

1. (W4:1, Sp 4:3) Prefixes can be added to root words to change their meaning (ie appear-disappear).				2. 2. (W4:1, Sp 4:7) Words ending ‘our’ change to ‘or’ when adding ‘ous’			
pre-	<u>de-</u>	re-		glamour		glamorous	
3-4. (W4:2) Homophones are words that sound the same but have different meanings and different spellings.							
I am not (shore / <u>sure</u>) about that.				The seed sent out a (<u>root</u> / route).			
5. (W4:1,3, Sp 4:9) The suffix ‘cian’ is used when a word ends in ‘c’ or ‘cs’ and is often related to occupations.				6. (W4:1,3,Sp 4:10) The suffix ‘ion’ is mostly added to words ending ‘ss’ or ‘mit’.			
<u>politician</u>	politishun	politition		discushun	discuscian	<u>discussion</u>	
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.							
write	3	wring	2	wrap	1	wrote	4

9. (W4: 9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
happy	<u>content</u>	<u>cheerful</u>	<u>joyful</u>	guilty
10-11. (W4:17, 19) An adjective is a describing word. They are added to nouns for extra information (red car, tiny mouse) A determiner modifies the noun (a cat, some dogs)				
She wore <u>her</u> <u>new</u> skates to <u>the</u> park.				

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.				
tragically	naturally	for example	<u>after</u>	<u>eventually</u>
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
(<u>Dan</u> / He) pushed through the crowd as (Dan / <u>he</u>) looked for (<u>his</u> / Dan's) friends.				
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>All of a sudden,</u>	Alternatively,	<u>Without warning,</u>	In addition,	
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.				
The band (<u>began</u> / begun) to play.			She had (stole / <u>stolen</u>) the purse.	

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>Without warning,</u> the dog growled, barked and then leapt up at the postman.	
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 witch's hat was pointed.	Witches' hats are usually pointed.
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>"It's 9 o' clock,"</u> said Dad.	<u>"Time to go up to bed,"</u> he added.