

1. (W4:1, Sp 4:4) Prefixes can be added to root words to change their meaning (ie appear- dis appear)			2. (W4:1) .Suffixes can be added to verbs to form a noun (ie count – counter) and to change the tense (ie walk-walk ed -walk ing)				
im	sub	inter	stamp	er	ing		
3-4. (W4:2) Homophones are words that sound the same but have different meanings and different spellings.							
You are not (aloud / allowed) in here.			The sprinter (won / one) his race.				
5. (W4:1,3. Sp 4:14) In some words 'eigh' together make the long 'a' sound (weight, eight, neighbour)			6. (W4:1,3. Sp 4:13) 'sc' before an 'i' can make the sound 's' (scissors, science)				
wayt	weight	waight	sissors	scissers	scissors		
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.							
apple	3	animal	2	angle	1	apricot	4

9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
funny	humorous	guilty	amusing	comical
10-11. (W4:17, 19) A noun phrase is a phrase with a noun as its head word. A noun with any sort of modifier is a noun phrase (the dog, the old house on the hill) A connective or conjunction connects and relates sentences and paragraphs to aid flow and signal relationships between ideas.				
The young dancer tried again, <u>even though</u> she was tired.				

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.				
including	lastly	luckily	as well as	on balance
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
(Jenny / She) picked up (her / Jenny's) shopping and (she / Jenny) walked back home.				
16-17. (W4:19) 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.				
Once that's done,	Furthermore,	As a result,	In the meantime,	
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.				
You should have (went / gone) with her.		Why have you (did / done) that?		

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.	
Before you go, make sure you have tidied up, swept the floor and put the rubbish out.	
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 calf's hooves are cloven.	The calves' hooves are cloven.
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.	
"Can I open it?" asked Jim excitedly.	"Of course," said Mum. "It's yours."