

Word Endings: -s, -es, -ed, -ing

Notice how common endings change number, tense or ongoing action in words.

LEARN • PRACTISE • CREATE • REFLECT

Original BrightPencil Kids resource - adult-led where appropriate

A4 edition • 12 purposeful pages • review copy

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Grown-up guide

Learning objective

Notice how common endings change number, tense or ongoing action in words.

Use this pack well

- Model the first example aloud, then let the learner try.
- Ask “How do you know?” more often than “Are you finished?”.
- Use real objects, talk, movement or observation when the activity suggests it.
- Stop or shorten the session if attention or enjoyment drops.
- Open-ended pages can have many successful answers.

Quality note

This resource was written originally for BrightPencil Kids. Curriculum sources informed scope and progression only; no third-party worksheet or story text is reproduced.

Learn the idea

1 Endings can add grammatical information.

2 Sometimes spelling changes when endings are added.

3 Readers use the whole sentence to understand time and meaning.

Talk about it

Explain one idea in your own words. Give an example from real life, a drawing or an object if that helps.

Add -s or -es to make plurals: cat, bus, dish, fox.

Add -ed to show completed action: jump, rain, help.

Add -ing to show ongoing action: play, look, paint.

Choose the ending that fits a sentence.

Sort words by the job of the ending.

Try it beyond the page

Real-world / hands-on connection

Act out “jump / jumped / jumping” and describe how the sentence meaning changes.

Before you finish

What did you notice?

What evidence, object or example helped you?

What would you change if you tried again?

Create something

Your project

Create a mini “verb timeline” with one base word shown in past and ongoing forms.

Use this space for planning, drawing, mapping, designing or notes.

CHALLENGE

Think deeper

1. What can -ed often tell us?

2. Why does bus usually take -es?

3. Does adding an ending always leave spelling unchanged?

Quick review

1. In one sentence, explain the big idea of “Word Endings: -s, -es, -ed, -ing”.

2. Draw or write one example that shows you understand.

3. Choose one activity from this pack and explain the strategy you used.

4. Write one question you still have.

Answer & discussion notes

Use these as guidance, not scripts. Open questions can have different successful responses when the reasoning is sensible and evidence-based.

1. Suggested response

It often marks past/completed action.

2. Suggested response

The extra syllable supports pronunciation/spelling pattern.

3. Suggested response

No.

Review before publication

Check age fit, factual accuracy, clarity, accessibility, rights provenance and whether the activity works in practice. This file remains a review copy until those checks are signed off.

FINISH

My learning reflection

I finished this BrightPencil learning pack.

One thing I understand better now:

A strategy that helped me:

Something I created or noticed:

My next small question or goal:

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