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|--|-----------------|----------|---|---|-----------|-------------------|---|
| 1. (W4:1, Sp 4:3) Prefixes can be added to root words to change their meaning (ie appear-disappear).                           |                 |          |   | 2. (W4:1, Sp 4:7) 'ous' is just added to words ending 'ge' if the soft 'g' sound is kept.   |           |                   |   |
| pre-   | de-             | re-      |   | courage   |           | courageous        |   |
| 3-4. (W4:2, Sp 4:20) <b>Homophones</b> are words that sound the same but have different meanings and different spellings.      |                 |          |   |   |           |                   |   |
| Don't ( stair / <u>stare</u> ) at the lady.  |                 |          |   | Shall I ( <u>pour</u> / poor ) the milk?  |           |                   |   |
| 5. (W4:1,3. Sp 4:9) 'cian' is used when root words end in 'c' or 'cs' and is often used for occupations (optician, politician) |                 |          |   | 6. (W4:1,3. Sp 4:10) 'ssion' words have a 'sh' sound and are often used with root words ending 'ss' or 'mit' (express-expression) |           |                   |   |
| optitian   | <u>optician</u> | optishun |   | expreshun   | exprecian | <u>expression</u> |   |
| 7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.                    |                 |          |   |   |           |                   |   |
| sharp  | 1               | sheep    | 2 | shift   | 3         | short             | 4 |

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| 9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.  |                    |              |                      |                   |
| <b><u>sleep</u></b>  | <b><u>doze</u></b> | <b>laugh</b> | <b><u>snooze</u></b> | <b><u>nap</u></b> |
| 10-11. (W4:17, 19) A noun phrase is a phrase with a noun as its head word. A noun with any sort of modifier is a noun phrase (the dog, the old house on the hill). A preposition usually goes in front of a noun and describes the position of something or the time or the way something happened ( <b>under</b> the car, <b>on</b> Sunday, <b>by</b> train.) |                    |              |                      |                   |
| <b><u>The small, timid dog</u> lay <u>in</u> his basket.</b>   |                    |              |                      |                   |

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| 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.  |                          |   |                      |         |
| unless  | <u>next day</u>          | clearly                                 | <u>during</u>        | because |
| 14-15. (W4:18) <b>Pronouns</b> stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.   |                          |   |                      |         |
| ( <u>Ben</u> / He ) grabbed ( Ben's / <u>his</u> ) packed lunch and ( Ben / <u>he</u> ) ran for the bus.  |                          |   |                      |         |
| 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. |                          |   |                      |         |
| One example,  | <u>That very moment,</u> | Equally,                                | <u>Unexpectedly,</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.                                       |                          |   |                      |         |
| He has ( drew / <u>drawn</u> ) a lovely picture.  |                          | You should have ( came / <u>come</u> ). |                      |         |

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| 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 following day,</u> the eggs began to hatch.</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>Have you seen the hen's egg?</b>   | <b>Have you seen those hens' eggs?</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><u>"What is that?"</u> Sita asked.</b>   | <b><u>"My lunch,"</u> said Ben. <u>"Do you want some?"</u></b> |