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Year 1 Set 26 Spelling Changes with Suffixes

Table of Contents
Phonics Companion Pack
Book 1: Making a Kite (B&W) (Fiction)
Book 1: Making a Kite (Colour) (Fiction)
Book 2: Hiking to the Lake (B&W) (Fiction)
Book 2: Hiking to the Lake (Colour) (Fiction)
Book 3: Hopping and Running (B&W) (Non-fiction)
Book 3: Hopping and Running (Colour) (Non-fiction)
Book 4: Making a Clay Pot (B&W) (Non-fiction)
Book 4: Making a Clay Pot (Colour) (Non-fiction)



Teaching and reading guide

Year 1 Set 26 Selected drop-e, short-vowel doubling and y-to-i conventions; no new sound

Before reading

Use this set after all earlier sound spellings, longer-word reading and the taught endings ing, er, est, s, es and ed. No new sound is introduced. Revisit each known base before adding an ending.

Model the three changes

An ending is a word part we add to a base. Show make + ing: remove the final e, then add ing. The long vowel stays. Show hop + ing: this short-vowel base ends in one consonant letter, so double p before ing. The two p letters still spell one /p/. Show happy + er: change y to i, then add er. The i keeps the /ee/ sound. Compare happier with happiest. These are selected conventions, not rules for every word.

Guide, then practise

Compare hope and hop, then hoping and hopping. Ask which vowel stays in each change of base. Try hiking together before independent making, hopping and happier. Keep y before ing; do not double a final cluster or an existing ck/ss spelling. Explain its as belonging to the animal.

Teach supported parts

In eye, all three letters together spell /igh/. In buy, b is known and y spells /igh/. Long are, ar is already known; the final e is silent support. The weak whole form also needs to be taught. In there, voiced th is known and ere=/air/ is supported. In you, y is known and ou=/oo/ is supported. Teach these before their books. Current a and the use known strong/weak vowels; voiced th is already taught.

Reading and correction

Read a word from left to right, join the sounds and check the meaning. If an ending causes trouble, find the base, model the change and reread the whole sentence. Discuss the two stories and the real observations and process in the non-fiction books.

Dictation on page 8

Say hoping, hopping, eye and buy separately. Then say: I am making a kite. A rabbit is hopping. Repeat each complete sentence before students write. Let students reread and check the changed base, sounds, spaces and full stop.

Assembly and checking

Print readers single-sided, landscape A4 at actual size. Cut down the centre, stack the numbered pages and staple on the left. Print this companion portrait A4. Check reading, spelling, meaning and useful writing space. If making a clay pot, use air-dry clay and follow its material directions; the reader is about a dry pen pot.

Say, change and read

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Read make. Add the ending ing. Take off the final e; the long vowel stays. Now compare hop with hopping and happy with happier. Say what changed.

make	→	making
hop	→	hopping
happy	→	happier

PREVIEW

An ending is a word part we add.

ing	er	est
-----	----	-----

Blend the whole word

Year 1 Set 26 Selected drop-e, short-vowel doubling and y-to-i conventions; no new sound

Say each sound, then join the sounds to read the word. The doubled letters pp spell one /p/. In happier, i keeps the /ee/ sound from happy.

m a k i n g
• • • • •

h o p p i n g
• • • • •

h a p p i n g
• • • • •

h a p p i e r
• • • • •

Read the known bases again.

hike

hope

happy

Build and write

Year 1 Set 26 Selected drop-e, short-vowel doubling and y-to-i conventions; no new sound

Cut out the word parts. For each base, change the spelling before adding the ending. Build one whole word in its box, then write it on the guide.

happ

p

ing

mak

er

hop

i

ing

make + ing

hop + ing

happy + er

Change one sound

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Keep the other sounds in the same order. Model: change /o/ in hop to /oa/ to make hope. Say each new word before you write it.

hop → hope

hopping: change /o/ to /oa/.

sitting: change /s/ to /f/.

fitting: change /f/ to /h/.

Sort the spelling changes

Year 1 Set 26 Selected drop-e, short-vowel doubling and y-to-i conventions; no new sound

Cut the cards. Say the known base and its ending. Decide what happened to the base, then put each card in its group. Two cards belong in each group.

making

hopping

helping

happier

happiest

jumping

hiking

running

Drop the final e

Double the last consonant

Change y to i

Keep the base

Build a sentence

Year 1 Set 26 Selected drop-e, short-vowel doubling and y-to-i conventions; no new sound

Cut out the words. Read them, then put them in an order that makes sense. Build your sentence in the two-row box. Write it on the guides and read it back.

pot.

I

making

clay

a

an

PREVIEW

Write your sentence. Use both guides if you need them.

Check spaces and the full stop. Read it back.

Listen, spell and check

Year 1 Set 26 Selected drop-e, short-vowel doubling and y-to-i conventions; no new sound

Study eye and buy, then cover them. Listen to each word or sentence. Say it, write it and check the spelling change. Listen again if you need to.

eye

buy

Word 1

Word 2

Supported word 1

Supported word 2

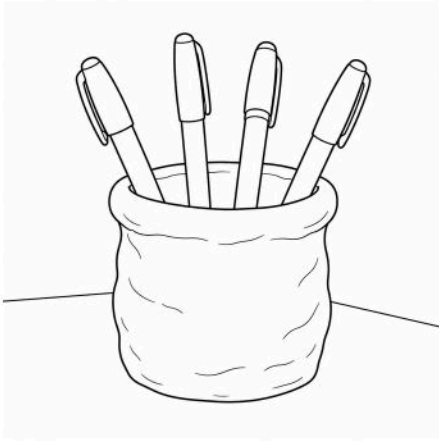
Sentence 1

Sentence 2

Match the meaning

Year 1 Set 26 Selected drop-e, short-vowel doubling and y-to-i conventions; no new sound

Read each sentence. Find its picture and write the picture number in the box. Check that the whole sentence matches.



1



2



3

Mum and I are making a kite.

A frog is sitting on a log.

The pot is for pens.

Draw the repaired kite. Say what the patch does.

Read again and try a new word

Year 1 Set 26 Selected drop-e, short-vowel doubling and y-to-i conventions; no new sound

Read the passage once carefully. Read it again smoothly. Point to a changed base and explain what happened.

I am hoping to see a rabbit.

A rabbit is hopping by a lake.

I stop and sit still.

Try this new base with a known ending. Read bake. It changes to make. Say a new word, then write it.

bake + ing

Circle a word you can now read smoothly. Tell someone how you checked its ending.

Teacher observations

- ☐ Finds and reads the known base
- ☐ Explains a useful spelling change
- ☐ Rereads the whole word and sentence

Hiking to the Lake



Dad and I are hiking to the lake.
We keep to the path.



Dad is hoping to see a frog.
I am hoping to see a fish.



A frog is sitting by a log.
I can see its big eye.



Dad and I stop and sit still.
The frog can rest in the sun.



Dad is happy, and I am happier still.
We can go hiking here again.

Hiking to the Lake



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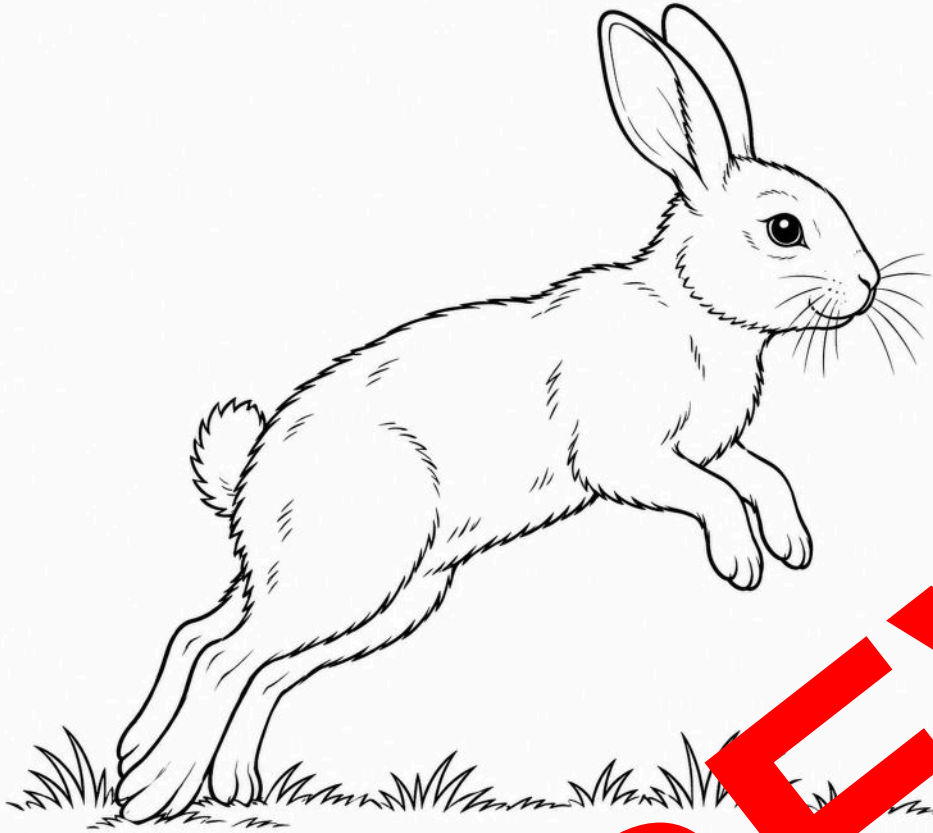


Dad is happy, and I am happier still.
We can go hiking here again.

Hopping and Running



A rabbit has long back legs.
It can hop.



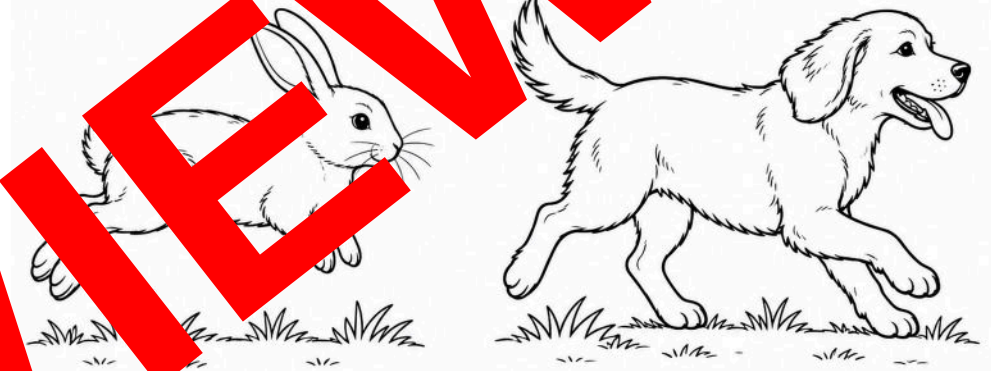
When it is hopping, its back legs push it up and along.



A dog is running.
It can push off the ground with its back legs.

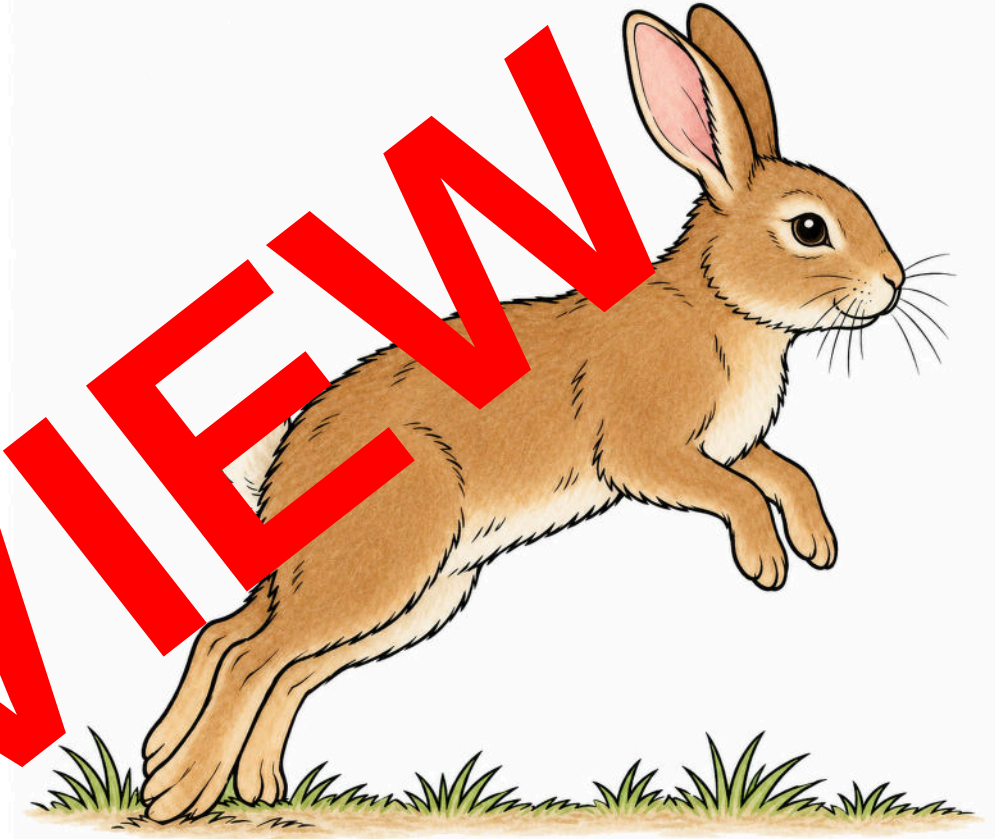
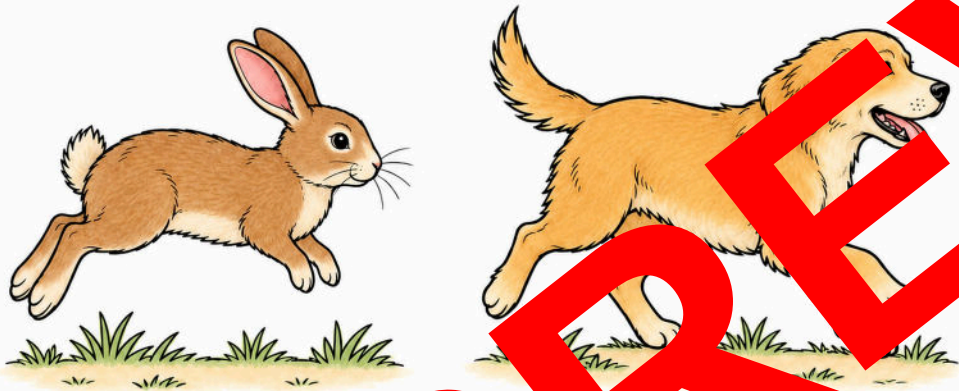


Its feet push, lift and land.
Running is a way to get from here to there.

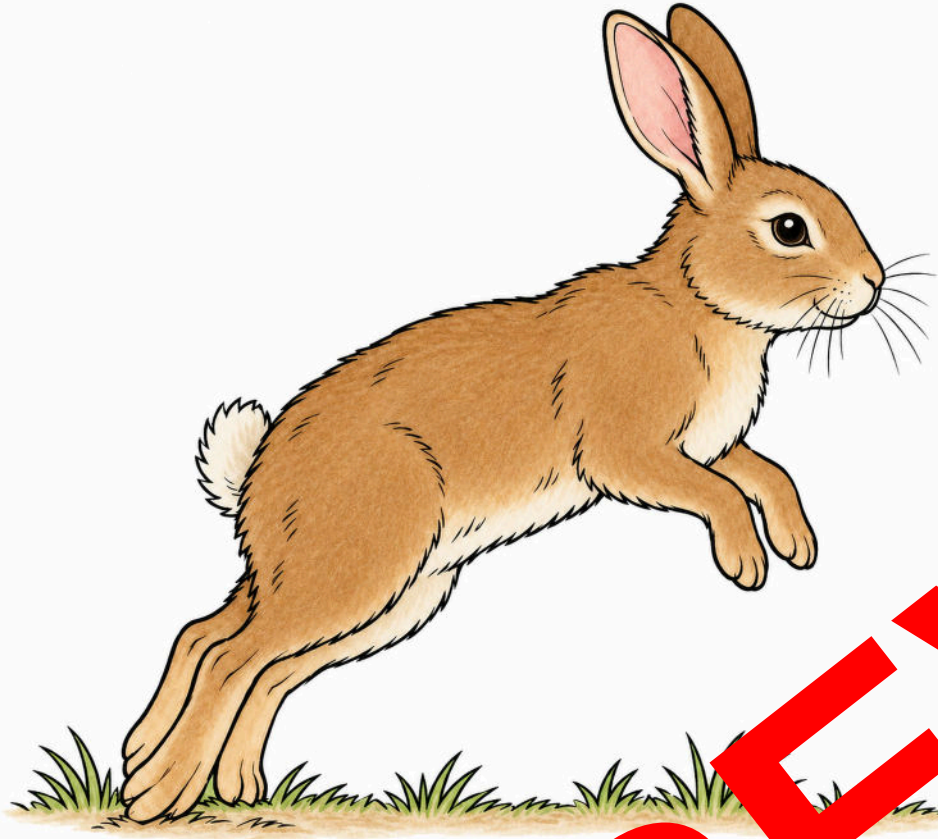


An animal can get along by hopping or running.
What can you spot?

Hopping and Running



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What can you spot?

Making a Clay Pot



Air-dry clay is soft for shaping.
Making a pot starts with a ball.



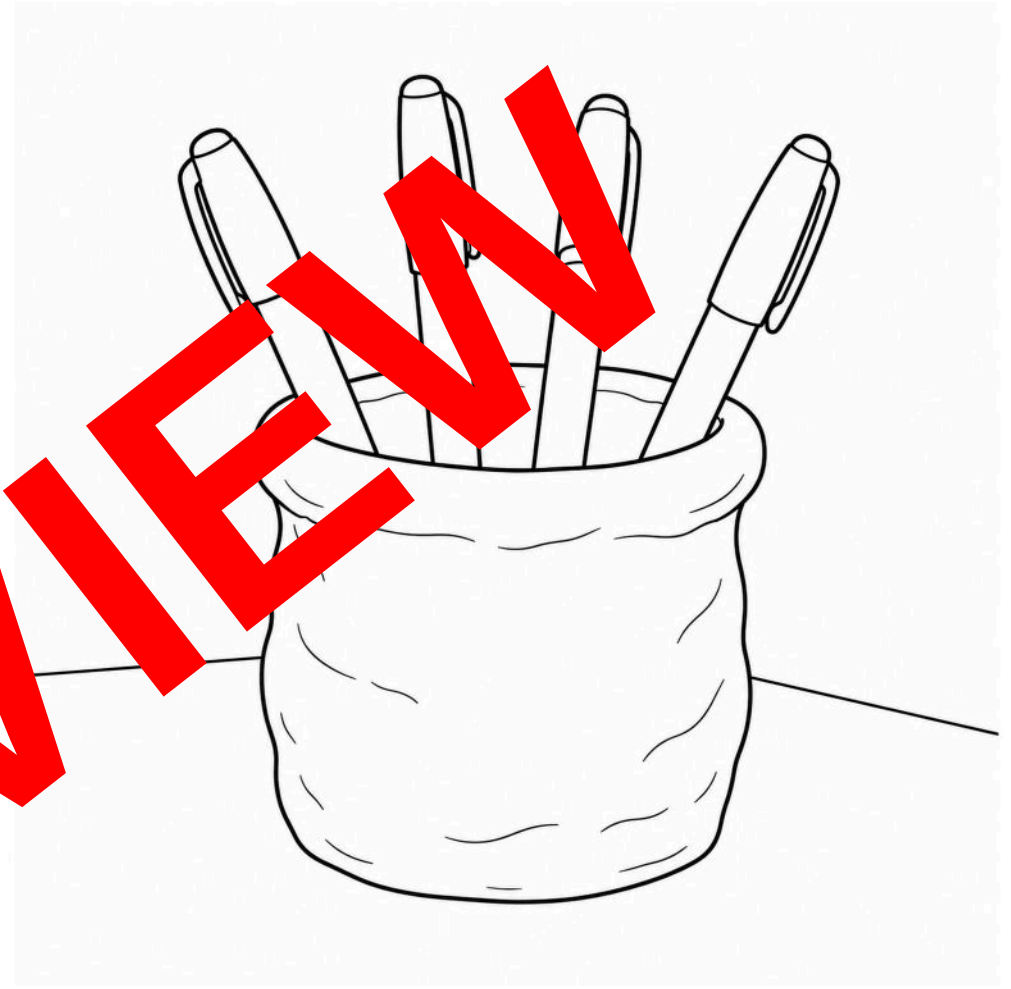
Shape the clay into a ball.
Push in the middle to make a dip.



Keep turning the ball and pressing the side.
The dip gets wider.



Pinch the side with care.
Keep a thick rim and a flat base.

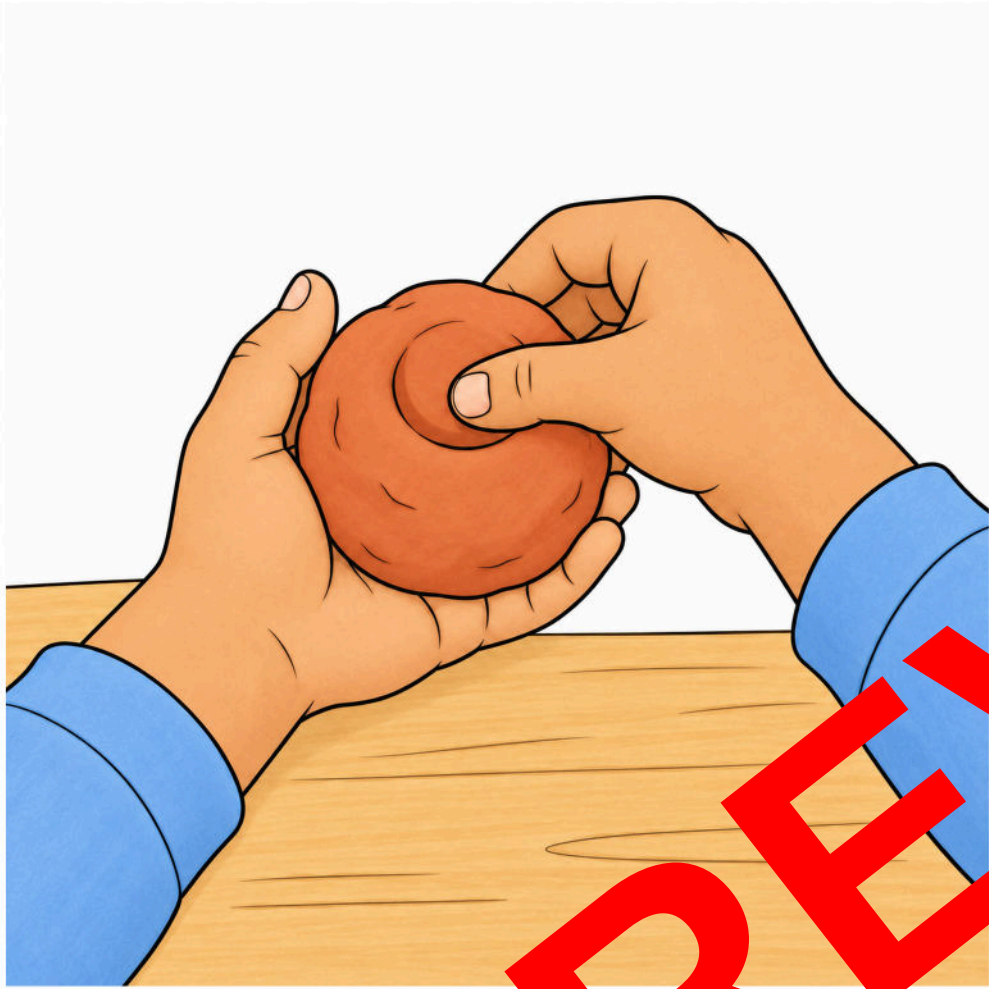


Let the pot dry.
The dry pot can keep pens in place.

Making a Clay Pot



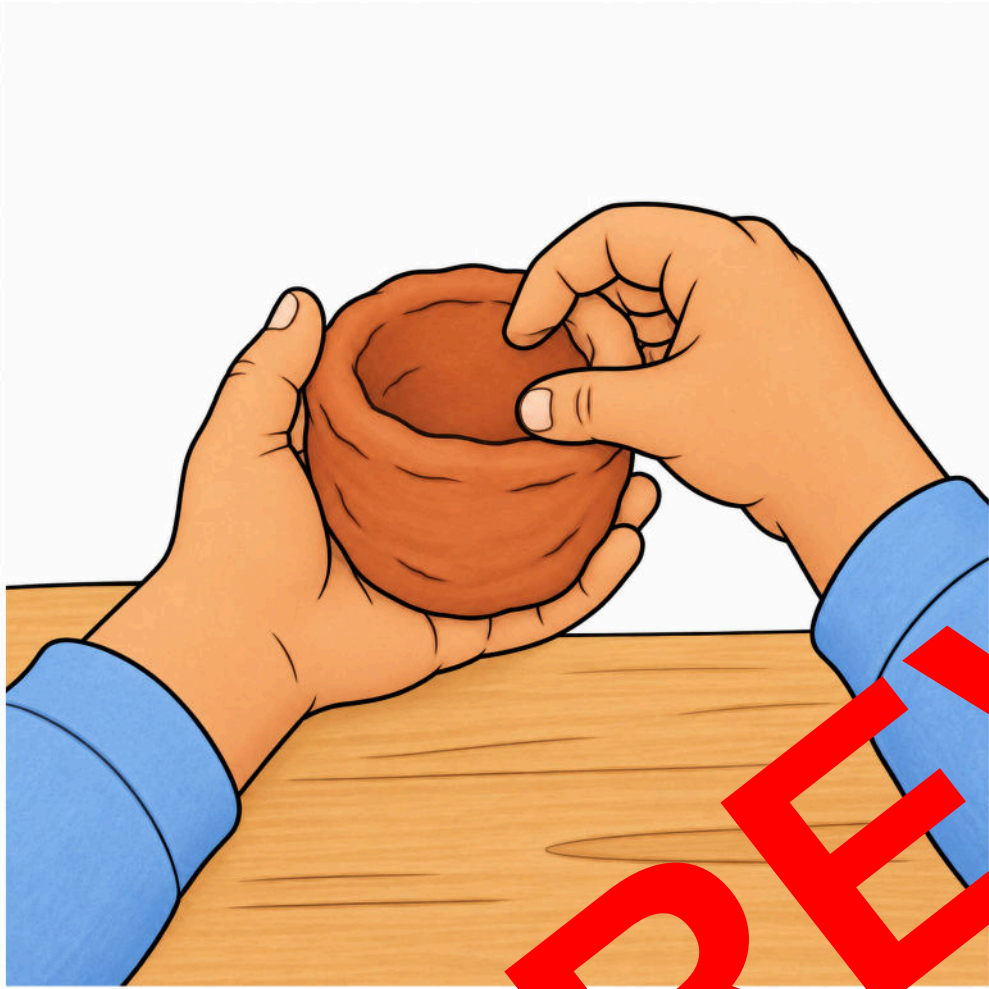
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The dry pot can keep pens in place.

Making a Kite



Mum and I are making a kite.
We do not need to buy it.



Mum is cutting a shape.
I am making a string.



The kite has a rip.
I am hoping Mum can help.



Mum is sticking paper on.
I keep the kite still.



The kite can fly high.
I am the happiest kid in the park!

Making a Kite



Mum and I are making a kite.
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