

1. (W4:1, Sp 4:1) Prefixes can be added to root words to change their meaning (ie appear-disappear).			2. (W4:1, Sp 4:7) .Suffixes can be added to nouns to form adjectives.				
<u>pre-</u>	de-	re-	danger	dangerous			
3-4. (W4:2, Sp 4:19, 20) Homophones are words that sound the same but have different meanings and different spellings.							
The dog jumped over the (style / <u>stile</u>).			The (<u>toad</u> / towed) leapt into the pond.				
5. (W4:1,3. Sp 4:9) ‘cian’ is used when root words end in ‘c’ or ‘cs’. It is often used in occupations (optician, politician)			6. (W4:1,3. Sp 4:10) ‘ssion’ words have a ‘sh’ sound and are often used on root words ending in ‘ss’ or ‘mit’ (admit-admission)				
magishun	<u>magician</u>	magition	<u>mission</u>	mishun	mition		
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.							
phase	1	phrase	2	pride	4	play	3

9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
<u>walk</u>	<u>amble</u>	<u>stroll</u>	<u>plod</u>	<u>follow</u>
10-11. (W4:17, 19) A determiner modifies the noun (a cat, some dogs) A noun is a person, place or thing (cat, river, table)				
<u>The</u> old, red <u>bus</u> came slowly down <u>the</u> street.				

12-13. (W4:17) A wider range of connectives is essential in order to vary sentence structure for effect and make writing more interesting. Connectives can include conjunctions, adverbs and prepositions.				
<u>later</u>	<i>of course</i>	<u>earlier</u>	<i>undoubtedly</i>	<i>unless</i>
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
As (<u>David</u> / he) leant against the wall, (<u>he</u> / David) took a sip of (David's / <u>his</u>) cool drink.				
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>Suddenly,</u>	<u>Out of nowhere,</u>	<i>Nevertheless,</i>	<i>In truth,</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.				
You shouldn't have (tore / <u>torn</u>) the book.			“Tell Mum I have (took / <u>taken</u>) the key.”	

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>The next morning,</u> Bill got up early, had breakfast and walked to the shop for his paper.	
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 boy's toy was broken.	Both boys' toys got broken.
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.	
"Would you like some cake?" asked Amy.	"It's good," she said. "It's homemade."