

Name: _____

Class: _____

Date: _____

1. Underline the prefix which means 'before'.			2. Underline the suffix which, when added, forms the present tense of the verb.		
<i>sub</i>	<i>anti</i>	<i>pre</i>	<i>train</i>	<i>ing</i>	<i>er</i>
3. Underline the correct homophone to use in this sentence.			4. Underline the correct homophone to use in this sentence.		
<i>They played on the sea (sure / shore).</i>			<i>He slipped off the bottom (stare / stair).</i>		
5. Underline the word with the correct spelling.			6. Underline the word with the correct spelling.		
<i>scool</i>	<i>skool</i>	<i>school</i>	<i>ecko</i>	<i>echo</i>	<i>eko</i>
7-8. Number these words to show their alphabetical order .					
<i>frame</i>		<i>fright</i>		<i>flinch</i>	<i>face</i>

9. Underline the words which have a similar meaning to the word in bold (synonyms).				
angry	<i>displeased</i>	<i>annoyed</i>	<i>tired</i>	<i>cross</i>
10. Underline the determiners in the sentence below.		11. Circle the prepositions in the sentence below.		
<i>A beautiful butterfly landed on the green leaf.</i>				

12-13. Underline two connectives that can be used to show cause and effect .				
<i>including</i>	<i>furthermore</i>	<i>therefore</i>	<i>so that</i>	<i>out of nowhere</i>
14-15. Underline the proper nouns or pronouns in this sentence to avoid repetition .				
<i>(Molly / She) climbed into bed, (she / Molly) picked up (Molly's / her) book and started reading.</i>				
16-17. Underline two fronted adverbials that might help signal conclusion and summary .				
<i>Finally,</i>	<i>All of a sudden,</i>	<i>After all,</i>	<i>Fortunately,</i>	
18. Underline the correct word to complete the sentence.		19. Underline the correct word to complete the sentence.		
<i>It had (began / begun) to rain.</i>		<i>His trousers (tore / torn) at the seam.</i>		

20-21. Underline the fronted adverbial . Punctuate this sentence using commas .	
<i>Panting for breath the tired dog lay down in the shade.</i>	
22-23. Punctuate the sentences using the apostrophe (') to show singular or plural possession .	
<i>The d o g s tails were wagging.</i>	<i>The d o g s tail was wagging.</i>
24-25. Punctuate these sentences using inverted commas (" "), commas (,) and any other punctuation needed..	
<i>Look at that exclaimed Tim</i>	<i>What is it asked Rory</i>

Total:		Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)
---------------	--	-------------	------------------	-----------------

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 4:18) .Suffixes can be added to verbs to form a noun (ie count – counter) and to change the tense (ie walk-walked- walking)							
sub		anti		pre		train		ing		er	
3-4. (W4:2) Homophones are words that sound the same but have different meanings and different spellings.											
They played on the sea (sure / shore).						He slipped off the bottom (stare / stair).					
5-6.(W4:1,3. Sp 4:11) In some words, 'ch' is used to make the 'k' sound (choir, echo) There are not many of these words.											
scool		skool		school		ecko		echo		eko	
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.											
frame		3	fright		4	flinch		2	face		1
9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.											
angry		displeased		annoyed		tired		cross			
10-11. (W4:17, 19) A determiner modifies the noun (a cat, some dogs). A preposition usually goes in front of a noun and describes the position of something or the time or the way something happened (under the car, on Sunday, by train.)											
A beautiful butterfly landed on the green leaf.											
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.											
including		furthermore		therefore		so that		out of nowhere			
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.											
(Molly / She) climbed into bed, (she / Molly) picked up (Molly's / her) book and started reading.											
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.											
Finally,		All of a sudden,		After all,		Fortunately,					
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.											
It had (began / begun) to rain.						His trousers (tore / torn) at the seam.					
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.											
Panting for breath, the tired dog lay down in the shade.											
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 dogs' tails were wagging.						The dog's tail was wagging.					
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.											
“Look at that!” exclaimed Tim.						“What is it?” asked Rory.					