



# Pupil Workbook

## Level 5 Week 26

Name: \_\_\_\_\_

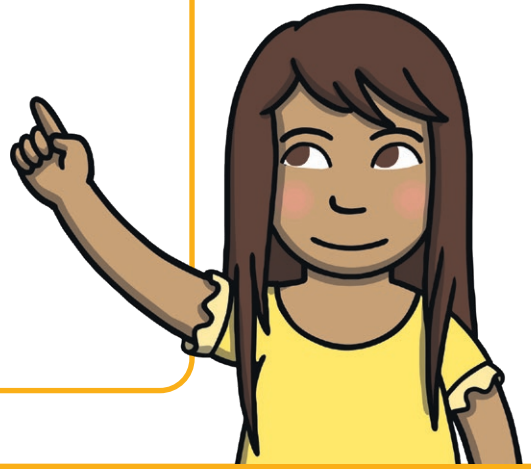
Focus: adding **-ing** and **-er**

"When **-ing** is added to a verb, it means the action is happening."

**teaching helping singing**

"When **-er** is added to a verb, it turns it into a noun."

**teacher helper singer**



**1. Read the common exception words.**

Colour the parts of the words you find tricky.

bought favourite

**2. Write the common exception words.**

Which is the tricky part of the word? Why is it tricky? Colour the tricky part in a different colour. Write the word two more times.

more

before

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### 3. Read and match.

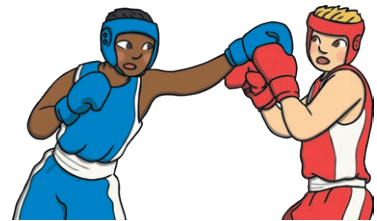
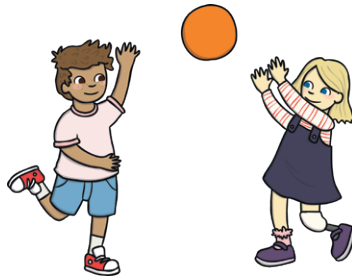
Read these words and draw a line to match them to the correct picture.  
Add in sound buttons to help you.

**catching**

**boxing**

**speaker**

**painter**



One of the words does not match a picture. Can you draw a picture to match the word?

How confident do you feel?



**1. Read the sentences.**

Tick the sentence that matches the picture.

**The pitcher is throwing his hat on the floor.**

**The supporters are pointing at the tennis player.**

**The keeper is stretching out and blocking the goal.**



**2. Write -ing and -er words.**

Add **-ing** and **-er** to each of the verbs and write them in the table. Read the new words.

	<b>-ing</b>	<b>-er</b>
farm		
help		
lead		

**3. Spell the common exception words.**

Read each common exception word. Cover them and write them three more times underneath.

**more**

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**before**

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How confident do you feel?



**-ing****-er**Focus: adding **-ing** and **-er****1. Read the story.**

Highlight all of the words where **-ing** or **-er** have been added to verbs.

**It is Kit and Sam's birthday and their friends have come over for a party. Dad is in the kitchen cooking the party tea and Mum is helping with the party games.**

**First, the children are playing hide and seek. Kit is the seeker. He is counting to ten while the players hide. Then, he is creeping around the house and looking into the corners.**

**"I am a good finder!" says Kit.**

**Next, the children are playing follow the leader. Sam is leading them all over the garden and the followers copy her jumping and leaping.**

**After that, it is time for some birthday cake. Dad is the loudest singer when Kit and Sam are blowing out the flames.**

**"What are you both wishing for?" Mum asks.**

**"I am wishing I could be a better painter," says Sam.**

**"I want to be a TV presenter!" says Kit.**

**2. Sort the words.**

<b>-ing</b>	<b>-er</b>

How confident do you feel?



**-ing**

**-er**

**1. Read the silly questions.**

Answer by putting a circle around 'yes' or 'no'.

Would a singer be singing on stage?                      yes                      no

Should a boxer be fighting in a ring?                      yes                      no

Would a farmer be marking your maths book?                      yes                      no

Can a gardener start sweeping up twigs?                      yes                      no

**2. Write the focus words.**

helper

teacher

playing

singing

How confident do you feel?



**-ing**

**-er**

**1. Write the sentence your teacher says.**

Think carefully about which graphemes to use to spell the words and how to add the suffixes.

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How confident do you feel?





# 1. Write your own silly sentence.

Use verbs by adding -ing and -er suffixes.

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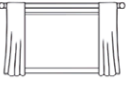













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<b>ay</b>  <u>pr<u>ay</u></u>	<b>oy</b>  <u>bo<u>y</u></u>	<b>ie</b>  <u>ti<u>e</u></u>	<b>ea</b>  <u>lea<u>f</u></u>	<b>a_e</b>  <u>ca<u>k</u>e</u>	<b>i_e</b>  <u>slid<u>e</u></u>	<b>o_e</b>  <u>bon<u>e</u></u>	<b>u_e</b>  <u>cub<u>e</u></u>
<b>u_e</b>  <u>flut<u>e</u></u>	<b>e_e</b>  <u>trapez<u>e</u></u>	<b>ou</b>  <u>mouth</u>	<b>a</b>  <u>acorn</u>	<b>e</b>  <u>equal</u>	<b>i</b>  <u>lion</u>	<b>o</b>  <u>hotel</u>	<b>u</b>  <u>unicorn</u>
<b>ch</b>  <u>ch<u>e</u>f</u>	<b>ch</b>  <u>Christma<u>s</u></u>	<b>ir</b>  <u>girl</u>	<b>ue</b>  <u>statu<u>e</u></u>	<b>ue</b>  <u>glu<u>e</u></u>	<b>y</b>  <u>sunny</u>	<b>aw</b>  <u>saw</u>	<b>au</b>  <u>autumn</u>
<b>ow</b>  <u>window</u>	<b>oe</b>  <u>to<u>e</u></u>	<b>wh</b>  <u>wheel</u>	<b>c</b>  <u>city</u>	<b>g</b>  <u>gem</u>	<b>ph</b>  <u>dolphin</u>	<b>ea</b>  <u>bread</u>	<b>ie</b>  <u>shie<u>l</u>d</u>
<b>tch</b>  <u>witch</u>	<b>are</b>  <u>bare</u>	<b>ear</b>  <u>pear</u>	<b>ore</b>  <u>core</u>	<b>ew</b>  <u>screw</u>	<b>ew</b>  <u>stew</u>		

**2. Practise spelling the focus words.**

Look and Say	Look, Say and Write	Cover and Write	Check
player			
helper			
teacher			
singer			
playing			
helping			
teaching			
singing			
more			
before			