

1 and 2. (W3:1, 20. Sp 4:1,2) The following prefixes form nouns and compound words.							
super	anti	<u>auto</u>	mobile	super	<u>anti</u>	auto	social
3-4. (W3:2. Sp 3:17-20) <b>Homophones</b> are words that sound the same but have different meanings and different spellings.							
I will stay ( <b>here</b> / hear).				Have you seen (wear / <b>where</b> ) the others are?			
5-6. (W3:3. KW3:3) Commonly misspelt words, which don't follow a phonetic pattern, need to be learned by sight.							
<u>also</u>	allso	olso	<u>coming</u>	cumming	comeing		
7-8. (W3:4) To put in alphabetical order you may need to use the first, second or even third letter of the word.							
stick	3	stain	2	strip	4	shape	1
9. (W3:9,20) These synonyms form a meaning based word family.							
<b>fast</b>	<u>quick</u>	<u>rapid</u>	free	<u>speedy</u>			
10. (W3:9,17,24) <b>Co-ordinating conjunctions</b> connect two main (or independent) clauses into a compound sentence.							
She took the purse <b>but/however/even though/although/ in spite of the fact</b> it wasn't hers.							
11. (W3:9,17) Write a sentence <b>opener</b> which will create a <b>complex sentence</b> .							
<b><u>Despite the fact/Even though/Although/In spite of the fact</u></b> the purse wasn't hers, she took it.							
12-13 (W3:18) Present perfect form (He <b>has gone</b> out...). Simple past form (He <b>went</b> out...)							
He ( <u>ran</u> / run ) the whole race.				He has ( ran / <u>run</u> ) the whole race.			
14-15. (W3:18) There are many irregular verbs which do not follow this pattern and need to be learned (throw – threw, run – ran, write – wrote)							
drive	drove	ride	rode				
16. (W3:17, 19, 24) A <b>preposition</b> is a word that tells you where or when something is in relation to something else. They can link nouns, phrases or clauses. They often describe locations or directions, but can describe other things, such as relations of time.							
I sit _____ Laura in class.					(into/ <u>near</u> /against)		
17-18. (W3:19) <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, link sentences and events between paragraphs.							
Even so,	<u>Some time later,</u>	For instance,	<u>In the end,</u>				
19-20. (W3:20,24) Use 'a' before a <b>consonant</b> sound and 'an' before a <b>vowel</b> sound. NB 'u' 'e' and 'o' can give a consonant sound (unit, European, one) and 'h' can give a vowel sound (hour, honest)							
<u>a</u> / an	unicorn	<u>a</u> / an	unit				
21. (W3:17, 19, 21, 24) A <b>clause</b> is a group of words that can be used either as a whole sentence or part of a sentence. It must contain a verb. Many <b>complex</b> sentences are made up of a <b>main clause</b> and a <b>subordinate clause</b> (a less important clause).							
He carefully carried all the fragile eggs indoors, <b><u>not dropping one.</u></b>							
22-23. (W3:22. Sp 2:7-9) <b>Apostrophes</b> have two completely different uses: showing the place of missing letters (contraction e.g. I'm for I am) and marking possessives (possession e.g. Hannah's mother).							
Tom's car is faster than Andy's car.				I've borrowed Dave's gloves.			
24-25. (W3:23,24) <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.							
"Are we nearly there yet?" whined Gemma.				"Not long now, be patient," said Mum.			