

What are the spelling rules for adjectives?

Focus: *-ous* endings



You will need:

Access online resources at My Rising Stars: www.risingstars-uk.com

- Focus word cards, cut out per pair
- A4 whiteboards and pens
- The Golden Goblet passage per child
- The Golden Goblet (answers) for display
- Missing words with *-ous* endings per child
- Missing words with *-ous* endings (answers) for display

In a nutshell

Teacher subject knowledge for this unit:

The suffix *-ous* means 'full of'. When it is added to words ending in *-e*, the 'e' is removed and *-ous* is added, e.g. fame + *-ous* = famous. With words ending in *-y* pronounced /i/, the 'y' is changed to an 'i' and *-ous* is added, e.g. mystery + *-ous* = mysterious.

Word list

fame	famous	poison	poisonous
danger	dangerous	mountain	mountainous
adventure	adventurous	hazard	hazardous
joy	joyous	nerve	nervous
ridicule	ridiculous	space	spacious
fury	furious	mystery	mysterious
prosper	prosperous		

1 Introduce/Review

- Write up the following sentences:
 - a) The singer became famous overnight after being on television.
 - b) The guide told us to take care on our walk because the route was mountainous.
- Ask the children to work with a partner to decide on the word class that the underlined words belong to (adjectives). Ask what the words have in common (they end in *-ous*).
- Challenge the children to work out the root word in each adjective and to write up their responses (*fame*, *mountain*). Discuss the word class of these words (*nouns*).
- Ask them to identify the changes made to the root words to make them into adjectives, e.g. the 'e' in *fame* is removed then the suffix *-ous* is added; *-ous* is added to the end of *mountain*.
- Demonstrate how to spell the word *famous* by writing up the word *fame*, crossing out the 'e' and adding *-ous*:
fame + *-ous* = famous.
- Demonstrate how to spell the word *mountainous*:
mountain + *-ous* = mountainous.
- Discuss with the children what they think the suffix *-ous* might mean based on the sentences you wrote up (*full of*).
- Write up the following sentences:
 - c) I felt nervous when it was my turn to sing.
 - d) The lady's 100th birthday was a joyous event.
- Ask the children to identify the adjective in each sentence (*nervous*, *joyous*).
- Ask the children to work in pairs to identify the root word in each adjective (*nerve*, *joy*). Ask them what changes have been made to these root words in order to turn them into adjectives (the 'e' in *nerve* is removed then the suffix *-ous* is added; *-ous* is added to the end of *joy*).
- Demonstrate how to spell the words *nervous* and *joyous*, in the same way as before.

2 Teach

- Give each pair of children a set of Focus word cards (see You will need). Ask them to match the cards in pairs. Each pair should consist of a noun or verb and an adjective, e.g. *joy/joyous*, *adventure/adventurous*.

Challenge!

Use the Spelling Fox Challenge. What are the spelling rules for adjectives? to kick off or consolidate the learning. The children must help the Spelling Fox find the correct answers! Access online via My Rising Stars.

- Remind the children of the investigations they did into the spelling of *famous*, *mountainous*, *nervous* and *joyous*.
- Ask the children to look closely at the root word and the adjective in each word pair. Challenge them to sort the root words into those that end in 'e' and those that do not. Discuss whether all the words ending in 'e' follow the rule of dropping the final 'e'. Ask whether the words that do not end in 'e' just have the suffix *-ous* added to the end. Identify that with the words *fury* and *mystery*, where the final 'y' is pronounced /i/, the 'y' is replaced with 'i' and the suffix *-ous* is added.
- Write up the words: *disaster*, *disastrous*; *mischief*, *mischievous*. Challenge the children to spot the changes in the spelling of the root words when *-ous* is added.
- Summarise the spelling rules and display them on the working wall, e.g.
If the word ends in 'y' (pronounced /i/), change the 'y' to 'i' and add *-ous*.
If the word ends in 'e', delete the 'e' and add *-ous*.
- Add the following sentences to illustrate the exceptions to the rule:
'*Mischief* is mischievous because 'f' becomes 'v' when it turns into an adjective.' 'It is a disaster if the 'e' is kept in the adjective *disastrous*'.

3 Practise

- Re-visit the spelling rules. If necessary, demonstrate changing some root words into adjectives by adding the suffix *-ous*.
- Give an A4 whiteboard and a pen to each child. Work through four or five of the root words in the focus word list, asking individual children to write them on their whiteboards and to stand at the front of the class. Challenge the rest of the class to create Living words, turning the words into adjectives by adding the suffix *-ous* and making any necessary changes to the spellings of the root words.
- Involve the children in developing and writing up sentences that include the adjectives.

4 Apply

- Tell the children that you have found a piece of writing that contains some spelling mistakes and that you need their help to put the spelling right. If necessary, re-visit the spelling rule displayed on the working wall.
- Give each child a copy of The Golden Goblet reading passage (see You will need). Ask them to read it through carefully and to find the spelling mistakes and to correct them. You may wish to underline the misspelled words for some children.
- Ask the children to work in pairs and to check which words they have identified and corrected.
- Read The Golden Goblet passage aloud. Ask the children to stop you when you come to a misspelled word. Discuss how the children have spelled the words, writing them up correctly as you do so and displaying The Golden Goblet (answers) resource on the working wall (see You will need).

5 Review

- Remind the children of the spelling rule for this unit and re-visit examples of the changes in some root words when the suffix *-ous* is added.
- Give each child a copy of the Missing words with *-ous* endings sentences (see You will need). Explain that they should read each sentence and change the root word in brackets to an adjective by adding the suffix *-ous* and making any necessary changes to the root word.
- Ask the children to compare their spellings. Take children through the correct answers in the Missing words with *-ous* endings (answers) resource (see You will need).
- Ask any children who are not confident spelling words ending in *-ous* to re-visit the spelling rules displayed on the working wall and to try out some of the rules on words where they are unsure.