

1. (W4:1, Sp 4:2) 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 -walking)							
sub		inter		non		read		er		ing	
3-4. (W4:2) Homophones are words that sound the same but have different meanings and different spellings.											
I am not (shore / <u>sure</u>) about that.						The seed sent out a (<u>root</u> / route).					
5. (W4:1,3. Sp 4:9) The suffix ‘cian’ is used when a word ends in ‘c’ or ‘cs’ and is often related to occupations.						6. (W4:1,3.Sp 4:10) The suffix ‘ion’ is mostly added to words ending ‘ss’ or ‘mit’.					
<u>politician</u>		politishun		polition		discushun		discuscian		<u>discussion</u>	
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.											
write		3	wring		2	wrap		1	wrote		4

9. (W4: 9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
<i>happy</i>	<i><u>content</u></i>	<i><u>cheerful</u></i>	<i><u>joyful</u></i>	<i>guilty</i>
10-11. (W4:17, 19) An adjective is a describing word. They are added to nouns for extra information (red car, tiny mouse) A determiner modifies the noun (a cat, some dogs)				
<i>She wore <u>her</u> <u>new</u> skates to <u>the</u> park.</i>				

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.				
tragically	naturally	for example	<u>after</u>	<u>eventually</u>
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
(<u>Dan</u> / He) pushed through the crowd as (Dan / <u>he</u>) looked for (<u>his</u> / Dan's) friends.				
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>All of a sudden,</u>	Alternatively,	<u>Without warning,</u>	In addition,	
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.				
The band (<u>began</u> / begun) to play.		She had (stole / <u>stolen</u>) the purse.		

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><u>Without warning,</u> the dog growled, barked and then leapt up at the postman.</i>	
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 witch's hat was pointed.</i>	<i>Witches' hats are usually pointed.</i>
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><u>"It's 9 o' clock,"</u> said Dad.</i>	<i><u>"Time to go up to bed,"</u> he added.</i>