

1. (W4:1, Sp 4:2) Prefixes can be added to root words to change their meaning (ie appear- <b>dis</b> appear).				2. (W4:1, Sp 4:5) Multi-syllabic words with a short vowel followed by a final consonant: double the final letter.							
auto-		non-		<u>anti-</u>		forget		forgetting			
3-4. (W4:2, Sp 4:19) <b>Homophones</b> are words that sound the same but have different meanings and different spellings.											
The ball was ( throne / <u>thrown</u> ) in the air.					He let out a loud ( grown / <u>groan</u> ).						
5. (W4:1,3. Sp 4:8) If there is a long 'ee' sound before the suffix 'ous', it is usually spelt with an 'i' (serious, various)					6. (W4:1,3. Sp 4:10) Many 'sion' words are formed from verbs ending in 'd' or 'de' (explode-explosion, divide-division)						
<u>serious</u>		serius		<u>serios</u>		exploshun		explotion		<u>explosion</u>	
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.											
creep		2	cramp		1	crisp		3	crust		4

9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
<b><u>fight</u></b>	<b><u>argue</u></b>	<b>creep</b>	<b><u>quarrel</u></b>	<b><u>battle</u></b>
10-11. (W4:17, 19) A determiner modifies the noun (a cat, <b>some</b> dogs). A noun is a person, place or thing (cat, river, table)				
<b><u>Her</u></b> new <b>bike</b> was shiny and red.				

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.				
meanwhile	<u>alternatively</u>	<u>although</u>	luckily	unlike
14-15. (W4:18) <b>Pronouns</b> stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
If ( <u>Sally</u> / she ) hurried into the town, (Sally / <u>she</u> ) would just make it in time to meet (Sally's / <u>her</u> ) friends.				
16-17. (W4:19) <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, linking sentences and events between paragraphs.				
<u>Because of this,</u>	Following that,	In a flash,	<u>As a result,</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.				
I ( seen / <u>saw</u> ) it first.			You should have ( wore / <u>worn</u> ) an apron.	

20-21. (W4:17,21) A <b>comma</b> is used after a <b>fronted adverbial</b> . 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.	
<b><u>The next day,</u></b> the children met at the play park.	
22-23. (W4:22. Sp 4:15, 4:16) <b>Apostrophes</b> mark possession. To show possession with a <b>singular</b> noun add an apostrophe before the letter s (e.g. the girl's name). To show <b>plural</b> possession with regular nouns add an apostrophe after the letter s (e.g. those girls' names).	
The lady's bag was lost.	The ladies' toilets are out of order.
24-25. (W4:23) <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.	
Mum shouted, "Turn that music down."	"I can't hear myself think," she added.