

1 and 2. (W3:1, 20. Sp 4:1,2) The following prefixes form nouns and compound words.

super	<u>anti</u>	auto	biotic	<u>super</u>	anti	auto	model
-------	-------------	------	--------	--------------	------	------	-------

3-4. (W3:2. Sp 3:17-20) **Homophones** are words that sound the same but have different meanings and different spellings.

Can you put them ( <b>there</b> / their ) please?	Do they need ( they're / <b>their</b> ) coats on?
---	---

5-6. (W3:3) (KW 3:2, 3:3) Commonly misspelt words, which don't follow a phonetic pattern, need to be learned by sight.

<u>above</u>	abuv	abov	evry	evree	<u>every</u>
--------------	------	------	------	-------	--------------

7-8. (W3:4) To put in alphabetical order you may need to use the first, second or even third letter of the word.

mast	1	most	3	must	4	mist	2
------	---	------	---	------	---	------	---

9. (W3:9,20) These synonyms form a meaning based word family.

look	<u>stare</u>	like	<u>peep</u>	<u>gaze</u>
------	--------------	------	-------------	-------------

10. (W3:9,17,24) **Co-ordinating conjunctions** connect two main (or independent) clauses into a compound sentence.

The children played in the old barn <b>but/even though/although</b> they had been told not to.
--

11. (W3:9,17) Write a sentence **opener** which will create a **complex sentence**.

<b>Despite the fact/Even though/Although</b> they had been told not to, the children played in the old barn.
--

12-13 (W3:18) Present perfect form ( He **has gone** out...) Simple past form (He **went** out...)

I have ( gave / <u>given</u> ) Philip the present.	I ( <u>gave</u> / given ) Philip the present.
--	---

14-15. (W3:18) There are many irregular verbs which do not follow a pattern and need to be learned (throw – threw, run – ran, write – wrote)

wake	woke	wear	wore
------	------	------	------

16. (W3:17, 19, 24) A **preposition** 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 had to tidy my room _____ I could go out to play.	( <u>before/during/after</u> )
---	--------------------------------

17-18. (W3:19) **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, link sentences and events between paragraphs.

As a result,	<u>Earlier that day,</u>	So long as,	<u>The following day,</u>
--------------	--------------------------	-------------	---------------------------

19-20. (W3:20,24) Use 'a' before a **consonant** sound and 'an' before a **vowel** sound. NB 'u' 'e' and 'o' can give a consonant sound (unit, European, one) and 'h' can give a vowel sound (hour, honest)

a / <u>an</u>	oven	a / <u>an</u>	evening
---------------	------	---------------	---------

21. (W3:17, 19, 21, 24) A **clause** 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 **complex** sentences are made up of a **main clause** and a **subordinate clause** (a less important clause).

The tired dog curled up in his basket, <b>licking his feet clean.</b>
---

22-23. (W3:22. Sp 2:7-9) **Apostrophes** 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).

Jake's dad can't give us a lift.	We'll have to go in Ben's car.
----------------------------------	--------------------------------

24-25. (W3:23,24) **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.

"Are you coming out to play?" asked Joe.	"I can't tonight," explained Sita.
--	------------------------------------