

1. (W3:1, 20. Sp 4:1,2) The following prefixes form nouns.				2. (W3:1, Sp 3:3) For words that end in 'e': drop the 'e' to add the suffix 'ed'.			
fore-	<u>over-</u>	sub-	coat	rope		roped	
3-4. (W3:2. Sp 3:17-20) <b>Homophones</b> are words that sound the same but have different meanings and different spellings.							
The ( <u>mist</u> / missed ) hung thickly in the air.				He ( guest / <u>guessed</u> ) the answer.			
5. (W3:3. Sp 1:21, 3:12. KW 3:1) 'ou' can make the sound 'ow' (house, ground)				6. (W3:3. Sp 1:24. KW 3:2) If 'or' is at the end of a word, it is often followed by 'e' (before, store, ignore)			
<u>house</u>	hows		howse	befor	befour	<u>before</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.							
catch	1	clasp	3	church	2	clean	4
9. (W3:9,20) These words make a <b>form based word family</b> .							
<b>bomb</b>	throb		<u>comb</u>	<u>crumb</u>		<u>thumb</u>	
10. (W3:9,17,24) <b>Subordinating conjunctions</b> join a main clause or sentence to a subordinate clause to make complex sentence.							
The dog laid in the shade ( although / until / <u>because</u> ) it was hot.							
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>Because/As/Since</b> it was hot and sunny, the dog went and lay in the shade.							
12-13 (W3:18) Present perfect form ( He <b>has gone</b> out...) Simple past form (He <b>went</b> out...)							
She ( chosen / <u>chose</u> ) the blue balloon.				She has ( <u>chosen</u> / chose ) the blue balloon.			
14. (W3:18. Sp 3:3) When adding 'ed' to one syllable verbs with a short vowel sound and one final consonant, double the final consonant (jog-jogged, peg-pegged)				15. (W3:18) There are many irregular verbs which do not follow a pattern and need to be learnt (run-ran, bend-bent, sleep-slept)			
jog	<u>jogged</u>			run	<u>ran</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.							
She hung the clock _____ the wall so everyone could see it					( <u>on</u> / under / behind )		
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>Because of this,</u>		<u>As a result,</u>		In the morning,		Later that day,	
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)							
a / <u>an</u>		umbrella		<u>a</u> / an		computer	
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).							
We looked up with surprise <u>when we heard the scream</u> .							
22-23. (W3:22. Sp 2:7, 2:8, 2:9) <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 didn't break Mark's window.				She won't be coming to Amy's party.			
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.							
Mum called "I'm just popping out."				"How long will you be?" I called back.			