

1. (W6:1) A suffix can be added to a root word to change its meaning. The suffix 'ness' can be added to an adjective to form a noun.				
ill	<u>ness</u>	ate	en	ize
2. (W6:2) Homophones are words that sound the same but have different meanings and different spellings. If dictionary used (W6:4).				
My mum put my hair in a (<u>braid</u> / brayed) for school.				
3. (W6:3. Sp 4:1) Recognising prefixes. The prefix 'sub' means 'under'. (W6:4) Using a dictionary			4. (W6:3) Recognising prefixes. (W6:4) Using a dictionary	
multi	bi	<u>sub</u>	trans	<u>co</u>
5. (W6:4) Check the definition with that in the dictionary available.				
allude	Mention something briefly or indirectly.			
6-7. (W6:5) Check the synonyms with those in the thesaurus available.				
sloppy	Runny, slushy	Watery, liquidy	Wet, gloopy	
8-9. (W6:12) For note taking and <i>précising</i> we only need the essential words. Most adjectives and adverbs can be omitted.				
The tiny, new, green shoots slowly emerged (through the soft, brown earth).				
10-11. (W6:13) Using a wider range of adverbials can help build cohesion within and across paragraphs.				
in addition	<u>later</u>	unless	equally	<u>initially</u>
12. (W6:16) A singular subject (I, he, she) usually takes a singular verb. A plural subject (they) usually takes a plural verb. A singular noun (committee, class) usually takes a singular verb.		13. (W6:24) The object is acted upon by the subject. i.e. The striker (subject) kicked (verb) the football (object). A direct object is usually a noun, pro noun or noun phrase.		
The sweets (has / <u>have</u>) melted in the sun.		Sam washed his dog after the walk.		
14. (W6:18,24) Formal language is used for official, legal or professional writing such as job applications and letters of complaint. Informal writing is more like how we speak and is used for letters to friends, emails etc.				
I am delighted to announce...		I'm pleased to tell you or I'm happy to say.		
15-16. (W6:19) A verb is active when the subject of the sentence does the action. It is passive if the action is done to it.				
Mum <u>baked</u> an amazing chocolate cake.		<u>active</u>	passive	
17-18. (W6:10,20) Hyphens link two or three words together to show that together they make a compound adjective describing the noun.				
two-storey building		around-the-clock care		
19. (W6:10,21) A semicolon links independent clauses without using a connective (and/but). It marks a pause stronger than a comma but not as strong as a full stop.		20. (W6:10,21) A dash shows a break in a sentence (normally informal writing) where a comma, semicolon or colon would normally be used in formal writing.		
I coat is thick; I shouldn't be cold.		The ice-cream was my favourite – vanilla.		
21-22. (W6:21) Colons are commonly used to introduce lists. Commas separate items in a list. It is not used before the last item which has 'and' in front of it.				
I have three children: Sarah, Rebecca and David.				
23. (W6:23) An ellipsis is three dots. It creates a longer pause for effect that can help build tension in a story; show confusion or hesitation; or make the reader slow down and emphasise the words.				
The ball left his foot and flew ... right into the open goal.				
24-25. (W6:24) Synonyms are words with a similar (but not exact) meaning. Antonyms have the opposite meaning.				
intense	moderate	<u>severe</u>	mild	<u>strong</u>