

1. (W3:1, 20. Sp 4:1,2) The following prefixes form nouns.				2. (W3:1, Sp 3:4) One syllable words with a short vowel followed by a final consonant: double the final letter to add the suffix 'er'.			
fore-	<u>over-</u>	sub-	coat	slip		slipper	
3-4. (W3:2. Sp 3:17-20) Homophones are words that sound the same but have different meanings and different spellings.							
I don't like to (<u>waste</u> / waist) food.				The lion had a beautiful (main / <u>mane</u>).			
5. (W3:3. Sp 3:12. KW 3:2) 'ou' can make the short 'u' sound (should, could, would)				6. (W3:3. KW 3:2) Commonly misspelt words, which don't follow a phonetic pattern, need to be learnt.			
shud	<u>should</u>	shood	<u>any</u>	eny		eney	
7-8. (W3:4) To put in alphabetical order you may need to use the first, second or even third letter of the word.							
ditch	3	dirty	2	dream		4	daisy 1
9. (W3:9,20) These words make a form based word family .							
knight	<u>knew</u>	<u>knock</u>	king		<u>kneel</u>		
10. (W3:9,17,24) Subordinating conjunctions join a main clause or sentence to a subordinate clause to make complex sentence.							
The girl loved the book (as long as / <u>even if</u> / just as) it was old and torn.							
11. (W3:9,17) When a subordinate clause starts a sentence it is normal to separate it from the main clause with a comma.							
Even if it was old and torn, the girl loved the book.							
12-13 (W3:18) Present perfect form (He has gone out...) Simple past form (He went out...)							
He (<u>did</u> / done) a lovely picture.				He has (did / <u>done</u>) a lovely picture.			
14-15. (W3:18) Adding the suffix 'ed' to a verb often forms the past tense but there are many irregular verbs which do not follow this pattern and need to be learned (throw – threw, run – ran, write - wrote)							
fly	flew		bend		bent		
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 put the plates _____ the table, ready for dinner.					<u>on/under/behind</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.							
Next day,	<u>For this reason,</u>		In the end,		<u>Therefore,</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	wheel		a / <u>an</u>		orange		
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).							
We decided to set off walking <u>rather than wait any longer.</u>							
22-23. (W3:22. Sp 2:7, 2:8, 2:9) 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'm not going to Adam's tonight.				You're using Billy's pencil.			
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.							
"I don't want to go," complained Max.				"We won't stay for long," said Mum.			