

1. (W4:1, Sp 4:2) Prefixes can be added to root words to change their meaning ( ie appear- <b>dis</b> appear)			2. (W4:1, Sp 4:18) Suffixes can be added to verbs to form a noun (ie count – counter) and to change the tense ( ie walk-walked-walking)				
<i>sub</i>	<u><b>non</b></u>	<i>pre</i>	<i>post</i>	<i>er</i>	<u><b>ing</b></u>		
3-4. (W4:2) <b>Homophones</b> are words that sound the same but have different meanings and different spellings.							
( <u><b>Wring</b></u> / Ring ) the cloth out over the sink.			I need to ( way / <u><b>weigh</b></u> ) the flour.				
5-6. (W4:1,3, Sp 4:12) 'ch' can make the 'sh' sound (machine, chef, chute)							
<i>sh</i> ef	<i>ch</i> eff	<u><b>ch</b></u> ef	<i>ma</i> shine	<i>ma</i> cheen	<u><b>ma</b></u> chine		
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.							
<i>w</i> rite	3	<i>w</i> ait	1	<i>w</i> atch	2	<i>w</i> rong	4

9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
<i>small</i>	<i>huge</i>	<u><b>little</b></u>	<u><b>tiny</b></u>	<u><b>mini</b></u>
10-11. (W4:17, 19) An adjective is a describing word. They are added to nouns for extra information (red car, tiny mouse). An adverb is used to give information about a verb. It often ends in 'ly' (carefully, cautiously)				
The <u><b>tired</b></u> girl climbed <u><b>wearily</b></u> into her <u><b>warm, comfy</b></u> bed.				

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><b>so that</b></u>	<i>few</i>	<i>following that</i>	<i>along with</i>	<u><b>because</b></u>
14-15. (W4:18) <b>Pronouns</b> stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
( <u><b>Robert</b></u> / He ) kissed ( <u><b>his</b></u> / Robert's ) mum and ( <u><b>he</b></u> / Robert ) left the house.				
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.				
<u><b>Overall,</b></u>	<i>Next,</i>	<i>Furthermore,</i>	<u><b>In conclusion,</b></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.				
He ( <u><b>undid</b></u> / undone ) his coat.		She has ( <u><b>written</b></u> / wrote ) a lovely letter.		

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.	
<b>After that,</b> put the ingredients in a large bowl, get a spoon and mix them together.	
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 birds' beaks were yellow.	The bird's beak was yellow.
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.	
Richard shouted, "Where are you?"	"You'll have to find us," came the reply.