

# Writing -ing Words

I can make new words by adding -ing.



Add -ing to make a new word.

1. play \_\_\_\_\_

2. jump \_\_\_\_\_

3. cook \_\_\_\_\_

4. sing \_\_\_\_\_

5. read \_\_\_\_\_



Can you think of some of your own -ing words?

Word	Draw a Picture



# Spelling, Punctuation and Grammar

## Suffixes -ing

# Suffixes -ing



# Suffixes -ing

**Introductory Activity**

**Independent Focused Activity**

**Review Activity**

**Consolidation Activity**

**Assessment**

# Aim

- I can add -ing to a word to make a new word.

# Success Criteria

- I can recognise and think of my own -ing words.
- I can read and write words with -ing.
- I can make a new word by adding -ing.
- I can recognise when to add -ing to a word.

# Introductory Activity

# Action Reaction

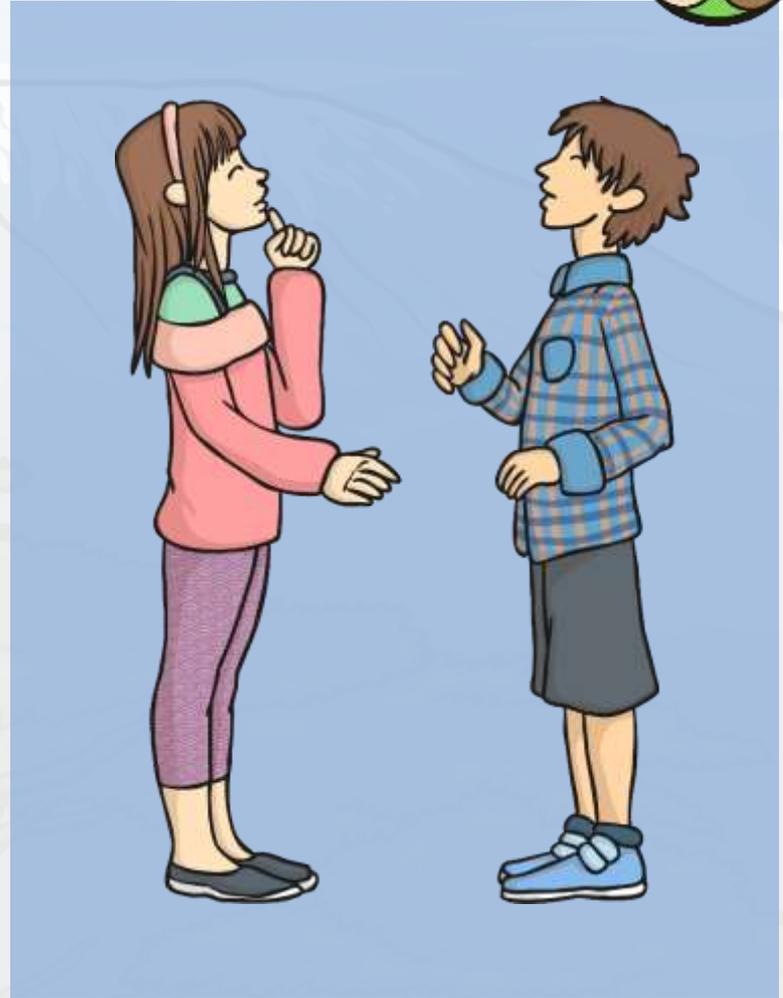


Let's read these words together:

**talk**  
**talking**

How is the second word  
different?

What has been added?



# Action Reaction



Let's read these words together:

jump  
jumping

How is the second word  
different?

What has been added?



# Action Reaction



Let's read these words together:

**read**  
**reading**

How is the second word  
different?

What has been added?



# Action Reaction



Let's read these words together:

**sing**  
**singing**

How is the second word  
different?

What has been added?



# Action Reaction



Let's read these words together:

walk  
walking

How is the second word  
different?

What has been added?



# Action Reaction



Talk to your partner:  
What did you notice about the words?



They are all things you can do.



These 'doing' words are called **verbs**. They describe an **action**.

Can you think of any more 'doing' words?  
Act out the action and see if your partner can guess the word.



# Action Reaction



Talk to your partner:

How does adding -ing change the words?



It tells us the action is happening **now**.

We call the -ing bit of the word, a **suffix**.



# Independent Focused Activity

# Adding -ing



You are going to write some -ing words of your own.  
Complete the Actions Activity Sheet.

**★ Actions**

I can read and write words with -ing.

Read the word. Add -ing to the word. Write the new word you have.

talk + ing = \_\_\_\_\_ 

 jump + ing = \_\_\_\_\_

read + ing = \_\_\_\_\_ 

 sing + ing = \_\_\_\_\_

walk + ing = \_\_\_\_\_ 

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**★ Actions**

I can read and write words with -ing.

Choose the correct action word and add -ing to finish the sentences.

talk + ing	sing + ing	play
read + ing	eat + ing	jump

Jim and Sam are \_\_\_\_\_ 

Ken is \_\_\_\_\_ 

He is \_\_\_\_\_ 

The children are \_\_\_\_\_ 

Dad and Jen are \_\_\_\_\_ 

Fris is \_\_\_\_\_ 

John is \_\_\_\_\_ 

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**★ Actions**

I can read and write words with -ing.

talk	sing	play
read	eat	jump

Jim and Sam are \_\_\_\_\_ 

Jo is \_\_\_\_\_ a book 

The children are \_\_\_\_\_ in class 

Fris is \_\_\_\_\_ at lunch 

Now write your own -ing sentences to describe the pictures.

\_\_\_\_\_ 

\_\_\_\_\_ 

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# Review Activity

# -ing Game



Let's play a game!

1. Listen carefully to the sentence.
2. Talk to your partner and find the missing word. Use the pictures on the card to help you.
3. Hold up the word card.

Think carefully about whether the word needs to end in -ing. Is the action happening **now**?



# -ing Game



Katy is going to the shop.

going



# -ing Game



The swan likes to fly high in the sky.

fly



# -ing Game



James can see a tall tree.

see



# -ing Game



Mum said that Robert can help her to cook.

cook



# -ing Game



Charlotte is seeing the doctor.

seeing



# -ing Game



Can I go out to play?

go



# -ing Game



Mum and Robert are cooking.

cooking



# -ing Game



The swan is   flying   over the lake.

flying



# -ing Game



Louis is meeting Blake in the park.

meeting



# -ing Game



Blake likes to meet Louis to play football.

meet



# Consolidation Activity

# Adding -ing



You are now going to have a go at adding -ing to words on your own.  
Complete the Adding -ing Activity Sheet.

### ★ Adding -ing

I know when I need to add -ing to a word.

Cut out the words and stick them in the correct place in the sentences.

Tom is \_\_\_\_\_ 

Tom likes to \_\_\_\_\_ 

Sarah is \_\_\_\_\_ 

Sarah likes to \_\_\_\_\_ 

The bee is \_\_\_\_\_ 

Bees like to \_\_\_\_\_ 

Ted is \_\_\_\_\_ Mum. 

Ted likes to \_\_\_\_\_ 

Jen is \_\_\_\_\_ 

Jen starts to \_\_\_\_\_ 

Scissors	Adding -ing	help	the
	ee	helping	help
	ing	play	ing
		playing	

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### ★ Adding -ing

I know when I need to add -ing to a word.

Cut out the words and stick them in the correct place in the sentences.

play \_\_\_\_\_ 

Tom is \_\_\_\_\_ 

Tom likes to \_\_\_\_\_ 

eat \_\_\_\_\_ 

Sarah is \_\_\_\_\_ 

Sarah likes to \_\_\_\_\_ 

bees \_\_\_\_\_ 

The bee is \_\_\_\_\_ 

Bees like to \_\_\_\_\_ 

help \_\_\_\_\_ 

Ted is \_\_\_\_\_ Mum. 

Ted likes to \_\_\_\_\_ 

ing \_\_\_\_\_ 

Jen is \_\_\_\_\_ 

Jen starts to \_\_\_\_\_ 

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### ★★★ Adding -ing

I know when I need to add -ing to a word.

Write the sentences using words with and without -ing.

play \_\_\_\_\_ 

Tom is \_\_\_\_\_ 

Tom likes to \_\_\_\_\_ 

eat \_\_\_\_\_ 

Sarah is \_\_\_\_\_ 

Sarah likes to \_\_\_\_\_ 

bees \_\_\_\_\_ 

The bee is \_\_\_\_\_ 

Bees like to \_\_\_\_\_ 

help \_\_\_\_\_ 

Ted is \_\_\_\_\_ Mum. 

Ted likes to \_\_\_\_\_ 

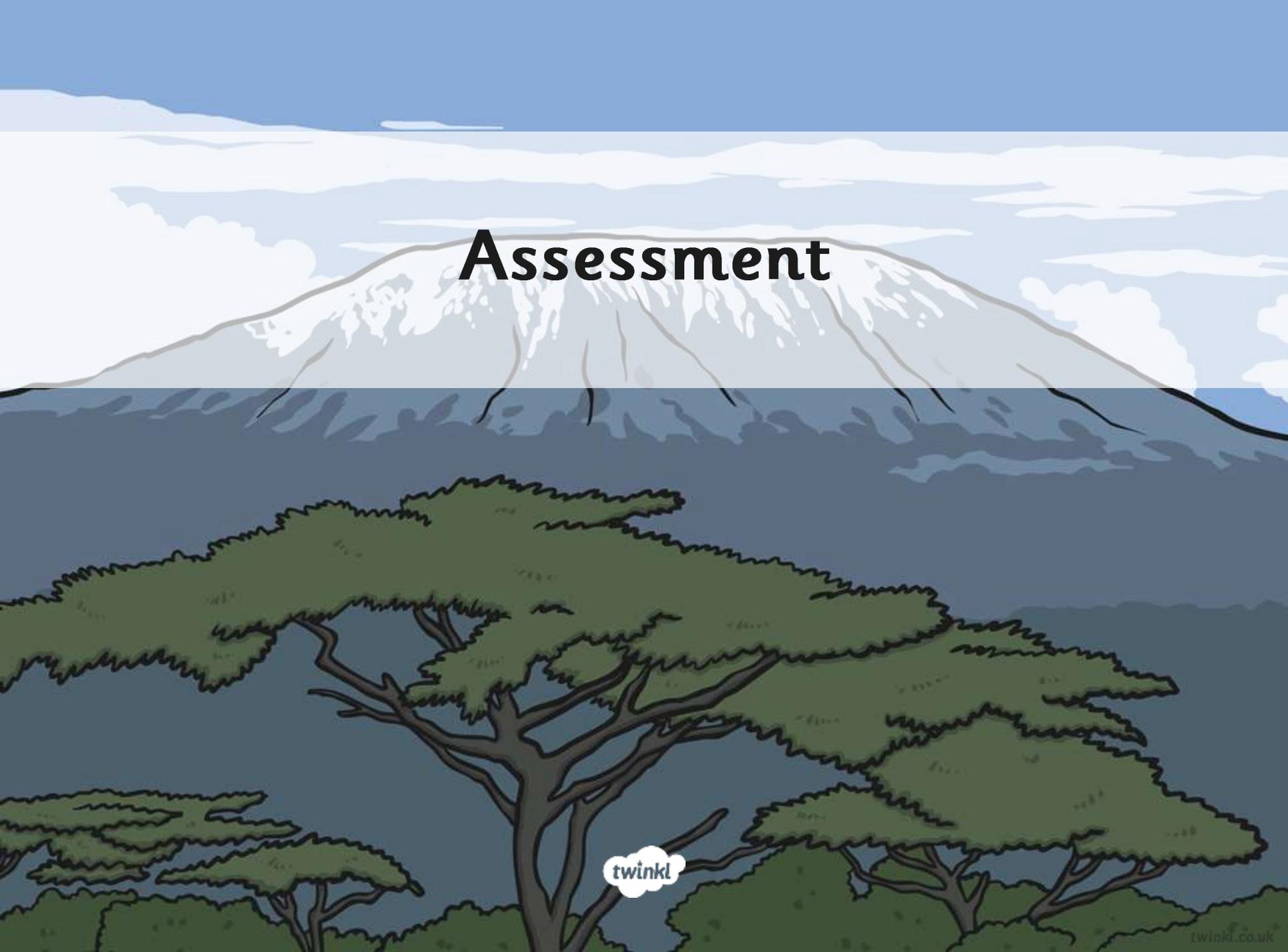
ing \_\_\_\_\_ 

Jen is \_\_\_\_\_ 

Jen starts to \_\_\_\_\_ 

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# Assessment



# -ing Game



1. Choose 6 words from the table below and write them onto your grid.
2. Listen to your teacher read a sentence. Do you have the missing word from the sentence? If you do, cross it off your grid.
3. When you have crossed off all the words, call out 'Bingo!' Can you be the first to finish and win the game?

talking	seeing	cooking	jumping
reading	flying	meeting	buzzing
looking	going	eating	helping
singing	playing	walking	crying

# Adding -ing



Show your teacher how well you can write -ing words by completing the activity sheet.

**Writing -ing Words**

I can make new words by adding -ing.

Add -ing to make a new word.

1. play \_\_\_\_\_

2. jump \_\_\_\_\_

3. cook \_\_\_\_\_

4. sing \_\_\_\_\_

5. read \_\_\_\_\_



Can you think of some of your own -ing words?

Word	Draw a Picture

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# Aim



- I can add -ing to a word to make a new word.

# Success Criteria

- I can recognise and think of my own -ing words.
- I can read and write words with -ing.
- I can make a new word by adding -ing.
- I can recognise when to add -ing to a word.





## Bella and the Balloon

Bella wanted to fly but she couldn't fly. She didn't have wings. Bella was just a child. She often tried to fly. She would jump off chairs. She would jump off tables. She would flap her arms like wings. She flapped them up and down as fast as she could. It still didn't work.

It was Bella's 9th birthday. She asked for a present.

She asked for a pair of wings. She didn't get any.

Bella's mum sat her down.

"Children can't fly" said Bella's mum.

Bella was sad. She liked her present. A pair of sunglasses. She wanted wings. She wanted to explore the sky.

She also got a little red balloon. It was tied to a string. It floated in the air. It made Bella happy.

Bella had an idea. She took the string. She tied the string around her sunglasses. The balloon lifted them up. The sunglasses were flying!

A year passed. It was Bella's 10th birthday. She asked for a present. She asked for 100 balloons.

She woke up. She felt excited. She went downstairs. There were 100 little red balloons. They floated in the air. Bella was so happy! She had an idea...

### RETRIEVAL FOCUS

1. What did Bella get for her 9th birthday?
2. How did Bella feel on her 10th birthday?
3. What size was Bella's hot air balloon?
4. What did the little children see when they looked up?

The balloons were tied to a string. Bella took the string. The balloons lifted her up. She was flying all around the room. It was like magic.

10 years passed. It was Bella's 20th birthday. She didn't ask for a present. She didn't buy a little red balloon. She made a big red hot air balloon. It was bigger than a house!

She climbed into the balloon. She put some sunglasses on. The balloon floated in the air. It went higher and higher. Bella was in the sky. She could fly! She was an explorer now.

Bella explored the sky. She explored the clouds. She could see so far. Her red balloon was famous. Bella was famous too. Everybody knew her name.

Little children looked up to the sky. They could see something. They could see a red balloon high up. It was Bella.

The girl who could fly.



## VIPERS QUESTIONS

**S** Why was Bella unhappy on her 9th Birthday?

**V** Which word means Bella was 'well known'?

Explorer

Clouds

Famous

**I** What was the weather like on Bella's 20th Birthday?

**R** Where did Bella explore?

## Answers

1. Sunglasses / a pair of sunglasses
2. Happy / Excited
3. Bigger than a house
4. Bella / Bella's balloon / a big red balloon

S: She wanted wings / she couldn't fly / she didn't get wings

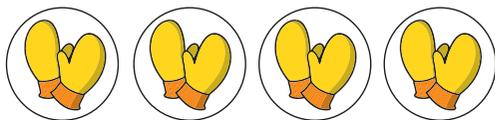
V: Famous

I: Sunny / Hot

R: The sky and clouds (accept either)

1 Complete the sentences.

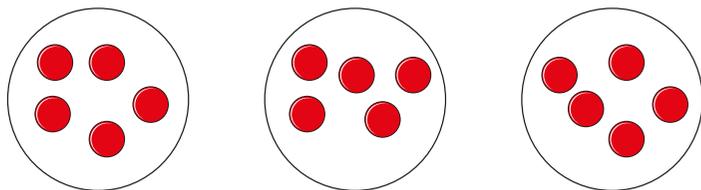
a)



There are  pairs with  mittens in each pair.

There are  mittens altogether.

b)



There are  groups with  counters in each group.

There are  counters altogether.

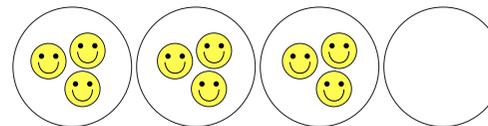
2 Which is the unequal group?



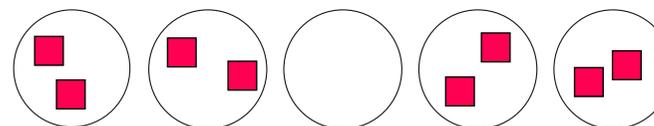
3 Complete the equal groups. Complete the sentence to describe each part.

There are  groups with  in each group.

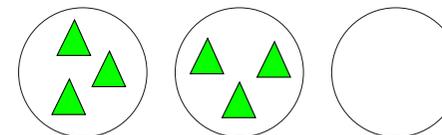
a)



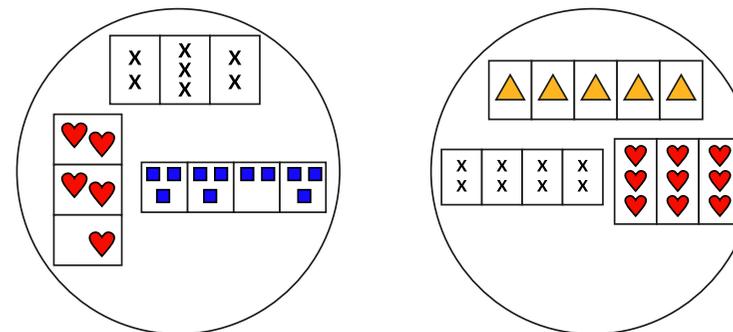
b)



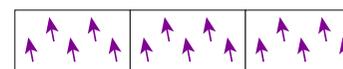
c)



4 a) How has Annie sorted these groups?



b) Where does this group belong?



**3** Complete the equal groups. Complete the sentence to describe each part.

There are  groups with  in each group.

a)

b)

c)

**4** a) How has Annie sorted these groups?

b) Where does this group belong?



**5** Match the sentences to the pictures.

There are 3 equal groups with 5 in each group.	
There are 4 equal groups with 2 in each group.	
There are 2 equal groups with 4 in each group.	

**6**

Is Whitney correct?  
Talk to a partner.

