

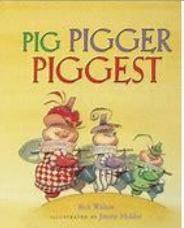
## Superworms

ENGLISH	Monday	Week 4
<b>Lesson focus: What do the -er and -est suffixes do?</b>		
What is a suffix?	<p>A suffix is a small ending to a word that changes it's meaning slightly.</p> <p>We have looked at...</p> <ul style="list-style-type: none"> <li>• Adding -s and -es</li> <li>• Adding -ing and -ed</li> </ul> <p>Can you remember what they do to a word?</p>	
<b>Task number 1:</b>	<p>See if you can finish the rules below. <b>You could do this on paper, rather than on this sheet.</b></p> <p>When you have, watch the recap video to see if you were right:  <a href="https://www.youtube.com/watch?v=1PNrsUPtOqE">https://www.youtube.com/watch?v=1PNrsUPtOqE</a></p> <p>Add -ed to each of the verbs below.</p>	
Rule	Root word	Add -ed
If the vowel sound is short...	jog	
If the vowel sound is long...	peel	
If the verb ends in e...	smile	
If the verb ends in y...	hurry	
If the verb ends in two consonants...	point	

<b>Task number 2:</b>	<p>This week we're learning about a new pair of suffixes:</p> <p style="text-align: center;"><b>-er</b> and <b>-est</b></p> <p>These suffixes help us <b>to compare</b> and are normally attached to <b>adjectives</b>.  <b>Very handily, they use the same rules as -ed, so we don't need to learn any more - just practise them.</b></p> <p><b>-er</b> helps us see that something is <b>more than</b> another. It compares one thing to another.</p> <p style="text-align: center;">I am <b>smaller</b> than my brother.</p> <p style="text-align: center;">I am <b>faster</b> than my dog.</p> <p style="text-align: center;">My picture is <b>prettier</b> than Mrs Dunt's  <i>(These are also known as comparative adjectives)</i></p> <p><b>-est</b> helps us see that something is <b>the most</b> of something. It compares one thing to everything else.</p> <p style="text-align: center;">I am the <b>smallest</b>.</p> <p style="text-align: center;">I am the <b>fastest</b>.</p> <p style="text-align: center;">My picture is the <b>prettiest</b>.  <i>(These are also known as superlative adjectives)</i></p>
<p>Use the attached worksheet to complete the tasks using comparative and superlative adjectives.</p>	

Superworms

ENGLISH	Tuesday	Week 4	
<b>Lesson focus: Spotting and using -er and -est suffixes</b>			
<b>Task number 1:</b>	See if you can finish the rules below. You could do this on paper, rather than on this sheet. When you have, watch the recap video to see if you were right. Add -ing to each of the verbs below.		
<b>Rule</b>	<b>Root word</b>	<b>Add -ing</b>	
If the vowel sound is short...	tap		
If the vowel sound is long...	roar		
If the verb ends in e...	like		
If the verb ends in y...	carry		
If the verb ends in two consonants...	wash		

<b>Task number 2:</b>	<p>We're going to be thinking about this story: <b>Pig, Pigger, Piggest</b> by <b>Rick Walton</b>.</p> <p>Listen to the story here: (We're sorry that we can't get our hands on a physical copy!)</p> <p><a href="https://www.youtube.com/watch?v=tko5cZ7TMbM&amp;t=348s">https://www.youtube.com/watch?v=tko5cZ7TMbM&amp;t=348s</a></p>	
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When you have finished enjoying the story, have a look at the story which has been typed up for you.

Can you spot and highlight (or write down) all of the words that contain our two suffixes

**-er and -est?**

**When you have done this,**

<b>Task number 3:</b>	<p>Tell me your favourite part of the story.</p> <p>Make sure you use full sentences.</p> <p>I will be <b>extra</b> impressed if you can use the suffixes -er and -est in your answers!</p>
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**CHALLENGE:**

**Have a look at my sentences and see if you can mark them. Have I used my suffixes correctly?**

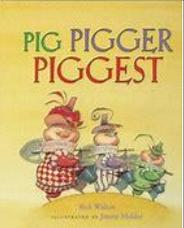
*Piger and Pigest were brothers.*

*I am the loudest singer in my class.*

*I saw the ugliest witch on a broomstick that was fastier than a car!*

Superworms

ENGLISH	Wednesday	Week 4
<b>Lesson focus: Story Mapping</b>		
<b>Task number 1:</b>	See if you can finish the rules below. <b>You could do this on paper, rather than on this sheet.</b> When you have, watch the recap video to see if you were right! Add -ed to each of the verbs below. Watch out - I have muddled up the rules this time!	
Rule	Root word	Add -ed
If the verb ends in two consonants...	<i>paint</i>	
If the verb ends in y...	<i>try</i>	
If the verb ends in e...	<i>drive</i>	
If the vowel sound is long...	<i>look</i>	
If the vowel sound is short...	<i>tip</i>	

<b>Task number 2:</b>	<p>We are going to make a story map of the story <b>Pig, Pigger, Piggest</b>.</p> <p>Watch the story again to refresh your memory of the story.</p> <p><a href="https://www.youtube.com/watch?v=tko5cZ7TMbM&amp;t=348s">https://www.youtube.com/watch?v=tko5cZ7TMbM&amp;t=348s</a></p>	
<p>Once you have finished watching the story, watch a tutorial about how to draw a story map.</p> <p><a href="https://www.youtube.com/watch?v=NoUUjZPjMxw">https://www.youtube.com/watch?v=NoUUjZPjMxw</a></p> <p>Then, use the story s and perhaps some puppets to retell the story. Use the story map to help guide you through the story. Don't forget to use lots of -er and -est suffix words!</p>		

<b>Task number 3:</b>	<p>Use the story map and all of your practising to write your favourite part of the story. If you're feeling really ready to write, you could write the whole story in your own words! Remember to think about capital letters and full stops and remember to try to use lots of -er and -est adjectives.</p>
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## Superworms

ENGLISH	Thursday	Week 4
<b>Lesson focus: Innovating a story</b>		
<b>Task number 1:</b>	See if you can finish the rules below. You could do this on paper, rather than on this sheet. This time, all of the root words are adjectives. See if you can add the <b>-er</b> suffix.	
<b>Rule</b>	<b>Root word</b>	<b>Add -er</b>
If the vowel sound is short...	<i>thin</i>	
If the vowel sound is long...	<i>cool</i>	
If the verb ends in e...	<i>nice</i>	
If the verb ends in y...	<i>pretty</i>	
If the verb ends in two consonants...	<i>warm</i>	

<b>Task number 2:</b>	<p><b>Look at your story map from yesterday and retell the story with your puppets.</b></p> <p>It's a really key part of the process of story writing that shouldn't be skipped as it helps you to form sentences and build ideas and vocabulary in your heads. You could also read out your version of the story to a family member. (Plus, it's fun!)</p>
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<b>Task number 3:</b>	<p>Today we are going to innovate a new story. This means put new ideas into something we know. For this you will need your story map and the story map with blank boxes.</p> <p>Watch the video showing you how you could innovate new ideas to turn Pig, Pigger, Piggest into a story about dragons.</p> <p>You can find this video (Called Pig Pigger Piggest Innovation) on the Year 2 youtube channel: <a href="https://www.youtube.com/channel/UCOR6RKBbfz0Z5qWG43JGoSg">https://www.youtube.com/channel/UCOR6RKBbfz0Z5qWG43JGoSg</a></p> <p>When you have finished watching, use your own story map with blank boxes to change parts of the story. Remember not to change the plot of the story too much, just the characters and the events. This will help you to learn the story structure and you will be able to draw on it when you write your own stories.</p> <p>Add exciting adjectives to your story map and write down some of the key things that will happen in your story underneath the pictures. This will also help me see what is going on in your story map!</p>
<b>CHALLENGE:</b>	
Create puppets to retell your story with! Try to use -er and -est suffixes when you are talking through your story.	

## Superworms

ENGLISH	Friday	Week 4
<b>Lesson focus: Writing a story using the -er and -est suffixes.</b>		
<b>Task number 1:</b>	See if you can finish the rules below. You could do this on paper, rather than on this sheet. This time, all of the root words are adjectives. See if you can add the <b>-est</b> suffix.	
Rule	Root word	Add -est
If the vowel sound is short...	hot	
If the vowel sound is long...	broad	
If the verb ends in e...	cute	
If the verb ends in y...	tasty	
If the verb ends in two consonants...	bright	

<b>Task number 2:</b>	Look at your new story map! Read through your story map (using puppets if you made them yesterday) and tell your story to someone in your family. This part of the story writing process is really important and will help you remember what you want to happen in your story and it will also help you to practise your sentences.
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<b>Task number 3:</b>	Now it's time to write your story! Below is a checklist - make sure you remember to use everything on it!
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<b>Did you remember...</b>	
Capital letters <b>A</b>	
Finger spaces 	
Full stops 	
Conjunctions 	
Exciting adjectives 	
<b>Suffixes:</b>	
-ed for the past tense	
-er and -est	
-es or -s for plurals	