Endings which sound like *shun*

Learning objective

We are learning to spell words when **-ion** or **-ian** have been added.

What pupils already know

Pupils should know that a suffix changes the meaning of a root word, and that adding it sometimes requires the modification of the root word before the suffix is added.

Key vocabulary

root word, suffix

Teaching notes

- Explain that the endings **-ion** and **-ian** often have **t**, **c**, **ss** or **s** before them.
- When a word has one of these endings, the whole ending is added to the root word.

Examples:

Show the words *invent* and *music*. Ask pupils to change these words to words with a ***shun*** ending. Then display the words *invention* and *musician*. Ask pupils to say these new words.

Next, display the words *action* and *electrician*.

Ask pupils if they can give a simple rule for adding **-ion** and **-ian**, based on the four words they can see. (Encourage pupils to recognise that for words ending in **-t**, **-ion** is added, and for words ending in **-c**, **-ian** is added.)

Display the words *education, permission, expression, extension* and *tension*. Discuss the root words (*educate, permit, express, extend and tense*) and allow pupils the opportunity to explore which ending is added to each of these roots, and what modification is needed, if any (e.g. drop the -**e** from *educate*).

For pupils:

Steps to success:

1. Look at the ending of the root word.

2. Decide whether the ending requires any modification.

3. Add **-ion** or **-ian** and write the full word. Check the spelling in a dictionary.

Independent activity

Refer pupils to the *Year 4 Spelling Pupil Book*, pages 24–25.

Use and apply

Task A: Which ending?

Give pupils, or ask them to create, a table with the headings *-ion words and -ian words*.

Ask them to complete the table by adding words from a given list or from reading books or dictionaries.

-ion words	-ian words
education	musician

Alternatively, and a little more challenging, you could provide pupils with a list of root words for which they must then add the ending before writing each word in the table.

For example: *magic, invent, electric, complete, inject, inflate.*

Task B: ION or IAN

A game for 2 players (although more can be added).

Each player takes it in turns being ION or IAN.

- Player 1 (ION) starts the game and must choose a **-ion** word (from a given list of words or from the completed table in Task A).
- Player 2 (IAN) then writes a sentence containing the **-ion** word chosen by Player 1.
- IAN then chooses a **-ian** word and ION writes a sentence containing the word.
- Continue for a specified number of words, e.g. two each, then swap with Player 1 becoming IAN and Player 2 becoming ION.
- When the end of the game has been reached, each player checks the other player's sentences and spellings. The one with the fewest mistakes is declared the winner.

> **Example:**
>
> Player 1 says *action*.
>
> Player 2 writes a sentence containing the word *action,* e.g. *They loved the action in the film.*
>
> Player 2 says *magician*.
>
> Player 1 writes a sentence containing the word *magician,* e.g. *The magician baffled everyone with her tricks.*

Task C: Rules are rules

Give pupils a list of root words to which **-ion** and **-ian** can be added. They must add the ending and sort the words into different groups (physically sorting word cards or writing in lists) depending on the rule applied.

To support those who are less confident, provide the completed word to help them with sorting.

Pupils should then explain, either verbally or in writing, their findings.

Endings which sound like *zhun*

Learning objective

We are learning to spell endings which sound like **zhun**.

What pupils already know

Pupils should already know that the addition of a suffix to a root word sometimes necessitates the modification of the ending of the root word before the suffix is added, and they should be able to give or recognise examples.

Key vocabulary

verb, noun, root word, suffix

Teaching notes

- Explain that some verbs ending in **-se** or **-de** can be changed into a noun using the ending **-sion**. This gives a **zhun** sound.

Example:

Show pupils the verbs *televise* and *divide*. Ask them to say these words with a *zhun* ending.

Ask pupils if they can write the new words. (Ask them to do this on paper or a small whiteboard and then share.)

Display the nouns *television* and *division*.

Ask pupils to explain what has happened to the ending of the root words. (Encourage them to see that the **-se** and **-de** have been removed before adding **-sion**.)

For pupils:

Steps to success:

1. Look at the ending of the root word.

2. Remove the **-se** or **-de**.

3. Add **-sion** and write the full word. Check the spelling in a dictionary.

Independent activity

Refer pupils to the *Year 4 Spelling Pupil Book*, pages 26–27.

Endings which sound like *zhun*

Use and apply

Task A: Which root?

Give pupils, or ask them to create, a table with the headings *-se endings* and *-de endings*.

Ask them to complete the table by changing **-sion** words from a given list into their root words.

-se endings	-de endings
televise	divide

Example words:

confusion	division	explosion	erosion
collision	decision	television	invasion

Task B: Write rotation

A game for 2 players (although more can be added).

Players will need two pieces of paper and two different coloured pencils (and maybe a dictionary for checking answers).

- Each player has a different coloured pen or pencil.
- Players write **-se endings** and **-de endings** on separate pieces of paper.
- They take turns to add words containing the given ending, and the associated **-sion** word, to the correct piece of paper.
- Players keep taking turns until neither player can think of any further words to add.
- The winner is the player who has written the most correct words.

> **Example:**
>
> Player 1 writes the words *confuse* and *confusion* on the **-se** sheet.
>
> Player 2 writes the words *erode* and *erosion* on the **-de** sheet.

Task C: Which space?

Display one ending (**-se** and **-de**) on each side of the classroom or other space used for the task.

Say a sentence containing a word which in its root form has either the **-se** or **-de** ending.

On hearing the sentence, ask pupils to move to the area of the room labelled with the ending they think the root word contains.

Show pupils both the word ending in **-sion** and the root word.

> **Example sentences:**
>
> The players were running for the same ball and a collision was inevitable. **(collision/collide)**
>
> They watched a fascinating documentary on the television. **(television/televise)**

Progress test 3

Choose the correct spelling.

1 tiredness / tiredeness

2 basicly / basically

3 gyatar / guitar

4 cresent / crescent

5 famous / fameous

Write the correct spelling for each word.

6 sience

7 sissors

8 gentley

9 enormus

10 childhud

Write the correct spelling for each <u>underlined</u> word.

11 Sven was the best <u>gide</u> for the expedition.

12 The man selling broken furniture was a <u>roge</u>.

13 <u>Luckerly</u> the rain stopped in time for the cricket match.

14 He was <u>happyly</u> walking along when a huge dog barked at him.

15 The school team was <u>victoryous</u> in the chess final.

16 – **20** Read the passage below. Find the **five** incorrect spellings and then write the correct spelling of each word.

> As they sat comfortbly on the coach they could not disgise how nervass they were. They knew that once they had got into the mountainus wilderness they would have to desend some huge rock faces.

Score ◯ / 20

Choose the correct spelling.

1 gloryus / glorious

2 inexpensive / imexpensive

3 musician / myoozishun

4 subject / subgect

5 sience / science

Write the correct spelling for each word.

6 gide

7 fasinate

8 subbway

9 acshun

10 mixcher

Write the correct spelling for each <u>underlined</u> word.

11 The extra sugar in the drink was <u>unecessary</u>.

12 A <u>meddle</u> was given to each of the soldiers.

13 When he was in the shop, somebody took the <u>boys</u> bike.

14 They found lots of <u>informashun</u> in the library.

15 The children were <u>merryly</u> singing on the school bus.

16 – **20** Read the passage below. Find the **five** incorrect spellings and then write the correct spelling of each word.

> Although she was adventchrus, it was a dangerus decishen for the magishun to make the sharp sissors fly through the air.

Score ◯/ 20