

1. (W3:1, 20. Sp 4:1, 2) The following prefixes form nouns.				2. (W3:1, Sp 3:8) In multi syllabic root words which end in 'y' after a consonant, the 'y' changes to 'i' before 'ly'.			
auto-	<u>anti-</u>	super-	climax	happy	happily		
3-4. (W3:2. Sp 3:17-20) Homophones are words that sound the same but have different meanings and different spellings.							
The (son / <u>sun</u>) shone brightly in the sky				I will (<u>meet</u> / meat) you later.			
5. (W3:3 KW 3:1) Commonly misspelt words, which don't follow a phonetic pattern, need to be learned by sight.				6. (W3:3. Sp 1:5 KW 2:3) The 'w' sound at the start of a word can be spelt 'wh'. Most of the 'question words' start 'wh' (what, which)			
<u>these</u>	thees	vees	wat	wot	<u>what</u>		
7-8. (W3:4) To put in alphabetical order you may need to use the first, second or even third letter of the word.							
price	3	prove	4	preach	2	pram	1
9. (W3:9,20) These words make a form based word family .							
<u>guitar</u>	great	<u>guide</u>	<u>guess</u>	<u>guilt</u>			
10. (W3:9,17,24) Subordinating conjunctions join a main clause or sentence to a subordinate clause to make complex sentence.							
You cannot play out (whenever / <u>unless</u> / if only) your homework is done.							
11. (W3:9,17) When a subordinate clause starts a sentence it is normal to separate it from the main clause with a comma.							
Unless your homework is done, you cannot play out.							
12-13 (W3:18) Present perfect form (He has gone out...) Simple past form (He went out...)							
The dog (<u>bit</u> / bitten) the postman.				The dog has (bit / <u>bitten</u>) the postman.			
14. (W3:18. Sp 3:3) For one syllable words with a short vowel followed by a single consonant, double the final consonant (hopped, jog-jogged)				15. (W3:18) There are many irregular verbs which do not follow a pattern and need to be learned (throw – threw, run – ran, write - wrote)			
slip	<u>slipped</u>			go	<u>went</u>		
16. (W3:17, 19, 24) A preposition is a word that tells you where or when something is in relation to something else. They can link nouns, phrases or clauses. They often describe locations or directions, but can describe other things, such as relations of time.							
I am allowed to stay up _____ 9 o'clock.					<u>(at/for/until)</u>		
17-18. (W3:19) 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, link sentences and events between paragraphs.							
Despite this,	<u>Earlier that day,</u>	<u>During the party,</u>	On the other hand,				
19-20. (W3:20,24) Use 'a' before a consonant sound and 'an' before a vowel sound. NB 'u' 'e' and 'o' can give a consonant sound (unit, European, one) and 'h' can give a vowel sound (hour, honest)							
<u>a</u> / an	universe	<u>a</u> / an	wheel				
21. (W3:17, 19, 21, 24) A clause is a group of words that can be used either as a whole sentence or part of a sentence. It must contain a verb. Many complex sentences are made up of a main clause and a subordinate clause (a less important clause).							
I loved my maths teacher even though she was strict.							
22-23. (W3:22. Sp 2:7-9) Apostrophes have two completely different uses: showing the place of missing letters (contraction e.g. I'm for I am) and marking possessives (possession e.g. Hannah's mother).							
I'm sure that's John's coat.				Isn't that Daniel's pencil case?			
24-25. (W3:23,24) 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 comma.							
"Would you like a drink?" asked Dan.				"No thank you," I replied. "I'm not thirsty."			