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| **Objective** | **Guidance** | **Word List** | **Teaching Sequence** |
| **Words ending in –ible and –able**  **Words ending in –ably and –ibly** | The –able/–ably endings are far more common than the –ible/–ibly endings. As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation. If the –able ending is added to a word ending in – ce or –ge, the e after the c or g must be kept as those letters would otherwise have their ‘hard’ sounds (as in cap and gap) before the a of the – able ending.  The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule.  The –ible ending is common if a complete root word can’t be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible). | changeable, noticeable,  forcible, legible  dependable, comfortable,  understandable, reasonable,  enjoyable, reliable  considerable/considerably  (consideration),  tolerable/tolerably (toleration)  possible, possibly,  horrible, horribly,  terrible, terribly,  visible, visibly,  incredible, incredibly,  sensible/sensibly | **Investigate**  Conduct an open sort and discuss criteria.  Conduct a closed sort according to suffix e.g. ible, able, ibly, ably.  Speed sort: repeat the above sort but as quickly as possible.  Ask children what they notice.  Identify that able or ably suffixes when removed leaves a word that makes sense- the root word.  Now, generate a list of all the root words. From this, in pairs or small groups, try to formulate some rules for adding the suffixes.  **Challenge**  Create a poster to explain and illustrate the rules.  Find out what the words mean.  Put the words into sentences.  Create a game to play with others.  **Reflect**  Collaborative test  Use words in their own writing (spelt correctly). |