

1. (W3:1, 20. Sp 4:1, 2) The following prefixes form nouns.				2. (W3:1, Sp 3:9) The prefix ' mis ' means 'wrong' or 'the opposite of'. It will give the word the opposite meaning.			
super-	<u>anti-</u>	under-	freeze	in-	dis-	<u>mis-</u>	read
3-4. (W3:2, Sp Sp 3:17-20) Homophones are words that sound the same but have different meanings and different spellings.							
He ate the (hole / <u>whole</u>) pizza.				I have two cats and (<u>one</u> / won) dog.			
5-6. (W3:3, KW 3:1-3:3) Commonly misspelt words, which don't follow a phonetic pattern, need to be learned by sight.							
grait	<u>great</u>	grayt	frend	freind	<u>friend</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.							
rabbit	1	rides	4	rainbow	2	riches	3

9. (W3:9,20) These synonyms form a meaning based word family .				
rough	bumpy	cough	ridged	uneven
10. (W3:9,17,24) Subordinating conjunctions join a main clause or sentence to a subordinate clause to make complex sentence.				
She cleaned her teeth (before / after / until) going to bed.				
11. (W3:9,17) When a subordinate clause starts a sentence it is normal to separate it from the main clause with a comma.				
Before going to bed, she cleaned her teeth.				

12-13 (W3:18) Present perfect form (He has gone out...). Simple past form (He went out...)			
He (<u>rode</u> / ridden) his bike to the park.		He has (rode / <u>ridden</u>) his bike to the park.	
14-15. (W3:18) There are many irregular verbs which do not follow this pattern and need to be learned (throw – threw, run – ran, write – wrote)			
take	took	make	made
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 stood my bike up by leaning it _____ a tree.		(into/near/ <u>against</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>Finally,</u>	Together with,	<u>Before long,</u>	Secretly,
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	table	a / <u>an</u>	answer

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).	
I don't mind him making a mess as long as he's happy.	
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).	
Richard's house is quite near mine.	I'd like some shoes like Molly's.
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.	
"Come in the pool," encouraged Ben.	"No! You know I hate the water," cried Joe.