

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).

standard	ify	ise	dark	ify	en		
3. (W5:2. Sp 5:18) Silent 'u' is always followed by a vowel (build, guilt)			4. (W5:2) Silent letters are not sounded, but need to be learnt for accurate spelling.				
build	make		sword	shield			
5-6. (W5:3) Homophones are words that sound the same but have different meanings and different spellings.							
Put the (quay / key) in the lock.			He lives in a big (manner / manor) house.				
7. (W5:4) Check the definition with that in the dictionary available.							
mercenary	Working only for money or some other reward.						
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.							
write	4	wring	3	wrap	2	waltz	1
10-11. (W5:11) Using a wider range of connectives can help build cohesion within and across paragraphs.							
even so	following this		suddenly		later on		maybe
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.							
In conclusion,		Without warning,		Alternatively,		Secretly,	
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 polished the car until it (shined / shone).				The sunlight made it (shine / shone) more.			
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.							
Each dog (has / have) its own lead.				They also (has / have) lots of toys.			
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.							
Their boots (sank / sunk) in the mud.				Their boots had (sunk / sank) in the mud.			
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 tired, aching, exhausted runners finished the long, difficult, challenging race.							
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.							
If we are good, we (would / ought to / might) be going swimming later.							
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 old lady, who lives next door , is looking after our cat.							
24. (W5:22) A main function of the comma is to avoid ambiguity (confusion) in sentences. They can help make the meaning clear.							
Before we eat, my mum always makes us wash our hands.							
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.							
My computer, which was very expensive, has broken.							