

1. (W4:1, Sp 4:1) The following prefixes form nouns.				2. (W4:1, Sp 4:5) Suffixes can be added to verbs to form nouns.			
<u>super-</u>	sub-	inter-		cook	<u>-er</u>	-ing	-ed
3-4. (W4:2, Sp 4:19) Homophones are words that sound the same but have different meanings and different spellings.							
The car was (<u>towed</u> / toad) to the garage.				I (<u>rowed</u> / road) my boat across the river.			
5. (W4:1,3,. Sp 4:8) If a root word ends in 'y', the 'y' changes to 'I' when 'ous' is adeed (vary-various, mystery-mysterious)				6. (W4:1,3, Sp 3:5, 4:9) If a root word ends in 't', the suffix 'ion' forms 'tion' (direct-direction, inject-injection)			
<u>various</u>	varius	varios		direcshun	direcsion	<u>direction</u>	
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.							
pram	1	proud	3	prune	4	prince	2

9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
<u>wash</u>	chase	<u>clean</u>	<u>scrub</u>	<u>wipe</u>
10-11. (W4:17, 19) An adverb is used to give information about a verb. It often ends in 'ly' (carefully, cautiously) A subordinate conjunction connects a subordinate clause to a main clause to make a complex sentence.				
He <u>carefully</u> rocked the baby <u>because</u> she was crying.				

12-13. (W4:17) A wider range of connectives is essential in order to vary sentence structure for effect and make writing more interesting. Connectives can include conjunctions, adverbs and prepositions.				
<u>what is more</u>	<i>probably</i>	<i>of course</i>	<u>moreover</u>	<i>all of a sudden</i>
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
Cautiously, (<u>Sam</u> / he) peered around him, realised (Sam / <u>he</u>) hadn't been seen and quickly made (<u>his</u> / Sam's) move.				
16-17. (W4:19) 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, linking sentences and events between paragraphs.				
<i>Frighteningly,</i>	<u>Firstly,</u>	<i>Despite this,</i>	<u>Finally,</u>	
18 -19. (W4:14,20) Past progressive form (was/were + verb+ 'ing') Present perfect form (have/has +the past participle of the verb) Perfect modal form (modal verb + have + past participle of the verb) NB modal verbs are a Stage 5 expectation.				
Have you (<u>done</u> / did) your homework?			You should have (knew / <u>known</u>) that.	

20-21. (W4:17,21) A comma is used after a fronted adverbial . It is also used to separate items in a list. It is not used before the last item which has 'and' in front of it. It tells the reader to pause, but not for as long as a full stop.	
<u>After breakfast,</u> make sure you clean your teeth, wash your hands and find your bag.	
22-23. (W4:22, Sp 4:15, 4:16) Apostrophes mark possession. To show possession with a singular noun add an apostrophe before the letter s (e.g. the girl's name). To show plural possession with regular nouns add an apostrophe after the letter s (e.g. those girls' names).	
The baby's nappy needed changing.	The babies' nappies needed changing.
24-25. (W4:23) 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.	
<u>"What would you like for tea?"</u> asked Dad.	<u>"Pasta would be great,"</u> answered Max.