

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

super	<u>anti</u>	auto	body	<u>super</u>	anti	auto	visor
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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.

I would not (steel / steal) something. He played for the school (team / teem).

5. (W3:3. KW 3:1) Commonly misspelt words, which don't follow a phonetic pattern, need to be learned by sight. 6. (W3:3. Sp 1:25, 2:16. KW 3:1) The letters 'ir' can make the 'ur' sound in words (first, third)

laff	larf	<u>laugh</u>	furst	<u>first</u>	ferst
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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.

apple	4	ant	3	again	1	animal	2
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9. (W3:9,20) These synonyms form a meaning based word family.

small	<u>tiny</u>	huge	<u>minute</u>	pretty
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10. (W3:9,17,24) **Co-ordinating conjunctions** connect two main (or independent) clauses into a compound sentence.

I have got a new bike **but / although / however** I haven't learnt to ride it yet.

11. (W3:9,17) Write a sentence **opener** which will create a **complex sentence**.

Although / even though I have got a new bike, I haven't learnt to ride it yet.

12-13 (W3:18) Present perfect form (He **has gone** out...) Simple past form (He **went** out...)

I (was / been) at the park. I have (was / been) at the park.

14. (W3:18. Sp 3:3) Adding the suffix 'ed' to a verb often forms the past tense. 15. (W3:18. Sp 3:15) Changing the medial vowel from 'o' to 'e' changes these verbs from present to past tense (throw-threw)

shout	<u>shouted</u>	grow	<u>grew</u>
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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.

I had to buy a ticket _____ I could get on the train. (before/during/after)

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>Later,</u>	As a matter of fact,	<u>Before long,</u>	Unfortunately,
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19-20. (W3:20,24) Use 'a' before a **consonant** sound and 'an' before a **vowel** sound. NB Occasionally 'u' 'e' and 'o' can give a consonant sound (unit, European, one) and 'h' can give a vowel sound (hour, honest)

a / <u>an</u>	octopus	<u>a</u> / an	cup
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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).

The old man walked down the road, **limping slightly**.

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).

I didn't tear Dan's picture. She hasn't got Sarah's coat.

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.

"Why are you crying?" asked Mum. "Because it hurts," replied John.