

1. (W4:1, Sp 4:3) Prefixes can be added to root words to change their meaning ( ie appear- <b>dis</b> 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).				
de	frost	bug	mist	fury		furious		
3-4. (W4:2) <b>Homophones</b> are words that sound the same but have different meanings and different spellings.								
The ( <u>poor</u> / pour ) child was lost.				She knew the ( root / <u>route</u> ) to the park.				
5-6.(W4:1,3, Sp 4:11) In some words ‘ch’ is used to make the ‘k’ sound (echo, chorus, choir). There are not many of these words.								
corus	<u>chorus</u>		corous		<u>ache</u>		ake	ayk
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.								
friend	3	front	4	fresh		2	frame	1

9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
<b>sad</b>	<b>glad</b>	<b><u>unhappy</u></b>	<b><u>miserable</u></b>	<b><u>gloomy</u></b>
10-11. (W4:17, 19) An adjective is a describing word. They are added to nouns for extra information ( <b>red</b> car, <b>tiny</b> mouse). A noun is a person, place or thing (cat, river, table).				
The <u>cup</u> was full of <b><u>steaming</u></b> , <b><u>hot</u></b> <u>tea</u> .				

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.				
although	<u>because</u>	before long	<u>as a result</u>	secretly
14-15. (W4:18) <b>Pronouns</b> stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
( <u>Mary</u> / She ) walked to ( <u>her</u> / Mary's ) seat and ( <u>she</u> / Mary ) quietly sat down.				
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>In the end,</u>	Luckily,	Unfortunately,	<u>Consequently,</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.				
She has ( <u>given</u> / gave ) me some sweets.		The leaves were ( blew / <u>blown</u> ) about.		

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>Before we go,</u> you need to get your wellies, hat and coat.</b>	
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).	
<b>Are those foxes' dens?</b>	<b>Is that a fox's den?</b>
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.	
<b>"This computer doesn't work," moaned Jo.</b>	<b>"The keypad is broken," he added.</b>