

Assessment

Assessment grid

The following grid shows the main objectives and activities covered in this chapter. You can use the grid to locate activities that cover a particular focus that you are keen to monitor.

Objective	Page	Activity title
To understand that suffixes change the function of words.	29 31	Suffixes The suffix -er
To learn how spelling sometimes changes when suffixes are added.	30 31 35	To double or not to double? The suffix -er Suffixes -ful and -less
To understand how prefixes change the meanings of words but not the spelling of the base word.	33 34	Making opposites with un- Prefixes mis- and dis-
To learn that negatives and opposites can be created with prefixes and suffixes.	33 34 35	Making opposites with un- Prefixes mis- and dis- Suffixes -ful and -less
To learn the meaning of further prefixes.	37 38 39	Prefixes de- and non- Which prefix? Wordbuilding spinners
To understand and apply knowledge of affixes to create families of words.	39	Wordbuilding spinners

Observation and record keeping

As you complete the activities in this chapter, make a note of individuals' progress and understanding. Set up a system where observations are made and collated and use these observations to feed into your planning for revision and reinforcement activities, as well as for knowing when to move children on. Your

assessments should track children's development in both knowledge and skills. Record the children's areas of strength and targets for development in the following areas:

- understanding of the terms 'root word', 'prefix', 'suffix' and 'antonym';
- awareness that prefixes and suffixes change the meanings of root words;
- awareness that suffixes change the function (word class) of root words;
- ability to segment words into prefix/root/suffix;
- understanding of the spelling and meaning of a range of prefixes, including those that form opposites;
- awareness that the spelling of root words sometimes changes when suffixes are added;
- use of visual strategies for checking spellings;
- use of dictionaries for meanings and spellings.

Assessment activity

● What you need

Photocopiable page 41 'Prefixes and suffixes', individual whiteboards and pens.

● What to do

The activity can be carried out independently. Ensure that the children understand the instructions for each section. Remind them that they can use their individual whiteboards to try words before writing on the sheet, and that saying words aloud can help them to make choices.

Differentiation

- Provide prefixes on word cards for children who find handwriting more difficult. If appropriate, make the spelling change rules available in order to assess application, rather than recall, of a rule.
- Ask more confident learners to explain their responses and describe rules or meanings of affixes.

Further learning

- **Function and meaning:** Ask the children to use selected words in sentences to further assess their understanding of the words' function and meaning.
- **Record:** Encourage the children to keep a record of words with affixes that they encounter in their reading.
- **Texts:** Use shared texts to demonstrate segmentation of words with affixes for reading and spelling.