

1. (W4:1, Sp 4:1) Prefixes can be added to root words to change their meaning (ie appear- dis appear)			2. (W4:1, Sp 4:18) Suffixes can be added to verbs to form a noun (ie count – count) and to change the tense (ie walk-walk ed -walk ing)				
<i>sub</i>	<i>inter</i>	<i>anti</i>	<i>walk</i>	<i>ing</i>	<i>er</i>		
3-4. (W4:2, Sp 4:20) Homophones are words that sound the same but have different meanings and different spellings.							
The (<i>tire / tyre</i>) had a puncture.			Keep off the building (<i>sight / site</i>).				
5. (W4:1,3, Sp 4:8) If there is a long 'ee' sound before the suffix 'ous' it is usually spelt as an 'i' (obvious, serious)			6. (W4:1,3, Sp 4:10) Many 'sion' words are formed from verbs ending in 'd' or 'de' (explode-explosion, divide-division)				
<i>obvious</i>	<i>obvios</i>	<i>obvius</i>	<i>division</i>	<i>divishun</i>	<i>divition</i>		
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.							
<i>grape</i>	1	<i>great</i>	2	<i>grind</i>	3	<i>ground</i>	4

9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
<i>run</i>	<i>sprint</i>	<i>hurry</i>	<i>race</i>	<i>walk</i>
10-11. (W4:17, 19) A noun is a person, place or thing. (cat, river, table). An adjective is a describing word. They are added to nouns for extra information (red car, tiny mouse).				
The <u>hot, summer</u> sun rose up over the hill .				

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.				
<i>unlike</i>	<i>all of a sudden</i>	<i>however</i>	<i>happily</i>	<i>secretly</i>
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
Running for the bus, (<i>David / he</i>) realised (<i>he / David</i>) had left (<i>his / David's</i>) school bag at home.				
16-17. (W4:17,19) 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.				
<i>Unfortunately,</i>	<i>Consequently,</i>	<i>Perhaps,</i>	<i>For this reason,</i>	
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.				
I have (<i>written</i> / wrote) to you.		They (<i>were</i> / was) playing together.		

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.	
<i>Unfortunately for him,</i> the police had seen what he was doing.	
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).	
<i>The fairy's</i> dress was beautiful.	<i>The fairies'</i> wings were silver.
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.	
<i>"Do you want to play tennis?"</i> asked Jake.	<i>"Not really,"</i> replied Jo. <i>"I'm too tired."</i>