

1. (W4:1, Sp 4:1) Prefixes can be added to root words to change their meaning ( ie appear- <b>dis</b> appear)			2. (W4:1, Sp 4:6) .Suffixes can be added to verbs to form a noun (ie count – counter) and to change the tense ( ie walk-walk <b>ed</b> -walk <b>ing</b> )				
<b>auto</b>	<b>dis</b>	<b><u>inter</u></b>	<b>count</b>	<b>ing</b>	<b><u>er</u></b>		
3-4. (W4:2, Sp 4:19) <b>Homophones</b> are words that sound the same but have different meanings and different spellings.							
The grass was ( <b><u>mown</u></b> / moan ) on Sunday.			Do not play near the ( rowed / <b><u>road</u></b> ).				
5. (W4:1,3. Sp 4:7) Suffixes can be added to many root words. They are most commonly added to nouns and adjectives.			6. (W4:1,3. Sp 3:5, 4:9) If the root verb ends in 't', the suffix 'ion' forms 'tion' (invent-invention)				
<b>poisonus</b>	<b><u>poisonous</u></b>	<b>poisonos</b>	<b>acshun</b>	<b>acsion</b>	<b><u>action</u></b>		
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.							
<b>shed</b>	<b>2</b>	<b>shake</b>	<b>1</b>	<b>shine</b>	<b>3</b>	<b>shop</b>	<b>4</b>

9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
<b>throw</b>	<b><u>chuck</u></b>	<b><u>launch</u></b>	<b>write</b>	<b><u>hurl</u></b>
10-11. (W4:17, 19) An <b>adjective</b> is a describing word. They are added to nouns for extra information ( <b>red</b> car or <b>tiny</b> , <b>brown</b> mouse). A <b>noun</b> is a person, place or thing (cat, river, table)				
He put the <b>pretty, pink</b> flowers in the vase.				

12-13. (W4:17) A wider range of connectives is essential in order to vary sentence structure for effect and make your writing far more interesting.				
<b><u>also</u></b>	<b>eventually</b>	<b><u>in addition</u></b>	<b>fortunately</b>	<b>for example</b>
14-15. (W4:18) <b>Pronouns</b> stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
( <b><u>Dan</u></b> / He ) took ( Dan's / <b><u>his</u></b> ) lunch and ( Dan / <b><u>he</u></b> ) left the house.				
16-17. (W4:19) <b>Fronted adverbials</b> are adverbs (words, phrases or clauses) that start a sentence and describe the verb in the sentence. They tell us more about when, how or where the action happened. They help structure texts, linking sentences and events between paragraphs.				
<b><u>Meanwhile,</u></b>	<b>As a result,</b>	<b>Alternatively,</b>	<b><u>As evening fell,</u></b>	
18-19. (W4:14,20) Past progressive form (was/were + verb+ 'ing') Present perfect form ( have/has +the past participle of the verb) Perfect modal form ( modal verb + have + past participle of the verb) NB modal verbs are a Stage 5 expectation.				
She has ( <b><u>gone</u></b> / went ) to the shops.		He has ( took / <b><u>taken</u></b> ) the keys with him.		

20-21. (W4:17,21) A <b>comma</b> is used after a <b>fronted adverbial</b> . It is also used to separate items in a list. It is not used before the last item which has 'and' in front of it. It tells the reader to pause, but not for as long as a full stop.	
<b>After tea, will you please finish your homework?</b>	
22-23. (W4:22. Sp 4:15, 4:16) <b>Apostrophes</b> mark possession. To show possession with a <b>singular</b> noun add an apostrophe before the letter s (e.g. the girl's name). To show <b>plural</b> possession with regular nouns add an apostrophe after the letter s (e.g. those girls' names).	
The dog's tail wagged.	The dogs' tails wagged.
24-25. (W4:23) <b>Inverted commas</b> (speech marks “ ”) are used to show the actual words spoken by a character. They are used at the beginning and end of the actual words spoken. Note the position of the question mark and/or comma.	
“Are these your pens?” asked Jo.	“Can I borrow one?” he continued.