

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 4:6) .Suffixes can be added to verbs to form a noun (ie count – counter) and to change the tense (ie walk-walk ed -walk ing)				
auto	dis	<u>inter</u>	count	ing	<u>er</u>		
3-4. (W4:2, Sp 4:19) Homophones are words that sound the same but have different meanings and different spellings.							
The grass was (<u>mown</u> / moan) on Sunday.			Do not play near the (rowed / <u>road</u>).				
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 3:5, 4:9) If the root verb ends in 't', the suffix 'ion' forms 'tion' (invent-invention)				
poisonus	<u>poisonous</u>	poisonos	acshun	acsion	<u>action</u>		
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.							
shed	2	shake	1	shine	3	shop	4

9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
throw	<u>chuck</u>	<u>launch</u>	write	<u>hurl</u>
10-11. (W4:17, 19) An adjective is a describing word. They are added to nouns for extra information (red car or tiny , brown mouse). A noun is a person, place or thing (cat, river, table)				
He put the pretty, pink flowers in the vase .				

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.				
<u>also</u>	eventually	<u>in addition</u>	fortunately	for example
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
(<u>Dan</u> / He) took (Dan's / <u>his</u>) lunch and (Dan / <u>he</u>) left the house.				
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.				
<u>Meanwhile,</u>	As a result,	Alternatively,	<u>As evening fell,</u>	
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.				
She has (<u>gone</u> / went) to the shops.		He has (took / <u>taken</u>) the keys with him.		

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.	
After tea, will you please finish your homework?	
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 dog's tail wagged.	The dogs' tails wagged.
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/or comma.	
“Are these your pens?” asked Jo.	“Can I borrow one?” he continued.