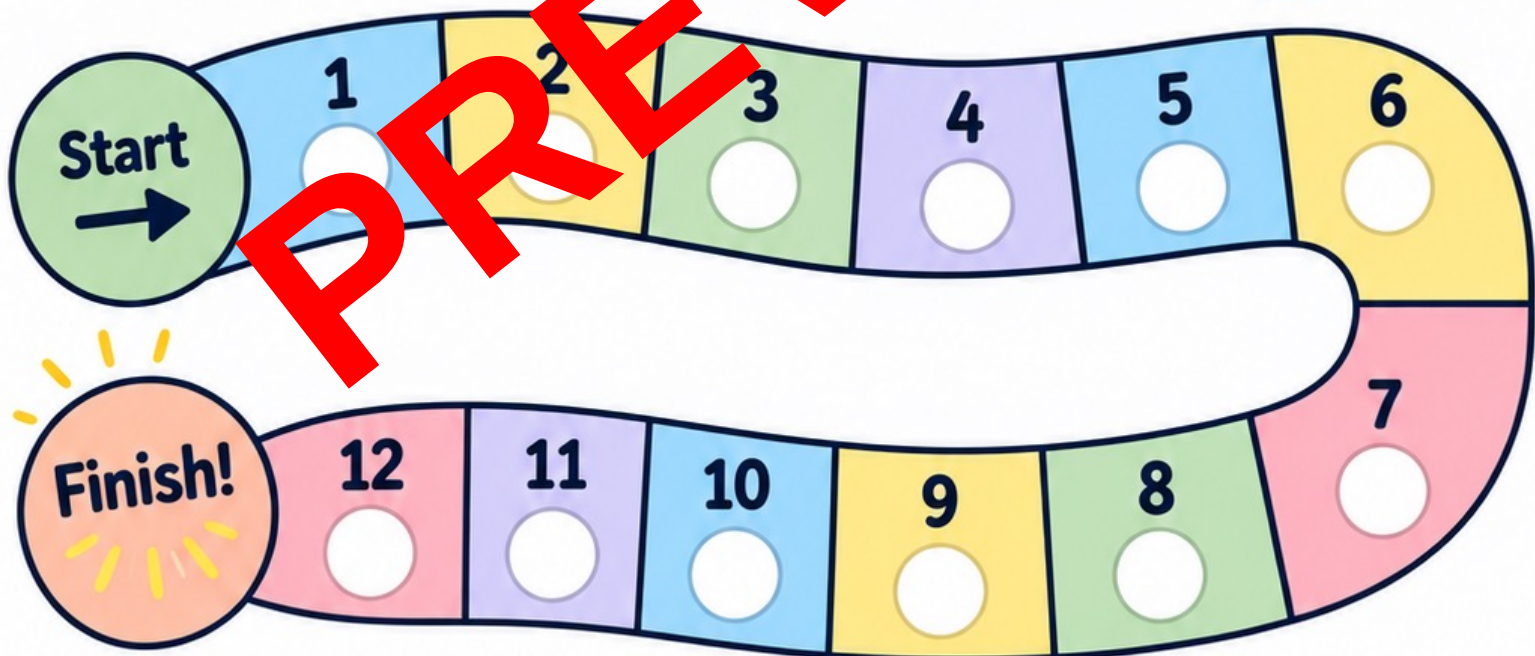
make + ing = making

Drop final silent e.

Explain
your
reason!

Equipment

Cards, counters, pencils, teacher key



Small changes make a big difference!

Suffix trail cards 1-6

Cut out the cards. Read the word parts and sentence.
Fill in the blank. Say why.

Read
think
Choose
Explain!

1

hop

+

ed



The rabbit _____ away.

Say why.

2

hope

+

ing



Mia is _____ for sun.

Say why.

3

happy

+

er



Ava felt _____ today.

Say why.

4

play

+

ed



We _____ at lunch.

Say why.

5

run

+

ing



Ben is _____ fast.

Say why.

6

make

+

ing



Dad is _____ lunch.

Say why.

Suffix trail cards 7-12

Cut out
the cards.
Read, decide
and explain!

7

look + ing

We are _____ at a map.

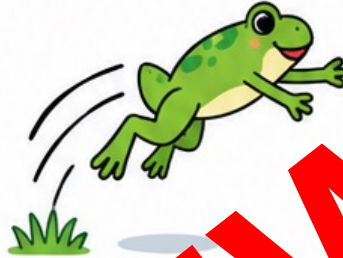


Say why.

8

jump + ed

The frog _____ away.



Say why.

9

enjoy + ed

We _____ the story.



Say why.

10

fix + ing

Sam is _____ the bike.



Say why.

11

clap + ing

They are _____ loudly.



Say why.

12

stay + ed

We _____ after school.



Say why.

Teacher key: cards 1-6

- 1** **hopped** | double p: short-vowel CVC
- 2** **hoping** | drop silent e
- 3** **happier** | consonant + y changes to i
- 4** **played** | keep y after a vowel
- 5** **running** | double n: short-vowel CVC
- 6** **making** | drop silent e



Ask the player to explain, then check.
Accept an accurate reason
in their own words.



Teacher key: cards 7-12 ✨

7 looking — no double: oo is a vowel team

8 jumped — no double: base ends in mp

9 enjoyed — keep y after a vowel

10 fixing — do not double x

11 clapping — double p: short-vowel CVC

12 stayed — keep y after a vowel

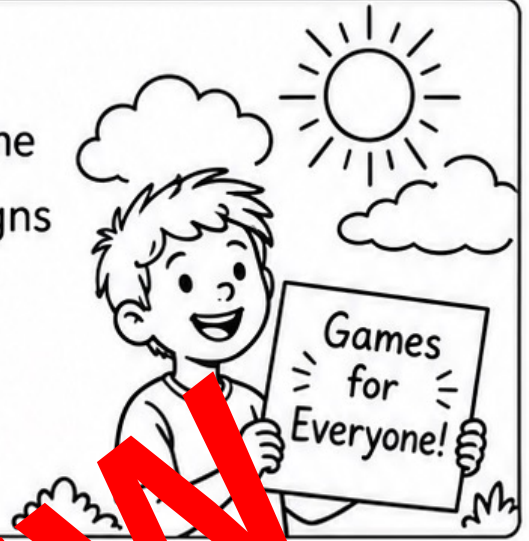


A real word and an accurate reason matter more than speed.

Name: _____

Suffix decisions in a paragraph

Leo was (*hope + ing*) _____ for a sunny afternoon. He was (*plan + ing*) _____ a game for the class. He was (*make + ing*) _____ signs while his friends were (*play + ing*) _____. Everyone felt (*happy + er*) _____ when the rain stopped.



Write the complete word for each one.

1. _____
2. _____
3. _____
4. _____
5. _____

Why does *plan* change before *-ing*?

Why does *hope* change differently?

Name: ANSWERS

Suffix decisions in a paragraph

Leo was (hope + ing) hoping for a sunny afternoon. He was (plan + ing) planning a game for the class. He was (make + ing) making signs while his friends were (play + ing) playing. Everyone felt (happy + er) happier when the rain stopped.



Write the complete word for each one.

1. hoping
2. planning
3. making
4. playing
5. happier

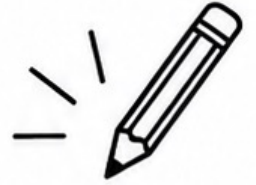
Why does *plan* change before *-ing*?

Plan is a short-vowel CVC base, so double n before -ing.

Why does *hope* change differently?

Hope ends in silent e, so drop e before -ing.

Name: _____



Repair a spelling claim

Every base ending in one consonant doubles before -ing, so look becomes looking.

What is the correct word? Explain why the claim fails for look.



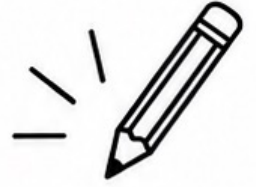
Hint: Check the vowel before the last consonant.

1. **clap + ing:** Write a complete sentence with this word. Explain the spelling.

2. **stay + ed:** Write a complete sentence with this word. Explain the spelling.



Name: _____ **ANSWERS**



Repair a spelling claim

Every base ending in one consonant doubles before -ing, so look becomes looking.

What is the correct word? Explain why the claim fails for look.

The correct word is looking. The oo is a vowel team, not one short vowel, so do not double k.



Hint: Check the vowel before the last consonant.

1. **clap + ing:** Write a complete sentence with this word. Explain the spelling.

The audience is clapping.

Double p in this short vowel CVC base.

2. **stay + ed:** Write a complete sentence with this word. Explain the spelling.

We stayed after school.

Keep y after a vowel.



Name: _____

Small word parts
make a big difference.



Suffix decisions: independent check

① Make the new word. Write it on the line.

1. stop + ing = _____
2. bake + ing = _____
3. cry + ed = _____
4. rain + ing = _____

Choose TWO different decisions. Give a specific reason for each.

Decision 1: _____

Reason: _____

Decision 2: _____

Reason: _____

② Complete and read the sentence aloud. Explain one word's meaning or spelling.

At the school fair, Lina was (bake + ing) _____ while her friends
were (clap + ing) _____.

Explain one word's meaning or spelling:



Words
help big
ideas grow.

Name: **ANSWERS**

Small word parts
make a big difference.



Suffix decisions: independent check

① Make the new word. Write it on the line.

1. stop + ing = **stopping** 3. cry + ed = **cried**
2. bake + ing = **baking** 4. rain + ing = **raining**

Choose TWO different decisions. Give a specific reason for each.

Decision 1: **stop + ing → stopping**

Reason: **One short vowel and one final consonant: double p**

Decision 2: **bake + ing → baking**

Reason: **Drop the final silent e**

② Complete and read the sentence aloud. Explain one word's meaning or spelling.

At the school fair, Lina was (bake + ing) **baking** while her friends
were (clap + ing) **clapping**.

Explain one word's meaning or spelling:

Clapping means striking hands together to applaud; clap doubles p before -ing.



Words
help big
ideas grow.

Accept any two different correct decisions with specific reasons and accurate oral reading.

Name: _____

Learning evidence rubric



Suffix Decisions that Work

Using what we know about suffixes to spell, understand and use words.



	Needs teaching	Developing with support	Target met independently
Concept / accuracy	Inaccurate spelling choice	Correct on familiar cases with a prompt	Correct on fresh spelling decision
Application / procedure	Cannot form and use the word yet	Uses a model or step prompts	Forms and reads the word in the task
Reason / evidence	Guess or rule label only	Relevant detail with prompting	Specific evidence for the decision
Transfer / communication	Prompt use unclear, fresh use insecure	Clear familiar response with support	Clear fresh sentence and explanation

Evidence observed:

Next teaching step:

Suffix Decisions that Work



Our learning goal



Form and read a word with a suffix.

Explain why its spelling changes or stays the same.

Try first: hope + ing. Then try hope + ing.



Words with parts



A base carries the main meaning: hop.

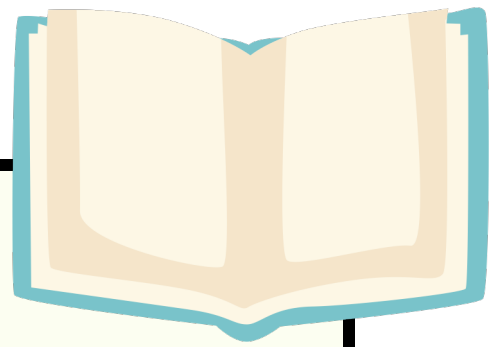
A suffix is added to the end: -ing.

A syllable is a beat in a spoken word.

A prefix is added at the beginning; today we focus on
suffixes.



Three decisions



Name the base and affix.

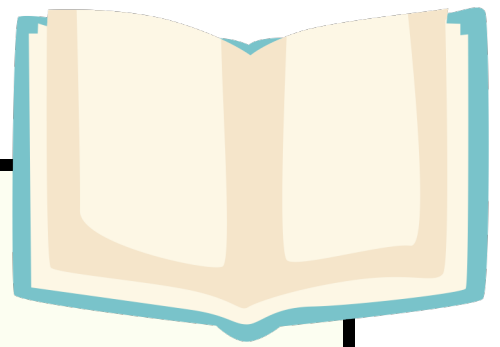
Check the ending of the base.

Form a new word and read its sentence.

Explain what the final letters made you do.



Hop becomes hopping



hop + ing = hopping

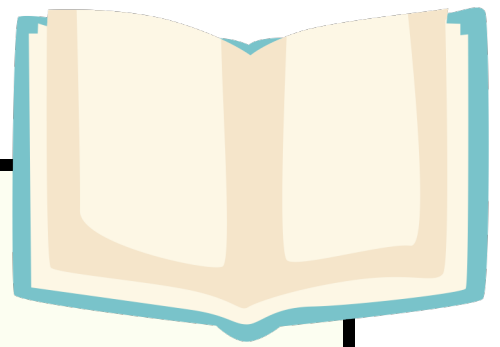
Hop has one short vowel and one final consonant.

Double p before -ing.

The rabbit is hopping over a log.



Hope becomes Hoping



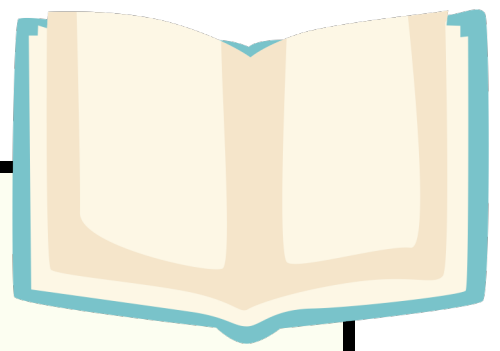
hope + ing = hoping

Drop the final 'e' before -ing.

My friend is hoping for sunshine.

Hoping and hopping look alike but mean different things.





Your turn: happy

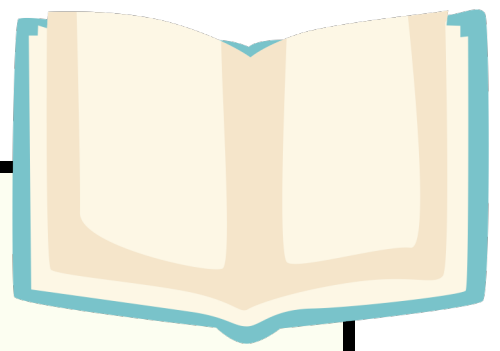
happy + er =

Avoid it _____ after talking.

Which letter comes just before the final y?

Form the word and say your reason.





Why happier?

happy + er = happier

A consonant comes before y, so y changes to i.

Avoid 'happier' after talking.

Happier means more happy.



A useful contrast



play + ing = playing

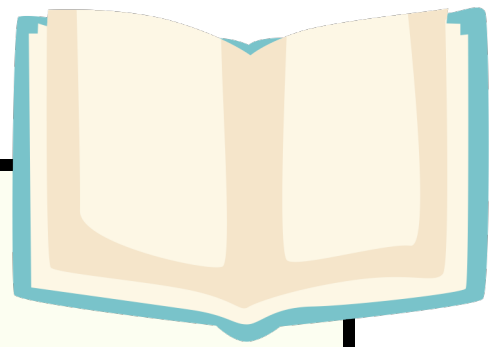
A vowel comes before y, so keep y.

The children are playing chess.

Compare playing with happier.



One complete game turn



Take a suffix trail card: make + ing.

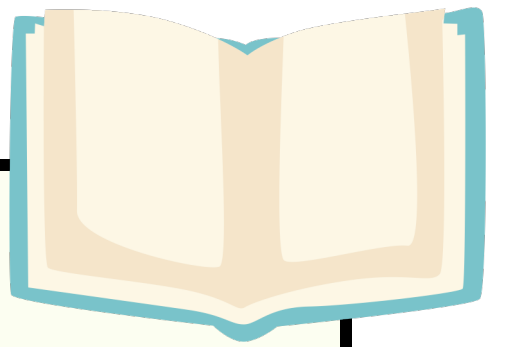
Say making and explain drop final silent e.

Read "Dad is making lunch."

Your partner checks the teacher key before you move.



An independent challenge



Card: run + ing

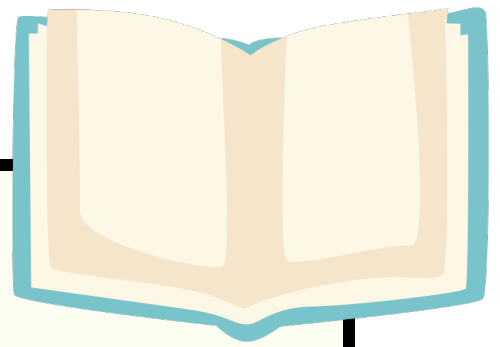
Ben is _____ the gate.

Form the word before checking the key.

Which final letters led to your choice?



A claim to correct



“Look becomes looking because it ends in k.”

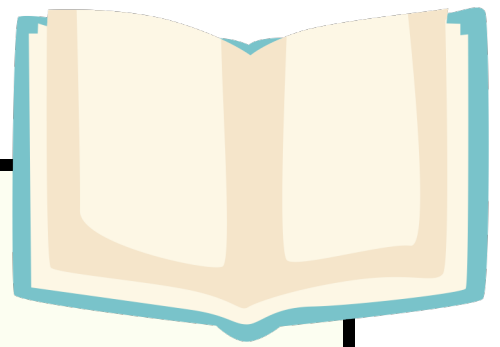
Correct word: looking.

The oo is a vowel team, not one short vowel.

Do not double x in fixing either.



Read a fresh paragraph



Leo was hoping for a sunny afternoon.

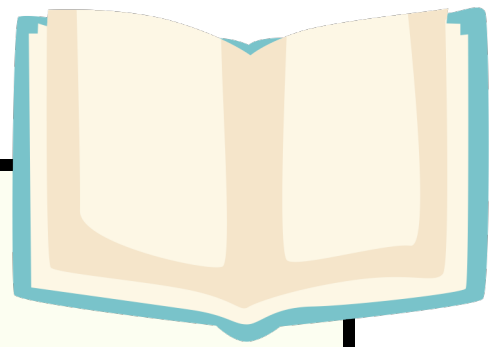
He was planning a game and making signs.

His friends were playing.

Why do planning and hoping change differently?



Three ways to practise



Support: say familiar bases and move word-part cards.

Core: build mixed words and use them in sentences.

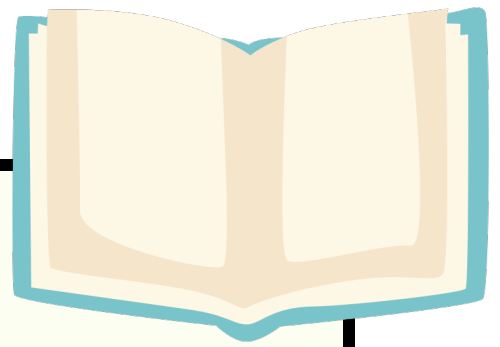
Extension: explain a fresh real word and one

could be an example.

Everyone still gives a spelling reason.



Independent check



Complete the mixed word decision without a model.

Give two specific reasons for different decisions.

Read a school-fair sentence aloud.

Explain the complete word.



Use your evidence



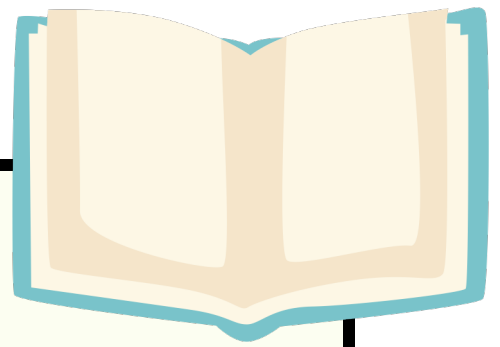
Which final letters guided your decision?

Point to one word you remember and state a reason.

If a case was incorrect, name the condition to check next time.



What we now know



Double a short-vowel CVC base in these taught cases.

Drop final silent e before -ing.

Change consonant + y to i before -er or -ed.

Recall the whole meaningful word in its sentence.





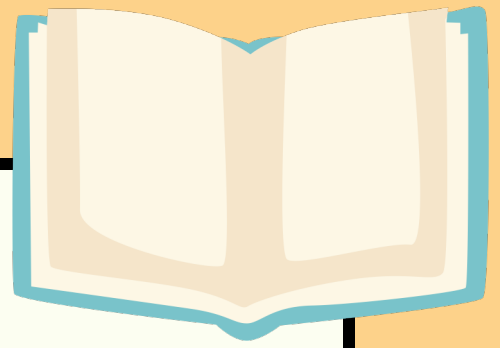
Well Done!



PREFE

Suffix Decisions that Work





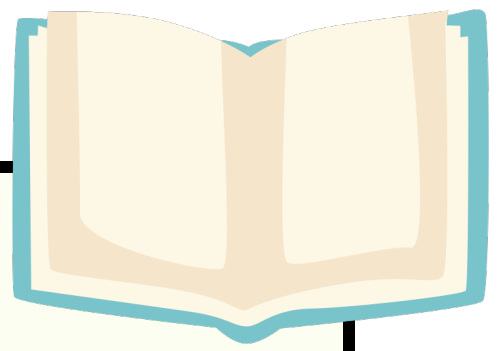
Question 1

The rabbit _____.

hop + ing = ?

What ending choice makes the complete word?





Answer !

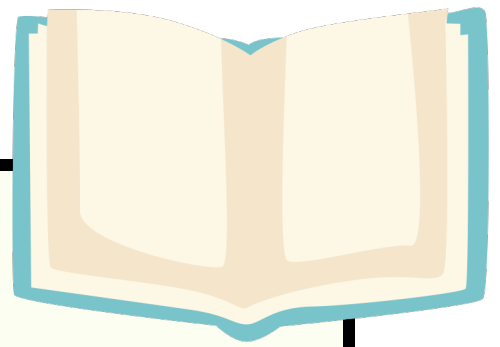
...pping

Hop is a one-syllable, short-vowel CVC base.

Double the letter e -ing, then read the sentence.



Question 2



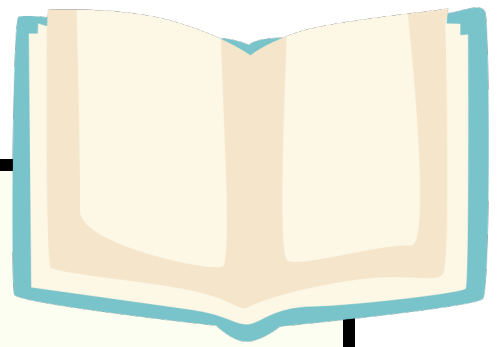
Mia is _____ for sunshine.

hope + ing = ?

Explain why this differs from hopping.



Answer 2

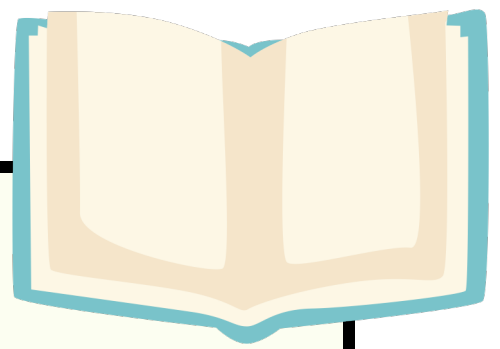


Drop the final silent e before -ing.

Do not change the base as a different base from hop.



Question 3



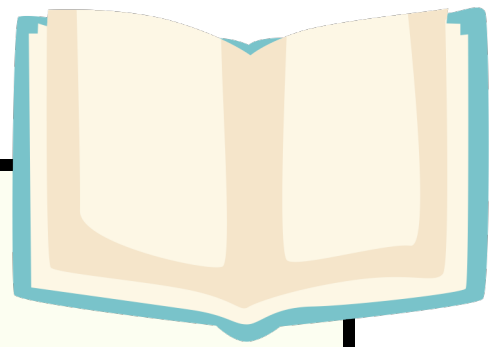
I _____ new puzzle.

try + ed = ?

Remember the first letters that matter.



Answer 3



try
A consonant comes before y so change y to i before
ed.

“I tried a new puzzle” is a complete sentence.





Question 14

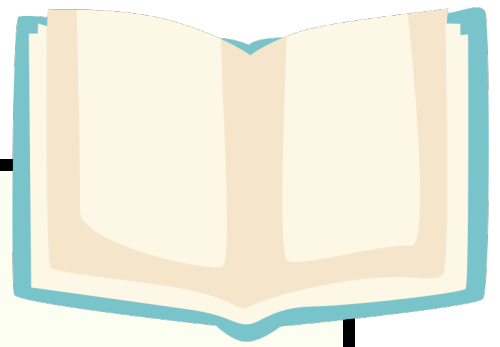
Ben is _____ to the gate.

run + ing = ?

Give a reason, not only the rule name.

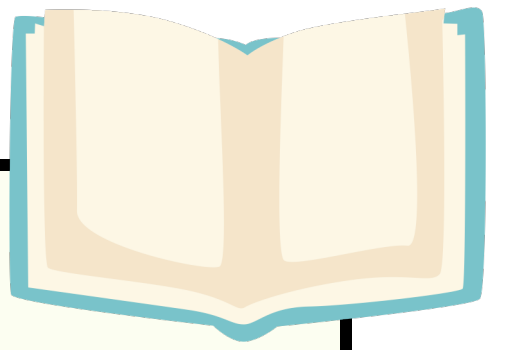


Answer !!



Run has one short vowel and one final consonant.
Double r before -ing.





Question 5

We are _____ chess.

play + ing = ?

How is this different from happy + er?



Answer 5



playing

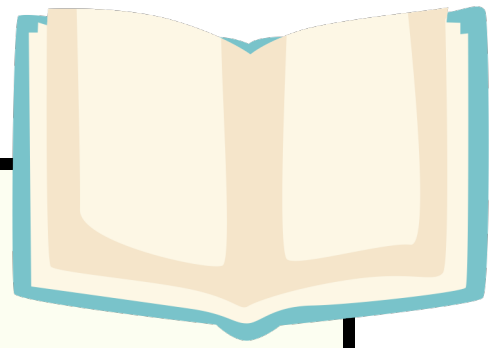
Keep y after a vowel in play.

Happier changes y to i because a consonant

precedes y.



Question 6



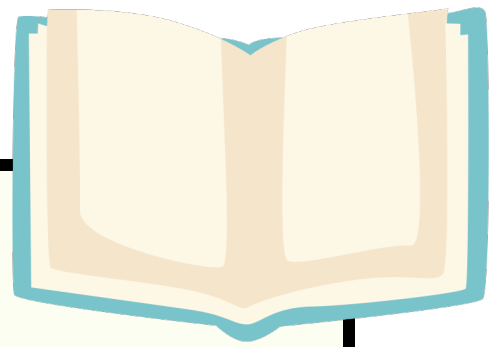
A student writes “looking”.

What is the correct word?

What part of the claim is wrong?



Answer 6

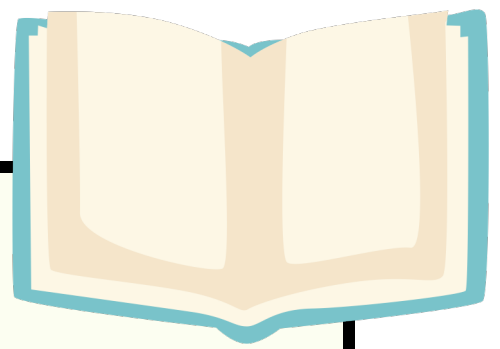


The oo is a vowel team, not one short vowel.

The tongue-down condition does not apply.



Question 7



Suffix transform word. make + ing.

Dad's _____ lunch.

Form the word and justify the spelling.



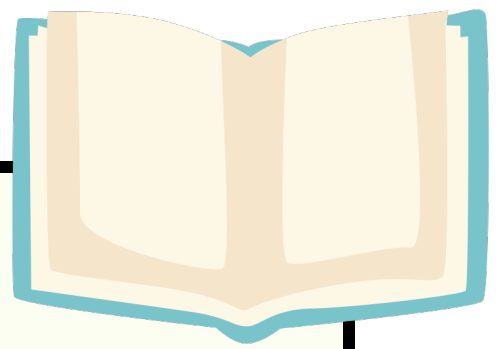
Answer 7



making
Drop the final silent e before -ing.
The word describes Dad preparing lunch.



Question 8

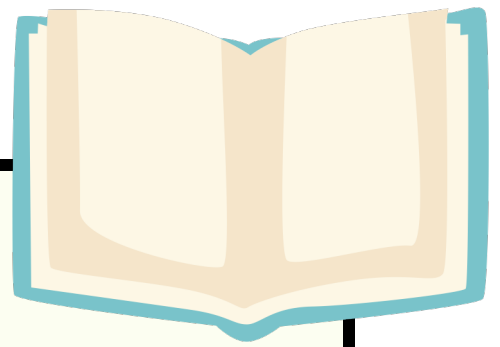


Compare jump + ed and hop + ed.

How do the final letters change the result?



Answer 8

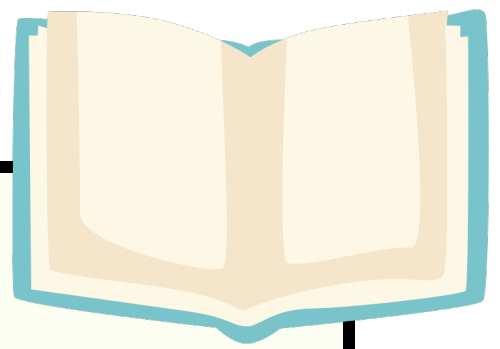


jumped keeps n: hopped doubles p.

Jump ends in two consonants.

hop is short-vowel CVC base.





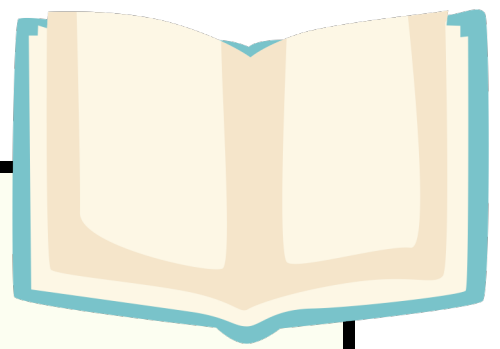
Question 1

Nora is _____ a her friend.

smile + ing = ?

Read the completed sentence aloud.





Answer a

similar

Drop the final silent e before -ing.

brooks smiling at her friend.”



Question 10

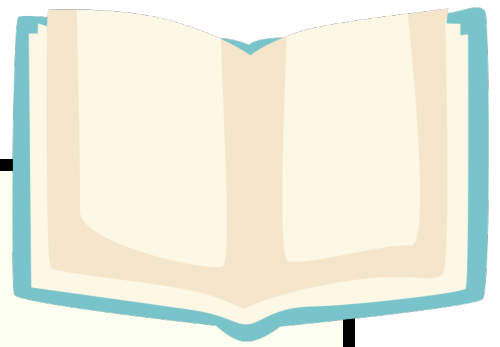


Why is *smiling* spelled that way?

What does the complete word mean in Nora's sentence?



Answer 10



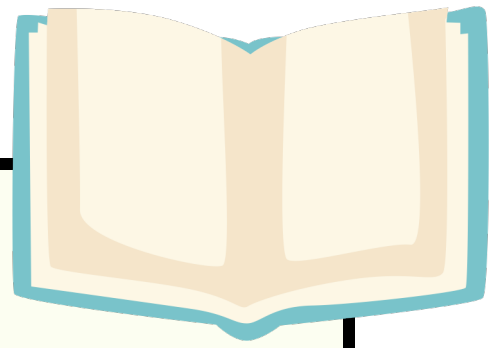
Smile ends in silent which drops before -ing.

Smiling means showing a smile now.

Can you give a clear equivalent explanation.



Question II



Claim: “Every base endomorphism η changes y to i .”

Is that always true? Give a counterexample.



Answer !!



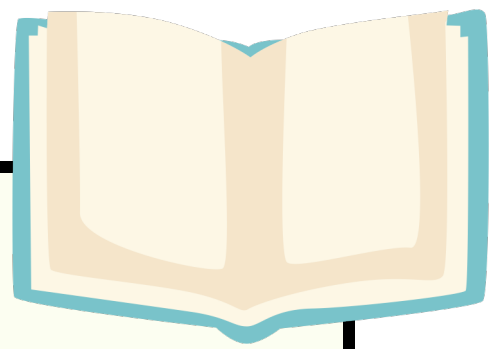
No. play + ing = playing stay + ed = stayed.

keep + y after a vowel.

change - choice is bounded.



Question 12



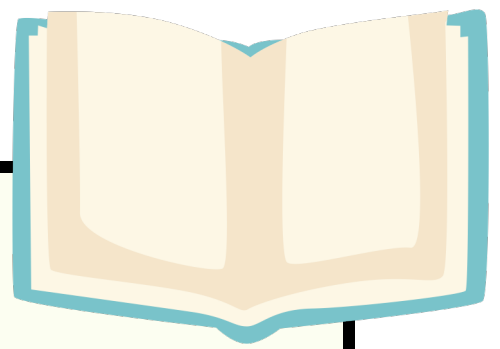
The audience is _____.

clap + ing = ?

Read the sentence and explain your choice.



Answer 12



clapping

Clap is a short-vowel /a/ base, so double p.

Target evidence: independently form, read and

explain the word.





Well Done!



PREVIEW