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|---|-----------------------------------|--------------|---|-------------|----------------------------|
| 1-2. (W2:4,17,24. Sp 2:7-9) The apostrophe represents missing letters and not the joining of two words (I have / I've). It can also be used to show possession (the voice belonging to the man – the man's voice) In either case, it must be placed precisely. | | | | | |
| The old man's beard was very long. | | we are | | we're | |
| 3-4. (W2:2,5. Sp 2:17-20) Homophones are words that sound the same but have different meanings and different spellings. | | | | | |
| Do you know (wear/ <u>where</u>) Mum is? | | | There are (<u>no</u> / know) chairs left. | | |
| 5-6. (W2:6,22,24. Sp 2:27,28) The suffix 'ness' does not change the meaning of the root word. It turns an adjective into a noun (sad-sadness).The prefixes 'un' and 'dis' mean 'not' or 'opposite'. When added to a word, they give it the opposite meaning (Sp 1:30) | | | | | |
| shy | ful | <u>ness</u> | dis | <u>un</u> | told |
| 7. (W2:7, Sp 2:4) In words with a short vowel sound, the consonant between the vowel and the 'le' is often doubled. | | | 8. (W2:7, Sp 2:4) In words with a short vowel sound, the consonant between the vowel and the 'le' is often doubled. | | |
| puddel | <u>puddle</u> | puddol | bottul | bottel | <u>bottle</u> |
| 9-10. (W2:7. Sp 1:29, 2:21,25) A comparative compares two things. For most one syllable adjectives just add 'er' to make the comparative. A superlative compares three or more things. For most one syllable adjectives just add 'est' to make the superlative. | | | | | |
| new | newer | | weak | weakest | |
| 11-12. (W2:17) A capital letter is used to show the start of a sentence. It must also be used for the first letter of a person's name (proper noun), the personal pronoun 'I' meaning 'me' and for the names of places and the days of the week. | | | | | |
| Sam and I go swimming on Mondays. | | | My teacher is called Mr Mack. | | |
| 13. (W2:17,24) A comma is 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. | | | | | |
| I have got an apple, some grapes, two sandwiches and a drink in my lunch box. | | | | | |
| 14. (W2:17) A full stop is used at the end of a word, phrase or sentence. A command is an order or request which uses a full stop unless you want it to be stressed (Go away! Shut up!) | | | 15. (W2:18) There are four types of sentence. A question is an asking sentence and must end with a question mark. | | |
| Put the crayons over there. | | | statement | question | exclamation command |
| 16-17. (W2:24) A noun is a naming word. It names of a person, place or thing. A verb is a doing word. It is an action or a thing you do. | | | | | |
| The <u>baby</u> started to cry. | | | The car <u>crashed</u> into the tree. | | |
| 18. (W2:24) An adjective is a describing word. It describes a noun (small, pretty, fast, broken) | | | 19. (W2:19,24) A phrase has no verb and does not make sense alone. A noun phrase is a noun with any modifier (the dog; some tiny blue beads) | | |
| The <u>old, rusty</u> door creaked open. | | | the <u>old, frail</u> lady | | |
| 20-21. (W2:7,20,24. Sp 1:28, 2:22) Verbs can be written in past, present or future tense. | | | | | |
| watch | watched | | growl | growled | |
| 22. (W2:20) A fronted adverbial which sets an action in the past (yesterday, last week) means the verb must be in the past tense. | | | | | |
| Last week, Sally | (is / <u>was</u> / will be) | | off school with a cold. | | |
| 23. (W2:21) Coordinating conjunctions join two independent (or equal) clauses or sentences to make a compound sentence. The conjunction usually occurs mid-sentence. | | | | | |
| I like to eat sweets | (and / or / <u>but</u>) | | I'm not allowed them often. | | |
| 24. (W2:21) Subordinating conjunctions join a main clause (independent) to a subordinate (dependent) clause to make a complex sentence. The conjunction comes at the beginning of the subordinate clause. | | | | | |
| I watered the plant | (so that / if / <u>because</u>) | | the soil looked very dry. | | |
| 25. (W2:24) A compound word is a word made up of two smaller words (horse + shoe = horseshoe). | | | | | |
| hair | desk | <u>style</u> | <u>dresser</u> | <u>clip</u> | |