

1. (W4:1, Sp 4:1) 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 – counter) and to change the tense ( ie walk-walk <b>ed</b> -walking)		
<b>non</b>	<b>pre</b>	<b>sub</b>	<b>cook</b>	<b>ing</b>	<b>er</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 car was ( <b>towed</b> / toad ) to the garage.			I ( <b>rowed</b> / road ) my boat across the river.		
5. (W4:1,3,. Sp 4:8) If a root word ends in 'y', the 'y' changes to 'i' when 'ous' is added (vary-various, mystery-mysterious)			6. (W4:1,3. Sp 3:5, 4:9) If a root word ends in 't', the suffix 'ion' forms 'tion' (direct-direction, inject-injection)		
<b>various</b>	<b>varius</b>	<b>varios</b>	<b>direcshun</b>	<b>direcsion</b>	<b>direction</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>pram</b>	<b>1</b>	<b>proud</b>	<b>3</b>	<b>prune</b>	<b>4</b>
				<b>prince</b>	<b>2</b>

9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
<b>wash</b>	<b>chase</b>	<b>clean</b>	<b>scrub</b>	<b>wipe</b>
10-11. (W4:17, 19) An adverb is used to give information about a verb. It often ends in 'ly' (carefully, cautiously) A connective or conjunction connects and relates sentences and paragraphs to aid flow and signal relationship between ideas.(because, although)				
He <b>carefully</b> rocked the baby <b>because</b> she was crying.				

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>what is more</b>	<b>probably</b>	<b>of course</b>	<b>moreover</b>	<b>all of a sudden</b>
14-15. (W4:18) <b>Pronouns</b> stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
Cautiously, ( <b>Sam</b> / he ) peered around him, realised ( Sam / <b>he</b> ) hadn't been seen and quickly made ( <b>his</b> / Sam's ) move.				
16-17. (W4:19) <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>Frighteningly,</b>	<b>Firstly,</b>	<b>Despite this,</b>	<b>Finally,</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.				
Have you ( <b>done</b> / did ) your homework?		You should have ( knew / <b>known</b> ) that.		

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.	
After breakfast, make sure you clean your teeth, wash your hands and find your bag.	
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).	
The baby's nappy needed changing.	The babies' nappies needed changing.
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.	
"What would you like for tea?" asked Dad.	"Pasta would be great," answered Max.