

1. (W4:1, Sp 4:4) Prefixes can be added to root words to change their meaning ( ie appear- <b>dis</b> appear).				2. (W4:1, Sp 4:10) . Many ' <b>sion</b> ' words are formed from verbs ending in ' <b>d</b> ' or ' <b>de</b> ' (divide - division).			
<b>im</b>	<b>possible</b>	<b>pure</b>	<b>patient</b>	<b>explode</b>	<b>explosion</b>		
3-4. (W4:2) <b>Homophones</b> are words that sound the same but have different meanings and different spellings.							
You are not ( aloud / <b>allowed</b> ) in here.			The sprinter ( <b>won</b> / one ) his race.				
5. (W4:1,3. Sp 4:14) In some words 'eigh' together make the long 'a' sound (weight, eight, neighbour)			6. (W4:1,3. Sp 4:13) 'sc' before an 'i' can make the sound 's' (scissors, science)				
<b>wayt</b>	<b>weight</b>	<b>waight</b>	<b>sissors</b>	<b>scissers</b>	<b>scissors</b>		
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.							
<b>apple</b>	<b>3</b>	<b>animal</b>	<b>2</b>	<b>angle</b>	<b>1</b>	<b>apricot</b>	<b>4</b>

9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.				
<b>funny</b>	<b>humorous</b>	<b>guilty</b>	<b>amusing</b>	<b>comical</b>
10-11. (W4:17, 19) A noun phrase is a phrase with a noun as its head word. A noun with any sort of modifier is a noun phrase (the dog, the old house on the hill). A connective or conjunction connects and relates sentences and paragraphs to aid flow and signal relationships between ideas.				
<b>The young dancer tried again, <u>even though</u> she was tired.</b>				

12-13. (W4:17) A wider range of connectives is essential in order to vary sentence structure for effect and make writing more interesting. Connectives can include conjunctions, adverbs and prepositions.				
<b>including</b>	<b>lastly</b>	<b>luckily</b>	<b>as well as</b>	<b>on balance</b>
14-15. (W4:18) <b>Pronouns</b> stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
<b>(Jenny / She )</b> picked up ( <b>her</b> / Jenny's ) shopping and ( <b>she</b> / Jenny ) walked back home.				
16-17. (W4:19) <b>Fronted adverbials</b> 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.				
<b>Once that's done,</b>	<b>Furthermore,</b>	<b>As a result,</b>	<b>In the meantime,</b>	
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.				
You should have ( went / <b>gone</b> ) with her.		Why have you ( did / <b>done</b> ) that?		

20-21. (W4:17,21) A <b>comma</b> is used after a <b>fronted adverbial</b> . 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.	
<b>Before you go, make sure you have tidied up, swept the floor and put the rubbish out.</b>	
22-23. (W4:22. Sp 4:15, 4:16) <b>Apostrophes</b> mark possession. To show possession with a <b>singular</b> noun, add an apostrophe before the letter s (e.g. the girl's name). To show <b>plural</b> possession with regular nouns add an apostrophe after the letter s (e.g. those girls' names).	
<b>The calf's</b> hooves are cloven.	<b>The calves'</b> hooves are cloven.
24-25. (W4:23) <b>Inverted commas</b> (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.	
<b>"Can I open it?"</b> asked Jim excitedly.	<b>"Of course,"</b> said Mum. <b>"It's yours."</b>