

1 and 2. (W3:1, 20. Sp 4:1,2) The following prefixes form nouns and compound words.

<b><u>super</u></b>	<b>anti</b>	<b>auto</b>	<b>hero</b>	<b>super</b>	<b>anti</b>	<b><u>auto</u></b>	<b>matic</b>
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3-4. (W3:2, Sp 3:17-20) **Homophones** are words that sound the same but have different meanings and different spellings.

The bus went ( passed / <b><u>past</u></b> ) me.	The bars were made of ( steal / <b><u>steel</u></b> ).
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5. (W3:3. KW 3:3) Commonly misspelt words, which don't follow a phonetic pattern, need to be learned by sight.

<b>frend</b>	<b><u>friend</u></b>	<b>frened</b>	<b><u>heard</u></b>	<b>hurd</b>	<b>hured</b>
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7-8. (W3:4) To put in alphabetical order you may need to use the first, second or even third letter of the word.

<b>grand</b>	<b>1</b>	<b>great</b>	<b>2</b>	<b>group</b>	<b>4</b>	<b>grind</b>	<b>3</b>
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9. (W3:9,20) These synonyms form a meaning based **word family**.

<b>pretty</b>	<b><u>attractive</u></b>	<b><u>beautiful</u></b>	<b>mean</b>	<b><u>lovely</u></b>
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10. (W3:9,17,24) **Co-ordinating conjunctions** connect two main (or independent) clauses into a compound sentence.

Mary asked for some crisps <b><u>even though/although/however/but</u></b> she didn't eat them.
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11. (W3:9,17) Write a sentence **opener** which will create a **complex sentence**.

<b><u>Even though/Although/Despite the fact</u></b> Mary asked for some crisps, she didn't eat them.
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12-13 (W3:18) Present perfect form ( He **has gone** out...) Simple past form (He **went** out...)

I ( eaten / <b><u>ate</u></b> ) all the grapes.	I have ( <b><u>eaten</u></b> / ate ) all the grapes.
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14. (W3:18. Sp 2:22) If a verb ends in 'e', drop the 'e' before adding the suffix 'ed' to form the past tense.

<b>type</b>	<b>typed</b>	<b>squash</b>	<b>squashed</b>
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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 doctor mended the broken bone _____ the operation.	(before/ <b><u>during</u></b> /after)
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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.

<b><u>In a flash,</u></b>	<b>As a result,</b>	<b><u>Suddenly,</u></b>	<b>Unfortunately,</b>
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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)

<b>a / <u>an</u></b>	<b>apple</b>	<b>a / <u>an</u></b>	<b>hour</b>
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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).

<b><u>Walking round the corner,</u></b> Bob bumped into the old man from next door.
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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).

<b>Don't pick Andrew's flowers.</b>	<b>I didn't get one of Katie's cakes.</b>
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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.

<b>"Come to my house tonight," said Jim.</b>	<b>"What time?" called Mark.</b>
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