

1. (W3:1, 20. Sp 4:1,2) The following prefixes form nouns.				2. (W3:1, Sp 3:5) A long 'a' sound is always followed by 'tion'. For words ending 'te', drop the 'e' to add 'ion'.			
under-	post-	trans-	dog	create			
3-4. (W3:2. Sp 3:17-20) Homophones are words that sound the same but have different meanings and different spellings.							
The drummer (<u>beat</u> / beet) the drum.				Do you know (<u>where</u> / wear) the cups are?			
5. (W3:3, Sp 2:14, KW 2:3) The 'o' sound after 'w' is usually spelt with an 'a' (want, wand, watch)				6. (KW 3:2) Commonly misspelt words, which don't follow a phonetic pattern, need to be learned by sight..			
wont	<u>want</u>	whont	anuver		anover		<u>another</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.							
light	2	limb	3	lion	4	lamb	1
9. (W3:9,20) These synonyms form a meaning based word family .							
hurry		hairy		<u>dash</u>		<u>rush</u>	
						<u>race</u>	
10. (W3:9,17,24) Subordinating conjunctions join a main clause or sentence to a subordinate clause to make complex sentence.							
He picked up the baby (<u>because</u> / unless / until) she was crying.							
11. (W3:9,17) When a subordinate clause starts a sentence it is normal to separate it from the main clause with a comma.							
Because she was crying, he picked up the baby.							
12-13 (W3:18) Present perfect form (He has gone out...) Simple past form (He went out...)							
He (<u>drank</u> / drunk) the milk.				He has (drank / <u>drunk</u>) the milk.			
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)							
see		saw		feel		felt	
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.							
He felt much better _____ he took his medicine.						(before/during/ <u>after</u>)	
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>The next day,</u>		Another thing,		<u>Earlier,</u>		Fortunately,	
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)							
<u>a</u> / an		horse		<u>a</u> / an		house	
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 boy ran onto the playground</u> as soon as the bell went.							
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 can't ride Adam's bike.				I don't want to hold Toby's hand.			
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.							
Dad said, "Put your coat on please."				"Why, is it cold outside?" I asked.			