

1. (W3:1, 20. Sp 4:1,2) The following prefixes form nouns.				2. (W3:1, Sp 3:6) Adding 'ion' to a verb or adjective makes a noun			
under-	<u>post-</u>	trans-	code	invent	-ing	-ed	<u>-ion</u>
3-4. (W3:2. Sp 3:17-20) Homophones are words that sound the same but have different meanings and different spellings.							
Can you put them (<u>there</u> / their) please?				Do they need (they're / <u>their</u>) coats on?			
5-6. (W3:3) (KW 3:2, 3:3) Commonly misspelt words, which don't follow a phonetic pattern, need to be learned by sight.							
<u>above</u>	abuv	abov		evry	evree	<u>every</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.							
mast	1	most	3	must	4	mist	2
9. (W3:9,20) These synonyms form a meaning based word family.							
look		<u>stare</u>		like		<u>peep</u>	<u>gaze</u>
10. (W3:9,17,24) Co-ordinating conjunctions connect two main (or independent) clauses into a compound sentence.							
He got the bus (as soon as / rather than / just as) walk all the way.							
11. (W3:9,17) When a subordinate clause starts a sentence it is normal to separate it from the main clause with a comma.							
Rather than walk all the way, he got the bus.							
12-13 (W3:18) Present perfect form (He has gone out...) Simple past form (He went out...)							
I have (gave / <u>given</u>) Philip the present.				I (<u>gave</u> / given) Philip the present.			
14-15. (W3:18) There are many irregular verbs which do not follow a pattern and need to be learned (throw – threw, run – ran, write - wrote)							
wake		woke		wear		wore	
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 tidy my room _____ I could go out to play.					(<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.							
As a result,		<u>Earlier that day,</u>		In addition,		<u>The following day,</u>	
19-20. (W3:20,24) Use 'a' before a consonant sound and 'an' before a vowel sound. NB '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>		oven		a / <u>an</u>		evening	
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).							
<u>The tired dog curled up in his basket</u> before licking his feet clean.							
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).							
Jake's dad can't give us a lift.				We'll have to go in Ben's car.			
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.							
"Are you coming out to play?" asked Joe.				"I can't tonight," explained Sita.			