

1. (W4:1, Sp 4:3) Prefixes can be added to root words to change their meaning (ie appear- dis appear).				2. (W4:1, Sp 4:8) If a root word ends with ‘y’, the ‘y’ changes to ‘i’ when ‘ous’ is added (fury – furious).				
re	cycle	place	turn	mystery		mysterious		
3-4. (W4:2) Homophones are words that sound the same but have different meanings and different spellings.								
They played on the sea (sure / <u>shore</u>).				He slipped off the bottom (stare / <u>stair</u>).				
5-6.(W4:1,3. Sp 4:11) In some words, ‘ch’ is used to make the ‘k’ sound (choir, echo) There are not many of these words.								
scool	skool		<u>school</u>		ecko	<u>echo</u>	eko	
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.								
frame	3	fright	4	flinch		2	face	1

9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
angry	<u>displeased</u>	<u>annoyed</u>	tired	<u>cross</u>
10-11. (W4:17, 19) A determiner modifies the noun (a cat, some dogs). A preposition usually goes in front of a noun and describes the position of something or the time or the way something happened (under the car, on Sunday, by train.)				
<u>A</u> beautiful butterfly landed <u>on</u> <u>the</u> green leaf.				

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.				
including	furthermore	<u>therefore</u>	<u>so that</u>	out of nowhere
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
(<u>Molly</u> / She) climbed into bed, (<u>she</u> / Molly) picked up (Molly's / <u>her</u>) book and started reading.				
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.				
<u>Finally,</u>	All of a sudden,	<u>After all,</u>	Fortunately,	
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.				
It had (began / <u>begun</u>) to rain.		His trousers (<u>tore</u> / torn) at the seam.		

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>Panting for breath,</u> the tired dog lay down in the shade.	
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 dogs' tails were wagging.	The dog's tail was wagging.
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>"Look at that!"</u> exclaimed Tim.	<u>"What is it?"</u> asked Rory.