

## Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

## Y2 Expected Grammar Mat

### Expanded noun phrases

Expanded noun phrases are phrases that tell you more about the noun. These can be achieved by adding an adjective to a noun phrase.

'The scary monster'  
The dinosaur had **sharp teeth**.

### Co-ordinating conjunctions

A co-ordinating conjunction joins two clauses of equal value or importance in a sentence.

I like swimming **and** my brother likes football.

We might go to the cinema **or** we could go to the funfair.

I want to wear my sunhat **but** it is raining.

### Tense

Verbs are words which express actions and we must look at these to determine the tense of the sentence.

**Past simple** – the action took place in the past and is now finished.

I **walked** to my friend's house.

**Past progressive** – the action took place in the past over a period of time.

I **was walking** to my friend's house.

**Present simple** – the action takes place regularly.

I **walk** to my friend's house.

**Present progressive** – the action is taking place now.

I **am walking** to my friend's house.

### Sentence types

**Statement** – tells the reader something.

**Tigers have sharp teeth.**

**Command** – tells you to do something.

**Go and look at the tiger.**

**Question** – gains further information by asking something.

**Did you see the tiger at the zoo?**

**Exclamation** – makes a statement but is usually said with a strong emotion such as anger or surprise

**What sharp teeth the tiger had!**

### Subordinating conjunctions

A subordinating conjunction introduces a subordinate clause (a clause that does not make sense on its own).

We couldn't do PE today **because** it was raining.

**When** playtime was over, the teacher rang the bell.

Make sure you wear your coat **if** it gets too cold.

We wanted to eat the cake **that** my mum made yesterday.

### Adverbs

**Adverbs** give you more information about a verb. They tell you where, why, how or when something happens or is done.

The dog **greedily** ate its dinner.

# Y3 Expected Grammar Mat

## Expanded noun phrases

Expanded noun phrases are phrases that tell you more about the noun. These can be achieved by adding an adjective to a noun phrase.

'The scary monster'

The dinosaur had **sharp teeth**.

You can add a prepositional phrase in order to give additional detail to your expanded noun phrase.

'An enormous, menacing monster in the mouth of a dark cave'

## Tense

Verbs are words which express actions and we must look at these to determine the tense of the sentence.

**Past simple** – the action took place in the past and is now finished.

*I walked to my friend's house.*

**Past progressive** – the action took place in the past over a period of time.

*I was walking to my friend's house.*

**Past perfect** – the action was completed by a particular point in the past

*I was walking to my friend's house.*

**Present simple** – the action takes place regularly.

*I walk to my friend's house.*

**Present progressive** – the action is taking place now.

*I am walking to my friend's house.*

**Present perfect** – the action is now completed.

*I have walked to my friend's house.*

The future tense also exists and explains that events have not happened yet but will happen soon or in the future.

## Co-ordinating conjunctions

A co-ordinating conjunction joins two clauses of equal value or importance in a sentence. There are many co-ordinating conjunctions but some of the main ones can be remembered using the acronym FANBOYS.

<b>F – for</b>	
<b>A – and</b>	I like swimming <b>and</b> my brother likes football.
<b>N – nor</b>	
<b>B – but</b>	We might go to the cinema <b>or</b> we could go to the funfair.
<b>O – or</b>	
<b>Y – yet</b>	I want to wear my sunhat <b>but</b> it is raining.
<b>S – so</b>	

## Subordinating conjunctions

A subordinating conjunction introduces a subordinate clause (a clause that does not make sense on its own). There are many subordinating conjunctions but some of the main ones can be remembered using the acronym A WHITE BUS.

<b>A – although, after, as</b>	
<b>WH – when</b>	We couldn't do PE today <b>because</b> it was raining.
<b>I – if</b>	<b>When</b> playtime was over, the teacher rang the bell.
<b>T – that</b>	
<b>E – ever though</b>	Make sure you wear your coat <b>if</b> it gets too cold.
<b>B – because</b>	
<b>U – until, unless</b>	We wanted to eat the cake <b>that</b> my mum made yesterday.
<b>S – since</b>	

## Sentence types

**Statement** – tells the reader something.

*Tigers have sharp teeth.*

**Command** – tells you to do something.

*Go and look at the tiger.*

**Question** – gains further information by asking something.

*Did you see the tiger at the zoo?*

**Exclamation** – makes a statement but is usually said with a strong emotion such as anger or surprise

*What sharp teeth the tiger had!*

## Adverbs

**Adverbs** give you more information about a verb. They tell you where, why, how or when something happens or is done and can be remembered using the acronym TRaMP.

**T – time (when) R – reason (why) M – manner (how) P – place (where)**

*Please make sure that you come home **soon**.* (time)

*The dog **greedily** ate its dinner.* (manner)

# Y4 Expected Grammar Mat

## Expanded noun phrases

Expanded noun phrases are phrases that tell you more about the noun. These can be achieved by adding an adjective to a noun phrase.

'The scary monster'

The dinosaur had **sharp teeth**.

You can add a prepositional phrase in order to give additional detail to your expanded noun phrase.

'An enormous, menacing monster in the mouth of a dark cave'

## Tense

Verbs are words which express actions and we must look at these to determine the tense of the sentence.

**Past simple** – the action took place in the past and is now finished.

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**Past progressive** – the action took place in the past over a period of time.

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The future tense also exists and explains that events have not happened yet but will happen soon or in the future.

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<b>N – nor</b>	
<b>B – but</b>	We might go to the cinema <b>or</b> we could go to the funfair.
<b>O – or</b>	
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<b>S – so</b>	

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A subordinating conjunction introduces a subordinate clause (a clause that does not make sense on its own). There are many subordinating conjunctions but some of the main ones can be remembered using the acronym A WHITE BUS.

<b>A – although, after, as</b>	
<b>WH – when</b>	We couldn't do PE today <b>because</b> it was raining.
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<b>E – ever though</b>	Make sure you wear your coat <b>if</b> it gets too cold.
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*Did you see the tiger at the zoo?*

**Exclamation** – makes a statement but is usually said with a strong emotion such as anger or surprise

*What sharp teeth the tiger had!*

## Adverbs and fronted adverbials

**Adverbs** give you more information about a verb. They tell you where, why, how or when something happens or is done and can be remembered using the acronym TRaMP.

**T – time (when) R – reason (why) M – manner (how) P – place (where)**

*Please make sure that you come home **soon**.* (time)

*The dog **greedily** ate its dinner.* (manner)

**Fronted adverbials** are words or phrases at the beginning of a sentence, used to describe the action that follows.

***As fast as he could**, the little boy sprinted for the finishing line.*

# BRONZE

Stage 2

'Grammar Hammer'

Skill Check 10

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

1. Put in the <b>apostrophe</b> to show possession. <i>The g i r l s pencil case was lost.</i>			2. Write the contracted form. Remember the <b>apostrophe</b> . <i>there is</i>		
3. Underline the correct word to use in this sentence. <i>The ship sailed on the ( see / sea ).</i>			4. Underline the correct word to use in this sentence. <i>Billy would like to come ( to / too / two ).</i>		
5. Underline the <b>suffix</b> that turns this noun into an adjective. <i>sad                  ness                  ful</i>			6. Underline the <b>prefix</b> to give this word the opposite meaning. <i>un                  dis                  prove</i>		
7. Underline the word with the correct spelling. <i>fri                  friy                  fry</i>			8. Underline the word with the correct spelling. <i>smile                  smiyl                  smyul</i>		

9. Write the <b>comparative</b> for the adjective below. <i>late</i>		10. Write the <b>superlative</b> for the adjective below. <i>nice</i>	
11. Underline any letters which should be in <b>capital</b> s. <i>mr jones and miss price teach art.</i>		12. Underline any letters which should be in <b>capital</b> s. <i>we go to bob's on monday and friday.</i>	
13. Put the missing <b>commas</b> ( , ) in this sentence. <i>We have skipping ropes balls hoops and beanbags on the playground.</i>			
14. <b>Punctuate</b> the end of this sentence. <i>Would you like a turn</i>		15. Underline the <b>type of sentence</b> it is. <i>statement          question          exclamation          command</i>	

16. Underline any <b>nouns</b> in this sentence. <i>The flowers in my garden are yellow.</i>		17. Underline any <b>verbs</b> in this sentence. <i>The bird flew up to the trees.</i>	
18. Underline any <b>adjectives</b> in this sentence. <i>I climbed into my warm, cosy bed.</i>		19. Underline the <b>adjectives</b> in this <b>expanded noun phrase</b> . <i>the long, sharp knife</i>	
20 and 21. Add a <b>suffix</b> to the verb to change it from the past to the present tense.			
<i>I climbed</i>		<i>I am climb _____</i>	
<i>I coloured</i>		<i>I am colour _____</i>	

22. Underline the word which will make this sentence correct. <i>When I get home, Dad          ( is / was / will be )          making my tea..</i>				
23. Co-ordination: Underline the best connective to join these sentences. <i>Keep the door shut.          ( and / or / but )          The dog will get out.</i>				
24. Subordination: Underline the best connective to join these sentences. <i>He shared his sweets.          ( so that / if / because )          His friend was hungry.</i>				
25. Underline any words which can join with the word given to make a <b>compound word</b> .				
<i>green</i>	<i>grocer</i>	<i>house</i>	<i>fly</i>	<i>box</i>

<b>Total:</b>	Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)
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# SILVER

Stage 3

'Grammar Hammer'

Skill Check 10

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

1 and 2. Underline the prefix which forms a noun when added to the given word (in bold).

fore	over	sub	cast	fore	over	sub	zero
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3. Underline the correct homophone to use in this sentence.

Do not (waist / waste ) food.

4. Underline the correct homophone to use in this sentence.

I have a (guest / guessed ) in class today.

5. Underline the word with the correct spelling.

asked

askt

askd

scool

skool

school

6. Underline the word with the correct spelling.

7 and 8. Number the words to put in alphabetical order. You may need to use the first, second or even third letter of the word.

night		nice		name		nine	
-------	--	------	--	------	--	------	--

9. Underline the words which belong in the same word family.

gnarl	gnash	grand	gnaw	gnome
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10. Write a conjunction to connect the two main clauses (or sentences) into a compound sentence.

Liam asked if he could have some money \_\_\_\_\_ he could buy a new game.

11. Write a sentence opener which will create a complex sentence.

\_\_\_\_\_ he could buy a new game, Liam asked for some money.

12. Underline the best verb to complete the sentence.

I (wore / worn ) my new shoes.

13. Underline the best verb to complete the sentence.

I have (wore / worn ) my new shoes.

14. Write the past tense of this verb.

drink

15. Write the past tense of this verb.

sing

16. Underline the best preposition to complete this sentence.

The football team trained \_\_\_\_\_ two hours.

(at/for/until)

17 and 18. Underline the fronted adverbials that help tell us more about why an action happened.

Luckily,	For that reason,	However,	So that...
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19 and 20. Underline the word which goes before a noun starting with a consonant or a vowel sound.

a / an	pencil	a / an	island
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21. Underline the subordinate clause in this sentence.

He drew back the bow and shot his arrow into the air, missing the target.

22 and 23. Punctuate the sentences using the apostrophe (') to show contraction or possession.

J a c k s name was not on M a r y s list.

D o n t talk in M r s M a y s class.

24 and 25. Punctuate the direct speech in these sentences using inverted commas (speech marks " ").

The pens are in the pot, explained Joe.

Shall I get you one? he continued.

Total:		Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)
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1. Underline the <b>prefix</b> which means ‘above’.			2. Underline the <b>suffix</b> which, when added, forms the present tense of the verb.		
<i>sub</i>	<i>inter</i>	<i>super</i>	<b>play</b>	<i>er</i>	<i>ing</i>
3. Underline the correct <b>homophone</b> to use in this sentence.			4. Underline the correct <b>homophone</b> to use in this sentence.		
<i>The ( poor / pour ) child was lost.</i>			<i>She knew the ( root / route ) to the park.</i>		
5. Underline the word with the correct spelling.			6. Underline the word with the correct spelling.		
<i>corus</i>	<i>chorus</i>	<i>corous</i>	<i>ache</i>	<i>ake</i>	<i>ayk</i>
7-8. Number these words to show their <b>alphabetical order</b> .					
<i>friend</i>		<i>front</i>		<i>fresh</i>	
9. Underline the words which have a similar meaning to the word in <b>bold</b> (synonyms).					
<b>sad</b>	<i>glad</i>	<i>unhappy</i>	<i>miserable</i>	<i>gloomy</i>	
10. Underline the <b>adjectives</b> in the sentence below.			11. Circle the <b>nouns</b> in the sentence below.		
<i>The cup was full of steaming, hot tea.</i>					
12-13. Underline two <b>connectives</b> that can be used to show <b>cause</b> and <b>effect</b> .					
<i>although</i>	<i>because</i>	<i>before long</i>	<i>as a result</i>	<i>secretly</i>	
14-15. Underline the <b>proper nouns</b> or <b>pronouns</b> in this sentence to <b>avoid repetition</b> .					
<i>( Mary / She ) walked to ( her / Mary’s ) seat and ( she / Mary ) quickly sat down.</i>					
16-17. Underline two <b>fronted adverbials</b> that might help signal <b>conclusion</b> and <b>summary</b> .					
<i>In the end,</i>	<i>Luckily,</i>	<i>Unfortunately,</i>	<i>Consequently,</i>		
18. Underline the correct word to complete the sentence.			19. Underline the correct word to complete the sentence.		
<i>She has ( given / gave ) me some sweets.</i>			<i>The leaves were ( blew / blown ) about.</i>		
20-21. Underline the <b>fronted adverbial</b> . Punctuate this sentence using <b>commas</b> .					
<i>Before we go you need to get your wellies hat and coat.</i>					
22-23. Punctuate the sentences using the <b>apostrophe</b> ( ‘ ) to show <b>singular</b> or <b>plural possession</b> .					
<i>Are those fo x e s dens?</i>			<i>Is that a fo x s den?</i>		
24-25. Punctuate these sentences using <b>inverted commas</b> ( “ ” ), <b>commas</b> ( , ) and any other punctuation needed..					
<i>This computer doesn’t work moaned Jo</i>			<i>The keypad is broken he added</i>		
<b>Total:</b>		Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)	

# BRONZE ANSWERS

Stage 2

'Grammar Hammer'

Skill Check 10

1-3. (W2:4,17,24. Sp 2:7-8) The <b>apostrophe</b> represents missing letters and not the joining of two words (I have / I've). It can also be used to show possession (the voice belonging to the man – the man's voice) In either case, it must be placed <b>precisely</b> .					
The girl's pencil case was lost.		there is		there's	
3-4. (W2:5,5. Sp 2:17-20) <b>Homophones</b> are words that sound the same but have different meanings and different spellings.					
The ship sailed on the ( see / <u>sea</u> ).			Billy would like to come ( to / <u>too</u> / two ).		
5-6. (W2:6,20,24. Sp 2:27,28) The <b>suffix</b> 'ness' does not change the meaning of the root word. It turns an adjective into a noun (sad-sadness). The prefixes 'un' and 'dis' mean 'not' or 'opposite'. When added to a word, they give it the opposite meaning (Sp 1:30)					
sad	ness	ful	un	dis	prove
7. (W2:7 Sp 1:18) A final 'y' can make a long 'eye' sound			8. (W2:7 Sp 1:18) Magic 'e' makes the vowel 'i' say its name.		
fri	friy	fry	smile	smiy	smyul
9-10. (W2:7. Sp 1:29, 2:21,25) A <b>comparative</b> compares two things. For most one syllable adjectives just add 'er' to make the comparative. A <b>superlative</b> compares three or more things. For most one syllable adjectives just add 'est' to make the superlative.					
late	later		nice	nicest	
11-12. (W2:17) A <b>capital letter</b> is used to show the start of a sentence. It must also be used for the first letter of a person's name (proper noun), the personal pronoun 'I' meaning 'me' and for the names of places and the days of the week.					
Mr Jones and Miss Price teach art.			We go to Bob's on Monday and Friday.		
13. (W2:17,24) A <b>comma</b> is 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.					
We have skipping ropes, balls, hoops and beanbags on the playground.					
14. (W2:17) A <b>question mark</b> is used at the end of a word, phrase or sentence to be read as a question. It is used in place of a full stop.			15. (W2:18) There are four types of sentence. A question is an asking sentence and must end with a question mark.		
Would you like a turn?			statement	question	exclamation
16-17. (W2:24) A <b>noun</b> is a naming word. It names of a person, place or thing. A <b>verb</b> is a doing word. It is an action or a thing you do.					
The <u>flowers</u> in my <u>garden</u> are yellow.			The bird <u>flew</u> up to the trees.		
18. (W2:24) An <b>adjective</b> is a describing word. It describes a noun (small, pretty, fast, broken)			19. (W2:19,24) A <b>phrase</b> has no verb and does not make sense alone. A <b>noun phrase</b> is a noun with any modifier (the dog, some tiny blue beads)		
I climbed into my <u>warm, cosy</u> bed.			the <u>long, sharp</u> knife		
20-21. (W2:7,20,24. Sp 1:28, 2:32) Verbs can be written in past, present or future tense.					
I climbed	I am climbing.		I coloured	I am colouring.	
22. (W2:20) A <b>fronted adverbial</b> which sets an action in the future (tomorrow, next week) means the verb must be in the future tense.					
When I get home, Dad	( is / was / <u>will be</u> )		making my tea.		
23. (W2:21) <b>Coordinating conjunctions</b> join two independent (or equal) clauses or sentences to make a <b>compound sentence</b> . The conjunction usually occurs mid-sentence.					
Keep the door shut	( and / <u>or</u> / but )		the dog will get out.		
24. (W2:21) <b>Subordinating conjunctions</b> join a main clause (independent) to a subordinate (dependent) clause to make a <b>complex sentence</b> . The conjunction comes at the beginning of the subordinate clause.					
He shared his sweets	( so that / if / <u>because</u> )		his friend was hungry.		
25. (W2:24) A <b>compound word</b> is a word made up of two smaller words (karae + shoe = karashoe).					
green	grocer	house	fly	box	

# SILVER ANSWERS

Stage 3

'Grammar Hammer'

Skill Check 10

1 and 2. (W3:1, 20. Sp 4:1,2) The following prefixes form nouns and compound words.							
<u>fore</u>	over	sub	cast	fore	over	<u>sub</u>	zero
3-4. (W3:2. Sp 3:17-20) Homophones are words that sound the same but have different meanings and different spellings.							
Do not ( <u>waste</u> / waist ) food.				I have a ( <u>quest</u> / guessed ) in class today.			
5-6. (W3:3) (KW 3:2, 3:3) Commonly misspelt words, which don't follow a phonetic pattern, need to be learned by sight.							
<u>asked</u>	<u>askt</u>	<u>askd</u>	<u>scool</u>	<u>skool</u>	<u>school</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.							
night	3	nice	2	name	1	nine	4
9. (W3:9,20) These words form a <u>meaning-based</u> word family.							
<u>gnarl</u>	<u>gnash</u>	grand	<u>gnaw</u>	<u>gnome</u>			
10. (W3:9,17,24) Co-ordinating conjunctions connect two <u>main</u> (or independent) clauses into a compound sentence.							
Liam asked if he could have some money <u>so/so that</u> he could buy a new game.							
11. (W3:9,17) Write a sentence opener which will create a complex sentence.							
<u>So/So that</u> he could buy a new game, Liam asked for some money.							
12-13 (W3:18) Present perfect form (He has gone out...). Simple past form (He went out...)							
I ( <u>wore</u> / worn ) my new shoes.				I have ( <u>wore</u> / <u>worn</u> ) my new shoes.			
14-15. (W3:18. Sp 3:16) There are many irregular verbs which do not follow a pattern and need to be learned (throw – threw, run – ran, write – wrote)							
drink	drank		sing		sang		
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.							
The football team trained _____ two hours.					(at/ <u>for</u> /until)		
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.							
Luckily,	<u>For that reason,</u>		However,		<u>So that,</u>		
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, <u>one</u> ) and 'h' can give a vowel sound (how, honest)							
<u>a</u> / an	pencil		<u>a</u> / <u>an</u>		island		
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).							
He drew back his bow and shot his arrow into the air, <u>missing the target</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).							
Jack's name was not on Mary's list.				<u>Don't</u> talk in Mrs May's class.			
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.							
"The pens are in the pot," explained Joe.				"Shall I get you one?" he continued.			

# GOLD ANSWERS

Stage 4

'Grammar Hammer'

Skill Check 10

1. (W4:1, Sp 4:1) Prefixes can be added to root words to change their meaning (ie appear-disappear)			2. (W4:1, Sp 4:18) Suffixes can be added to verbs to form a noun (ie count – counter) and to change the tense (ie walk-walked-walking)				
<u>sub</u>	<u>inter</u>	<u>super</u>	<u>play</u>	<u>er</u>	<u>ing</u>		
3-4. (W4:2) Homophones are words that sound the same but have different meanings and different spellings.							
The ( <u>poor</u> / pour ) child was lost.			She knew the ( root / <u>route</u> ) to the park.				
5-6. (W4:1,3, Sp 4:11) In some words 'ch' is used to make the 'k' sound (echo, chorus, chair). There are not many of these words.							
<u>corus</u>	<u>chorus</u>	<u>corous</u>	<u>ache</u>	<u>ake</u>	<u>ayk</u>		
7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.							
<u>friend</u>	3	<u>front</u>	4	<u>fresh</u>	2	<u>frame</u>	1

9. (W4:8, 14) Learning synonyms for single words helps build a varied vocabulary to make your writing far more interesting.				
<u>sad</u>	<u>glad</u>	<u>unhappy</u>	<u>miserable</u>	<u>gloomy</u>
10-11. (W4:17, 19) An adjective is a describing word. They are added to nouns for extra information (red car, tiny mouse). A noun is a person, place or thing (cat, river, table).				
The <u>cup</u> was full of <u>steaming, hot</u> <u>tea</u> .				

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.				
<u>although</u>	<u>because</u>	<u>before long</u>	<u>as a result</u>	<u>secretly</u>
14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.				
( <u>Mary</u> / She ) walked to ( <u>her</u> / Mary's ) seat and ( <u>she</u> / Mary ) quietly sat down.				
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.				
<u>In the end,</u>	<u>Luckily,</u>	<u>Unfortunately,</u>	<u>Consequently,</u>	
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 ( <u>given</u> / gave ) me some sweets.			The leaves were ( blew / <u>blown</u> ) about.	

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.	
<u>Before we go,</u> you need to get your wellies, hat and coat.	
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).	
Are those foxes' dens?	Is that a fox's den?
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 comma.	
"This computer doesn't work," moaned Jo.	"The keypad is broken," he added.