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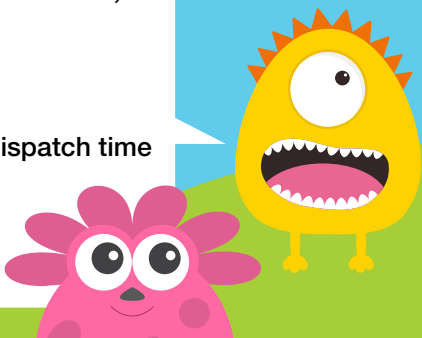
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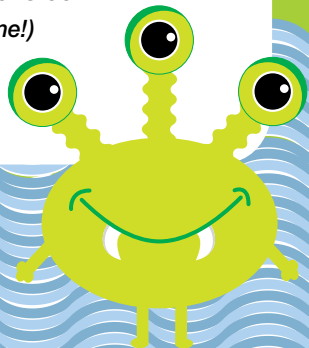
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Grammar Springboards

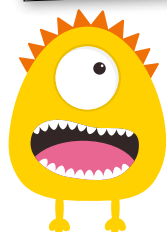
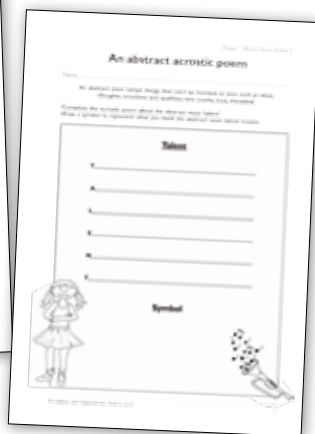
Grammar Springboards makes planning easy, fun and time-saving and improves children's competence in **vocabulary, grammar and punctuation**.

It gives teachers the tools to teach grammar with confidence, while supporting children of all abilities to become more confident writers with purposeful activities that are **differentiated** at three levels.

Each book contains:

- Grammar and punctuation information
- Detailed lesson plans
- Differentiated activity sheets
- Levelled 'Periodic Assessment Tests and two levelled 'Transitional Assessment Tests'.

The series covers areas of grammar taught at KS1 and KS2: **Nouns; Pronouns; Verbs; Adjectives; Sentences; Punctuation**.



Linked to the National Curriculum Programmes of Study and the statutory 'English Appendix 2: Vocabulary, grammar and punctuation'.



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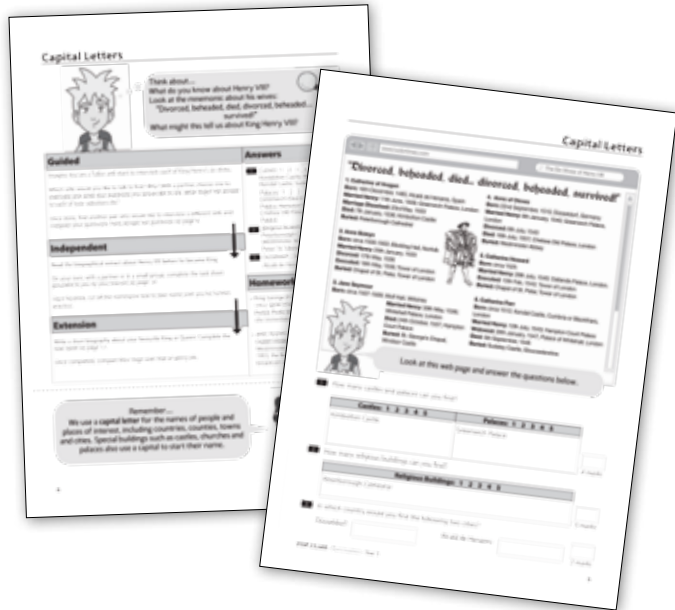


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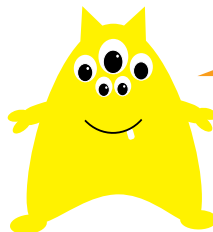
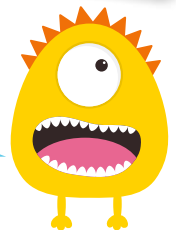
Top Class - Grammar

Top Class is designed to develop children's knowledge and understanding of the written word by promoting the **practical application of English**.

It guides learners to both **understand** and **apply** grammar and provides teachers with a wide range of genres to develop children's writing skills both in Literacy and across the wider curriculum.



Encourage children to investigate and explore the English language, then apply what they have learnt.



This series is supported with CPD training, for further information visit www.johnmurraycpd.co.uk



Word Families I



Think about...
Look at the following words:
horror joking October horrible joker
octagon joke octopus horrendous
Match the words that relate to each other.
Circle the root.

Guided

You are researching the origins of Trick-or-Treating.

What time of year do you associate with this custom? What else do you associate with this custom? From which country do you think it came? Why might some people not like this custom? Do you think it is something that children should participate in? Why? Why not? Make a list for and against Trick-or-Treating with your teacher.

Once done, answer the questions on page 17.

Independent

Consider the origins of names.

On your own, with a partner or in a small group, complete the task sheet provided to you by your teacher on page 18.

Once finished, cut off the homework task to help you broaden your word knowledge through practical reading within a variety of contexts.

Extension

Extend your personal vocabulary and understanding of specific words. Complete the task sheet on page 19.

If you have one, put any words you find interesting in your Personal Dictionary, together with an example of how it can be used effectively in a sentence.

*Answers available on the CD Rom.

Answers

1 original, originates, ghoul, ghoulies, disguise, migrant, immigrants

2 Allow for personal response.

3 October

This is the seventh month due to the introduction of two extra months named after Roman Caesars: Julius (July) in 44 BC, Augustus (August) in 8 BC.

4 Allow for personal response.

Homework

No specific answers are required for this homework. Teachers should allow learners to make personal choices as to the celebration (religious, cultural or otherwise) they wish to present. This will not only help individuals take ownership of the presentation itself but also better reflect the diversity of beliefs and practices represented within any given class.

Remember...

When we understand the root of a word, then we can begin to understand how different words that use the same root relate to each other. Learning word families is a great way to extend your word knowledge and appreciate where words come from.



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TOP CLASS - Vocabulary - Year 4

Word Families I

TRICK OR TREAT

Dating back some two thousand years, Halloween originates from the ancient Celtic festival of Samhain, later celebrated as All Saint's Day on November 1st.

It was believed that on the night before (October 31st) the dead would return as ghosts and so people would leave food, wine and other treats on their doorsteps to keep the evil spirits at bay.

And if any were brave enough to leave the house on this ghoulish night, they would be sure to wear a mask in the hope of going unnoticed by the spirits that roamed the streets.

By the 8th century this had grown into the tradition of Guising where children would be sent out in costume to accept food, wine and money in exchange for singing

a song, reciting a poem or telling a joke.

Fast forward to 19th century America and we see Scottish and Irish immigrants

reviving this macabre tradition to help remind them of times back home.

The result...the Trick-or-Treat spectacle we still see to this day.



Read this article and answer the questions below.

1 Find the word that is most likely to be related to the following:

original ghoul disguise migrant 4 marks

2 How do you think each word is related?

4 marks

Word Focus:

Which month begins with a prefix that means 'eight'?

1 mark

Word Focus:

List three more words that use this same prefix for the same reason.

3 marks

TOP CLASS - Vocabulary - Year 4

17

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- Opportunities for revision and practice.

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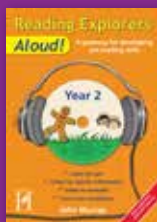
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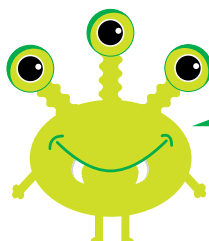
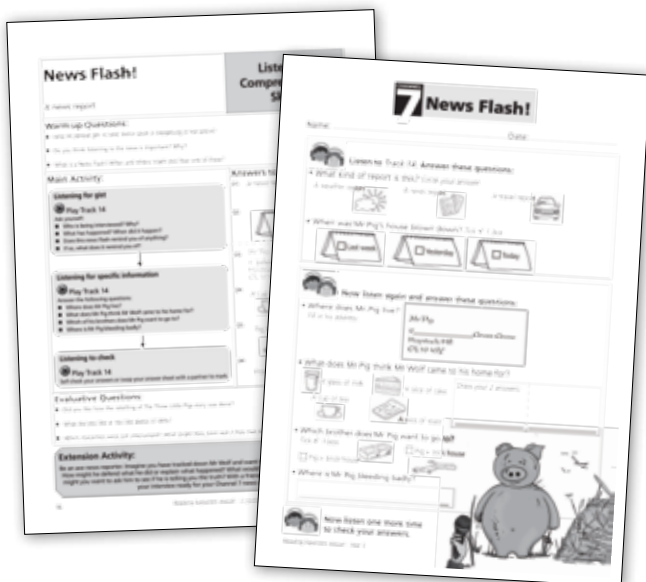
Reading Explorers Aloud!

This exciting series aims to improve children's **pre-reading skills** by supporting them as they take an active role in their own reading development.

It provides teachers with up to **28 lessons and worksheets** accompanied by a CD which contains **original audio tracks** for a more authentic listening experience.

Each book includes texts in a variety of genres covering the three main aspects of literacy:

- Narrative
- Non-Fiction
- Poetry.



This series is supported with CPD training, for further information visit www.johnmurraycpd.co.uk



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Going for Gold

A historical recount

Listening Comprehension Skills

Warm-up Questions:

- What are the Olympic Games and when will they next be held?
- What do you know about how the Olympics began?
- If you wanted to find out more on this subject, what might you do?

Main Activity:

Listening for gist

Play Track 01

1. Listen to the audio and answer the following questions:

- Where might you listen to this information?
- Who do you think this programme is aimed at? Why?
- How does the programme makers try to appeal to the audience?
- How successful have they been?

Listening for specific information

Play Track 01

2. Answer the following questions:

- Which Roman Emperor banned the Olympics?
- Father of the modern Olympic Games, Baron Pierre de Coubertin, was from which country?
- How many days did the first modern Olympic Games last in June 1896?
- In what year was the Olympic flag first flown?

Listening to check

Play Track 01

3. Check your answers in your answer sheet with a partner to mark.

Evaluative Questions:

- Do you think boys or girls would enjoy listening to this programme more? Why?
- Why do you think someone would make such a programme?
- After listening to the programme, has it inspired you to do more sport? Why/why not?

Extension Activity:

Be a sports reporter. Find out about a sportsman who has won a gold medal in the Olympics or is a world champion at her sport. Imagine you want to interview her for your school newspaper. What questions might you ask her? How do you think she would answer? Publish your mock interview in your school newspaper or class magazine. Remember to include a photograph of her holding her winner's medal and cover the issue of why you think women's sport isn't always as popular as men's.

GOING FOR GOLD

Name: _____ Date: _____

Listen to Track 01. Answer these questions:

- Who invented the Olympic Games? Tick ✓ 1 box

The Greeks

The Romans

The Vikings

- In what lesson are you most likely to hear this information? Tick your answer

A PE lesson

A Geography lesson

A History lesson

Now listen again and answer these questions:

- Which Roman Emperor banned the Olympics? Circle your answer

Nero

Theodosius I

Theodosius II

- Father of the modern Olympic Games, Baron Pierre de Coubertin, was from which country?
- How many days did the first modern Olympic Games last in June 1896?
- In what year was the Olympic flag first flown?

Now listen one more time to check your answers.

The key **pre-reading skills** developed in this programme are:

- Listening for gist
- Listening for specific information
- Listening to evaluate
- Learning key vocabulary.

Learners are encouraged to reflect upon their own pre-reading ability, monitor their progress and work collaboratively with their teacher when planning their next steps forward.

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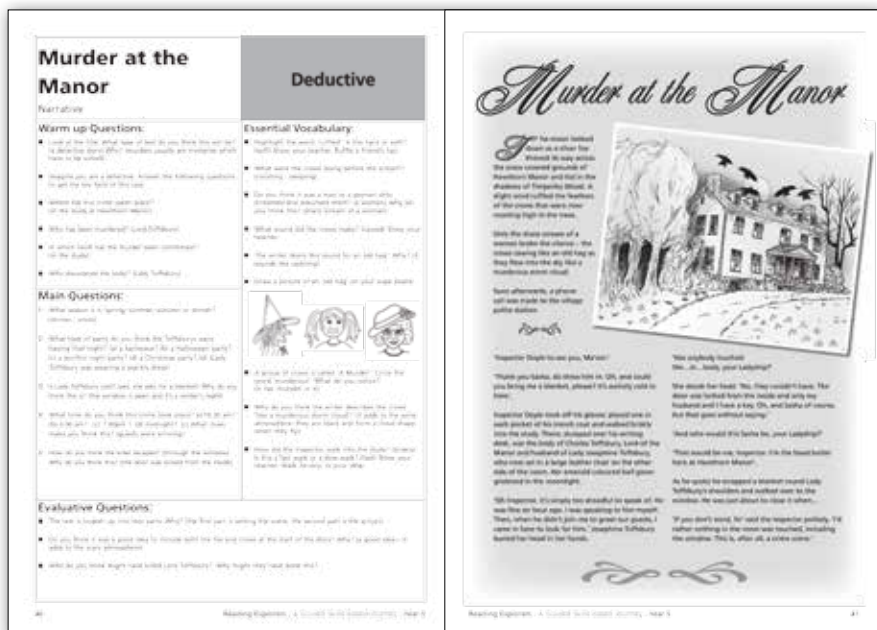
Reading Explorers

This brilliant series provides teachers with a wide variety of genres, both fiction and non-fiction, which will allow children to access, interpret and understand what they are reading.

- **Reading Explorers** increases the child's knowledge and understanding of why certain words are chosen by an author.
- It gives the reader the chance to speculate on the **tone** and **purpose** of the texts, as well as to consider both the texts' **themes** and **audience**.

There are **36 lessons** in each book, one containing a text from a significant author.

Also includes CD with differentiated texts at three levels of ability.



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Each book features a CD with texts differentiated at upper and lower levels.

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The **five key reading skills** covered in the books are:

- Literal thinking
- Deductive reasoning
- Inferential skills
- Evaluative assessment
- Study skills.

Lead guided reading sessions using a skills-based approach.



This series is supported with CPD training, for further information visit www.johnmurraycpd.co.uk



The author, **John Murray** is a recognised specialist in developing children's reading comprehension and spelling skills.

He wrote the **Reading Explorers** series while working in a variety of schools and situations, teaching pupils with language difficulties and in communities where English is not the first language.

Reading Explorers is widely recognised as one of the most successful guided reading programmes in the UK and is used by teachers in international schools worldwide.

John is now a literacy consultant, CPD trainer and guest speaker at key educational events.



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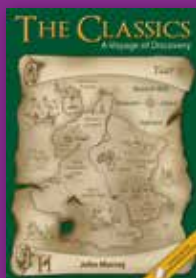
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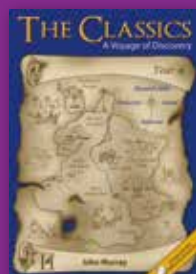
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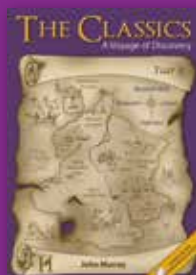
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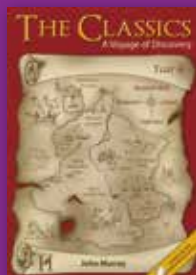
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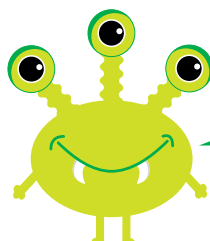
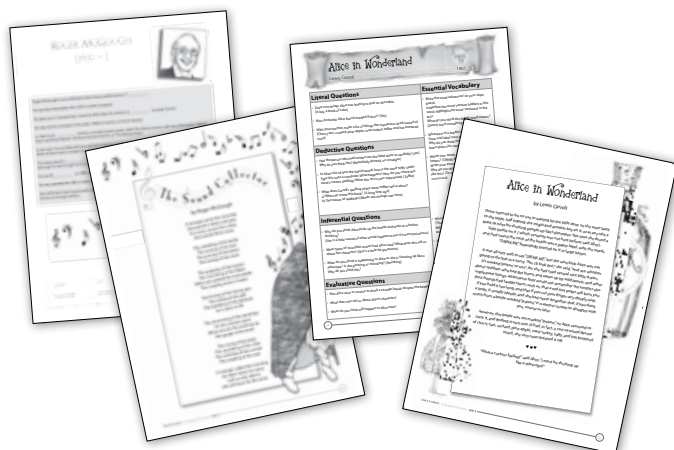
The Classics

Created to develop specific reading and research skills, **The Classics** provides teachers with original narratives, including poetry, from significant authors, together with detailed lesson plans and extension activities.

Using a **skills-based approach**, the series enables children to become more independent thinkers and learners.

The **five skills** contained in the books are:

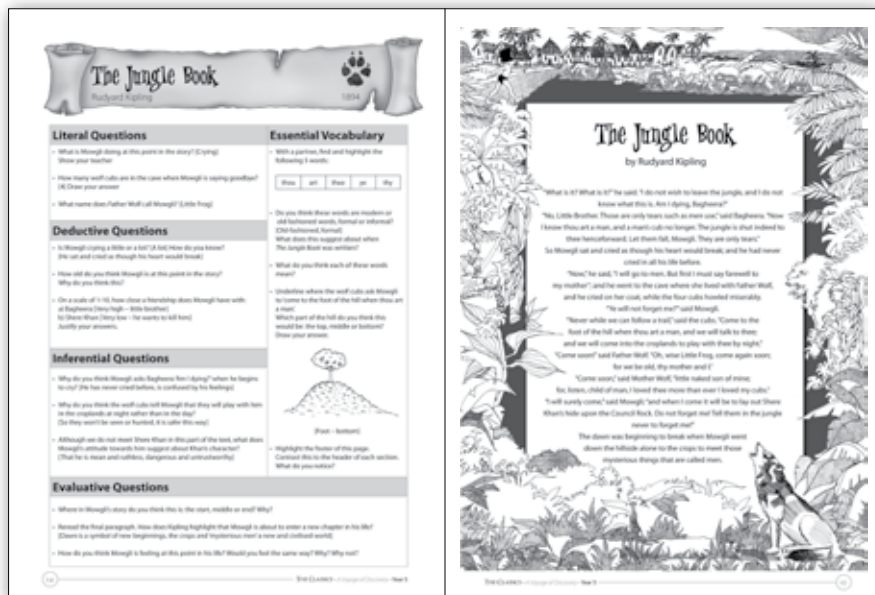
- Literal thinking
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- Research skills, which promote wider independent study.



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The Classics contains essential texts of our literary heritage and will help engage children of all abilities in guided reading sessions.

Each book includes the following:

- 24 detailed lesson plans accompanied by an original text from a significant author
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Includes a CD with the **biography of each author differentiated at three levels of ability**, additional research activities and scaffolds.

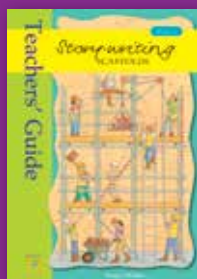
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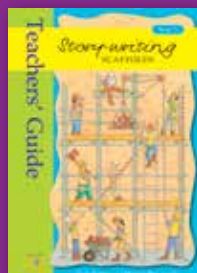




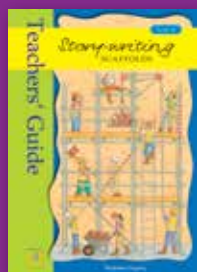
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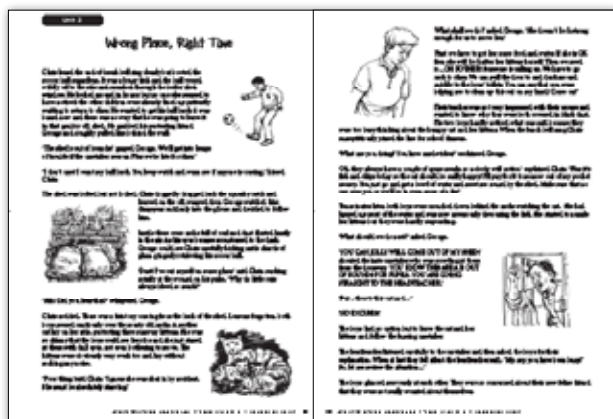


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Story-writing Scaffolds



This programme teaches children how to plan and write stories in a variety of different genres, while also incorporating specific grammar, vocabulary and writing features.

- Differentiated at three levels
- A whole year's programme of work.

The **Teachers' Guide** includes:

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The **Resource Book** includes:

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Developed to teach children writing skills in a variety of non-fiction genres, the differentiated writing scaffolds provide guidance and ideas for planning and writing.

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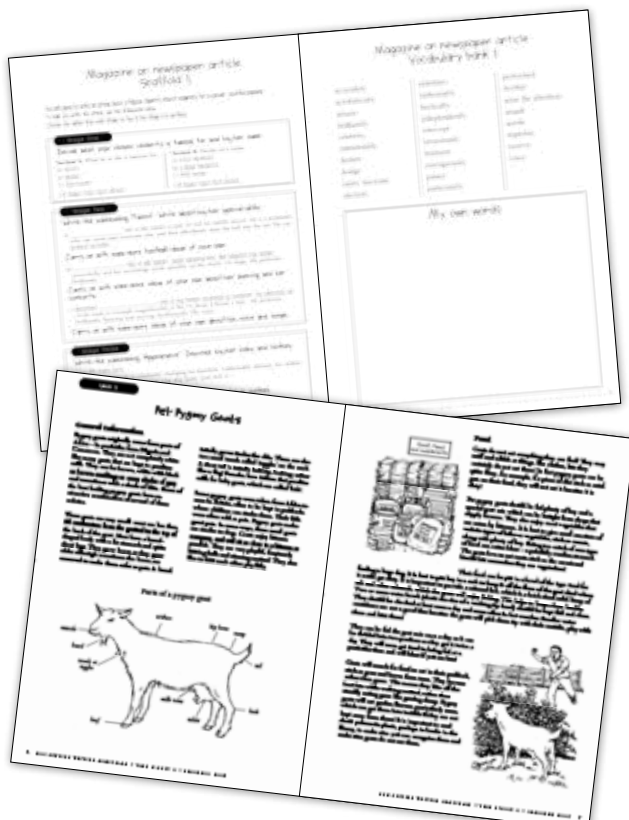


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Active Writers uses a structured approach to help learners during the writing process, prompting them to:

- Review what they know about a text genre
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Following each lesson, learners are invited to reflect on their writing with their teacher and so:

- Self-assessment is required
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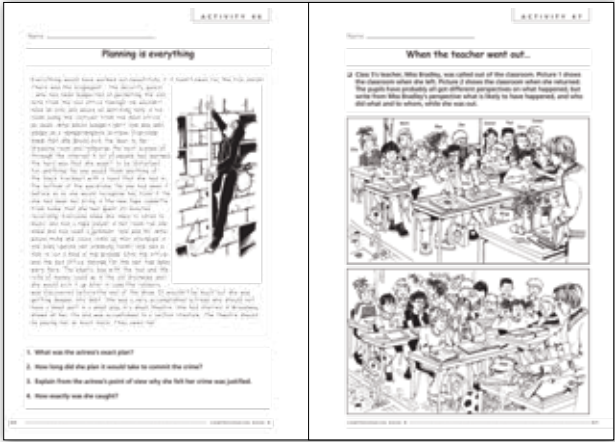
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Comprehension



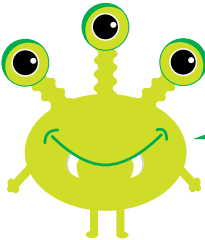
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There are six books in the series containing a range of fiction and non-fiction activities, presented at **three levels of ability**.

Many activities require the children to explain in words information that is contained in different visual representations, such as graphs, diagrams and illustrations.

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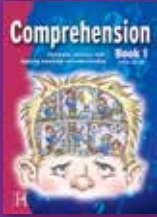
Encourage children to 'read between the lines'.

Covers fiction and non-fiction.

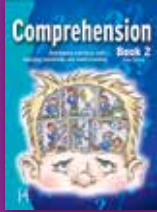
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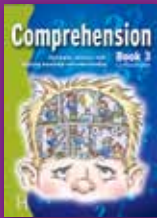
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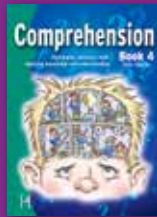
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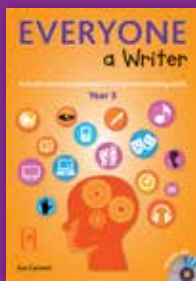


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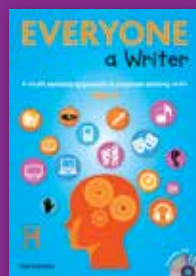
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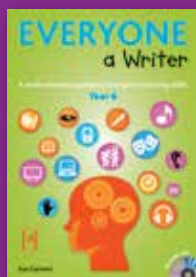
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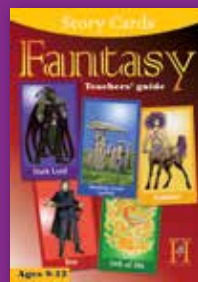
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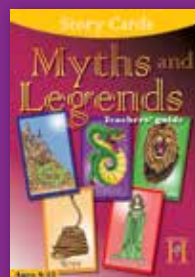
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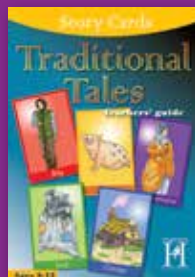
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Curriculum Focus

Henry VIII's six wives

1

GENERIC SHEET



Catherine of Aragon



Anne Boleyn



Jane Seymour



Anne of Cleves



Catherine Howard



Catherine Parr

30 CURRICULUM FOCUS • TUDORS

Illustration 1

Henry VIII's six wives

2

GENERIC SHEET

The six wives of Henry VIII
Henry married three Catherine, two Annes and one Jane.
Here are some facts about each wife.

Catherine of Aragon

- Born 1485.
- Daughter of Ferdinand and Isabella of Spain.
- First married to Prince Arthur, eldest son of Henry VII.
- Married Henry VIII in June 1509.
- Had several children, but only one survived – a daughter, Princess Mary.
- Henry divorced Catherine in June 1533.
- Died in 1536, aged 50.

Anne Boleyn

- Born 1502.
- Second wife of Henry VIII.
- Married Henry in January 1533.
- Had a daughter, Elizabeth, but not the son Henry longed for.
- Henry grew tired of Anne, charged her with treason and had her beheaded in the Tower of London on 19 May 1536.
- She was known as 'Anne of a Thousand Days'.

Jane Seymour

- Born 1509.
- Third and favourite wife of Henry VIII.
- Married Henry in May/June 1536.
- Had one child, Prince Edward, born 12 October 1537.
- Died on 24 October 1537.
- Buried in the tomb Henry was preparing for himself at Windsor Castle.

Anne of Cleves

- Born 1515.
- Fourth wife of Henry VIII.
- Anne was a German princess and married in January 1540 for political reasons.
- Henry had only seen a portrait of Anne, and when she arrived in England he found her dull and unattractive.
- Divorced in July 1540.
- Anne spoke no English and had no children.
- Died in 1557.
- Known as the 'Flanders' Mare'.

Catherine Howard

- Born 1521.
- Fifth wife of Henry VIII.
- Married in July 1540; she was 30 years younger than her husband.
- Had no children.
- Catherine was the cousin of Anne Boleyn and her life ended in the same way – she was beheaded in February 1542 for treason.

Catherine Parr

- Born 1515.
- Sixth and final wife of Henry VIII.
- Married in July 1543 by which time Henry was quite ill, so Catherine spent most of her time nursing him.
- Had no children with Henry.
- After the king's death in 1547, she married Thomas Seymour and died in 1548.

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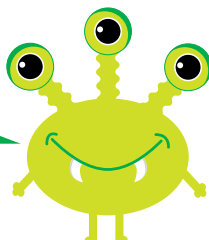
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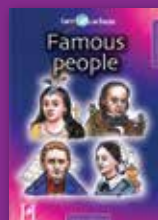
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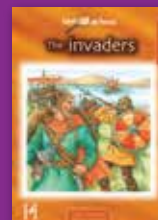
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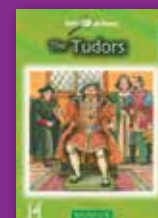
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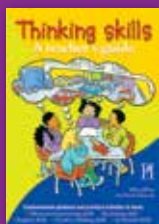
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Thinking Skills – A Teacher's Guide

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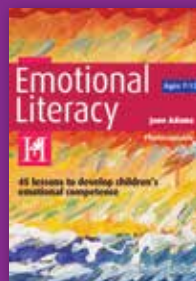
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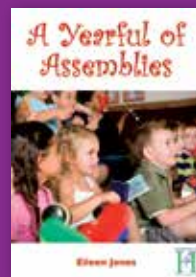
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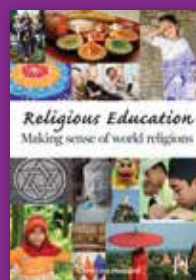
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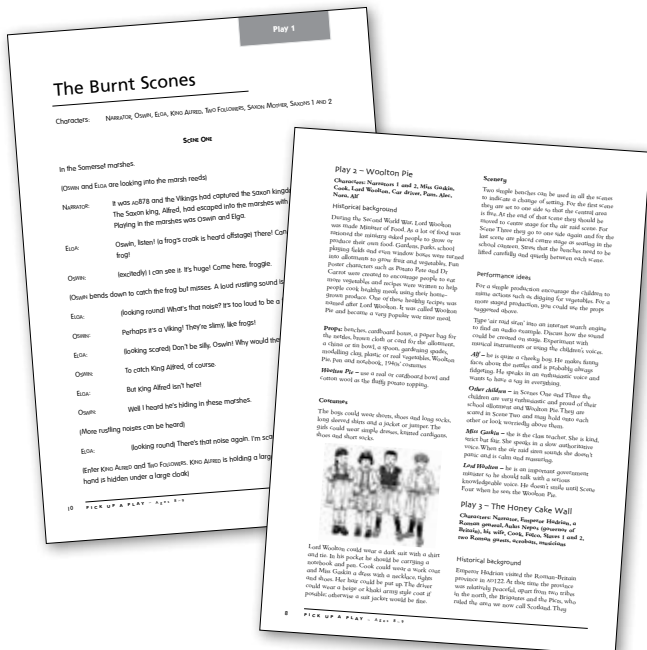
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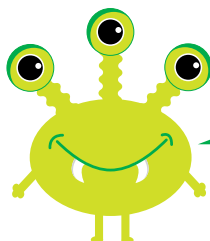
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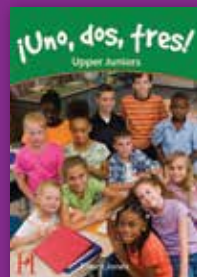
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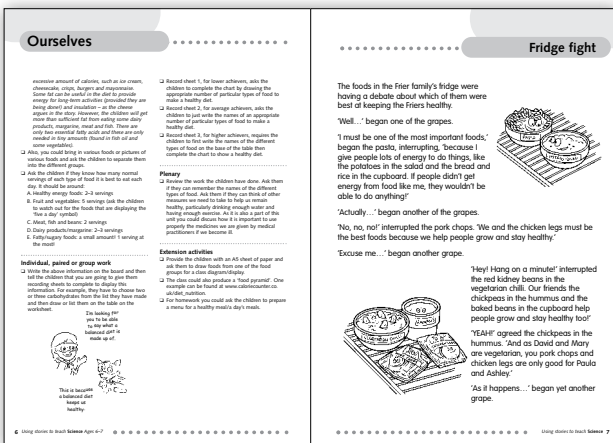
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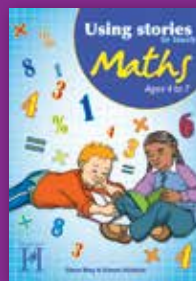
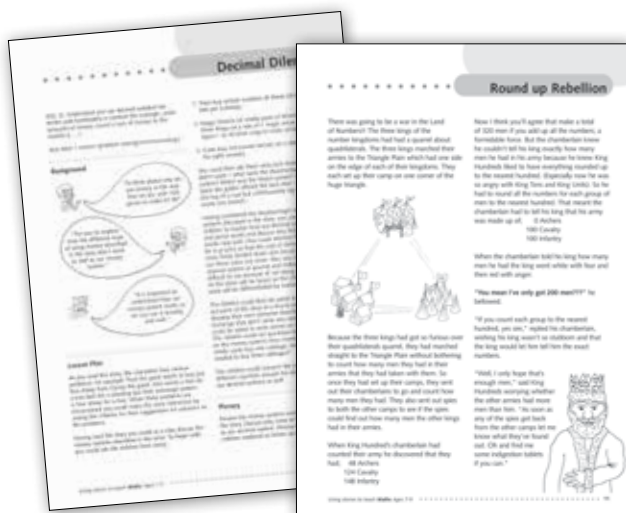
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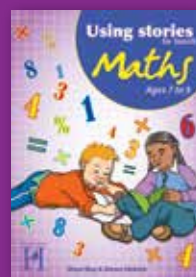
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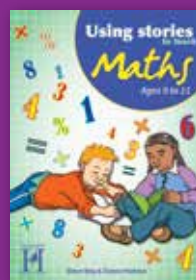
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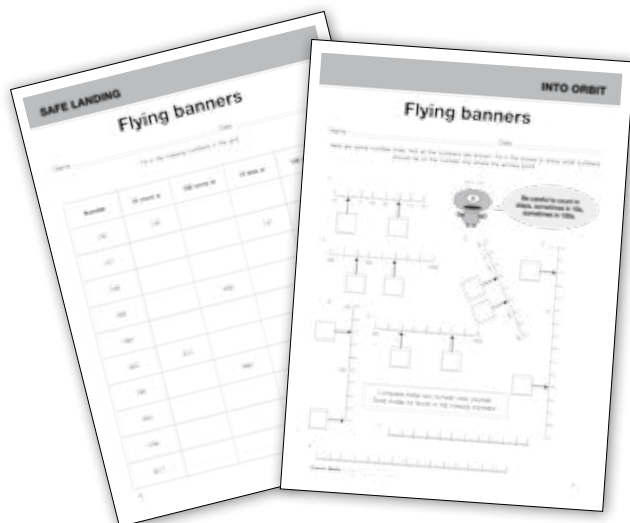
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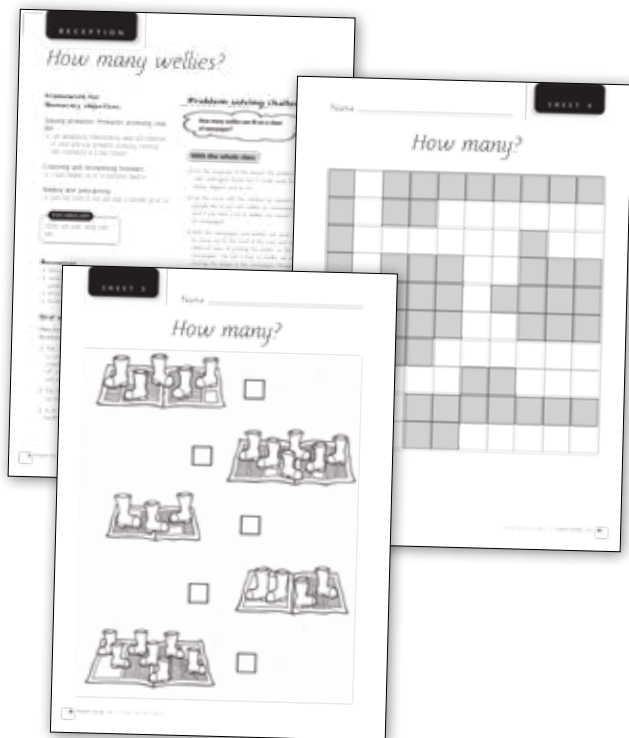


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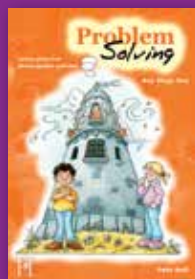


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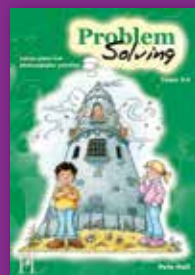
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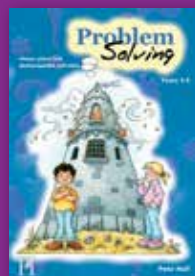
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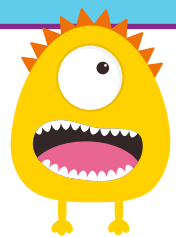


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