

1. (W4:1, Sp 4:1) Prefixes can be added to root words to change their meaning (ie appear- dis appear)			2. (W4:1, Sp 4:18) .Suffixes can be added to verbs to form a noun (ie count – count) and to change the tense (ie walk-walk ed -walking)				
sub	inter	anti	walk	ing	er		
3-4. (W4:2, Sp 4:20) Homophones are words that sound the same but have different meanings and different spellings.							
The (tire / tyre) had a puncture.			Keep off the building (sight / site).				
5. (W4:1,3. Sp 4:8) If there is a long 'ee' sound before the suffix 'ous' it is usually spelt as an 'i' (obvious, serious)			6. (W4:1,3. Sp 4:10) Many 'sion' words are formed from verbs ending in 'd' or 'de' (explode-explosion, divide-division)				
obvious	obvios	obvius	division	divishun	divition		
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.							
grape	1	great	2	grind	3	ground	4

9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
run	sprint	hurry	race	walk
10-11. (W4:17, 19) A noun is a person, place or thing. (cat, river, table). An adjective is a describing word. They are added to nouns for extra information (red car, tiny mouse).				
The <u>hot, summer</u> sun rose up over the hill .				

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.				
unlike	all of a sudden	however	happily	secretly
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
Running for the bus, (David / he) realised (he / David) had left (his / David's) school bag at home.				
16-17. (W4:17,19) Fronted adverbials 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.				
Unfortunately,	Consequently,	Perhaps,	For this reason,	
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.				
I have (written / wrote) to you.		They (were / was) playing together.		

20-21. (W4:17,21) A comma is used after a fronted adverbial . 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.	
Unfortunately for him, the police had seen what he was doing.	
22-23. (W4:22. Sp 4:15, 4:16) Apostrophes mark possession. To show possession with a singular noun, add an apostrophe before the letter s (e.g. the girl's name). To show plural possession with regular nouns add an apostrophe after the letter s (e.g. those girls' names).	
The fairy's dress was beautiful.	The fairies' wings were silver.
24-25. (W4:23) Inverted commas (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 comma.	
“Do you want to play tennis?” asked Jake.	“Not really,” replied Jo. “I’m too tired.”