

1. (W4:1, Sp 4:1) Prefixes can be added to root words to change their meaning (ie appear- dis appear)			2. (W4:1, Sp 4:6) .Suffixes can be added to verbs to form a noun (ie count – count er) and to change the tense (ie walk-walk ed -walk ing)				
auto	dis	inter	count	ing	er		
3-4. (W4:2, Sp 4:19) Homophones are words that sound the same but have different meanings and different spellings.							
The grass was (mown / moan) on Sunday.			Do not play near the (rowed / road).				
5. (W4:1,3. Sp 4:7) Suffixes can be added to many root words. They are most commonly added to nouns and adjectives.			6. (W4:1,3. Sp 3:5, 4:9) If the root verb ends in 't', the suffix 'ion' forms 'tion' (invent-invention)				
poisonus	poisonous	poisonos	acshun	acsion	action		
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.							
shed	2	shake	1	shine	3	shop	4

9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
throw	chuck	launch	write	hurl
10-11. (W4:17, 19) An adjective is a describing word. They are added to nouns for extra information (red car or tiny , brown mouse). A noun is a person, place or thing (cat, river, table)				
He put the pretty, pink flowers in the vase .				

12-13. (W4:17) A wider range of connectives is essential in order to vary sentence structure for effect and make your writing far more interesting.				
also	eventually	in addition	fortunately	for example
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
(Dan / He) took (Dan's / his) lunch and (Dan / he) left the house.				
16-17. (W4:19) Fronted adverbials are adverbs (words, phrases or clauses) that start a sentence and describe the verb in the sentence. They tell us more about when, how or where the action happened. They help structure texts, linking sentences and events between paragraphs.				
Meanwhile,	As a result,	Alternatively,	As evening fell,	
18-19. (W4:14,20) Past progressive form (was/were + verb+'ing') Present perfect form (have/has +the past participle of the verb) Perfect modal form (modal verb + have + past participle of the verb) NB modal verbs are a Stage 5 expectation.				
She has (gone / went) to the shops.		He has (took / taken) the keys with him.		

20-21. (W4:17,21) A comma is used after a fronted adverbial . It is also used to separate items in a list. It is not used before the last item which has 'and' in front of it. It tells the reader to pause, but not for as long as a full stop.	
After tea, will you please finish your homework?	
22-23. (W4:22. Sp 4:15, 4:16) Apostrophes mark possession. To show possession with a singular noun add an apostrophe before the letter s (e.g. the girl's name). To show plural possession with regular nouns add an apostrophe after the letter s (e.g. those girls' names).	
The dog's tail wagged.	The dogs' tails wagged.
24-25. (W4:23) Inverted commas (speech marks “.”) are used to show the actual words spoken by a character. They are used at the beginning and end of the actual words spoken. Note the position of the question mark and/or comma.	
“Are these your pens?” asked Jo.	“Can I borrow one?” he continued.