

1. (W5:1) The <b>prefixes</b> dis-, de-, mis-, over-, and re- create verbs when added to root words.				2. (W5:1. Sp 6:11) The <b>suffixes</b> 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.			
<b>mis</b>	<b>print</b>	<b>lead</b>	<b>behave</b>	<b>deaf</b>	<b>-ize</b>	<b>-en</b>	<b>-ify</b>
3. (W5:2. Sp 5:16) Silent 'k' is always followed by 'n' and the 'kn' is always followed by a vowel (knock, knight)				4. (W5:2. Sp 5:17) Silent 'n' always follows 'm'. There are not many of these words (autumn, solemn)			
<b><u>knee</u></b>		<b>hand</b>		<b><u>autumn</u></b>		<b>winter</b>	
5-6. (W5:3. Sp 4:19) <b>Homophones</b> are words that sound the same but have different meanings and different spellings.							
Look how much you've ( groan / <b><u>grown</u></b> ).				My throat feels ( horse / <b><u>hoarse</u></b> ).			
7. (W5:4) Check the definition with that in the dictionary available.							
<b>curio</b>		an object that is a curiosity					
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.							
<b>struck</b>	<b>3</b>	<b>study</b>	<b>4</b>	<b>string</b>	<b>2</b>	<b>stall</b>	<b>1</b>
10-11. (W5:11) Using a wider range of <b>adverbials</b> can help build cohesion within and across paragraphs.							
<b><u>First thing today</u></b>		<b>This shows</b>		<b>In other words</b>		<b><u>After a while</u></b>	
12-13. (W5:12) Using a wider range of <b>adverbials</b> help organise and structure texts so they guide the reader and are suited to the intended audience and purpose.							
<b><u>Above all else</u></b>		<b>Once we arrived</b>		<b><u>Most would agree</u></b>		<b>Later that day</b>	
14-15. (W5:15) A <b>verb tense</b> 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.							
<b>The horse ( run / <b><u>ran</u></b> ) towards the gate.</b>				<b>I love to see him ( ran / <b><u>run</u></b> ).</b>			
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.							
<b>Sarah or Simon ( walk / <b><u>walks</u></b> ) the dog.</b>				<b>Everyone in the class ( <b><u>has</u></b> / have ) a ticket.</b>			
18-19. (W5:18) Verbs in the <b>perfect</b> 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.							
<b>She ( stolen / <b><u>stole</u></b> ) the boy's bike.</b>				<b>The boy's bike was ( stole / <b><u>stolen</u></b> ).</b>			
20-21. (W5:19) <b>Expanded noun phrases</b> 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.							
<b>The sailor pulled with all his might (as hard as he could) on the dirty (filthy) rope.</b>							
22. (W5:20) <b>Modal verbs</b> 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.							
<b>The cat looks hungry. I ( can / would / <b><u>shall</u></b> ) feed him.</b>							
23. (W5:21) A <b>relative clause</b> 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.							
<b>The trousers, <b><u>which made him look like a clown</u></b>, were too short.</b>							
24. (W5:22) A main function of the <b>comma</b> is to avoid ambiguity (confusion) in sentences. They can help make the meaning clear.							
<b>After the football match, the players did a lap of honour.</b>							
25. (W5:23) <b>Parenthesis</b> is a word or phrase inserted into a sentence to give extra information, explanation, clarification or afterthought. <b>Brackets</b> enclose it to show that it is separate from the rest of the sentence. Commas or dashes can also be used to show parenthesis.							
<b>Mrs Little, my teacher, loves to play football with us.</b>							