

1. (W3:1, 20. Sp 4:1, 2) The following prefixes form nouns.				2. (W3:1, Sp 3:7) The suffix 'ly' means 'in this way'. It turns an adjective into an adverb			
over-	under-	<u>sub-</u>	zero	loud	-ness	-est	-ly
3-4. (W3:2. Sp 3:17-20) Homophones are words that sound the same but have different meanings and different spellings.							
Do not (<u>waste</u> / waist) food.				I have a (<u>quest</u> / guessed) in class today.			
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>asked</u>	askt	askd	scool	skool	<u>school</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.							
night	3	nice	2	name	1	nine	4
9. (W3:9,20) These words form a meaning based word family .							
<u>gnarl</u>	<u>gnash</u>	grand	<u>gnaw</u>	<u>gnome</u>			
10. (W3:9,17,24) Co-ordinating conjunctions connect two main (or independent) clauses into a compound sentence.							
Liam asked for some money (now that / as soon as / so that) he could buy a new game.							
11. (W3:9,17) When a subordinate clause starts a sentence it is normal to separate it from the main clause with a comma.							
So that he could buy a new game, Liam asked for some money.							
12-13 (W3:18) Present perfect form (He has gone out...). Simple past form (He went out...)							
I (<u>wore</u> / worn) my new shoes.				I have (wore / <u>worn</u>) my new shoes.			
14-15. (W3:18. Sp 3:16) There are many irregular verbs which do not follow a pattern and need to be learned (throw – threw, run – ran, write - wrote)							
drink	drank	sing	sang				
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.							
The football team trained _____ two hours.					(at/ <u>for</u> /until)		
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.							
Luckily,	<u>For that reason,</u>	However,	<u>Because of this,</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)							
<u>a</u> / an	pencil	a / <u>an</u>	island				
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>He drew back the bow and shot his arrow</u> as though he was Robin Hood.							
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).							
Jack's name was not on Mary's list.				Don't talk in Mrs May's class.			
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.							
"The pens are in the pot," explained Joe.				"Shall I get you one?" he continued.			