

1. (W4:1) Prefixes can be added to root words to change their meaning ( ie appear- <b>dis</b> appear)				2. (W4:1) .Suffixes can be added to verbs to form a noun (ie count – <b>counter</b> ) and to change the tense ( ie walk-walk <b>ed</b> -walk <b>ing</b> )							
<u><b>sub</b></u>		<i>inter</i>		<i>anti</i>		<i>play</i>		<i>er</i>		<u><b>ing</b></u>	
3-4. (W4:2) <b>Homophones</b> are words that sound the same but have different meanings and different spellings.											
I ( mite / <u><b>might</b></u> ) not be home for tea.						She put the ( <u><b>dye</b></u> / die ) on her hair.					
5. (W4:1,3. Sp 4:8) If there is a long ‘ee’ sound before the suffix ‘ous’ it is usually spelt with an ‘i’ (serious, obvious)						6. (W4:1,3. Sp 4:10) Many ‘sion’ words are formed from verbs which end ‘d’ or ‘de’ ( divide-division, conclude-conclusion)					
<i>hideus</i>		<i>hideos</i>		<u><b>hideous</b></u>		<u><b>conclusion</b></u>		<i>conclushun</i>		<i>conclution</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>drink</i>		<i>3</i>	<i>drown</i>		<i>4</i>	<i>drain</i>		<i>1</i>	<i>dream</i>		<i>2</i>

9.(W4 : 9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
<b>shout</b>	<b>cross</b>	<b>yell</b>	<b>holler</b>	<b>bellow</b>
10 -11. (W4 : 17, 19) An adverb is used to give information about a verb. It often ends in 'ly' (carefully, cautiously) A noun phrase is a phrase with a noun as its head word. A noun with any sort of modifier is a noun phrase (the dog, the old house on the hill).				
<b>Slowly</b> , the old, frail man sat down.				

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	<u>despite</u>	afterwards	eventually	<u>yet</u>
14-15. (W4:18) <b>Pronouns</b> stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
As ( He / <u>James</u> ) turned over the pages of the book, it began to dawn on ( James / <u>him</u> ) that ( <u>he</u> / James ) had heard this story before.				
16-17. (W4:19) <b>Fronted adverbials</b> 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>Inevitably,</u>	Secondly,	<u>Therefore,</u>	Last year,	
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 could ( <u>have</u> / of ) gone on the bus.		I have ( <u>eaten</u> / ate ) all my apple.		

20-21. (W4:17,21) A <b>comma</b> is used after a <b>fronted adverbial</b> . 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.	
<b>Later that day</b> , Sammy went to visit her friend in hospital.	
22-23. (W4:22. Sp 4:15, 4:16) <b>Apostrophes</b> mark possession. To show possession with a <b>singular</b> noun, add an apostrophe before the letter s (e.g. the girl's name). To show <b>plural</b> possession with regular nouns add an apostrophe after the letter s (e.g. those girls' names).	
The car's engine roared.	The cars' engines roared.
24-25. (W4:23) <b>Inverted commas</b> (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 like your car," smiled Danny.	"Thanks," said Mark. "It's new."