

|  |               |       |                        |  |                                   |                |   |
|--|---------------|-------|------------------------|--|-----------------------------------|----------------|---|
| 1. (W3:1, 20. Sp 4:1,2) The following prefixes form nouns.   |               |       |                        | 2. (W3:1, Sp 3:3) One syllable words with a short vowel followed by a final consonant: double the final letter to add the suffix 'ed'. |                                   |                |   |
| super-   | anti-         | auto- | graph                  | skip   |                                   | <u>skipped</u> |   |
| 3-4. (W3:2. Sp 3:17-20) <b>Homophones</b> are words that sound the same but have different meanings and different spellings.   |               |       |                        |  |                                   |                |   |
| Can you ( reed / <u>read</u> ) the book to me?   |               |       |                        | We are going to the ( <u>beach</u> / beech ).  |                                   |                |   |
| 5. (W3:3. Sp 1:13, 1:18 KW 3:1) The letter string 'igh' can make the long 'I' sound (night, alright).  |               |       |                        | 6. (W3:3. KW 3:1) Commonly misspelt words, which do not follow a phonetic pattern, need to be learned by sight.                        |                                   |                |   |
| <u>night</u>   | nite          | nigh  |                        | worter   | warter                            | <u>water</u>   |   |
| 7-8. (W3:4) To put in alphabetical order you may need to use the first, second or even third letter of the word.   |               |       |                        |  |                                   |                |   |
| black  | 1             | blue  | 4                      | block  | 3                                 | blink          | 2 |
| 9. (W3:9,20) These synonyms form a meaning based word family.  |               |       |                        |  |                                   |                |   |
| thin   | wide          |       | <u>narrow</u>          | <u>slim</u>  | light                             |                |   |
| 10. (W3:9,17,24) <b>Subordinating conjunctions</b> join a main clause or sentence to a subordinate clause to make complex sentence.  |               |       |                        |  |                                   |                |   |
| I didn't like the clowns ( since / though /as long as ) they were quite funny.   |               |       |                        |  |                                   |                |   |
| 11. (W3:9,17) When a subordinate clause starts a sentence it is normal to separate it from the main clause with a comma.   |               |       |                        |  |                                   |                |   |
| <b>Though</b> they were quite funny, <b>I didn't like the clowns.</b>  |               |       |                        |  |                                   |                |   |
| 12-13 (W3:18) Present perfect form (He <b>has gone</b> out...) Simple past form (He <b>went</b> out...)  |               |       |                        |  |                                   |                |   |
| He ( <u>came</u> / come ) to the party.  |               |       |                        | He has ( came / <u>come</u> ) to the party.  |                                   |                |   |
| 14. (W3:18, Sp 3:3) Adding the suffix 'ed' to a verb often forms the past tense.   |               |       |                        | 15.(W3:18. Sp 2:22, 3:3) If a verb ends in 'e', the 'e' is dropped before adding the suffix 'ed' to form the past tense (hope-hoped)   |                                   |                |   |
| talk   | <u>talked</u> |       |                        | share  | <u>shared</u>                     |                |   |
| 16. (W3:17, 19, 24) A <b>preposition</b> is a word that tells you where or when something is in relation to something else. They can link nouns, phrases or clauses. They often describe locations or directions, but can describe other things, such as relations of time.            |               |       |                        |  |                                   |                |   |
| I collected my medal _____ I had won the race.   |               |       |                        |  | <b>before/during/<u>after</u></b> |                |   |
| 17-18. (W3:19) <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, link sentences and events between paragraphs. |               |       |                        |  |                                   |                |   |
| <u>Soon after,</u>   | Fortunately,  |       | <u>Before morning,</u> |  | Mainly,                           |                |   |
| 19-20. (W3:20,24) Use 'a' before a <b>consonant</b> sound and 'an' before a <b>vowel</b> sound. NB 'u' 'e' and 'o' can give a consonant sound (unit, European, one) and 'h' can give a vowel sound (hour, honest)  |               |       |                        |  |                                   |                |   |
| <u>a</u> / an  | doctor        |       |                        | a / <u>an</u>  | egg                               |                |   |
| 21. (W3:17, 19, 21, 24) A <b>clause</b> is a group of words that can be used either as a whole sentence or part of a sentence. It must contain a verb. Many <b>complex</b> sentences are made up of a <b>main clause</b> and a <b>subordinate clause</b> (a less important clause).    |               |       |                        |  |                                   |                |   |
| I read my book <u>while the baby slept.</u>  |               |       |                        |  |                                   |                |   |
| 22-23. (W3:22. Sp 2:7-9) <b>Apostrophes</b> have two completely different uses: showing the place of missing letters (contraction e.g. I'm for I am) and marking possessives (possession e.g. Hannah's mother).  |               |       |                        |  |                                   |                |   |
| I won't be able to go to Max's party.  |               |       |                        | She couldn't find Dan's money.   |                                   |                |   |
| 24-25. (W3:23,24) <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.  |               |       |                        |  |                                   |                |   |
| "When is Sam coming?" asked James.   |               |       |                        | "He won't be long now," answered Dad.  |                                   |                |   |