

1. (W3:1,20. Sp 4:1,2) The following prefixes form nouns.				2. (W3:1, Sp 3:2) One syllable words with a short vowel followed by a final consonant: double the final letter to add the suffix 'ing'.	
super-	<u>anti-</u>	auto-	body	step	<u>stepping</u>

1 and 2. (W3:1, 20. Sp 4:1,2) The following prefixes form nouns and compound words.							
super	<u>anti</u>	auto	body	<u>super</u>	anti	auto	visor
3-4. (W3:2. Sp 3:17-20) Homophones are words that sound the same but have different meanings and different spellings.							
I would not (steel / <u>steal</u>) something.				He played for the school (<u>team</u> / teem).			
5. (W3:3. KW 3:1) Commonly misspelt words, which don't follow a phonetic pattern, need to be learned by sight.				6. (W3:3. Sp 1:25, 2:16. KW 3:1) The letters 'ir' can make the 'ur' sound in words (first, third)			
laff	larf	<u>laugh</u>	furst	<u>first</u>	ferst		
7-8. (W3:4) To put in alphabetical order you may need to use the first, second or even third letter of the word.							
apple	4	ant	3	again	1	animal	2

9. (W3:9,20) These synonyms form a meaning based word family.				
small	<u>tiny</u>	huge	<u>minute</u>	pretty
10. (W3:9,17,24) Subordinating conjunctions join a main clause or sentence to a subordinate clause to make complex sentence.				
Shoppers buy more food (<u>when</u> / unless / provided) they are hungry.				
11. (W3:9,17) When a subordinate clause starts a sentence it is normal to separate it from the main clause with a comma.				
When they are hungry, shoppers buy more food.				

12-13 (W3:18) Present perfect form (He has gone out...) Simple past form (He went out...)			
I (<u>was</u> / been) at the park.		I have (was / <u>been</u>) at the park.	
14. (W3:18. Sp 3:3) Adding the suffix 'ed' to a verb often forms the past tense.		15. (W3:18. Sp 3:15) Changing the medial vowel from 'o' to 'e' changes these verbs from present to past tense (throw-threw)	
shout	<u>shouted</u>	grow	<u>grew</u>
16. (W3:17, 19, 24) A preposition 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 had to buy a ticket _____ I could get on the train.			(<u>before</u> /during/after)
17-18. (W3:19) 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, link sentences and events between paragraphs.			
<u>Later,</u>	As a matter of fact,	<u>Before long,</u>	Unfortunately,
19-20. (W3:20,24) Use 'a' before a consonant sound and 'an' before a vowel sound. NB Occasionally 'u' 'e' and 'o' can give a consonant sound (unit, European, one) and 'h' can give a vowel sound (hour, honest)			
a / <u>an</u>	octopus	<u>a</u> / an	cup

21. (W3:17, 19, 21, 24) A clause 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 complex sentences are made up of a main clause and a subordinate clause (a less important clause).	
The old man walked down the road <u>until he reached the shop.</u>	
22-23. (W3:22. Sp 2:7-9) Apostrophes 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 didn't tear Dan's picture.

She hasn't got Sarah's coat.

24-25. (W3:23,24) **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.

"Why are you crying?" asked Mum.

"Because it hurts," replied John.