

1. (W3:1, 20. Sp 4:1, 2) The following prefixes form nouns.				2. (W3:1, Sp 3:9) The prefix 'dis' means 'not' or 'the opposite of'. It will give the word the opposite meaning.			
<u>sub-</u>	anti-	post-	way	un-	<u>dis-</u>	mis-	agree
3-4. (W3:2, Sp 3:17-20) <b>Homophones</b> are words that sound the same but have different meanings and different spellings.							
Roast beef is my favourite ( meet / <u>meat</u> ).				My ( sun / <u>son</u> ) is called David.			
5-6. (W3:3) (KW3:3) Commonly misspelt words, which don't follow a phonetic pattern, need to be learned by sight.							
<u>father</u>	farfer	farver	muver		muther		<u>mother</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.							
purse	1	quiet	3	quote	4	quarter	2
9. (W3:9,20) These synonyms form a meaning based <b>word family</b> .							
<b>difficult</b>	work		<u>tricky</u>	<u>hard</u>		<u>complicated</u>	
10. (W3:9,17,24) <b>Subordinating conjunctions</b> join a main clause or sentence to a subordinate clause to make complex sentence.							
She took lots of photographs ( <u>wherever</u> / whether / whereas ) she went.							
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>Wherever she went, she took lots of photographs.</b>							
12-13. (W3:18) Present perfect form (He <b>has gone</b> out...) Simple past form (He <b>went</b> out...)							
I ( <u>saw</u> / seen )the ducks at the park.				I have ( saw / <u>seen</u> ) the ducks at the park.			
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)							
shine		shone		begin		began	
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.							
The magician turned the scarf _____ a rabbit.					<u>(into/near/against)</u>		
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.							
Sadly,		Happily,		<u>Later on,</u>		<u>Earlier that day,</u>	
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)							
<u>a</u> / an		chance		<u>a</u> / an		circle	
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).							
Unless you come down, <u>there will be no tea for you.</u>							
22-23. (W3:22. Sp 2:7-9) <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).							
The flower's petals were bright red.				"I've got Katie's book bag," said Dan.			
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.							
"Why are you upset?" enquired Lily.				"Are you lost?" she continued.			