

1 and 2. (W3:1, 20. Sp 4:1,2) The following prefixes form nouns and compound words.							
fore	<u>over</u>	sub	coat	<u>fore</u>	over	sub	ever
3-4. (W3:2. Sp 3:17-20) Homophones are words that sound the same but have different meanings and different spellings.							
The (<u>mist</u> / missed) hung thickly in the air.				He (guest / <u>guessed</u>) the answer.			
5. (W3:3. Sp 1:21, 3:12. KW 3:1) 'ou' can make the sound 'ow' (house, ground)				6. (W3:3. Sp 1:24. KW 3:2) If 'or' is at the end of a word, it is often followed by 'e' (before, store, ignore)			
<u>house</u>	hows	howse	befor	befour	<u>before</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.							
catch	1	clasp	3	church	2	clean	4
9. (W3:9,20) These words make a form based word family .							
bomb	throb	<u>comb</u>	<u>crumb</u>	<u>thumb</u>			
10. (W3:9,17,24) Co-ordinating conjunctions connect two main (or independent) clauses into a compound sentence.							
It was hot and sunny <u>so/therefore/for this reason</u> the dog went and lay in the shade.							
11. (W3:9,17) Write a sentence opener which will create a complex sentence .							
Because/As/Since it was hot and sunny, the dog went and lay in the shade.							
12-13 (W3:18) Present perfect form (He has gone out...) Simple past form (He went out...)							
She (chosen / <u>chose</u>) the blue balloon.				She has (<u>chosen</u> / chose) the blue balloon.			
14. (W3:18. Sp 3:3) When adding 'ed' to one syllable verbs with a short vowel sound and one final consonant, double the final consonant (jog-jogged, peg-pegged)				15. (W3:18)There are many irregular verbs which do not follow a pattern and need to be learnt (run-ran, bend-bent, sleep-slept)			
jog	<u>jogged</u>	run	<u>ran</u>				
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.							
She hung the clock _____ the wall so everyone could see it					(on/under/behind)		
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.							
<u>Because of this,</u>	<u>As a result,</u>	<u>In the morning,</u>	<u>Later that 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)							
<u>a / an</u>	umbrella	<u>a / an</u>	computer				
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).							
<u>Pulling his coat on,</u> the boy ran out of the front door.							
22-23. (W3:22. Sp 2:7, 2:8, 2:9) 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).							
I didn't break Mark's window.				She won't be coming to Amy's party.			
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.							
Mum called "I'm just popping out."				"How long will you be?" I called back.			