1. (W5:1) The **prefixes** dis-, de-, mis-, over-, and re- create verbs when added to root words.				2. (W5:1. Sp 6:11) The **suffixes** ate, ize (or ise), and ify can form verbs from some nouns or adjectives. There may be a slight change of spelling to the root word or the final letter might be dropped.			
de	ice	fuse	code	**medic**	-ize	**-ate**	-ify

3. (W5:2. Sp 5:14) Silent 'c' often follows 's' and 'sc' often goes before 'e' or 'i' (scissors, scene)		4. (W5:2. Sp 5:17) Silent 't' is often in the letter string 'stle' (whistle, thistle, castle)	
s**c**issors	brush	w**h**is**t**le	drum

5-6. (W5:3. 5:19) **Homophones** are words that sound the same but have different meanings and different spellings.

The climber started the (assent / **ascent**).	I can (**devise** / device) a way to solve it.

7. (W5:4) Check the definition with that in the dictionary available.

mettle	Courage or strength of character.

8-9. (W5:5) To put in alphabetical order you may need to use the first, second, third or even fourth letter of the word.

stripe	3	strong	4	shop	2	shape	1

*10-11. (W5:11) Using a wider range of **adverbials** can help build cohesion within and across paragraphs.*

quickly	**once**	**often**	below

*12-13. (W5:12) Using a wider range of **adverbials** help organise and structure texts so they guide the reader and are suited to the intended audience and purpose.*

also	unless	therefore	**along with**

*14-15. (W5:15) A **verb tense** tells us when the action takes place: the past (I ran), present (I run) or future (I will run). They should remain consistent throughout a piece of writing unless there is a good reason to change it.*

The baby (**began** / begun) to cry.	The leaves (blown / **blew**) across the lawn.

16-17. (W5:16) If two or more singular nouns or pronouns are connect by 'and', use a plural verb. If connected by 'or', use the singular verb. Singular subjects (I, he) and singular nouns (committee, class) usually have singular verbs. Plural subjects usually need plural verbs.

Bob and Dan (was / **were**) best friends.	Neither Mum nor Dad (were / **was**) right.

*18-19. (W5:18) Verbs in the **perfect** form show an action completed in the past at an unspecified time. They use 'have' (present perfect), 'had' (past perfect), 'will have' (future perfect) before a past participle of the verb. Simple past has a specific time.*

The lion (**bit** / bitten) the keeper.	The keeper was (bit / **bitten**) by the lion.

*20-21. (W5:19) **Expanded noun phrases** add information (adjectives) to nouns (either before or after the noun). They can be an efficient way to make writing more interesting and create imagery. Words that add nothing new or are synonymous are repetitive and redundant.*

The ugly (hideous) witch held up the crimson (red rosy) apple, trying to tempt her.

*22. (W5:20) **Modal verbs** indicate likelihood (must), ability (can), permission (may) or obligation. They include the verbs can, could, may, might, should, shall, would, will, must (and their negative forms). They go before other verbs.*

Perhaps I (may / would / **should**) wait until Dad gets home.

*23. (W5:21) A **relative clause** adds more information about the noun in the main clause. They normally come after the noun and start with the words who, which, where, when, whose or that. They start and end with a comma. They turn simple sentences into complex sentences.*

The man, **who robbed the bank**, was arrested last night.

*24. (W5:22) A main function of the **comma** is to avoid ambiguity (confusion) in sentences. They can help make the meaning clear.*

His shoes**,** covered in mud**,** were on the new carpet.

*25. (W5:23) **Parenthesis** is a word or phrase inserted into a sentence to give extra information, explanation, clarification or afterthought. **Brackets** enclose it to show that it is separate from the rest of the sentence. Commas or dashes can also be used to show parenthesis.*

He finally said **(** after taking time to think **)** that he didn't understand.