

WE ARE INCLUDING SPAG MATS TO HELP YOU IF YOU DON'T KNOW WHAT THINGS ARE

## 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.*

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*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.

*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.

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**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.

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<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>	
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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 12

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

*1 and 2. Fill in the boxes to show the words in full and their contracted form. Remember the apostrophe if needed.*

Words in full	1. Contraction	2. Words in full	Contraction
do not			I'll

*3. Underline the correct word to use in this sentence.*

Be careful not to (break / brake ) the glass.

*4. Underline the correct word to use in this sentence.*

The car drove ( passed / past ) the school.

*5. Underline the suffix that turns this verb into a noun.*

**enjoy**

**ment**

**ly**

**un**

**dis**

**real**

*6. Underline the prefix to give this word the opposite meaning.*

*7. Underline the word with the correct spelling.*

peepul

peopel

people

*8. Underline the word with the correct spelling.*

titul

tiyle

title

*9. Write the comparative for the adjective below.*

strong

*10. Write the superlative for the adjective below.*

wise

*11. Underline any letters which should be in capitals.*

yesterday, i went to leeds with jim.

*12. Underline any letters which should be in capitals.*

on monday, sam is coming to play.

*13. Put the missing commas ( , ) in this sentence.*

I love to swim play football watch films and play with my friends.

*14. Punctuate the end of this sentence.*

Put the bread in the cupboard

*15. Underline the type of sentence it is.*

statement

question

exclamation

command

*16. Underline any nouns in this sentence.*

The park had some swings to play on.

*17. Underline any verbs in this sentence.*

I rode my bicycle to the shops.

*18. Underline any adjectives in this sentence.*

The noisy, fast cars rushed past me.

*19. Underline the adjectives in this expanded noun phrase.*

her tiny, new baby

*20 and 21. Add a suffix to the verb to change it from the past to the present tense.*

he jumped

he is jump\_\_\_\_\_

she yelled

she is yell\_\_\_\_\_

*22. Underline the word which will make this sentence correct.*

When I go to Paris, I

( is / was / will be )

going on the train.

*23. Co-ordination: Underline the best connective to join these sentences.*

Don't open the door.

( and / or / but )

My cat will get out.

*24. Subordination: Underline the best connective to join these sentences.*

The boy walked slowly.

( so that / if / because )

He didn't fall over.

*25. Underline any words which can join with the word given to make a compound word.*

**wood**

**pen**

**work**

**cutter**

**wind**

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

Stage 3

'Grammar Hammer'

Skill Check 12

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

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

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

1 and 2. Underline the <b>prefix</b> which forms a <b>NOUN</b> when added to the given word (in bold).							
<i>fore</i>	<i>over</i>	<i>sub</i>	<i>way</i>	<i>fore</i>	<i>over</i>	<i>sub</i>	<i>finger</i>
3. Underline the correct homophone to use in this sentence. <i>The (<u>son</u> / sun ) shone brightly in the sky.</i>				4. Underline the correct homophone to use in this sentence. <i>I will (<u>meet</u> / meat ) you later.</i>			
5. Underline the word with the correct spelling.				6. Underline the word with the correct spelling.			
<i>these</i>	<i><u>thees</u></i>	<i>vees</i>	<i>wot</i>	<i>wot</i>	<i>what</i>	<i>what</i>	<i>what</i>
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.							
<i>price</i>		<i>prove</i>		<i>preach</i>		<i>prom</i>	

9. Underline the words which belong in the same word family.				
<i>guitar</i>	<i>great</i>	<i>guide</i>	<i>guess</i>	<i>guilt</i>
10. Write a <b>conjunction</b> to connect the two <b>main clauses</b> (or sentences) into a compound sentence. <i>She took her purse to the shop _____ it <u>didn't</u> have any money in it.</i>				
11. Write a sentence opener which will create a complex sentence. <i>_____ it <u>didn't</u> have any money in it, she took her purse to the shop.</i>				

12. Underline the best verb to complete the sentence. <i>The dog (<u>hit</u> / bitten ) the postman.</i>		13. Underline the best verb to complete the sentence. <i>The dog has (<u>hit</u> / bitten ) the postman.</i>	
14. Write the past tense of this verb. <i>slip</i>		15. Write the past tense of this verb. <i>go</i>	
16. Underline the best <b>preposition</b> to complete this sentence. <i>I am <u>allowed to</u> stay up _____ 9 o'clock. (at/for/until)</i>			

17 and 18. Underline the fronted adverbials that help tell us more about when an action happened. <i>Possibly, Earlier, During, Perhaps,</i>			
19 and 20. Underline the word which goes before a noun starting with a <b>CONSONANT</b> or a <b>VOWEL</b> sound. <i>a / an universe a / an wheel</i>			

21. Underline the <b>subordinate clause</b> in this sentence. <i>The tiny baby, smiling and chuckling, looked at his colourful toys.</i>	
22 and 23. Punctuate the sentences using the apostrophe (') to show contraction or possession. <i>I<u>m</u> sure <u>that's</u> John's coat. Isn't <u>that</u> Danie<u>l's</u> pencil case?</i>	
24 and 25. Punctuate the direct speech in these sentences using <b>inverted commas</b> (speech marks " "). <i><u>Would you like a drink?</u> asked Dan. <u>No thank you, I'm not thirsty,</u> I replied</i>	

<b>Total:</b>		Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)
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Name: \_\_\_\_\_

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

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

1. Underline the prefix which means 'without'.			2. Underline the suffix which, when added, forms the present tense of the verb.		
sub	non	pre	post	er	ing
3. Underline the correct homophone to use in this sentence. ( Wring / Ring ) the cloth out over the sink.			4. Underline the correct homophone to use in this sentence. I need to ( way / weigh ) the flour.		
5. Underline the word with the correct spelling.			6. Underline the word with the correct spelling.		
shef	cheff	chef	mashine	macheen	machine
7-8. Number these words to show their alphabetical order.					
write		wait		watch	

9. Underline the words which have a similar meaning to the word in bold (synonyms).				
<b>small</b>	huge	little	tiny	mini
10. Underline the adjectives in the sentence below.				
The tired girl climbed wearily into her warm, comfy bed.				
11. Circle the adverbs in the sentence below.				

12-13. Underline two connectives that can be used to cause and effect.				
so that	few	following that	along with	because
14-15. Underline the proper nouns or pronouns in this sentence to avoid repetition.				
( Robert / He ) kissed ( his / Robert's ) mum and ( he / Robert ) left the house.				
16-17. Underline two fronted adverbials that might help signal conclusion and summary.				
Overall,	Next,	Furthermore,	In conclusion,	
18. Underline the correct word to complete the sentence.				
He ( undid / undone ) his coat.				
19. Underline the correct word to complete the sentence.				
She has ( written / wrote ) a lovely letter.				

20-21. Underline the fronted adverbial. Punctuate this sentence using commas.	
After that put the ingredients in a large bowl get a spoon and mix them together.	
22-23. Punctuate the sentences using the apostrophe ( ' ) to show singular or plural possession.	
The birds beaks were yellow.	The birds beak was yellow.
24-25. Punctuate these sentences using inverted commas ( " " ), commas ( , ) and any other punctuation needed.	
Richard shouted Where are you	You'll have to find us came the reply

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

Stage 2

'Grammar Hammer'

Skill Check 12

1-2. (W2:4,17,24. Sp 2:7-9) The **apostrophe** 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 precisely.

do not

**don't**

**I will**

**I'll**

3-4. (W2:2,5. Sp 2:17-20) **Homophones** are words that sound the same but have different meanings and different spellings.

Be careful not to (**break** / **brake**) the glass.

The car drove (**passed** / **past**) the school.

5-6. (W2:6,22,24. Sp 2:27,28) The **suffix** 'ment' does not change the meaning of the root word. It turns a verb into a noun (enjoy-  
enjoyment). The prefixes 'un' and 'dis' mean 'not' or 'opposite'. When added to a word, they give it the opposite meaning.

**enjoy**

**ment**

**ly**

**un**

**dis**

**real**

7. (W2:7, KW3:2) Many words do not follow a phonetic pattern and need to be learnt by sight.

8. (W2:7, Sp 2:4) In words with a long vowel sound 'eye' there is only one consonant before the 'le'.

peepul

peopel

**people**

titul

tiytle

**title**

9-10. (W2:7. Sp 1:29, 2:21,25) A **comparative** compares two things. For most one syllable adjectives just add 'er' to make the comparative. A **superlative** compares three or more things. For most one syllable adjectives just add 'est' to make the superlative.

**strong**

**stronger**

**wise**

**wisest**

11-12. (W2:17) A **capital letter** 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.

**Yesterday, I went to Leeds with Jim.**

**On Monday, Sam is coming to play.**

13. (W2:17,24) A **comma** 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.

**I love to swim, play football, watch films and play with my friends.**

14. (W2:17) A **full stop** is used at the end of a word, phrase or sentence. A **command** is an order or request which uses a full stop, unless you want it to be stressed (Shut up! Get out!)

15. (W2:18) There are four types of sentence. A question is an asking sentence and must end with a question mark.

**Put the bread in the cupboard.**

statement

question

exclamation

**command**

16-17. (W2:24) A **noun** is a naming word. It names of a person, place or thing. A **verb** is a doing word. It is an action or a thing you do.

**The park had some swings to play on.**

**I rode my bicycle to the shops.**

18. (W2:24) An **adjective** is a describing word. It describes a noun (small, pretty, fast, broken)

19. (W2:19,24) A **phrase** has no verb and does not make sense alone. A **noun phrase** is a noun with any modifier (the dog; some tiny blue beads)

**The noisy, fast cars rushed past me.**

**her tiny, new baby**

20-21. (W2:7,20,24. Sp 1:28, 2:22) **Verbs** can be written in past, present or future tense.

he jumped

**he is jumping**

she yelled

**she is yelling**

22. (W2:20) A **fronted adverbial** which sets an action in the future (tomorrow, next week) means the verb must be in the future tense.

**When I go to Paris, I**

**( is / was / will be )**

**going on the train.**

23. (W2:21) **Coordinating conjunctions** join two independent (or equal) clauses or sentences to make a **compound sentence**. The conjunction usually occurs mid-sentence.

**Don't open the door**

**( and / or / but )**

**my cat will get out.**

24. (W2:21) **Subordinating conjunctions** join a main clause (independent) to a subordinate (dependent) clause to make a **complex sentence**. The conjunction comes at the beginning of the subordinate clause.

**The boy walked slowly**

**( so that / if / because )**

**he didn't fall over.**

25. (W2:24) A **compound word** is a word made up of two smaller words (horse + shoe = horseshoe).

**wood**

**pen**

**work**

**cutter**

**wind**

# SILVER ANSWERS

Stage 3

'Grammar Hammer'

Skill Check 12

1 and 2. (W3:1, 20. Sp 4:1,2) The following prefixes form nouns and compound words.							
fore	over	sub	way	fore	over	sub	finger
3-4. (W3:2. Sp 3:17-20) Homophones are words that sound the same but have different meanings and different spellings.							
The ( <u>son</u> / <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>	<u>thees</u>	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>	<u>great</u>	<u>guide</u>	<u>guess</u>	<u>quilt</u>			
10. (W3:9,17,24) Co-ordinating conjunctions connect two main (or independent) clauses into a compound sentence.							
She took her purse to the shop <u>but/even though/although/however</u> it <u>didn't</u> have any money in it.							
11. (W3:9,17) Write a sentence opener which will create a complex sentence.							
<u>Even though/Although/Despite the fact</u> it <u>didn't</u> have any money in it, she took her purse to the shop.							
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 ( <u>bit</u> / <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 (hop-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)			
<u>slip</u>	<u>slipped</u>	<u>go</u>	<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.							
<u>Possibly,</u>	<u>Earlier,</u>	<u>During,</u>	<u>Perhaps,</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, one) and 'h' can give a vowel sound (hour, honest)							
<u>a</u> / an	<u>universe</u>	<u>a</u> / an	<u>wheel</u>				
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 tiny baby, <u>smiling and chuckling</u> , looked at his colourful toys.							
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).							
<u>I'm</u> 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."			

# GOLD ANSWERS

Stage 4

'Grammar Hammer'

Skill Check 12

1. (W4:1, Sp 4:2) 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)

sub	<u>non</u>	pre	post	er	<u>ing</u>
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3-4. (W4:2) Homophones are words that sound the same but have different meanings and different spellings.

( Wring / Ring ) the cloth out over the sink.      I need to ( way / weigh ) the flour.

5-6. (W4:1,3, Sp 4:12) 'ch' can make the 'sh' sound (machine, chef, chute)

sh <del>ef</del>	ch <del>eff</del>	<u>ch</u> ef	mashine	mach <del>een</del>	<u>machine</u>
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7-8. (W4:4) To put in alphabetical order you may need to use the first, second or third letter of the word.

write	3	wait	1	watch	2	wrong	4
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9. (W4:9, 14) Learning synonyms for simple words helps build a varied vocabulary to make your writing far more interesting.

small	huge	<u>little</u>	<u>tiny</u>	<u>mini</u>
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10-11. (W4:17, 19) An adjective is a describing word. They are added to nouns for extra information (red car, tiny mouse). An adverb is used to give information about a verb. It often ends in 'ly' (carefully, cautiously)

The tired girl climbed wearily into her warm, comfy bed.

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>so that</u>	few	following that	along with	<u>because</u>
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14-15. (W4:18) Pronouns stand for or refer to nouns that have already been mentioned thereby avoiding repetition in writing.

( Robert / He ) kissed ( his / Robert's ) mum and ( he / Robert ) left the house.

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>Overall,</u>	Next,	Furthermore,	<u>In conclusion,</u>
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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.

He ( <u>undid</u> / undone ) his coat.	She has ( <u>written</u> / wrote ) a lovely letter.
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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.

After that, put the ingredients in a large bowl, get a spoon and mix them together.

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).

The birds' beaks were yellow.	The bird's beak was yellow.
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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.

Richard shouted, "Where are you?"	"You'll have to find us," came the reply.
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