

# Vocabulary – Understanding suffixes

## Stage 1

### Overview

#### Learning intention

Students will learn to identify and build meaning around parts of a word, including base words and suffixes.

#### Syllabus outcomes

The following teaching and learning strategy will assist in covering elements of the following outcomes:

EN1–4A draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies

EN1–9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts.

#### Success criteria

The following suggestions may guide teachers to develop success criteria for student learning.

- explains how to use morphology to understand the meaning of unfamiliar words
- identifies base words and explains their meaning and grammatical category
- identifies suffixes and explains the meaning that they add to base words
- identifies suffixes and explains how they can change their grammatical category of a word

### National Literacy Learning Progression guide

#### Understanding texts (UnT4–UnT6)

Key: C=comprehension P=process V=vocabulary

##### UnT4

- demonstrates understanding of common morphemic word families when reading (identifies the word run in running)

##### UnT5

- identifies key words and the meaning they carry (nouns, verbs)

##### UnT6

- uses morphological knowledge to explain words (help (base) + less (suffix) = helpless) (V)

Teaching and learning experiences	Resources
<a href="#">Introducing morphemes – base words and suffixes</a>	<a href="#">Appendix 1 – Morphemes visual</a> <a href="#">Appendix 2 – Understanding morphemes anchor chart</a>
<a href="#">Exploring base words and suffixes -ed and -ing</a>	<a href="#">Appendix 3 – Verb words cards 1</a> <a href="#">Appendix 4 – Verb word cards 2</a>
<a href="#">Exploring base words and suffixes -s and -es</a>	<a href="#">Appendix 5 – Verb word cards 3</a> <a href="#">Appendix 6 – Verb word cards 4</a>
<a href="#">Exploring base words and suffixes -er and -est</a>	<a href="#">Appendix 7 – Comparative suffixes</a> <a href="#">Appendix 8 – Adjective word cards 1</a> <a href="#">Appendix 9 – Adjective word cards 2</a>
<a href="#">Exploring base words and derivational suffixes (-ful)</a>	<a href="#">Appendix 10 – Noun and verb word cards 1</a> <a href="#">Appendix 11 – Matching adjectives (-ful suffix) to their meaning</a> <a href="#">Appendix 12 – Example sentences with -ful suffix adjectives</a>

For a suggested list of morphemes for Stage 1 learning see [Appendix 13 – Suggested morphemes for Stage 1 learning](#).

## Where to next?

- [Exploring words using morphology vocabulary routine](#)
- [Morphemic word chain vocabulary routine](#)

# Background information

## Vocabulary

For information about the importance of explicit vocabulary instruction for effective reading, see page 17 of the reading guides: [Effective reading: Kindergarten to Year 2 instruction](#).

## Morphology

Morphology is the study of the smallest meaningful unit in the English language. Building morphemic knowledge supports student development of vocabulary knowledge, reading comprehension, decoding skills, spelling and content knowledge, especially in curriculum areas such as mathematics, history, and science.

Key vocabulary terms are defined below and also explained in the [Understanding types of morphemes](#) video:

- **Morpheme:** The smallest unit of meaning in a word such as prefixes, suffixes and base words.
- **Free morpheme:** Words that can stand alone. These words are commonly referred to as base words (for example, shout, march).
- **Bound morpheme:** The smallest unit of meaning that cannot stand alone as a word (for example, prefixes such as **pre-**, **un-**, **re-** and **mis-**, and suffixes such as **-ful**, **-ing** and **-es**).
- **Root:** A unit of meaning often deriving from Greek or Latin origin (for example, **tele-phone**, **aqua**).
- **Prefix:** A unit of meaning that attaches to the beginning of a base word or root that changes or modifies the meaning of words (for example, **mis**behave).
- **Suffix:** A unit of meaning that attaches to the end of a base word or root word. It is important to teach the meaning of the suffix and/or its function or part of speech (for example cheerful)
- **Inflectional suffixes:** An inflected suffix is a bound morpheme added to the end of a base word that changes the verb–number agreement or tense (for example, plural suffixes such as **-s** and **-es**, tense suffixes such as **-ing**, and **-ed**).
- **Derivational suffixes:** A group of letters added after the end of a base word or root to create a new word or form of an existing word (for example, **beauty** (noun) + **-ful** (suffix meaning full of) = **beautiful** (adjective), or **teach** (verb) + **-er** (suffix meaning one who) = **teacher** (noun)).

## What works best– Explicit teaching

Explicit teaching practices involve teachers clearly explaining to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded. Students are given opportunities and time to check their understanding, ask questions and receive clear, effective feedback.

This resource reflects the latest evidence base and can be used by teachers as they plan for explicit teaching. Teachers can use assessment information to make decisions about when and how they use this resource as they design teaching and learning sequences to meet the learning needs of their students.

Further support with [What works best](#) is available on the [What works best website](#).

# Gradual release of responsibility model

The Gradual release of responsibility model is a helpful framework to understand what explicit instruction can look like when teaching reading.

At the heart of the model is the concept that, as we learn new content, the responsibility for the cognitive load shifts from primarily sitting with the teacher as the model or expert, to the responsibility sitting with the student as they take on independence in their learning and application.

It is important to note that the model is not linear and can be used flexibly rather than from beginning to end over the course of a lesson or in the same way for every student. Instead, it should be seen as a dynamic model that is recursive, meaning it can be repeated and revisited as needed and informed by formative assessment. As the students increase in their ability, teachers gradually carry less of the cognitive load and students gradually assume more responsibility for the learning in order to become independent in the knowledge, skill or concept understanding and the application of this across contexts.

## Modelled instruction

The Gradual release of responsibility model begins with the teacher assuming a significant proportion of the cognitive load for the learning. Modelled instruction is when the teacher models how an expert reads with a particular emphasis on the skill, concept or knowledge focus. This section is when the teacher is saying “I do, you watch”.

Although modelled instruction is characterised by teacher voice, the students are active participants and engaged in careful observation. As the teacher explains the learning intention and its purpose, the students should be encouraged to reflect on their current knowledge, understanding or skill. The teacher builds understanding of the academic language or background knowledge necessary to access the learning and the students reflect on and add to their background knowledge or academic vocabulary. Modelled instruction is often characterised by the teacher ‘thinking aloud’ to demonstrate how a skilled reader monitors and controls their comprehension. At the end of modelled instruction:

- revisit the learning intention and reflect on what the students observed the teacher doing to show the learning intention
- co-construct the success criteria based on what the teacher modelled and the students observed
- co-construct an anchor chart that students can refer to as they continue their learning.

## Shared practice

Shared practice offers rich instructional opportunities as teachers and students both engage with a shared text. This is when the teacher invites the students to share responsibility for the thinking, with the teacher saying “I do, you help.” Shared instruction is an interactive reading experience with the teacher or expert continuing to model or demonstrate the skills, concept or understanding that is the focus of the learning, however, the students are now invited to join the teacher in sharing the cognitive load for the learning. Shared practice is characterised by rich and authentic conversations amongst the community of readers as both teacher and students discuss, pose ideas, ask questions and extend their thinking.

## Guided practice

The next stage is guided practice when the student takes on significantly more responsibility with the teacher saying “you do, I help.” Guided practice often involves the teacher working with a small group of students and encouraging the students to think aloud about the strategy focus. The teacher asks questions to prompt or clarify thinking, supporting and guiding the learning of the group. Guided practice is characterised by high challenge texts scaffolded with high support for the needs of the learner.

## Collaborative practice

Collaborative practice is when the students take on and share more responsibility with their fellow learners. The teacher is still present and available but is saying “you do together, I will support you as needed.” Students are often paired with a partner or work in a small group. They work collaboratively on a strategy focus, sharing their thinking as they work together. Students are encouraged to think aloud as they read and to engage in shared discussion, questioning and collaboration. During collaborative practice, the teacher supports students by observing, monitoring, prompting and guiding them towards independence. The teacher encourages the use of support structures such as anchor charts, learning intentions and success criteria.

## Independent practice

Once the student is confident with the learning, they continue to practice independently. The teacher is present and available and is now saying “you do alone and I will watch.” The students can record how they think aloud, problem solve and utilise the focus strategy to support their reading. The teacher uses this stage as an opportunity to observe and formatively assess students. Multiple opportunities across varying contexts need to be offered to students in order for them to develop independence with a skill or strategy.

## Further professional learning

Use the following links for more information and resources for effective reading instruction:

- A video explaining the [Simple view of reading](#)
- A video [introducing Scarborough’s reading rope](#)
- A video explaining the [lower strands of Scarborough’s reading rope](#)
- A video explaining the [upper strands of Scarborough’s reading rope](#)
- A video explaining the [types of morphemes](#)
- [Literacy and numeracy professional learning:](#)
  - [Effective reading: Phonics](#)
  - [Effective reading: Phonological Awareness](#)
  - [Focus on Understanding texts: The components of reading – Blended learning](#)
  - [Fluency on teams – Blended learning](#)
  - [Focus on vocabulary – Blended learning](#)

## Differentiation and adjustments

When using these resources in the classroom, it is important for teachers to consider the needs of all students, including [Aboriginal](#) and EAL/D learners.

Including Aboriginal language or Aboriginal English vocabulary, as well as reflecting cultural language from student ethnic backgrounds, adds significance and meaning to the learning. Contact your local Aboriginal Education Consultative Group (AECG) representatives and Aboriginal community members for information about the local language or Aboriginal English.

EAL/D learners will require explicit English language support and scaffolding, informed by the Enhanced [EAL/D enhanced teaching and learning cycle](#) and the student’s phase on the [EAL/D Learning Progression](#). Teachers can access information about [supporting EAL/D learners](#) and [literacy and numeracy support](#) specific to EAL/D learners.

Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a [range of adjustments](#) to ensure a personalised approach to student learning.

[Assessing and identifying high potential and gifted learners](#) will help teachers decide which students may benefit from extension and additional challenge. [Effective strategies and contributors to achievement](#) for high potential and gifted learners helps teachers to identify and target areas for growth and improvement. A [differentiation adjustment tool](#) can be found on the [High potential and gifted education website](#).

# Teaching and learning experiences

## Introducing morphemes – base words and suffixes

### Learning intention

We are learning to use the words morpheme, base word and suffix to describe the parts of a word that carry meaning.

### Success criteria

I can:

- explain what a morpheme is
- recognise a base word
- identify a suffix added to the end of a base word.

### Suggested teaching and learning sequence

#### Building field knowledge

1. Explain to students that good readers look at words carefully to work out which parts carry meaning and how those parts help them understand what the word means. Explain that we are learning a new term, morphemes, to describe the parts of a word that has meaning. We are going to learn about two different types of morphemes: base words and suffixes. Display a visual such as [Appendix 1 – Morphemes visual](#).
2. Write the word 'play' on the board. Say, "We know that this word says play. We know that this word means to do an activity for fun." Write and read the sentence 'We play with our friends.' Say "Play is a word and it has a meaning. It is called a word but it is also called a morpheme because it means something."
3. Write -ed at the end of play using a different colour. Say, "We know this word now says played. It has the word play and I have added the ending -ed. The -ed at the end tells me that the play has already happened." Write and read the sentence "He played with his friends." Say "The -ed shows past tense. By adding the -ed to the end of the word we have not only changed the look of the word but we have added to what it means."
4. Repeat the process for the word jump.
5. Write or display the word walked and ask the students what they notice. Prompt students to identify that this word already has the -ed added to the end. "If we take the -ed off does what is left mean something on its own?" Remove the -ed and explain that walked is made of the word walk and the ending -ed. We call walk the base word because it is the word that can exist on its own but can also have things added to it like when the -ed is added.
6. Explain that play, jump and walk are all morphemes. They can be used on their own and always mean something. Explain that they are a type of morpheme called base words. Add these words under 'base word' on the visual such as [Appendix 1 –Morphemes visual](#).
7. Explain that -ed also has meaning because it tells us something happened in the past. It too is called a morpheme but it can't be used on its own. It must be added to the end of a word for it to make sense. So it is not a base word. Explain that -ed is a type of morpheme called a suffix. Add -ed under 'suffix' on the visual such as [Appendix 1 –Morphemes visual](#).

8. Write play again on the board and in a different colour add -ing to the end. Say, “We know this word says playing. It has the word play again but I have added a different ending. It has -ing at the end. The -ing at the end tells me that the play is happening now.” Write and read the sentence “He is playing with his friends.” Say “The -ing shows present tense. Again we have not just changed the look of the word, we have added to its meaning.”
9. Repeat the process with the word jump and walk.
10. Explain that -ing is a morpheme, it means something is presently happening but it must also be added to the end of a word for it to make sense. So it is not a base word. Explain that this type of morpheme is called a suffix. Add -ing under ‘suffix’ on the visual such as [Appendix 1 –Morphemes visual](#).
11. Together co-construct a student friendly definition of the terms: morpheme, base word and suffix. Include examples of base words with suffixes attached as well as explanations of what each word part or morpheme means. See [Appendix 2 – Understanding morphemes anchor chart](#) for an example anchor chart for supporting student understanding of morpheme terminology. Display the anchor chart in the classroom to refer back to throughout the following learning sequences.



# Exploring base words and suffixes -ed and -ing

## Learning intention

We are learning to identify base words and suffixes to help us understand the meanings of words.

## Success criteria

I can:

- identify a base word and explain what it means
- identify a suffix (-ed, -ing) and explain how it adds meaning to a base word.

## Suggested teaching and learning sequence

### Modelled instruction

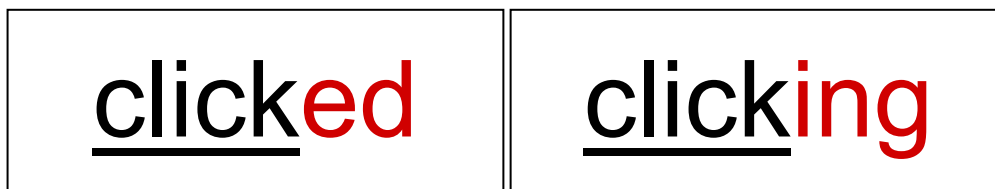
1. Revisit the previous lesson's learning and the co-constructed anchor chart. Reinforce that morphemes are the smallest meaningful parts of words. A base word is a morpheme that has meaning all on its own. A suffix is a type of morpheme that goes on the end of a base word. It adds meaning to the base word but cannot stand alone.
2. Explain that the focus for this learning will be to identify different base words and the 'tense' suffixes -ed and -ing. Explain that these are added to base words to help us understand when an action is occurring (for example, is the action occurring in the past or is the action happening now in the present tense).
3. Use a think aloud and a word sum grid (see example below), to model adding suffixes to different base words (Note: begin with suffixes previously introduced in Early Stage 1 such as -ed and -ing). Point to the first word and say, "I know this word says turn. I know turn means to move something into a different position or direction. 'She began to turn down the path'. In this sentence turn is a verb, an action word."
4. Write turn again on the grid and add -ed at the end using a different colour. Say, "We know this word now says turned. It has the word turn and I have added the ending -ed. The -ed at the end tells me that the turn has already happened. 'She turned down the path'. It shows past tense. By adding the -ed to the end of the word we have not only changed the look of the word but we have added to what it means."
5. Write turn again on the grid and in a different colour add -ing to the end. Say, "We know this word says turning. It has the word turn again but I have added a different ending. It has -ing at the end. The -ing at the end tells me that the turn is happening now. We call this present tenses. She is turning down the path now. Again we have not just changed the look of the word, we have added to its meaning."

Base word	+	suffix	=	new word
turn	+	-ed	=	turned
turn	+	-ing	=	turning

6. Repeat the same steps with words such as visit, act, and view.
7. Ask students to turn and talk to a partner about what they have learnt about the suffixes -ed and -ing when they are added to the end of a base word that is a verb.
8. Together revisit the previously co-constructed anchor chart and add to it by co-constructing a student friendly explanation of what a suffix is (see [Appendix 2 – Understanding morphemes anchor chart](#)). Include an explanation of what each of the previously discussed suffixes does when added to the end of a base word. Include examples and word sums. Display the chart in the classroom and continue to refer to and add new understandings throughout the learning sequence.

## Shared practice

1. Revisit the previous lessons learning and the co-constructed ‘suffix’ chart. Reinforce that a suffix is a type of morpheme that goes on the end of a base word. It adds meaning to the base word but cannot stand alone.
2. Explain that the focus for this learning will be to identify different base words and the suffixes that can be added to them, to help us understand the meaning of words.
3. Explain that with help for the students, together you will identify base words and suffixes -ed and -ing, and sort words according to the job of the suffix that has been used (for example, to show past or continuous present tense).
4. Display previously cut out word cards spread out on the board or floor ([Appendix 3 – Verb word cards 1](#)) and together read all the words out aloud. Ensure students understand the meaning of each word and provide scaffolding as needed.
5. Use a think aloud to model the process for identifying a base word and the suffix within a word. Begin by randomly selecting a word and saying aloud, “I can see the word clicking. I can see the suffix -ing on the end of the base word click. Click is a verb and the suffix -ing shows that the click is happening now. The -ing shows continuous present tense.” Use two different colours to circle/underline the base word and the suffix on the word card.



6. Ask students to identify another word with the base word click (for example, clicked) or another word with the suffix -ing. Together circle/underline all the base words and suffixes used.
7. Ask the students to help sort the words first according to base word then according to the job of the suffixes used. For example group all the words with the suffix -ed together and label past tense. Place all the words with suffix -ing together and label present tense.
8. Revisit the learning intention, success criteria and anchor chart. Have students turn to a partner and explain what a base word is. Have students use an [exit slip](#) to choose a base word and write a word sum to explain how the suffix -ed or -ing can be added and what that tells us about the word. Use the formative assessment information to make decisions about which students require further support through additional modelled instruction or shared practice and which students are ready for guided, collaborative or independent practice.

## Guided practice

Select or create texts for use in guided reading that include examples of the tense suffixes -ed and -ing attached to the end of verbs. Texts should be carefully chosen to align with the decoding and word recognition skills of the students.

1. Revisit the learning intention, success criteria and anchor chart. Have students explain to a partner or the group what a base word and/or suffix is. Explain that we will be paying particular attention to words with the tense suffixes -ed and -ing in our reading today.
2. Provide an orientation to the text and pre-teach significant vocabulary before reading the text.
3. Have students chorally read the text as a group and ask students to pause after a number of words with -ed or -ing have been encountered.
4. Model how you noticed the word with a suffix by saying, "I noticed the word streamed in this sentence. I used my knowledge of suffixes and base words to help me read this word. In my mind I separated the -ed from the word and I could decode the base word more easily. I can see the base word in stream. When I put it back together in my mind, I knew the word was streamed."
5. Invite students to share the words with suffixes they noticed and to explain how they used their knowledge of base words and suffixes to read the word.
6. Repeat the process as needed through the guided practice session.
7. Have students record examples of their word sums on a whiteboard or piece of paper. Prompt students to use their recording to explain to a peer in the class how they used their knowledge of base words and suffixes to support their reading.

## Collaborative practice

1. Working in small groups, students practice identifying the base words and suffixes found within different words. The teacher monitors student discussion and provides support as needed.
2. Give each group a sheet of word cards to cut out ([Appendix 4 – Verb word cards 2](#)).
3. The students work together and underline the base word and suffix within each word.
4. The students sort the word cards into groups according to common base words. They then sort the words into groups by looking at the suffix that has been used.
5. Students use post-it notes to label the groups and show their understanding of the meaning added by each suffix.

## Independent practice

Have students search for and record examples of the -ing and -ed suffixes added to verbs in familiar texts. Prompt students to use their recording to explain to a peer in the class how they used their knowledge of base words and suffixes to support their reading.

# Exploring base words and suffixes -s and –es

## Learning intention

We are learning to identify base words and suffixes to help us understand the meanings of words.

## Success criteria

I can:

- identify a base word and explain what it means
- identify a suffix (-s, -es) and explain how it adds meaning to a base word.

## Suggested teaching and learning sequence

### Modelled instruction

1. Revisit the previous lesson's learning and the co-constructed anchor chart. Reinforce that morphemes are the smallest meaningful parts of words. A base word is a morpheme that has meaning all on its own. A suffix is a type of morpheme that goes on the end of a base word. The suffixes -ed and -ing add meaning to a base word by showing tense. Reinforce that suffixes add meaning to a base word but cannot stand alone.
2. Explain that the focus for this learning will be to identify different base words and the suffixes -s and -es. Write the suffixes -s and -es on the board.
3. Begin the lesson by revisiting Early Stage 1 content about using the suffix -s to form plurals. Say, "I know that when I add an -s to the end of a noun it shows that there is more than one. It makes the word a plural." Write cat and cats on the board. Underline the plural suffix -s. Say, "This is a plural suffix -s. It adds meaning to the word because it shows there is more than one cat." Repeat the process with other nouns like dog–dogs, hat–hats, book–books.
4. Write box and boxes on the board. Say, "To show the plural for the noun box, I need to add the plural suffix -es. This is because box ends in an x and when we want to make nouns ending in an x a plural we need to use the plural suffix -es. Try and say box-s. Box-s is very hard to say, so we say box-es and spell it with an -es at the end."
5. Write dish-dishes, dress-dresses and match-matches on the board. Underline the plural suffix -es. Explain that the -es suffix is used to form plurals for words ending in ch, sh, ss, or x.
6. Reinforce that -s and -es are suffixes that add meaning to nouns. They show that the noun is a plural, meaning there is more than one. They cannot stand alone and need to be attached to a noun.
7. Introduce the focus of the lesson: to understand that the suffixes -s and -es, can also be added to verbs to show when an action is occurring. Just like the suffixes -ed and -ing, they can be used to show tense but they need to be attached to a verb to do this.
8. Use a think aloud and a word sum grid (refer to the example on the following page), to model adding the suffixes -s and -es to different base words (verbs). Point to the first word and say, "I know this word says turn. I know turn means to move something into a different position or direction. 'She began to turn down the path'. In this sentence turn is a verb, an action word."
9. Write turn again on the grid and add -ed at the end using a different colour. Say, "We know this word now says turned. It has the base word turn and I have added the suffix -ed. The -ed at the end tells me that the turn has already happened. 'She turned down the path'. It shows past tense."

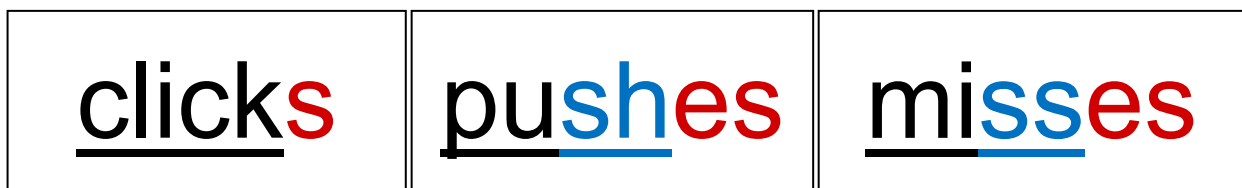
10. Write turn again on the grid and in a different colour add -ing to the end. Say, “We know this word says turning. It again has the base word turn but I have added a different suffix. It has -ing at the end. The -ing at the end tells me that the turn is happening now. She is turning down the path. It shows present tense.”

Base word	+	suffix	=	new word
turn	+	-ed	=	turned
turn	+	-ing	=	turning
turn	+	-s	=	turns

11. Repeat the same steps with words such as visit, act, wish, kiss, punch and wax. When modelling adding suffixes to the base word wish, kiss, punch and wax, underline the final letter/s for each base word and reinforce that the -es suffix is used for verbs ending in ch, sh, ss, x or o: wish-wishes, kiss-kisses, punch-punches, wax-waxes, go-goes.
12. Ask students to turn and talk to a partner about what they have learnt about the suffixes -s and -es when they are added to the end of a base word that is a verb.
13. Together revisit the previously co-constructed anchor chart and add to it by co-constructing a student friendly explanation for the tense suffixes -s and -es (refer to [Appendix 2 – Understanding morphemes anchor chart](#)). Include examples and word sums. Display the chart in the classroom and continue to refer to and add new understandings throughout the learning sequence.

## Shared practice

1. Revisit the previous lessons learning and the co-constructed ‘suffix’ chart. Reinforce that the tense suffixes -s and -es are morphemes that go on the end of a base word that is a verb. It adds meaning to the base word but cannot stand alone.
2. Explain that the focus for this learning will be to identify different base words that are verbs and the suffixes -s and -es that can be added to show tense.
3. Explain that with help of the students, together you will identify base words and sort words according to the type of tense suffix that has been used.
4. Display previously cut out word cards spread out on the board or floor ([Appendix 5 – Verb word cards 3](#)) and together read all the words out aloud. Ensure students understand the meaning of each word and provide scaffolding as needed.
5. Use a think aloud to model the process for identifying a base word, taking note of its final letters and the suffix that has been attached. Begin by randomly selecting a word and saying aloud, “I can see the base word jump. I can see the suffix -s on the end of the base word jump. Jump is a verb and the suffix -s shows that the jump is happening now. The -s shows present tense.” Use two different colours to circle/underline the base word and the suffix on the word card.



6. Ask students to identify another word with the -s suffix attached (for example, helps or pulls). Underline the base word and highlight the -s suffix.
7. The teacher then selects a word that has the -es suffix attached. Say, "I can see the base word push. I notice that this time the -es suffix has been used. This is because the verb push ends with the letters sh. Push is a verb and the suffix -es shows that the push is happening now. The -es shows present tense." Use three different colours to circle/underline the base word, its final letters and the suffix that has been used.
8. Ask the students to help sort the words according to the suffix that has been attached. Together circle/underline the base word, its final letters and the suffix that has been used.

## Guided practice

Select or create texts for use in guided reading that include examples of the tense suffixes -s and -es at the end of verbs. Texts should be carefully chosen to align with the decoding and word recognition skills of the students.

1. Revisit the learning intention, success criteria and anchor chart. Have students explain to a partner or the group what a base word and/or suffix is. Explain that we will be paying particular attention to words with the tense suffixes -s and -es in our reading today.
2. Provide an orientation to the text and pre-teach significant vocabulary before reading the text.
3. Have students chorally read the text as a group and ask students to pause after a number of words with the suffixes -s or -es have been encountered.
4. Model how you noticed the word with a suffix by saying, "I noticed the word hisses in this sentence. I used my knowledge of suffixes and base words to help me read this word. In my mind I separated the -es from the word and I could decode the base word more easily. I can see the base word is hiss. When I put it back together in my mind, I knew the word was hisses."
5. Invite students to share the words with suffixes they noticed and to explain how they used their knowledge of base words and suffixes to read the word.
6. Repeat the process as needed through the guided practice session.
7. Have students record examples of their word sums on a whiteboard or piece of paper. Prompt students to use their recording to explain to a peer in the class how they used their knowledge of base words and suffixes to support their reading.

## Collaborative practice

1. Working in small groups, students practice identifying the base words and suffixes found within different words. The teacher monitors student discussion and provides support as needed.
2. Give each group a sheet of word cards to cut out ([Appendix 6 – Verb word cards 4](#)).
3. The students then work together and underline the base word and suffix within each word. The students sort the word cards into groups according to common base words. They then sort the words into groups by looking at the suffix that has been used. Students use post-it notes to label the groups and show their understanding of the meaning added by each suffix.

## Independent practice

Have students search for and record examples of the tense suffixes -s and -es added to verbs in familiar texts. Prompt students to use their recording to explain to a peer in the class how they used their knowledge of base words and suffixes to support their reading.

# Exploring base words and suffixes -er and -est

## Learning intention

We are learning to identify base words and suffixes to help us understand the meanings of words.

## Success criteria

I can:

- identify a base word and explain what it means
- identify a suffix (-er and -est) and explain how it adds meaning to a base word.

## Suggested teaching and learning sequence

### Modelled instruction

1. Revisit the previous lessons learning and the co-constructed anchor chart. Reinforce that morphemes are the smallest meaningful parts of words. A base word is a morphemes that has meaning all on its own. A suffix is a type of morpheme that goes on the end of a base word. It adds meaning to the base word but cannot stand alone.
2. Explain that sometimes we need to use words that let us compare one person, thing, action or state to another. Use a think aloud and record sentences on the board, highlighting examples of words used to make comparisons (comparative and superlative). Display the sentences and visual supports in [Appendix 7 – Comparing using suffixes](#). Say, “For example, we might say: My sister is **bigger** than me. A mouse is **lighter** than an elephant. A rose smells **sweeter** than a sun flower. This is comparing two different things. At other times we might need to compare one thing to all the others in the same category. For example: The castle was the **biggest** in all the land. The lion was the **meanest** fiercest animal in the zoo.”
3. Explain that the focus for this learning will be to identify different base words and the suffixes -er and -est, that are added to the end of adjectives to make comparative and superlative words.
4. Use a think aloud and a word sum grid (see example on the following page), to model adding suffixes to different base words. Write short on the board and say, “I know this word says short. It is a base word. I know short is a word we use to describe the length of an object. ‘The child is short.’ In this sentence short is an adjective; a describing word.”
5. Write ‘short’ on the grid and add -er to the end using a different colour. Say, “We know this word now says shorter. It has the word short and I have added the suffix -er to the end. The -er at the end tells me that a comparison is being made. ‘The child is **shorter** than the tree.’ Draw a picture to support student understanding. It shows a comparison between the child and the tree. By adding the suffix -er to the end of the word we have not only changed the look of the word but we have added to what it means.”
6. Write short again on the grid and in a different colour add -est to the end. Say, “We know this word says shortest. It has the word short again but I have added a different suffix to the end. It has -est at the end. The suffix -est at the end tells me a comparison is being made. ‘The child is the **shortest**’. It shows that compared to all other things that were measured the child is the shortest. Again we have not just changed the look of the word, we have added to its meaning.”



Base word	+	suffix	=	new word
short	+	er	=	shorter
short	+	est	=	shortest
clean	+	er	=	cleaner
clean	+	est	=	cleanest

- Repeat the same steps with adjectives such as clean, fast, smooth, and smart.
- Ask students to turn and talk to a partner about what they have learnt about the suffixes -er and -est when added to the end of a base word (adjective).
- Together revisit the previously co-constructed anchor chart and add to it by co-constructing a student friendly explanation of comparative and superlative suffixes (see [Appendix 2 – Understanding morphemes anchor chart](#)). Include an explanation of what each of these suffixes does when added to the end of a base word. Include examples and word sums. Display the chart in the classroom and continue to refer to and add new understandings throughout the learning sequence.

**Teaching note:** When students have developed a sound understanding of what these suffixes mean, and as appropriate given formative assessment information, model adding them to base words where the final consonant follows a short vowel and so must be doubled, for example, fat-fatter, big-biggest. Gradually introduce replacing the final 'e' when adding -er and -est to words that end in 'e', for example, large-larger, cute-cutest. Finally, words that end in 'y' and require the 'y' changed to be replaced with 'i' before adding the suffixes -er and -est, for example, sunny-sunnier, funny-funniest.

## Shared practice

- Revisit the previous lessons learning and the co-constructed anchor chart. Reinforce that a suffix is a type of morpheme that goes on the end of a base word. It adds meaning to the base word but cannot stand alone.
- Explain that the focus for this learning will be to identify different base words (adjectives) and the suffixes that can be added to them to help us make comparisons.
- Explain that with help for the students, together you will identify base words and suffixes, and sort words according to their common base word or whether they have a comparative or superlative suffix.
- Display previously cut out word cards spread out on the board or floor ([Appendix 8 – Adjective word cards 1](#)) and together read all the words out aloud. Ensure students understand the meaning of each word and provide scaffolding as needed.
- Use a think aloud to model the process for identifying a base word and the suffix within a word. Begin by randomly selecting a word and saying aloud, "I can see the word softer. I can see the suffix -er on the end of the base word soft. Soft is an adjective used to describe how something feels when touched. The suffix -er is used to compare the softness of one thing to another. It shows that one thing feels 'more' soft compared to another." Use two different colours to circle/underline the base word and the suffix on the word card.

softer

kindest

darker

6. Ask students to identify another word with the base word soft or another word with the suffix -er. Together circle/underline all the base words and suffixes used.
7. Ask the students to help sort the words first according to their base word then according to the job of the suffixes used. For example group all the words with the suffix -er together and label these as comparative. Place all the words with suffix -est together and label these as superlative.

## Guided practice

Select or create texts for use in guided reading that include examples of the suffixes -er and -est at the end of adjectives to make comparisons. Texts should be carefully chosen to align with the decoding and word recognition skills of the students.

1. Revisit the learning intention, success criteria and anchor chart. Have students explain to a partner or the group what a base word and/or suffix is. Explain that we will be paying particular attention to words with the suffixes -er and -est in our reading today.
2. Provide an orientation to the text and pre-teach significant vocabulary before reading the text.
3. Have students chorally read the text as a group and ask students to pause after a number of words with the suffixes -er or -est have been encountered.
4. Model how you noticed the word with a suffix by saying, "I noticed the word tallest in this sentence. I used my knowledge of suffixes and base words to help me read this word. In my mind I separated the -est from the word and I could decode the base word more easily. I can see the base word is tall. When I put it back together in my mind, I knew the word was tallest."
5. Invite students to share the words with suffixes they noticed and to explain how they used their knowledge of base words and suffixes to read the word.
6. Repeat the process as needed through the guided practice session.
7. Have students record examples of their word sums on a whiteboard or piece of paper. Prompt students to use their recording to explain to a peer in the class how they used their knowledge of base words and suffixes to support their reading.

## Collaborative practice

1. Working in small groups, students practice identifying the base words and suffixes found within different words. The teacher monitors student discussion and provides support as needed.
2. Give each group a sheet of word cards to cut out ([Appendix 9 – Adjective word cards 2](#)).
3. The students then work together and underline the base word and suffix within each word. The students sort the word cards into groups according to common base words. They then sort the words into groups by looking at the suffix that has been used. Students use post-it notes to label the groups and show their understanding of the meaning added by each suffix.

## Independent practice

Have students search for and record examples of the suffixes -er and -est added to adjectives in familiar texts. Prompt students to use their recording to explain to a peer in the class how they used their knowledge of base words and suffixes to support their reading.

# Exploring base words and derivational suffixes (-ful)

## Learning intention

We are learning to identify base words and suffixes to help us understand the meanings of words.

## Success criteria

I can:

- identify a base word and explain what type of word it is (noun, verb, or adjective) and what it means
- identify a suffix (-ful) and explain how it adds meaning to a base word and changes the type of word it is (noun, verb, or adjective).

## Suggested teaching and learning sequence

The following learning sequence focuses on developing student understanding of the suffix -ful. This learning sequences can be repeated to teach any suffix. For a suggested list of morphemes to focus teaching on for Stage 1 see [Appendix 13 – Suggested morphemes for Stage 1 learning](#).

## Modelled instruction

1. Revisit the previous lesson’s learning and the co-constructed anchor chart. Reinforce that morphemes are the smallest meaningful parts of words. A base word is a morphemes that has meaning all on its own. A suffix is a type of morpheme that goes on the end of a base word. It adds meaning to the base word but cannot stand alone.
2. Explain that sometimes when a suffix is added to a base word it can make a new word with a different meaning and that sometimes this different meaning changes the type of word (grammatical category) it is. This means that the word can change from being a verb or noun to being an adjective.
3. Introduce and write the suffix -ful on the board. Explain that this suffix is a type of suffix that changes both the meaning and grammatical category of words. Explain that the suffix -ful means ‘to be full’ of something. Record the definition next to the suffix. Under the heading ‘verb’, write the base words help, play and use on the board. Say, “These words are all verbs. We can use them in simple sentences like: I help, I play, and I use. They are actions.” In a different colour add the suffix -ful to the end of each word. Say, “This now says helpful. If we use this word in a sentence we would say ‘I am helpful.’ Adding the suffix -ful to help is like we are saying I am full of help. That’s not how we talk though, is it. So, we add the suffix -ful to the end of words to describe someone or something. Helpful has been used to describe and is an adjective. The -ful suffix has added meaning and also changes the type of word (grammatical category) from a verb to an adjective.” Repeat the process for play-playful and use-useful (see example word sum below).

Base word (verb)	+	suffix	=	new word (adjective)
help	+	-ful	=	helpful
play	+	-ful	=	playful
use	+	-ful	=	useful

- Explain that the suffix -ful can also be attached to nouns to add meaning. Under the heading 'noun' write 'tear' and 'pain'. Say, "These words are all nouns. They are names for things. Tears are what comes from our eyes when we cry. Pain is a type of feeling. She had a tear in her eye. She had a pain in her tummy." In a different colour add the suffix -ful to the end of each word. Say, "This now says tearful. She was tearful. We wouldn't say she was full of tears, instead we say, she was tearful. Tearful has been used to describe and is an adjective. The -ful suffix has added meaning and also changed the type (grammatical category) of the word from a noun to an adjective." Repeat the process for painful (see example word sum below).

Base word (noun)	+	suffix	=	new word (adjective)
tear	+	-ful	=	tearful
pain	+	-ful	=	painful

- Reinforce that for each time an adjective was made by adding the suffix -ful to each base word (both verbs and nouns).
- Ask students to turn and talk to a partner about what they have learnt about the suffixes -ful when added to the end of base words that are verbs or nouns.
- Together revisit the previously co-constructed anchor chart and add to it by co-constructing a student friendly explanation of the derivational suffix -ful (see [Appendix 2 – Understanding morphemes anchor chart](#)). Include examples and word sums. Display the chart in the classroom and continue to refer to and add new understandings throughout the learning sequence.

## Shared practice

- Revisit the previous lessons learning and the co-constructed anchor chart. Reinforce that a suffix is a type of morpheme that goes on the end of a base word. It adds meaning to the base word but cannot stand alone.
- Explain that the focus for this learning will be to identify different base words and the type of the word (grammatical category) verb or noun, and to use the suffix -ful to make a new word with a new meaning and grammatical category (adjective).
- Explain that with help of the students, together you will identify the base word within each word, discuss its original grammatical category and explain how the suffix -ful has added to the meaning of each word and changed them to adjectives.
- Display previously cut out word cards spread out on the board or floor ([Appendix 10 – Noun and verb word cards](#)) and together read all the words out aloud. Ensure students understand the meaning of each base word and provide scaffolding as needed.
- Use a think aloud to model the process for identifying a base word and the suffix within a word. Begin by randomly selecting a word and saying aloud, "I can see the word joyful. I can see the suffix -ful on the end of the base word joy. Joy is a noun. It is the name for a happy emotion. The suffix -ful means 'full of' so if someone is described as being joyful they are full of joy." Use two different colours to circle/underline the base word and the suffix on the word card and record a word sum on the board to show the grammatical category for both the base word and the new word that has been made (for example, joy (noun) + -ful = joyful (adjective)).

joyful

playful

trustful

6. Ask students to identify another word. Together circle/underline the base word and the suffix -ful. Discuss the meaning of the base word, its grammatical category and the meaning of the new adjective created by adding the suffix -ful. Record a word sum for each word. Repeat this process with all the words.

## Guided practice

Select or create texts for use in guided reading that include examples of the suffix -ful at the end of both verbs and nouns. Texts should be carefully chosen to align with the decoding and word recognition skills of the students.

1. Revisit the learning intention, success criteria and anchor chart. Have students explain to a partner or the group what a base word and/or suffix is. Explain that we will be paying particular attention to words with the suffix -ful in our reading today.
2. Provide an orientation to the text and pre-teach significant vocabulary before reading the text.
3. Have students chorally read the text as a group and ask students to pause after a number of words with the suffix -ful have been encountered.
4. Model how you noticed the word with a suffix by saying, "I noticed the word wishful in this sentence. I used my knowledge of suffixes and base words to help me read this word. In my mind I separated the -ful from the word and I could decode the base word more easily. I can see the base word is wish. When I put it back together in my mind, I knew the word was wishful."
5. Invite students to share the words with suffixes they noticed and to explain how they used their knowledge of base words and suffixes to read the word.
6. Repeat the process as needed through the guided practice session.
7. Have students record examples of their word sums on a whiteboard or piece of paper. Prompt students to use their recording to explain to a peer in the class how they used their knowledge of base words and suffixes to support their reading.

## Collaborative practice

1. Working in small groups, students practice matching adjectives that use the -ful suffix to their meanings. The teacher monitors student discussion and provides support as needed.
2. Give each group a sheet of adjective word cards and meanings to cut out ([Appendix 11 – Matching adjectives \(-ful suffix\) to their meaning](#)). For example, students match:

joyful

full of joy

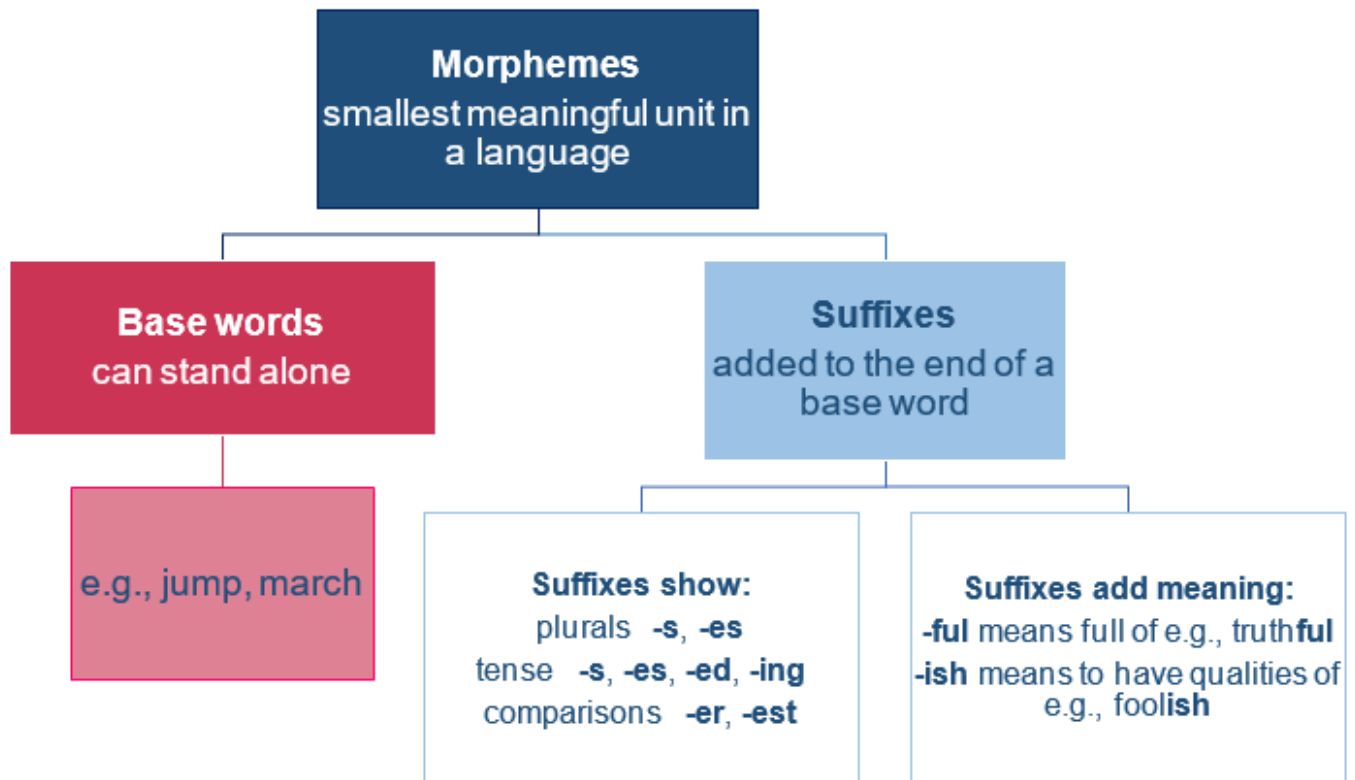
3. The students then work together to match the adjective and meaning cards to an example sentence ([Appendix 12 – Example sentences with -ful suffix adjectives](#)). Students discuss and highlight/circle what is being described in each sentence. For example:

joyful	full of joy	The <u>boy</u> was joyful.
gleeful	full of glee	The <u>witch</u> was gleeful.

## Independent practice

Have students search for and record examples of the suffix -ful added to both verbs and nouns in familiar texts. Prompt students to use their recording to explain to a peer in the class how they used their knowledge of base words and suffixes to support their reading.

# Appendix 1 –Morphemes visual



## Appendix 2 – Understanding morphemes anchor chart

Term	Definition	Examples
<b>Morpheme</b>	The smallest units of meaning in a word.	<ul style="list-style-type: none"> <li>base words (e.g., play, jump)</li> <li>prefixes go at the <i>beginning</i> of a base word (e.g., re- in <b>re</b>play)</li> <li>suffixes go at the <i>end</i> of a base word (e.g., ing in jump<b>ing</b>)</li> </ul>
<b>Base word</b>	Words that can stand alone.	<ul style="list-style-type: none"> <li>verbs (e.g., jump, swim)</li> <li>nouns (e.g., sister, house, book)</li> <li>adjectives (e.g., big, pretty)</li> <li>adverb (e.g., fast, less)</li> </ul>
<b>Suffix</b>	A unit of meaning that attaches to the end of a base word.	Suffixes such as <b>-s</b> and <b>-es</b> are added to nouns to show a word is a plural. boys <u>s</u> beach <u>es</u>
<b>Suffix</b>	A unit of meaning that attaches to the end of a base word.	Suffixes such as <b>-ing</b> , <b>-ed</b> , <b>-s</b> and <b>-es</b> are added to a verb to show tense: <b>-ed</b> shows past tense jump <u>ed</u> <b>-ing</b> shows continuous present tense wish <u>ing</u> <b>-s</b> and <b>-es</b> show present tense jump <u>s</u> push <u>es</u>
<b>Suffix</b>	A unit of meaning that attaches to the end of a base word.	Suffixes such as <b>-er</b> and <b>-est</b> show comparison: small <u>er</u> dar <u>kest</u>
<b>Suffix</b>	A unit of meaning that attaches to the end of a base word.	The suffix <b>-ful</b> means 'full of' and is used to make adjectives: help (verb) + <b>-ful</b> = helpful pain (noun) + <b>-ful</b> = painful



## Appendix 3 – Verb word cards 1

jumped	helped	clicking
looking	wishing	looked
wished	clicked	pulling
helping	jumping	parked
fussing	blinked	fussed
parking	melting	wishing
pulled	blinking	melted

## Appendix 4 – Verb word cards 2

crashing	pressed	picking
cooking	crashed	cooked
rushed	picked	walking
enjoyed	pressing	marked
bossing	pushed	bossed
marking	enjoying	rushing
walked	parked	pressing

## Appendix 5 – Verb word cards 3

jumps	helps	pushes
kisses	wishes	fixes
munches	clicks	pulls
catches	pinches	parks
tosses	mixes	fusses
rushes	melts	bosses
blinks	goes	hushes

## Appendix 6 – Verb word cards 4

<b>swims</b>	<b>walks</b>	<b>splashes</b>
<b>misses</b>	<b>washes</b>	<b>claps</b>
<b>does</b>	<b>picks</b>	<b>tugs</b>
<b>patches</b>	<b>punches</b>	<b>marks</b>
<b>dresses</b>	<b>flexes</b>	<b>hisses</b>
<b>crushes</b>	<b>runs</b>	<b>skips</b>
<b>creeps</b>	<b>looks</b>	<b>goes</b>

# Appendix 7 – Comparing using suffixes

Comparative sentence	Visual support
My sister is <b>bigger</b> than me.	 Photo by <a href="#">Ben White</a> on <a href="#">Unsplash</a>
A mouse is <b>lighter</b> than an elephant.	 Photos by <a href="#">Ricky Kharawala</a> and <a href="#">Zoë Reeve</a> on <a href="#">Unsplash</a>
A rose smells <b>sweeter</b> than a sun flower.	 Photos <a href="#">Corina Rainer</a> and <a href="#">Aaron Burden</a> on <a href="#">Unsplash</a>
The castle was the <b>biggest</b> in all the land.	 Photo by <a href="#">Sandra Ahn Mode</a> on <a href="#">Unsplash</a>

## Appendix 8 – Adjective word cards 1

soft	kindest	darker
darkest	tall	tallest
kind	softer	kinder
smart	dark	softest
taller	strong	stronger
strongest	freshest	smarter
fresh	smartest	fresher

## Appendix 9 – Adjective word cards 2

smooth	meanest	thicker
thickest	small	smallest
mean	smoother	meaner
slow	thick	smoothest
smaller	weak	weaker
weakest	greatest	slower
great	slowest	greater

## Appendix 10 – Noun and verb word cards

joyful	playful	trustful
gleeful	fearful	restful
hurtful	harmful	careful
sinful	hopeful	hateful
lawful	wishful	truthful



## Appendix 11 – Matching adjectives (-ful suffix) to their meaning

joyful	full of glee
gleeful	full of rest
harmful	full of fear
restful	full of joy
hateful	full of truth
fearful	full of harm
truthful	full of hate

Appendix 12 – Example sentences with -ful suffix adjectives

The boy was joyful.

The witch was gleeful.

Chemicals can be harmful.

Her night was restful.

His words were hateful.

The child was fearful.

Her words were truthful.

# Appendix 13 – Suggested morphemes for Stage 1 learning

## Suggested inflectional suffixes for Stage 1 learning

An inflected suffix is a bound morpheme added to the end of a base word to assign a number or tense to a word, to indicate possession or to provide a comparison. Inflected suffixes are easier for students to grasp than derivational suffixes, so are best introduced and taught first. Below is a suggested list of suffixes that can be used for developing an explicit teaching focus as well as suggested links to different stages.

Suffix	Definition	Attaches to	Explicit teaching
-ed	past tense	verbs	Teach final consonant doubling, drop the final e generalisation, change y to i generalisation: hop- hopped, hope-hoped, cry-cried.
-ing	progressive; present participles	verbs	Teach final consonant doubling, drop the final e generalisation: hop-hopping, hope- hoping.
-en	past participle	verbs	give-given, take-taken
-s, -es	third person singular present tense	verbs	hop-hops Teach 'es' suffix for words ending in ch, sh, ss, or x: <u>push</u> -pushes
-s, -es	plural; more than one	nouns	Teach 'es' plural for words ending in ch, sh, ss, or x: <u>wrenches</u> , <u>wishes</u> , <u>kisses</u> , <u>foxes</u> . Teach 'ies' generalisation for words ending in y: baby-babies. Teach exception - if base word ends in vowel & y, or ey, just add s: toys, monkeys. Teach 'ves' generalisation for words ending in f: calf-calves. Teach generalisation for nouns ending in o - sometimes -s or -es is used: hero- heroes, radio-radios.
-'s, -s'	possessive	nouns	Kate-Kate's, mother-mothers'
-er	comparative; more	adjectives	First teach using adjectives that require no change to base word: tall- taller. Then teach final consonant doubling, drop the final e generalisation, change y to i generalisation: thin-thinner, wide-wider, happy- happier.
-est	superlative; the most	adjectives	First teach using adjectives that require no change to base word: tall- tallest. Then teach final consonant doubling, drop the final e generalisation, change y to i generalisation: thin-thinnest, wide-widest, happy- happiest.

## Suggested prefixes and derivational suffixes for Stage 1 learning

Derivational morphemes include both prefixes and suffixes. Derivational prefixes change the meaning of base words and derivational suffixes can change both the meaning and the grammatical category of base words. For example:

- The base word 'teach' (verb) + suffix '-er' makes the word teacher (noun). Adding the suffix changes both the meaning (from an action to someone who carries out that action) and the grammatical character of the word (from a verb to a noun).
- The prefix 're-' + base word 'read' (verb) makes the word reread. Adding the prefix changes the meaning (from an action to redoing that action) but this time the grammatical characteristic stays the same (it remains a verb).

Below is a suggested list of prefixes and suffixes that can be used for developing an explicit teaching focus as well as suggested links to different stages.

### Anglo Saxon prefixes

Prefix	Definition	Example
<b>un-</b>	not, opposite of	unusual, unforgiving
<b>re-</b>	again	reread, revisit
<b>pre-</b>	before	preview, precaution
<b>mid-</b>	middle	midday, midway
<b>mis-</b>	wrongly	mislead, misbehave
<b>in-, im-</b>	in	inside, implant

### Latin prefixes

Prefix	Definition	Example
<b>non-</b>	not	nonliving, nonfiction
<b>bi-</b>	two, twice	bicycle, bifocal
<b>tri-</b>	three	triangle, tripod

## Anglo Saxon derivational suffixes

Suffix	Definition	Attaches to	Explicit teaching
<b>-y</b>	characterised by	nouns to form adjectives, verbs to form adjectives	Teach adding -y to nouns to form adjectives: hair-hairy. Teach adding -y to verbs to form adjectives: push-pushy. Teach drop the final e generalisation: spike-spiky, scare-scary. Teach double consonant generalisation: sun-sunny.
<b>-ly</b>	How something is; characteristic of	Noun to form adjectives, adjectives to form adverbs	Teach adding -ly to nouns to form adjectives: friend-friendly. Teach adding -ly to adjectives to form adverbs: slow-slowly. Teach the generalisation for changing the y to l and keeping the e: happy-happily, love-lovely.
<b>-ful</b>	full of	verbs to form adjectives, nouns to form adjectives	Teach adding -ful to base words makes adjectives: help-helpful. Teach keep the e generalisation: care-careful, hope-hopeful. Teach if word ends in consonant + y, change to i: plenty-plentiful, beauty-beautiful. Teach if word ends in a vowel + y, just add -ful: joy-joyful, play-playful.
<b>-ish</b>	having qualities or characteristic of, approximate age	nouns and adjectives to form adjectives	child-childish, fool-foolish, red-reddish, Spain-Spanish, sixty-sixtyish
<b>-ship</b>	Quality or condition, skill, status	nouns to form nouns	friend-friendship, member-membership, craftsman-craftsmanship, leader-leadership.

## Anglo Saxon/Latin derivational suffixes

Suffix	Definition	Attaches to	Explicit teaching
<b>-er</b> <b>-or</b>	person who does the verb	verbs to form nouns	Teach -er is the most common way to end a word for someone carrying out an action: teach-teacher, speak-speaker. Sometimes the Latin suffix -or is used: create-creator, visit-visitor.