

1. (W4:1, Sp 4:3) Prefixes can be added to root words to change their meaning (ie appear- dis appear).				2. (W4:1, Sp 4:8) If a root word ends with 'y', the 'y' changes to 'i' when 'ous' is added (fury – furious).					
de	frost	bug	mist	fury		furious			
3-4. (W4:2) Homophones are words that sound the same but have different meanings and different spellings.									
The (<u>poor</u> / pour) child was lost.				She knew the (root / <u>route</u>) to the park.					
5-6.(W4:1,3, Sp 4:11) In some words 'ch' is used to make the 'k' sound (echo, chorus, choir). There are not many of these words.									
corus	<u>chorus</u>		corous		<u>ache</u>		ake	ayk	
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.									
friend	3	front		4	fresh		2	frame	1

9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
sad	glad	<u>unhappy</u>	<u>miserable</u>	<u>gloomy</u>
10-11. (W4:17, 19) An adjective is a describing word. They are added to nouns for extra information (red car, tiny mouse). A noun is a person, place or thing (cat, river, table).				
The <u>cup</u> was full of <u>steaming</u> , <u>hot</u> <u>tea</u> .				

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.				
although	<u>because</u>	before long	<u>as a result</u>	secretly
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
(<u>Mary</u> / She) walked to (<u>her</u> / Mary's) seat and (<u>she</u> / Mary) quietly sat down.				
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>In the end,</u>	Luckily,	Unfortunately,	<u>Consequently,</u>	
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.				
She has (<u>given</u> / gave) me some sweets.		The leaves were (blew / <u>blown</u>) about.		

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>Before we go,</u> you need to get your wellies, hat and coat.	
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).	
Are those foxes' dens?	Is that a fox's den?
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.	
"This computer doesn't work," moaned Jo.	"The keypad is broken," he added.