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Phonics is a foundational aspect of literacy that focuses on the relationships between letters and sounds. An integral part of phonics instruction is understanding "inflectional endings." In this guide, we will delve deep into inflectional endings, understanding their importance, and how they impact pronunciation and meaning. The Basics of Inflectional Ending First things first, what is an inflectional ending? An inflectional ending is a group of letters added to the end of a word to convey a specific grammatical function, such as tense, number, or comparison. For example, adding "-ed" to "jump" (as in "jumped") indicates past tense. Similarly, attaching "-s" to "cat" makes it "cats," implying more than one cat. It's essential to note that inflectional endings don't create new words but rather modify the existing word's form. Why Inflectional Endings Matter in Phonics In phonics, the pronunciation of a word is crucial. Inflectional endings can change the way a word sounds, thus influencing how it's read and understood. For instance, the inflectional ending "-s" can sound like "z" in "dogs" but "s" in "cats." Recognizing these patterns helps children read more fluently and understand the context better. Moreover, inflectional endings can also assist in building vocabulary and comprehension skills. By identifying the base word and its inflectional ending, children can discern meaning and usage more efficiently. Common Inflectional Endings in English -s & -es: These are used to indicate plurals. E.g., cat (singular) and cats (plural), bus and buses. -ed: Typically denotes the past tense. E.g., jump and jumped. -ing: Indicates ongoing action or present tense. E.g., run and running. -er & -est: Used for comparisons. E.g., big, bigger, and biggest. While these are the more common inflectional endings, it's essential to remember that some words might have irregular forms that don't follow the usual patterns. Inflectional Endings: Not "Inflectional Endings s" A common mistake some individuals make is referring to inflectional endings as "inflectional endings s." This terminology is inaccurate. "Inflectional endings" in itself encapsulates all the various endings, and appending an "s" is unnecessary. Teaching children the correct terminology from the outset ensures clarity and precision in their phonics journey. Tips for Teaching Inflectional Endings Start with Regular Patterns: Introduce children to regular words that follow predictable patterns, such as "jump" and "jumped" or "play" and "played." Use Visual Aids: Flashcards or charts displaying base words alongside their inflected forms can be handy. Incorporate Games: Engage children with games that require them to match base words with their inflected forms. Practice with Reading: Encourage reading practices where children can spot and pronounce words with inflectional endings in context. For more comprehensive phonics resources, you might want to visit kizphonics, which offers a range of helpful tools and articles. Fact Section: FAQs Q: What is the primary purpose of inflectional endings? A: Inflectional endings modify the form of a word to convey specific grammatical functions like tense, number, or comparison. Q: How do inflectional endings impact phonics? A: They can change the pronunciation of a word, which in turn influences how it's read and comprehended. Q: Are inflectional endings the same as prefixes? A: No, while prefixes are added to the beginning of a word, inflectional endings are added to the end. Q: How many primary inflectional endings are there in English? A: English primarily uses four inflectional endings: -s, -ed, -ing, and -er/-est. However, there are some variations and irregularities. In conclusion, inflectional endings play a pivotal role in phonics instruction. Understanding and mastering them can greatly improve reading skills and comprehension for young learners. Always remember, the journey of phonics is about consistent practice and exploration, and with the right tools and knowledge, every child can excel. An inflectional ending is a group of letters added to the end of a word to change its meaning. They have spelling and pronunciation rules that are very helpful for a developing reader to learn. To learn these rules, we teach students to pay attention to the last letters of the base word. Inflectional vs. Derivational Morphemes Inflectional endings are often confused with derivational morphemes; although they are similar to one another, they are unique in their purpose within English. Inflectional An inflectional morpheme/ ending is added to a noun, verb, adjective, or adverb for the purpose of assigning a particular grammatical property to the word in question. Inflectional endings assign tense (past tense “-ed”/ preset tense “-ing”), number (plural “-s”), possession (“-’s”), or comparison (“-er/ -est”). – Inflectional endings do not change the base meaning or grammatical category of the word. – All inflectional morphemes are at the end of a word (hence ‘inflectional endings’) – There can only be one inflectional morpheme per word Derivational Derivational morphemes tend to alter the grammatical category of the word. – Derivational morphemes change verbs to nouns, nouns to adjectives, nouns to verbs etc. – There can be multiple derivational morphemes per word (prefixes and suffixes) Types and Purposes of Inflectional Endings ‘-ED’ Endings To make most verbs past tense, we add the ending ‘-ed.’ It is important for reading students to know that this syllable does not often sound the way it looks. Rather than saying /ed/, the ‘ed’ ending makes the sound /t/ as in “walked,” /d/ as in “saved,” and /id/ as in “lifted.” Our language also has several irregular verbs, which do not change to past tense by merely adding an ending; they change to a different word altogether. For example, the word “run” doesn’t become In general, just add ‘ed,’ walk to walked If the base word ends in ‘e,’ add only ‘d’ save to saved If the vowel says its sound and there is a single consonant after, double the consonant hop to hopped (compare to hoped) If the base word ends in vowel+‘y,’ add ‘ed’ play to played If the base word ends in consonant+‘y,’ change ‘y’ to ‘i’ and add ‘ed’ cry to cried ‘-ING’ Endings To make a word present tense, we add the ending ‘ing.’ In general, just add ‘ing’ walk to walking If the base word ends in ‘e,’ remove ‘e’ and add ‘ing’ save to saving If the vowel says its sound and there is a single consonant after, double the consonant hop to hopping (compare to hoping) If the base word ends in vowel+‘y,’ simply add ‘ing’ play to playing If the base word ends in consonant+‘y,’ simply add ‘ing’ cry to crying ‘-S/ES’ Endings To make a word plural, we add ‘s’ to the end. Certain words require the ending ‘es’ instead. In general, simply add ‘s’ walk to walks If the base word ends in ‘e,’ add ‘s’ save to saves If the vowel says its sound and there is a single consonant after, add ‘s’ hop to hops If the base word ends in vowel+‘y,’ add ‘s’ play to plays If the base word ends in consonant+‘y,’ change ‘y’ to ‘i’ and add ‘es’ cry to cries If the base word ends in S, Z, X, SH, or CH, add ‘es.’ This adds a syllable and is pronounced /iz/. misses, fizzes, foxes, brushes, lunches. ‘-ER’ and ‘-EST’ Endings To compare two things, we use the ending ‘er.’ To compare three or more things, we use ‘est.’ In general, just add ‘er’ or ‘est’ tall to taller, tallest If the base word ends in ‘e,’ remove the ‘e’ and add ‘er’ or ‘est’ nice to nicer, nicest If the vowel says its sound and there is a single consonant after, double the consonant thin to thinner, thinnest If the word ends in vowel+‘y,’ simply add ‘er’ or ‘est’ gray to grayer, grayest If the word ends in consonant+‘y,’ change ‘y’ to ‘i’ and add ‘er’ or ‘est’ silly to sillier, silliest Inflected endings (or inflectional endings) refer to the end of words strategically placed after base words, e.g., -s, -ed, -ing. Inflectional endings are added to the end of a noun, verb, or adjective to add meaning. In terms of verbs, inflectional endings help to determine if an event is occurring in the present (for example, the man is traveling) or it occurred in the past (the man traveled). In terms of nouns, inflectional endings help to identify the singular or plural form of something. A -s, -es, or –ies (when the last letter of the singular form is a “y”) is added to make a plural noun. Some examples can be tree/trees (-s), wish/wishes (-es), and city/cities (-ies). When it comes to adjectives, inflectional endings help to demonstrate differences in comparative and superlative forms. For comparative forms, usually an –er ending is added to the base adjective (small/smaller). For superlative forms, an –est is added to the base adjective (small/smallest). It’s important to understand that inflectional endings and suffixes aren’t always the same thing. While both are added to the end of a root (a base form) or word, they’ve got differences between them. In English, suffixes are divided into two primary types: derivational suffixes and inflectional suffixes. A derivational suffix alters the meaning of the word it’s attached to and alters the grammatical category of the item it’s attached to. For example, the addition of –ly to an adjective to represent an adverb (polite/politely), where –ly changes the word’s grammatical category. An inflectional suffix tells something about the grammatical behavior of a word. Children can learn inflectional endings at different times, depending on their curriculum. While most children learn inflectional endings at the beginning of second grade or at the end of first grade, some kids start to learn them in kindergarten. Struggling readers usually have the most difficult time when learning inflectional endings. Therefore, teachers need to ensure teaching inflectional endings systematically and explicitly. The majority of single-syllable phonics sounds should be taught before starting inflectional endings instruction. Students should get through consonant blends, r-sounds, short vowels, and long vowels before learning inflectional endings. Children with substantial reading struggles are usually held back on the same phonic sound because they fail to master inflectional endings. This may keep them on low-level decodable texts for too long. However, by teaching most phonics first, teachers can help struggling readers learn inflectional endings at a faster rate. Inflections are added to words to show meanings like tense, number, or person.Common inflections include endings like -s for plurals and -ed for past tense.Some words change with vowel sounds, like 'goose' to 'geese,' instead of adding endings. Inflection refers to a process of word formation in which items are added to the base form of a word to express grammatical meanings. The word "inflection" comes from the Latin inflectere, meaning "to bend." Inflections in English grammar include the genitive 's; the plural -s; the third-person singular -s; the past tense -d, -ed, or -t; the negative particle 'nt; -ing forms of verbs; the comparative -er; and the superlative -est. While inflections take a variety of forms, they are most often prefixes or suffixes. They are used to express different grammatical categories. For example, the inflection -s at the end of dogs shows that the noun is plural. The same inflection -s at the end of runs shows that the subject is in the third-person singular (s/he runs). The inflection -ed is often used to indicate the past tense, changing walk to walked and listen to listened. In this way, inflections are used to show grammatical categories such as tense, person, and number. Inflections can also be used to indicate a word's part of speech. The prefix en-, for example, transforms the noun gulf into the verb engulf. The suffix -er transforms the verb read into the noun reader. In "The Frameworks of English," Kim Ballard writes, "When considering inflections, it can...be helpful to use the notion of a stem. A stem is what remains of a word when any inflections are removed from it. In other words, inflections are added to the stem of a word. So frogs is made up of the stem frog and the inflection -s, while turned is made up of the stem turn and the inflection -ed. English words follow different rules for inflection based on their part of speech and grammatical category. The most common rules are listed below. Part of Speech Grammatical Category Inflection Examples Noun Number -s, -es Flower → FlowersGlass → Glasses Noun, Pronoun Case (Genitive) -'s, -', -s Paul → Paul'sFrancis → Francis'It → Its Pronoun Case (Reflexive) -self, -selves Him → HimselfThem → Themselves Verb Aspect (Progressive) -ing Run → Running Verb Aspect (Perfect) -en, -ed Fall → (Has) fallenFinish → (Has) finished Verb Tense (Past) -ed Open → Opened Verb Tense (Present) -s Open → Opens Adjective Degree of Comparison (Comparative) -er Smart → Smarter Adjective Degree of Comparison (Superlative) -est Smart → Smartest Not all English words follow the rules in this table. Some are inflected using sound changes known as vowel alternations, the most common of which are ablauts and umlauts. The word "teach," for example, is marked as past tense by changing its vowel sound, producing the word "taught" (rather than "teached"). Likewise, the word "goose" is pluralized by changing its vowel sound to produce the word "geese." Other irregular plurals include words like "oxen," "children," and "teeth." Some words, such as "must" and "ought," are never inflected at all, no matter the context in which they appear. These words are considered invariant. Many animal nouns share the same singular and plural forms, including "bison," "deer," "moose," "salmon," "sheep," "shrimp," and "squid." The inflection of English verbs is also known as conjugation. Regular verbs follow the rules listed above and consist of three parts: the base verb (present tense), the base verb plus -ed (simple past tense), and the base verb plus -ed (past participle). For example, following these rules, the verb "look" (as in, "I look around the room") becomes, in both the simple past tense and the past participle, "looked" ("I looked around the room," "I have looked around the room"). While most verbs follow these conjugation rules, there are over 200 words in the English language that do not. These irregular verbs include be, begin, bid, bleed, catch, deal, drive, eat, feel, find, forget, go, grow, hang, have, hide, leave, lose, meet, pay, prove, ride, ring, seek, send, shall, shine, show, sing, spin, steal, take, tear, wear, and win. Since these words do not follow the rules for most English verbs, their unique conjugations must be learned on their own. S. Greenbaum, "The Oxford English Grammar." Oxford University Press, 1996.R. Carter and M. McCarthy, "Cambridge Grammar of English." Cambridge University Press, 2006.Kim Ballard, "The Frameworks of English: Introducing Language Structures," 3rd ed. Palgrave Macmillan, 2013.A. C. Baugh, "A History of the English Language," 1978.Simon Horobin, "How English Became English." Oxford University Press, 2016. Ever wondered why words like “walk,” “walks,” and “walked” look similar yet convey different meanings? That’s where inflectional endings come into play. These tiny additions to the base form of a word can change its tense, number, or even its degree. Understanding inflectional endings can significantly improve your grasp of English grammar and enhance your writing skills.Inflectional endings are essential for creating meaningful and grammatically correct sentences. They help you indicate whether an action happened in the past, present, or future, and whether you’re talking about one item or many. By mastering these endings, you can communicate more precisely and effectively. Dive in to explore how these small but powerful elements shape the language you use every day. Inflectional Endings Basics: Inflectional endings are suffixes added to the base form of words to express different grammatical categories such as tense, number, and degree, thereby altering their function without changing their core meaning.Types of Endings: Common inflectional endings for verbs include “-s,” “-ed,” and “-ing”; for nouns, “-s” and “-es” for plurals and “-’s” for possession; for adjectives, “-er” and “-est” for comparative and superlative forms.Grammar Significance: These endings are crucial for creating grammatically correct sentences, ensuring proper subject-verb agreement, adjective-noun pairing, and providing clear communication of tense, number, and comparison.Learning and Challenges: Mastering inflectional endings can be challenging due to overgeneralization, spelling errors, incorrect application, and exceptions in English. Regular practice, using reference materials, reading, writing, and learning exceptions can aid in overcoming these challenges.Inflectional endings modify words to express different grammatical categories. These small additions can transform the meaning and function of a word. Grasping these endings is essential for achieving fluency in English.Inflectional endings are suffixes that alter the form of a word without changing its core meaning. They adjust tense, number, aspect, mood, and comparison. For instance, in verb tenses, adding “-ed” to “talk” forms “talked,” indicating past tense. Understanding these modifications helps in constructing accurate and coherent sentences.Inflectional endings play a pivotal role in syntax. They ensure subject-verb agreement and proper adjective-noun pairing. Mastering these endings enhances writing precision and fosters clearer communication.Verbs: Add “-s,” “-ed,” “-ing,” or “-en” to indicate tense, number, or aspect. For example, “run” becomes “runs,” “ran,” “running,” and “run.”Nouns: Append “-s” or “-es” for plurals. For example, “cat” changes to “cats” and “box” to “boxes.”Adjectives: Use “-er” or “-est” for comparative and superlative forms. For instance, “tall” becomes “taller” and “tallest.”Understanding these examples solidifies comprehension of inflectional endings, aiding in grammatical accuracy and effective communication. Inflectional endings play a crucial role in modifying the base form of words to express different grammatical categories.Verb endings modify verbs to indicate tense, mood, aspect, and voice. Common verb inflectional endings include “-s,” “-ed,” and “-ing.”-s: Added to the base form to signify third-person singular present tense. For example, “run” becomes “runs.”-ed: Used to form the past tense and past participle. For example, “play” becomes “played.”-ing: Indicates continuous or progressive aspects. For example, “talk” becomes “talking.”Noun endings adjust nouns to convey plurality or possession.-s/-es: Plural forms. For example, “cat” becomes “cats,” and “bus” becomes “buses.-’s/-s’: Possessive forms. For example, “dog” becomes “dog’s” (singular possession), and “dogs” becomes “dogs’” (plural possession).Adjective endings modify adjectives to express comparative and superlative degrees.-er: Comparative form. For example, “small” becomes “smaller.”-est: Superlative form. For example, “happy” becomes “happiest.”Inflectional endings ensure clarity and precision in communication. Understanding these endings enhances your fluency in English, aiding in accurate sentence structure.Inflectional endings play a critical role in language, modifying words to convey specific grammatical meanings. They ensure clarity in communication by indicating tense, number, and comparison among other aspects.Inflectional endings transform base words to indicate different tenses, numbers, and degrees of comparison. For tenses, verbs take endings such as “-ed” for the past tense (“worked”) or “-ing” for present participle (“working”). To show number in nouns, “-s” or “-es” is added to signify plurality (“dogs” and “boxes”). Adjectives and adverbs use “-er” and “-est” to express comparison (“smarter” and “smartest”). These subtle modifications ensure that readers and listeners understand the precise temporal context, quantity, and degree of a subject in sentences. Inflectional endings also assist in determining the syntactical placement of words within sentences. A word’s form indicates its function, such as a plural noun’s form requiring plural verb agreement (“The cats run in the yard”). Possessive forms like “-’s” signal ownership, setting up relationships between nouns (“John’s book”). These endings help construct grammatically accurate and meaningful sentences by defining word relationships and roles.Learning inflectional endings can be difficult, even for experienced English speakers. This section discusses common mistakes and offers tips for mastery.Overgeneralization: You might apply the same inflectional ending to all words, regardless of their correct forms. For example, adding “-ed” to irregular verbs like “run” (ran) instead of the correct form.Spelling Errors: You could make spelling mistakes when adding endings. Examples include doubling consonants in words like “run” to form “running” or dropping the final “e” from “make” to form “making.”Incorrect Application: You may use the wrong ending for tense or number. Using “runs” instead of “ran” for past tense or “childs” instead of “children” for plurals can confuse meaning.Overlooking Exceptions: English has many exceptions. Examples include irregular plural nouns like “mice” instead of “mouses” and comparative adjectives like “better” instead of “gooder.”Practice Regularly: Consistent practice helps you internalize correct forms. Engage in exercises that focus on different types of endings.Use Reference Materials: Rely on grammar guides and charts. These resources provide rules and examples for proper usage.Read Extensively: Exposure to well-written texts helps you see inflectional endings in context, improving your understanding.Write and Review: Writing sentences using various endings and reviewing your work helps reinforce correct usage. Peer reviews can also provide feedback.Learn Exceptions: Memorize common irregular verbs, nouns, and adjectives. Knowing these exceptions helps you avoid mistakes.Implement these strategies to improve your mastery of inflectional endings.Mastering inflectional endings is essential for precise and effective communication in English. By understanding how they modify words to indicate tense, number, and comparison, you can enhance your grammatical accuracy. Overcoming common challenges requires consistent practice and a keen eye for exceptions. Utilize reference materials and engage in extensive reading and writing exercises to refine your skills. With dedication and the right strategies, you’ll improve your proficiency in using inflectional endings, making your English writing and communication more nuanced and accurate. Inflectional endings in English grammar are suffixes added to the base form of words to modify their tense, number, or degree of comparison, thus altering their grammatical function and meaning.Inflectional endings are crucial as they help in constructing sentences that clearly indicate tense, number, and comparison, ensuring precise and effective communication.Sure! For verbs: “walk” becomes “walked” (past tense). For nouns: “cat” becomes “cats” (plural). For adjectives: “big” becomes “bigger” (comparative form).Common mistakes include overgeneralization (applying rules too broadly), spelling errors, incorrect application of endings, and neglecting exceptions.To avoid mistakes, one should practice regularly, consult reliable reference materials, engage in extensive reading and writing exercises, and learn exceptions to the rules. Tips include: regular practice, using grammar reference books, reading a variety of texts, doing writing exercises, and familiarizing oneself with common exceptions.Yes, grammar guides, online tutorials, language learning apps, and writing workshops can be very helpful in mastering inflectional endings. Inflectional endings include words with ing, ed, es/s and est at the end. Here are some examples: s as in catsing as in swimminged as in missed es as in catchesest as in fastest Inflectional endings are a group of letters that change the meaning of the word. Inflectional endings can help us determine if the event occurred in the past (The dolphin flipped) or present (The dolphin is flipping). In terms of nouns, inflectional endings can help us determine if there were one (as in cat) or many (as in cats). They can help us determine if the wolf was merely fast or the fastest in the pack. Kids learn inflectional endings at different times, depending on the curriculum. Some kids begin to learn inflectional endings as early as kindergarten. However, most kids learn to read inflectional endings at the end of first grade or beginning of second grade. If you have a struggling reader, make sure you teach inflectional endings explicitly and systematically. Teach most single-syllable phonics sounds before you teach inflectional endings. Struggling readers often have the most difficult time with inflectional endings. This is why I advocate teaching most phonics sounds before starting inflectional endings instruction. Get through: short vowels, consonant blends, silent e, long vowels, and r-sounds before teaching inflectional endings. Kids with significant reading struggles are often held back on the same phonic sound because they can’t master inflectional endings. This can keep them on low-level decodables for too long. You don’t want your student to experience a reading stasis. However, if you teach most phonics downs first, struggling readers will learn to read inflectional endings at a faster rate. The inflectional ending ed makes several sounds: ed as in missed (takes on /t/ sound)ed as in saved (takes on /d/ sound)ed as in rested (takes on /id/ sound) When you teach ed teach all three of the above sounds at once. Inflectional endings are difficult to master. Students are often unsure of what to say for the vowel sound. The following words show why inflectional endings are confusing for students: hiding versus hitting Why is the i in hiding long and the vowel in hitting short? hoping versus hopping Why is the vowel in hoping long and the vowel in hopping short? waved versus wagging Why is the vowel in waved long and the vowel in wagging short? Are you beginning to see the pattern? Here’s the rule: If there’s one consonant in the middle the first vowel is long. If there are two consonants in the middle the first vowel is short. 2 consonants in middle= first vowel is short 1 consonant in middle= first vowel is long However, there are still words like sailed, peeking, and glowed that contain vowel units. So how do you teach all this? Kids learn best when you ask them a series of questions. We know from cognitive science that learning must be effortful in order to stick. Thus, after you teach inflectional endings explicitly, learn how to correct your student. Here’s a script on how to correct inflectional endings: Text: tappingStudent says: taping Teacher: (points to middle pp consonants) How many consonants are in the middle [between the vowels]? Student: 2 Teacher: Does that make the first vowel long or short? Student: short Teacher: (points to /a/) First vowel sound? Student: aaaaa [as in apple] Teacher: From the beginning. Student: tapping Do you see how you need to guide your student? Telling your student the correct vowel pronunciation does not facilitate learning. Guiding your student, through a series of questions, however, does result in learning. Here’s another sample: Text: peekedStudent says: pecked Teacher: Do you see a vowel unit? Student: yes Teacher: (Underlines vowel unit /ee/.) What’s the sound? Student: ee [as in see] Teacher: From the beginning. Student: peeked In case you want more practice, here’s another example on how to correct inflectional ending mistakes: Text: smiledStudent says: spilled In this case, you need to guide your student through several corrections. Teacher: (Underline the blend sm.) Say the sounds. Student: ssssmmm Teacher: From the beginning. Student: sm Teacher: (points to middle pp consonants) How many consonants are in the middle [between the vowels]? Student: 1 Teacher: Does that make the first vowel long or short? Student: long Teacher: (points to /i/) First vowel sound? Student: i [as in item] Teacher: From the beginning. Student: smiled Eliciting the answer through questions is key. Making corrections with ed The ed ending makes several sounds. If your student says the wrong one, get her to experiment with the others. Here’s a sample script: Text: skippedStudent says: skippid Teacher: (underlines ed ending) What other sounds does /ed/ make? Student: /t/ and /d/ Teacher: Let’s try another. Student: skipped If your student still makes a mistake, try the last ed sound. Inflectional endings are common. They change the grammar of the word. After kids master many single-syllable sound units, they’re ready for inflectional endings. Do you have a struggling reader? If so, your student may still need decodable texts while he’s learning inflectional endings. That’s okay. Keep him on phonics books until he’s had significant practice with inflectional endings. Oftentimes, if students learn the most common single-syllable sound units and inflectional endings, they are ready for those level one books found in bookstores and libraries. Systematic phonics books can teach your struggling reader the most common sound units. Share on FacebookShare on Twitter Inflection definition: Inflection is the grammatical term for letters added to nouns, adjectives, and verbs to show their different grammatical forms. What is Inflection? Inflection is the change of form a noun, adjective, verb, etc., undergoes to distinguish its case, gender, mood, number, voice, etc. Inflection occurs when the word is used to express various meanings. When words are inflected, letters are added to the base form of words. Example Inflections base word: fox inflection (plural): foxes base word: run inflection (present participle) running Inflection for Number (Nouns) Nouns are one part of speech that change with inflection. Nouns change to show number—singular or plural. A singular noun includes just one noun. A plural noun includes more than one of that noun. Sometimes, adding “-s” creates the inflection to make a plural noun. Examples singular/plural with “-s:” goat/goats table/tables tree/trees girl/girls Sometimes, adding “-es” creates the inflection to make a plural noun. Examples singular/plural with “-es:” fox/foxes wish/wishes potato/potatoes bus/buses Sometimes, the ending is dropped to add “-ies” to make a plural noun. This occurs when the last letter of the base singular form is a “y.” Examples singular/plural with “-ies” city/cities berry/berries fairy/fairies daisy/daisies Sometimes, the inflection is irregular to make a plural noun. Examples for singular/plural irregular plurals: sheep/sheep mouse/mice moose/moose criterion/criteria analysis/analyses Inflection for Tense (Verbs) In verbs, inflection occurs to show changes in verb tense. Present Tense For the present tense, an “-s” or “-es” is added to the base form of the regular verb in the third-person singular to show inflection. Example with “to dream:” I dream. You dream. (singular/plural) He/she/it dreams. We dream. They dream. Example with “to do:” I do. You do. (singular/plural) He/she/it does. We do. They do. Past Tense For the past tense, an “-d” or “-ed” is added to the base form of the regular verb in order to show inflection Example with “to breathe:” I breathed. You breathed. (singular/plural) He/she/it breathed. We breathed. They breathed. Example with “to jump:” I jumped. You jumped. (singular/plural) He/she/it jumped. We jumped. They jumped. Future Tense For future tense, the base form of the verb does not change, but the word will is included. Example with “to eat:” I will eat. You will eat. (singular/plural) He/she/it will eat. We will eat. They will eat. Irregular Verbs Irregular verbs have various changes in tenses for inflection. There is no set pattern. However, here are a couple examples. With “to go” past tense: I went. You went. (singular/plural) He/She/It went. We went. They went. With “to be” present tense: I am. You are. (singular/plural) He/She/It is. We are. They are. Inflection for Comparison (Adjectives) Adjectives change for inflection to show differences in comparative and superlative forms. To compare, an “-er” ending is added to adjectives (or the word may change altogether as with “good”). Comparative examples: Base adjective: good Comparative adjective: better Base adjective: small Comparative adjective: smaller Base adjective: high Comparative adjective: higher For superlative forms, an “-est” is added to adjectives (or the word may change altogether as with “good”). Superlative examples: Base adjective: good Superlative adjective: best Base adjective: small Superlative adjective: smallest Base adjective: high Superlative adjective: highest Summary: What is Inflection in English? Define inflection: the definition of inflection is the way in which words alter their endings to show case, number, gender, etc. In summary, an inflection: is a change in the base form of a word affects nouns, adjectives, and verbs shows different grammatical meaning of words In order to continue enjoying our site, we ask that you confirm your identity as a human. Thank you very much for your cooperation. In order to continue enjoying our site, we ask that you confirm your identity as a human. Thank you very much for your cooperation. Learning about inflected endings or inflections is a vital tool in developing reading and writing skills in English. First-language speakers begin using inflections in the first and second grades, but teachers need to understand the grammatical rules. What are inflected endings?Inflected endings or inflections belong to the part of speech called suffixes. You add inflections to the ends of nouns to change their number and show possession, to verbs to change tense, and to adjectives and adverbs to indicate degrees of comparison.Knowing how to attach suffixes or endings like inflections to base words helps in constructing and reading sentences. Although adding most inflected endings to words is simple, there are some more complex aspects of and rules around inflections. Let’s look at what inflections are and how they work.Inflected or inflectional endings are a category of suffixes, which are word parts that you add to the end of other words to change their grammatical properties. We also have suffix (and prefix) resources on the site linked below to help you with this should you need.FREE Suffix Worksheets: Set of 3The smallest unit of meaning that you can break a word into is called a morpheme. There are two main types of morpheme:Free morphemes are stand-alone words, also called base or root words, which have a meaning. For example, house, move, large.Bound morphemes or affixes are word parts that cannot stand alone. They need to be attached to other words to have meaning. Their function is to change the meaning of root words. There are two kinds of bound morphemes:Prefixes join to the beginning of other words (e.g., en + large = enlarge).Suffixes join to the ends of words (e.g., house + s = houses).Inflectional endings are bound morphemes. Inflectional morphemes attach to the ends of other words, so they are suffixes.You add an inflected ending to a root word to change its grammatical properties. Inflectional endings have four primary functions:You will notice that inflectional endings do not change the word’s part of speech: adding an inflectional suffix to a noun doesn’t change the noun to a verb.Bound morphemes that modify parts of speech are called derivational morphemes: help (verb) + er (derivational morpheme) = helper (noun).The table below summarizes the functions of inflectional endings:Table 1: Inflection Ending functionsFunctionPart of speech affectedInflectional endingExampleCreate pluralsNouns-s -esdog – dogs fish – fishesIndicate possessionNouns-’s -s’dog – dog’s tail dogs – dogs’ tailsCreate tensesVerbs-s -ed -en -ingwalk – walks walk – walked ride – ridden walk – walkingMake comparisonsAdjectives-er -estlarge – larger large – largestAdding inflected endings appears simple, but the challenge is how root words change when you add the inflected ending. Let’s look at the rules related to inflected endings.Nouns are naming words, naming people, places, things, emotions, and ideas. The easist use of inflected endings is to create plurals from singular nouns. Two rules apply: Add the ending -s to a noun to create the plural. For example:frog (singular) + -s (inflected ending) = frogs (plural)girl (singular) + -s (inflected ending) = girls (plural)hope (singular) + -s (inflected ending) = hopes (plural)If the noun ends in sibilant consonants like ch, sh, ss, or x, add -es to create the plural. For example:bench (singular) + -es (inflected ending) = benches (plural)wish (singular) + -es (inflected ending) = wishes (plural)hiss (singular) + -es (inflected ending) = hisses (plural)box (singular) + -es (inflected ending) = boxes (plural)You also use inflected endings with nouns to show possession or belonging, in other words, who owns what.Add an apostrophe and the ending -s to a singular noun to create the possessive form. For example:camel (noun) + apostrophe + -s (inflected ending) = camel’s hump (possessive form)Thandi (noun) + apostrophe + -s (inflected ending) = Thandi’s hair (possessive form)Add an the ending -s and an apostrophe to a noun ending in -s to create the possessive form. For example:camels (noun) + -s (inflected ending) + apostrophe = camels’ humps (possessive form)Jones (noun) + -s (inflected ending) + apostrophe = Mrs Jones’ office (possessive form)Texas (noun) + -s (inflected ending) + apostrophe = Texas’ citizens (possessive form)FREE Prefix Worksheets: Set of 3Inflected endings are essential when creating the different tenses in English. Tenses are indicated by verbs, the parts of speech that show action. Adding an inflected ending to a verb tells you when the action occurs.The rules to create tenses in regular verbs are straightforward, as the same rule can apply to several verbs.Add -s to indicate present tense for third-person singular nouns and pronouns. For example:I/you move (first and second person present tense) + -s (inflected ending) = he/she/it/the cat moves (third person present tense)I/you cook (first and second person present tense) + -s (inflected ending) = Helen/the chef cooks (third person present tense)Add -ed to indicate past tense. For example:move (present tense) + -ed (inflected ending) = moved (past tense)cook (present tense) + -ed (inflected ending) = cooked (past tense)Add -ing to create the present participle. For example:walk present tense) + -ing (inflected ending) = walking (present participle): I am walkingcook (present tense) + -ing (inflected ending) = cooking (present participle): Helen is cookingIrregular verbs in English are exceptions to the rules for regular verbs and use inflectional endings in different ways.Add -ing and drop the -e to create the present participle in verbs ending in silent -e. For example:move (present tense) + drop -e + -ing (inflected ending) = moving (present participle): I am movingdrive (present tense) + drop -e + -ing (inflected ending) = driving (present participle): Beth is drivingAdd -ing and double the final consonant to create the present participle in verbs ending in a single verb and consonant. For example:sit (present tense) + -t + -ing (inflected ending) = sitting (present participle): I am sittinghug (present tense) + g + -ing (inflected ending) = hugging (present participle): Josh is huggingAdd -en to create the past participle. For example:drive (present tense) + -en (inflected ending) = driven (past participle): Joe has drivenride (present tense) + drop -e and add -d + -en (inflected ending) = ridden (past participle): She had riddenAdjectives are words that describe nouns or add more information to them. We use inflected endings with adjectives to create degrees of comparison:The positive degree of comparison: shortThe comparative degree of comparison: shorterThe superlative degree of comparison: shortestFor the positive degree of comparison, there is no inflected ending added to the adjective. For example:Henry is short.The sea is cold.Add -er to the adjective to create the comparative. For example:short (adjective) + -er (inflected ending) = shorter (comparative adjective): Henry is shorter than Liz.cold (adjective) + -er (inflected ending) = colder (comparative adjective): The sea is colder today than it was yesterday.Add -est to the adjective to create the superlative. For example:short (adjective) + -est (inflected ending) = shortest (superlative adjective): Ali is the shortest in the group.cold (adjective) + -est (inflected ending) = coldest (superlative adjective): The sea is coldest in winter.If the adjective ends in -e, drop it before adding -er or -est to form comparisons. For example:fine (adjective) + drop -e + -er (inflected ending) = finer (comparative adjective): The cobweb is finer than silk.pure (adjective) + drop -e + -est (inflected ending) = purest (superlative adjective): This is the purest water in the world.If an adjective ends in -y, change it to -i before adding -er or -est. For example:sulky (adjective) + change -y to -i + -er (inflected ending) = sulkier (comparative adjective): Janice was sulkier than ever.busy (adjective) + change -y to -i + -est (inflected ending) = busiest (superlative adjective): The restaurant is busiest on the weekend.Add -er or -est and double the final consonant to create the comparative in nouns ending in a single verb and consonant. For example:fit (adjective) + -t + -er (inflected ending) = fitter (comparative adjective): Pete is fitter than Jonas after spending hours in the gym.red (adjective) + -d + -er (inflected ending) = redder (superlative adjective): The clown’s nose was the reddest I’ve ever seen.Inflected endings or inflections are essential parts of speech that attach to root words as suffixes.Attached to nouns, inflected endings change words from singular to plural and indicate the possessive. Inflections change the tenses of verbs and create comparisons with adjectives.ResourcesPearson higher learning – inflected endings. to access 3.3_Act_17_Base_Words_and_Inflectional_Endings.pdf