

1 and 2. (W3:1,20. Sp 4:1,2) The following prefixes form nouns and compound words.

super	anti	auto	man	super	anti	auto	pilot
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3-4. (W3:2. Sp 3:19,20) **Homophones** are words that sound the same but have different meanings and different spellings.

He bought a (cheep / cheap) car.	I (past / passed) the test.
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5. (W3:3. Sp 3:12. KW 3:3) Commonly misspelt words, which don't follow a phonetic pattern, need to be learned by sight.

fownd	foand	found	fracshun	fraction	fracision
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7-8. (W3:4) To put in alphabetical order you may need to use the first, second or even third letter of the word.

fog	3	frog	4	fly	2	fall	1
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9. (W3:9,20) These synonyms form a meaning based word family.

big	huge	weird	enormous	tiny
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10. (W3:9,17,24) **Co-ordinating conjunctions** connect two main (or independent) clauses into a compound sentence.

My friend invited me to a party but/yet/however I do not want to go.

11. (W3:9,17) Write a sentence **opener** which will create a **complex sentence**.

Although/Even though/Despite the fact my friend invited me to a party, I do not want to go.
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12-13 (W3:18) Present perfect form (He **has gone** out...) Simple past form (He **went** out...)

He has (went / gone) out to play.	She (went / gone) to the party.
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14. (W3:18. Sp 3:3) Adding the suffix 'ed' to a verb often forms the past tense.

walk	walked	throw	threw
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15 (W3:18. Sp 3:15). Changing the medial vowel from 'o' to 'e' changes present tense to past tense in these verbs.

A tree was blown down _____ the storm.	(before / during / after)
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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.

Earlier, ...	It is likely, ...	Possibly, ...	Later that day,...
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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.

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)	a / an	horse	a / an	elephant
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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).

The wind was so cold that I put on a coat.

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 don't like Dad's new car.	I can't find Amy's book.
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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.

"Where to?" asked the bus driver.	"Town please," the passenger answered.
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1 and 2. (W3:1, 20. Sp 4:1,2) The following prefixes form nouns and compound words.

super	<u>anti</u>	auto	body	<u>super</u>	anti	auto	visor
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3-4. (W3:2. Sp 3:17-20) **Homophones** are words that sound the same but have different meanings and different spellings.

I would not (steel / <u>steal</u>) something.	He played for the school (<u>team</u> / teem).
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5. (W3:3. KW 3:1) Commonly misspelt words, which don't follow a phonetic pattern, need to be learned by sight.

laff	larf	<u>laugh</u>	furst	<u>first</u>	ferst
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6. (W3:3. Sp 1:25, 2:16. KW 3:1) The letters 'ir' can make the 'ur' sound in words (first, third)

7-8. (W3:4) To put in alphabetical order you may need to use the first, second or even third letter of the word.	apple	4	ant	3	again	1	animal	2
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9. (W3:9,20) These synonyms form a meaning based word family.

small	<u>tiny</u>	huge	<u>minute</u>	pretty
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10. (W3:9,17,24) **Co-ordinating conjunctions** connect two main (or independent) clauses into a compound sentence.

I have got a new bike but / although / however I haven't learnt to ride it yet.
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11. (W3:9,17) Write a sentence **opener** which will create a **complex sentence**.

Although / even though I have got a new bike, I haven't learnt to ride it yet.

12-13 (W3:18) Present perfect form (He **has gone** out...) Simple past form (He **went** out...)

I (<u>was</u> / been) at the park.	I have (was / <u>been</u>) at the park.
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14. (W3:18. Sp 3:3) Adding the suffix 'ed' to a verb often forms the past tense.

shout	<u>shouted</u>	grow	<u>grew</u>
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15. (W3:18. Sp 3:15) Changing the medial vowel from 'o' to 'e' changes these verbs from present to past tense (throw-threw)

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 had to buy a ticket _____ I could get on the train.	(<u>before/during/after</u>)
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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.

<u>Later,</u>	As a matter of fact,	<u>Before long,</u>	Unfortunately,
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19-20. (W3:20,24) Use 'a' before a **consonant** sound and 'an' before a **vowel** sound. NB Occasionally 'u' 'e' and 'o' can give a consonant sound (unit, European, one) and 'h' can give a vowel sound (hour, honest)

a / <u>an</u>	octopus	<u>a</u> / an	cup
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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).

The old man walked down the road, <u>limping slightly</u> .

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 didn't tear Dan's picture.	She hasn't got Sarah's coat.
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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.

"Why are you crying?" asked Mum.	"Because it hurts," replied John.
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1 and 2. (W3:1, 20. Sp 4:1,2) The following prefixes form nouns and compound words.

super	<u>anti</u>	auto	climax	super	anti	<u>auto</u>	graph
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3-4. (W3:2. Sp 3:17-20) **Homophones** are words that sound the same but have different meanings and different spellings.

Can you (reed / <u>read</u>) the book to me?	We are going to the (<u>beach</u> / beech).
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5. (W3:3. Sp 1:13, 1:18 KW 3:1) The letter string 'igh' can make the long 'I' sound (night, alright).

6. (W3:3. KW 3:1) Commonly misspelt words, which do not follow a phonetic pattern, need to be learned by sight.

<u>night</u>	nite	niyt	worter	warter	<u>water</u>
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7-8. (W3:4) To put in alphabetical order you may need to use the first, second or even third letter of the word.

black	1	blue	4	block	3	blink	2
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9. (W3:9,20) These synonyms form a meaning based word family.

thin	wide	<u>narrow</u>	<u>slim</u>	light
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10. (W3:9,17,24) **Co-ordinating conjunctions** connect two main (or independent) clauses into a compound sentence.

He ate the pizza **but/even though/however/although/despite the fact** he didn't like it.

11. (W3:9,17) Write a sentence **opener** which will create a **complex sentence**.

Even though/Although/Despite the fact he didn't like the pizza, he ate it.

12-13 (W3:18) Present perfect form (He **has gone** out...) Simple past form (He **went** out...)

He (<u>came</u> / come) to the party.	He has (came / <u>come</u>) to the party.
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14. (W3:18, Sp 3:3) Adding the suffix 'ed' to a verb often forms the past tense.

15. (W3:18. Sp 2:22, 3:3) If a verb ends in 'e', the 'e' is dropped before adding the suffix 'ed' to form the past tense (hope-hoped)

talk	<u>talked</u>	share	<u>shared</u>
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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 collected my medal _____ I had won the race.	before/during/after
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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.

<u>Soon after,</u>	Fortunately,	<u>Before morning,</u>	Mainly,
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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	doctor	a / <u>an</u>	egg
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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).

The car zoomed down the road, **just missing the man.**

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 won't be able to go to Max's party.	She couldn't find Dan's money.
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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.

"When is Sam coming?" asked James.	"He won't be long now," answered Dad.
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