

Changing Verbs to the Past Tense



What is Past Tense?

The past tense tell us what has already happened.

Look at the two sentences below;
one is in the past tense and one in the present.

I am walking down my road.

I walked down my road.

Adding 'ed' to Make a Past Tense Verb

The difference between the present and past tense statements was the verb 'walk'. In the past tense, an 'ed' was added to make the past tense verb.

walking → walked

Making a past tense verb is not always as simple as adding an 'ed' to the verb. Sometimes the past tense can change the spelling of the original (root) word too

Adding 'ed'

If a regular verb already ends with an 'e', make sure it ends in 'ed'.

Here are some examples:

bake → baked

hope → hoped

whine → whined

Changing 'y' to 'i'

If the present tense verb ends in a consonant and a 'y',
the 'y' becomes an 'i'.

Here are some examples:

hurry → hurried

worry → worried

Don't change the 'y' if the word ends in a vowel and a 'y'. For example:

stay → stayed

Doubling the Consonant

If a regular verb with one syllable ends with one vowel and a consonant, double the consonant before adding 'ed'.

Here are some examples:

wrap → wrapped

beg → begged

step → stepped

Doubling the Consonant in Longer Words

If a regular verb with more than one syllable ends with a vowel and a consonant and the last syllable is stressed, double the consonant before adding 'ed'

Here are some examples (the stress is in green):

prefer → preferred

admit → admitted

regret → regretted

Adding a 'k'

If the regular verb ends with 'c', add a 'k' before you add 'ed'.

Here are some examples:

panic → panicked

traffic → trafficked



Learning Question:

How can I write a diary entry as a character from the video 'nightzoo'?

Success Criteria:

Watch and understand the video.

Infer a character's thoughts feelings, actions and motives.

Use appropriate vocabulary to describe a character and his behaviour.

Plan and rehearse sentences orally.

Write a recount based on fictional first person experience.

Edit and publish

Vocabulary

Look back at your plan ...

- Can you add any ideas ?
- Have you written in chronological order?
- Have you written in first person?
- Have you shown how you (Tom Rivers) are feeling?

A day in the life of Tom Rivers

Imagine you are Tom Rivers. Explain what happened to you today!

Be as imaginative as you can.

Think about: What animals were there? What happened? Did you find a new animal?

What was it like?

Try to create it like a story. You could use a story mountain template or the table below to help if you wanted to!



Time	What did you see/hear?	How did you feel??	What did you think?
Waking up			
Morning			
Lunch time			
Afternoon			
Dinner time			
Evening			

Name:

Story Mountain

Problem

Build up

Resolution

Characters and Setting

Ending



How could you open our
diary entry?

Date:

Dear Diary,

In the opening of your diary entry include:

Paragraph 1 - waking up

- Where were you?
- How were you feeling?
- What could you see?
- What could you hear?

Paragraph 2 – The morning (build up)

- What were you doing today?
- What animals were you looking after?
- Did something strange start happening ...
- How did you feel?

Now you have written your opening ...

Reflect on your success criteria:

What points have you met? Could you change anything to meet extra points?

Y3	Sometimes (I am beginning to independently use)	S/P	Teacher
1	I can develop a writing stamina and produce extended pieces of writing		
2	In narratives, I can describe settings		
3	In narratives, I can describe characters and plot		
4	In non-narratives, I can use headings and subheadings		
5	I can begin using paragraphs to organise ideas		
6	I can use capital letters correctly for proper nouns and at the start of sentences		
7	I can use full stops correctly at the end of sentences		
8	I can use commas correctly for lists		
9	I can use a subordinate clause		
10	I can use a or an correctly		
11	I can use co-ordinating conjunctions		
12	I can use subordinating conjunctions		
13	I can use adverbs		
14	I can begin using inverted commas to punctuate direct speech		
15	I can use tenses correctly		
16	I can use prepositions to express place and time		
17	I can spell many words with the correct prefixes and suffixes		
18	I can spell some words correctly, (including those from the Year 3 / Year 4 list)		
19	I can write legibly using my best handwriting		
20	I can make deliberate ambitious word choices		