

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.			
over-	under-	dis-	re-	vandal	-ize	-ate	-ify
3. (W5:2. Sp 5:16) Silent 'k' is always followed by an 'n' and the 'kn' is always followed by a vowel (knot, knee, knock)				4. (W5:2. Sp 5:15) Silent 'g' is often followed by 'n' and the 'gn' is always followed by a vowel (gnaw, gnarl)			
<u>knot</u>		tie		<u>gnash</u>		teeth	
5-6. (W5:3) <b>Homophones</b> are words that sound the same but have different meanings and different spellings.							
Would you like a ( peace / <u>piece</u> ) of cake?				You are sitting in Sarah's ( plaice / <u>place</u> ).			
7. (W5:4) Check the definition with that in the dictionary available.							
<u>freight</u>		Goods transported as cargo.					
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.							
group	3	grow	4	great	2	glimpse	1
10-11. (W5:11) Using a wider range of <b>adverbials</b> can help build cohesion within and across paragraphs.							
<u>at school</u>		after the bell		<u>in class</u>		by home time	
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.							
<u>all of a sudden</u>		quite a lot		at the start		<u>unexpectedly</u>	
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.							
I have ( <u>spent</u> / spend ) lots of money.				I usually try not to ( spent / <u>spend</u> ) much.			
16-17. (W5:16) When two or more singular nouns or pronouns are connect by 'and', use a plural verb. If connected by 'or', use the singular verb.							
My class ( <u>has</u> / have ) a lot of homework.				We ( has / <u>have</u> ) to hand it in tomorrow.			
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.							
I ( <u>knew</u> / known ) the answer all along.				I had always ( know / <u>known</u> ) the answer.			
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.							
The <u>excited, little</u> girl cut into her birthday cake.							
22. (W5:20) Degree of possibility can be indicated using <b>adverbs of probability</b> as well as modal verbs.							
<u>likely</u>		unlikely		perhaps		maybe	
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.							
My sister, <u>who I live with</u> , is training to be a mechanic.							
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.							
When she is eating, my cat always purrs.							
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.							
The Royal Society for the Protection of Birds ( RSPB ) is a nature charity.							