

1. (W4:1, Sp 4:4) Prefixes can be added to root words to change their meaning ( ie appear- <b>dis</b> appear).				2. (W4:1, Sp 4:9) A long 'a' sound is always followed by ' <b>tion</b> '. For words ending 'te', drop the 'e' to add 'ion'.			
<i>in</i>	<i>visible</i>	<i>correct</i>	<i>accurate</i>	<i>rotate</i>		<i>rotation</i>	
3-4. (W4:2) <b>Homophones</b> are words that sound the same but have different meanings and different spellings.							
<i>Please can I have ( moor / <u>more</u> ) juice?</i>				<i>I should have ( <u>worn</u> / warn ) my shorts.</i>			
5-6. (W4:1,3, Sp 4:13) In most words 'sc' makes the sound 'sk' (discard, scope)							
<i>disgard</i>	<i>diskard</i>	<i><u>discard</u></i>		<i>sgope</i>	<i><u>scope</u></i>	<i>skope</i>	
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.							
<i>steep</i>	2	<i>stem</i>	3	<i>string</i>	4	<i>shield</i>	1

9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
<b>old</b>	<b><u>mature</u></b>	<b><u>elderly</u></b>	<b>cold</b>	<b><u>ancient</u></b>
10-11. (W4:17, 19) A connective or conjunction connects and relates sentences and paragraphs to aid flow and signal relationship between ideas. 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).				
The timid hedgehog <u>uncurled</u> , <b><u>even though</u></b> it was frightened.				

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.				
<u>moreover</u>	unusually	fortunately	<u>including</u>	terrifyingly
14-15. (W4:18) <b>Pronouns</b> stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
( <u>The butterfly</u> / It ) opened ( her / <u>its</u> ) wings and ( <u>she</u> / <u>it</u> ) flew away.				
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.				
Unfortunately,	<u>The next day,</u>	Overall,	<u>Following that,</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 had ( <u>undone</u> / undid ) the lock.		Billy ( give / <u>gave</u> ) his dad the letter.		

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>When you've done that,</u></b> will you get changed, come outside and help me please?	
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 zebra's back was stripy.	The zebras' backs were stripy.
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.	
"Are you going to the shop?" asked Kye.	"Yes," replied Jo. "Do you want something?"