

1. (W4:1, Sp 4:3) Prefixes can be added to root words to change their meaning (ie appear- dis appear)			2. (W4:1) .Suffixes can be added to verbs to form a noun (ie count – counter) and to change the tense (ie walk-walk ed -walk ing)				
pre	in	re	paint	er	ing		
3-4. (W4:2) Homophones are words that sound the same but have different meanings and different spellings.							
Can I have (more / moor) fruit please?			I won't (warn / worn) you again!				
5. (W4:1,3. Sp 4:13) 'sc' before 'i' can make the sound 's' (science, scissors)			6. (W4:1,3. Sp 4:14) In some words 'ei' together make the long 'a' sound. There are not many of these words (vein, reign)				
siance	sience	science	veyn	vein	vayn		
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.							
drop	4	drip	3	deep	1	down	2

9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
shiny	glossy	sparkling	funny	polished
10-11. (W4:17, 19) A determiner modifies the noun (a cat, some dogs) A preposition usually goes in front of a noun and describes the position of something or the time or the way something happened (under the car, on Sunday, by train.)				
The bird landed gently on my hand.				

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.				
what is more	later on	a few	next	also
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
(William / He) finished (his / William's) breakfast and (he / William) washed the bowl.				
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.				
Unless,	One example is,	Before long,	Afterwards,	
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.				
Alex (drank / drunk) all the juice.		The purse was (stole / stolen) yesterday.		

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.	
Without thinking, Jo took off his coat, kicked off his shoes and leapt into the swirling river.	
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 elephant's trunk was long.	The elephants' trunks were long.
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 comma.	
"What are you doing?" asked John.	"Follow me," said James. "I'll show you."