

1 and 2. (W3:1, 20. Sp 4:1,2) The following prefixes form nouns and compound words.							
fore	over	<u>sub</u>	marine	fore	<u>over</u>	sub	time
3-4. (W3:2. Sp 3:17-20) Homophones are words that sound the same but have different meanings and different spellings.							
I tied the belt around my (waste / <u>waist</u>).				You look very (pail / <u>pale</u>).			
5. (W3:3. KW 3:2) Commonly misspelt words, which don't follow a phonetic pattern, need to be learned by sight.				6. (W3:3. Sp 1:17. KW 2:3) Magic (or silent) 'e' makes the vowel say its name (time, slime, shine)			
peep <u>l</u> e	peepo <u>l</u>	<u>peop</u> le	ti <u>y</u> m	ti <u>y</u> me	<u>ti</u> me		
7-8. (W3:4) To put in alphabetical order you may need to use the first, second or even third letter of the word.							
fi <u>gh</u> t	1	fl <u>igh</u> t	3	fr <u>igh</u> t	4	fl <u>am</u> e	2
9. (W3:9,20) These words make a form based word family .							
<u>blow</u>	no	<u>know</u>	<u>grow</u>	<u>throw</u>			
10. (W3:9,17,24) Co-ordinating conjunctions connect two main (or independent) clauses into a compound sentence.							
She wore her thick jumper but/even though/despite the fact it was a hot day.							
11. (W3:9,17) Write a sentence opener which will create a complex sentence .							
Even though/Although/Despite the fact it was a hot day, she wore her thick jumper.							
12-13 (W3:18) Present perfect form (He has gone out...) Simple past form (He went out...)							
He (<u>drew</u> / drawn) the curtains.				He has (drew / <u>drawn</u>) the curtains.			
14-15. (W3:18) Adding the suffix 'ed' to a verb often forms the past tense but there are many irregular verbs which do not follow this pattern and need to be learned (throw – threw, run – ran, write - wrote)							
write	wrote	sleep	slept				
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.							
The lorry just squeezed _____ the low bridge					(on/ <u>under</u> /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>In the end,</u>	However,	Even though,	<u>Immediately,</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</u> / an	book	a / <u>an</u>	itch				
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).							
Running into the school, I passed my teacher on the stairs.							
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).							
David's coat is warmer than Joe's.				I can't hear Jan's story.			
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.							
"How old are you?" Dan asked.				"I'm 8 next birthday," answered Jake.			