

1. (W4:1, Sp 4:2) 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 – <b>counter</b> ) and to change the tense ( ie walk-walk <b>ed</b> -walk <b>ing</b> )				
<b>auto-</b>	<b><u>anti-</u></b>	<b>non-</b>	<b>garden</b>	<b><u>-er</u></b>	<b>-ing</b>		
3-4. (W4:2, Sp 4:19, 20) <b>Homophones</b> are words that sound the same but have different meanings and different spellings.							
The king sat on his ( thrown / <b><u>throne</u></b> ).			I ( <b><u>might</u></b> / mite ) be able to help.				
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 3:6, 4:9) If a root verb ends in 't', the suffix 'ion' forms 'tion' (invent- <b>invention</b> )				
<b>dangerus</b>	<b>dangeros</b>	<b><u>dangerous</u></b>	<b>invenshun</b>	<b><u>invention</u></b>	<b>invension</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>direction</b>	<b>3</b>	<b>digger</b>	<b>2</b>	<b>duty</b>	<b>4</b>	<b>diamond</b>	<b>1</b>

9. (W4:9) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
<b>big</b>	<b><u>huge</u></b>	<b>weird</b>	<b><u>enormous</u></b>	<b>tiny</b>
10-11. (W4:17,19) An adverb gives information about a verb. It often ends in 'ly' (carefully, cautiously) A preposition usually goes in front of a noun and describes the position of something or the time or the way something happened ( <b>under</b> the car, <b>on</b> Sunday, <b>by</b> train)				
Mum <b><u>gently</u></b> put the glass ( <b><u>on</u></b> ) the table.				

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>furthermore</u></b>	<b>however</b>	<b>afterwards</b>	<b><u>as well as</u></b>	<b>suddenly</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>Emma</u> / She) picked up (Emma's / <u>her</u>) books and then (Emma / <u>she</u>) left for school.</b>				
16-17. (W4:17,19) <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>Earlier, ...</u></b>	<b>It is likely, ...</b>	<b>Possibly, ...</b>	<b><u>Later that day, ...</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.				
We ( <b><u>were</u></b> / was ) watching TV.			I have ( <b><u>done</u></b> / did ) it.	

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><u>Before we begin,</u></b> make sure you have a pen, pencil and rubber.	
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).	
What is that girl's name?	What are those girls' names?
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 comma.	
“Which is your dog?” Ben asked.	“This one is my dog,” Tim replied.