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| 1. (W4:1, Sp 4:4) 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) | | | | |
| <u>im</u> | sub | inter | stamp | <u>er</u> | ing | | |
| 3-4. (W4:2) Homophones are words that sound the same but have different meanings and different spellings. | | | | | | | |
| You are not (aloud / allowed) in here. | | | The sprinter (won / one) his race. | | | | |
| 5. (W4:1,3. Sp 4:14) In some words 'eigh' together make the long 'a' sound (weight, eight, neighbour) | | | 6. (W4:1,3. Sp 4:13) 'sc' before an 'i' can make the sound 's' (scissors, science) | | | | |
| wayt | <u>weight</u> | waight | sissors | scissers | <u>scissors</u> | | |
| 7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word. | | | | | | | |
| apple | 3 | animal | 2 | angle | 1 | apricot | 4 |

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| 9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting. | | | | |
| funny | <u>humorous</u> | guilty | <u>amusing</u> | <u>comical</u> |
| 10-11. (W4:17, 19) A noun phrase is a phrase with a noun as its head word. A noun with any sort of modifier is a noun phrase (the dog, the old house on the hill) A connective or conjunction connects and relates sentences and paragraphs to aid flow and signal relationships between ideas. | | | | |
| <u>The young dancer</u> tried again, <u>even though</u> she was tired. | | | | |

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| 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>including</u> | lastly | luckily | <u>as well as</u> | on balance |
| 14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing. | | | | |
| (Jenny / She) picked up (her / Jenny's) shopping and (she / Jenny) walked back home. | | | | |
| 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. | | | | |
| <u>Once that's done,</u> | Furthermore, | As a result, | <u>In the meantime,</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. | | | | |
| You should have (went / gone) with her. | | Why have you (did / done) that? | | |

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| 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. | |
| <u>Before you go,</u> make sure you have tidied up, swept the floor and put the rubbish out. | |
| 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 calf's hooves are cloven. | The calves' hooves are cloven. |
| 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. | |
| <u>“Can I open it?”</u> asked Jim excitedly. | <u>“Of course,”</u> said Mum. <u>“It's yours.”</u> |