

1-2. (W5:1. Sp 6:11) The **suffixes** ate, ify, en, ize, or ise, can be added to some nouns to turn them into verbs. There may be a slight change of spelling to the root word (pollen-pollinate) or the final letter might need to be dropped before adding the suffix (note-notify).

apology	en	ise	note	ify	ise
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3. (W5:2. Sp 5:14) Silent 'c' often follows 's' (muscle, descend)

4. (W5:2. Sp 5:15) Silent 'g' is followed by 'n' and 'gn' is always followed by a vowel (gnome, gnarled)

muscle	body	garden	gnome
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5-6. (W5:3. Sp 5:20) **Homophones** are words that sound the same but have different meanings and different spellings.

What is that (foul / fowl) smell?	Are you (aloud / allowed) to play out?
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7. (W5:4) Check the definition with that in the dictionary available.

shrewd	having common sense and good judgement
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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.

stand	1	stump	4	strange	2	strong	3
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10-11. (W5:11) Using a wider range of **connectives** can help build cohesion within and across paragraphs.

secretly	in conclusion	alternatively	suddenly	however
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12-13. (W5:12) Using a wider range of **sentence openers**, **propositional phrases** and **fronted adverbials** help organise and structure texts so they guide the reader and are suited to the intended audience and purpose.

Previously,	Of course,	After a while,	On balance,
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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.

I have just (hear / heard) the church bells.	Did you (hear / heard) them?
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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.

The whole class (is / are) going on the trip.	All the children (is / are) going on the trip.
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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 boy (fallen / fell) out of the tree.	The boy had (fallen / fell) out of the tree.
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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. An adjective describes a noun.

Cautiously, he crept up to the spooky house on top of the hill .
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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.

We have been told we (would / shall / should) not go in the building site.

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.

His mum, who came to pick him up , waited outside in the car.
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24. (W5:22) A main function of the **comma** is to avoid ambiguity (confusion) in sentences. They can help make the meaning clear.

He knocked at the door, making the dog bark loudly.

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 was so clever – at least he thought he was – that he entered an intelligence test.
