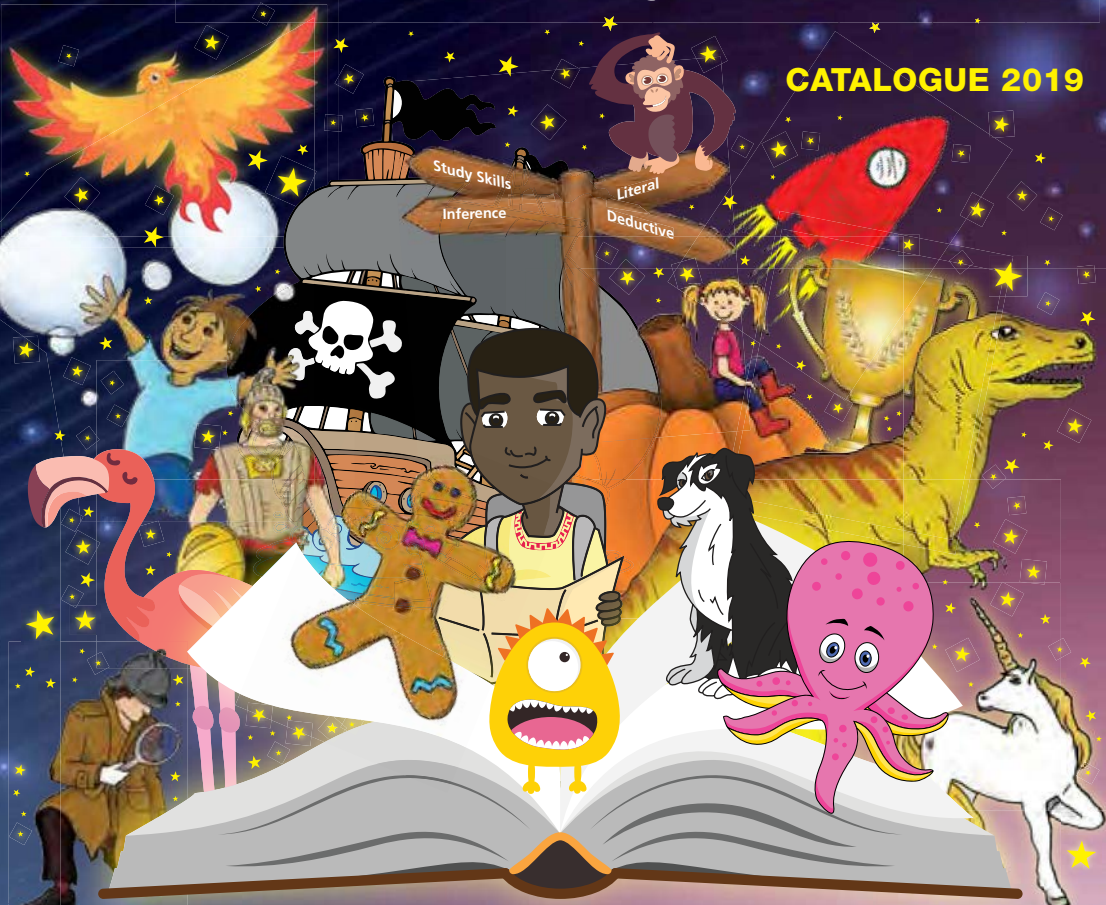


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**Top Class - Comprehension.** A skills-based resource to help develop higher-order reading skills and master Greater Depth. **See page 7.**



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# Grammar Springboards

This series of three books and CDs provides teachers with the necessary tools to teach grammar with confidence and improve children's competence in **vocabulary, grammar and punctuation**.

It makes planning easy, fun and time-saving and covers the following areas:

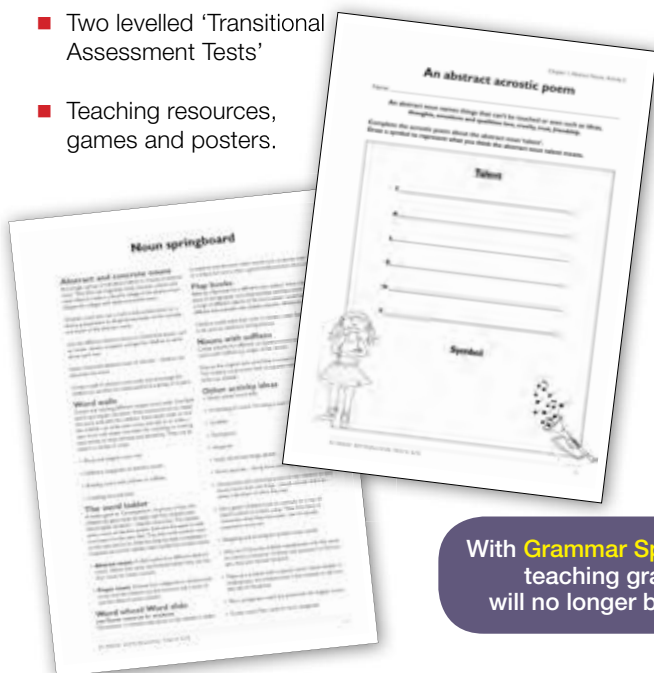
**Nouns; Pronouns; Verbs; Adjectives; Sentences; Punctuation.**

The books include:

- Detailed grammar information
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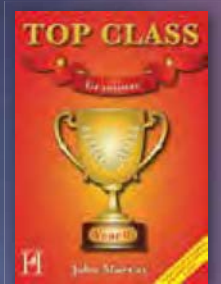
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## Top Class - Grammar

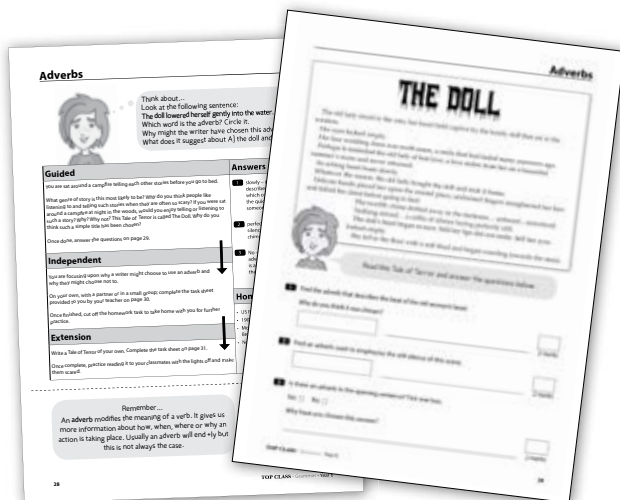
**Top Class** is designed to develop children's knowledge and understanding of the written word by promoting the **practical application of English**.

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.

Available in three separate sets covering the key areas: **Grammar; Punctuation and Vocabulary**, the books in the series include **up to 17 guided activities** that are matched to the **new KS2 Framework for Assessment**, each offering additional opportunities for revision and practice.

Each book also includes a CD with:

- Differentiated independent and extension activities at three levels
- Ideas for homework
- Opportunities for revision and practice.



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# Top Class - Vocabulary

### Prefixes

Think about...  
Do you know who Rudyard Kipling is?  
No. What if you did? How about him?  
No. How might you find out who he is?  
Look at the words: **biography**, **biography**, **biography**.  
How are they related? What does 'bio' mean?

**Guided**

You are making an extract from a biography on Rudyard Kipling.

What is a biography? How does it differ from an autobiography? How will this differ from writing 'I' or 'me' as you predict you will read about?

Once done, answer the questions on page 15.

**Independent**

You are investigating prefixes and their meanings.

On your own, with a partner or in a small group, complete the task sheet provided to you by your teacher on page 16.

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

**Extension**

Choose your preferred vocabulary and understanding of specific words. Complete the task sheet on page 16.

You now have an idea of 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.

**Remember...**

A prefix is found at the start of a word. Many prefixes come from ancient Greek. This is because Greek was once a World Empire and its language, both spoken and written, spread far and wide. If we know what a prefix means it can help us understand what a word means too.

### Prefixes

**Rudyard Kipling (1865 - 1936)**

The first English writer to receive the Nobel Prize for Literature. He is best known for his poems and short stories set in India during the British imperial rule.

Born in Birmingham, on 30 January 1865, the first five years of his childhood were spent with his parents, Florence, at the age of five he was sent back to Sussex, England, to live with his grandparents.

It would be a further twelve years before he was to return to his birthplace. This time as a journalist who wrote poetry and fiction in his spare time.

Despite gaining acclaim for his fictional work, including books such as *Plain Tales from the Hills* (1888), the step he took was not to be a permanent one. After initially moving to Vermont in the States, Kipling eventually settled in his much loved Sussex.

By now he had become an immensely popular writer and poet for both children and adults. The last of his 1902 novel originally written for his daughter Josephine, who tragically died of pneumonia at the tender age of six. His poem of 1892 is often cited as the Nation's favourite.

However, it is perhaps *The Jungle Book* (1894) for which he is best remembered. It is especially after though his adventures in the Indian jungle were transferred to the big screen in the Disney animation that bore the same name in 1967.

Look at this biographical extract and answer the questions below.

**1** Find two words that use the prefix 'bio' meaning 'again'.

**2** Which word uses the prefix 'trans' meaning 'to move across'?

**Word Focus:**

Find a formal word used instead of 'because'.

**Word Focus:**

The prefix 'bi' means 'twice'. Circle the words below that use this prefix.

Literary Literature Little News Novels Little

**Top Class - Vocabulary** uses challenging texts to help children discover and explore new language in a wide variety of contexts, and apply what they have learnt with increased confidence and proficiency.

The series provides teachers with effective strategies to:

- **Teach vocabulary explicitly** and examine more closely how written and spoken language works
- **Improve children's knowledge of words:** how they work, where they come from and the power they possess.

Each book includes:

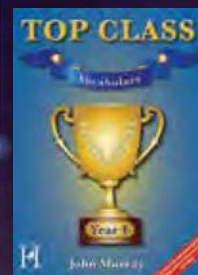
- Guided, independent and extension lessons
- CD with differentiated activities.

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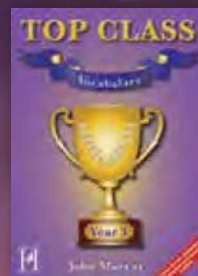
Matched to the new **KS2 Framework for Assessment**, this series provides a unique range of resources to help children become a confident user of the English language.



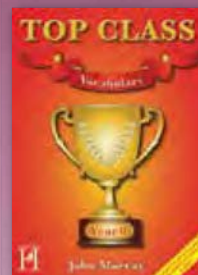
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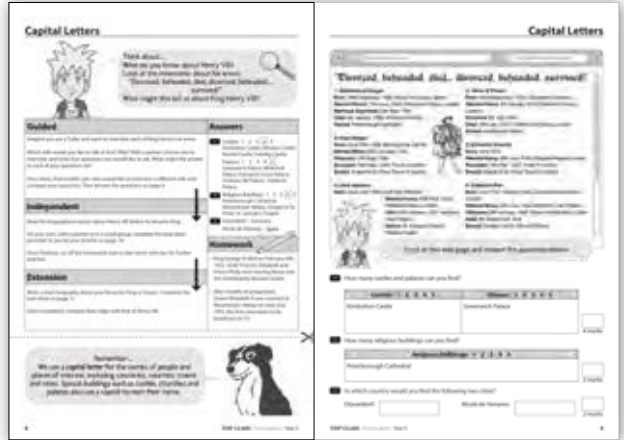


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## Top Class - Punctuation



**Top Class - Punctuation** is designed to help children improve their writing skills and develop grammatical competence.

Each book contains lessons that develop a 'top-down' approach, allowing learners to see:

- How we use language in context and when we use a particular word, punctuation mark or grammatical construct
- How to use punctuation to its best effect when writing independently.

Links can be made with prior learning and personal experiences. For example, when looking at our use of capital letters when writing a proper noun, learners may be asked:

- **What they already know** about a particular piece of punctuation or grammatical form
- **Where they might have seen it**, so to put it in context.

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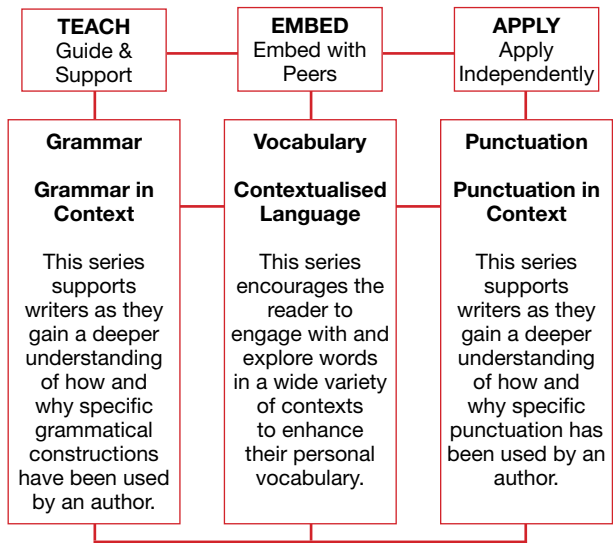
# Top Class - Comprehension

**Top Class - Comprehension** brings together the three core facets of English covered independently in the Top Class series: Grammar, Vocabulary and Punctuation.

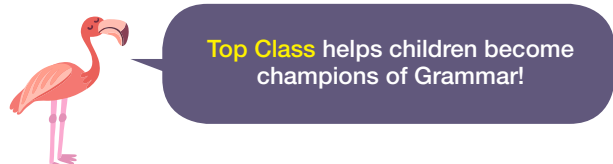
This skills-based series is aimed **at developing higher-order reading skills and securing Greater Depth**.

There are 42 lessons in each book, **with core thinking and reasoning skills** including:

- Inferential understanding
- Authorial intent
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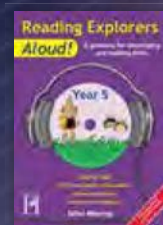
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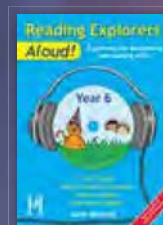
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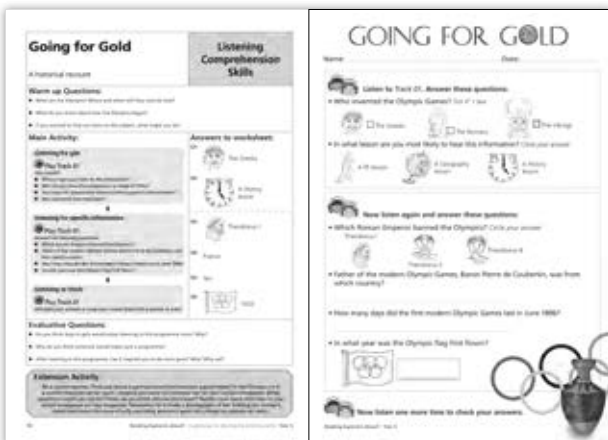


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## Reading Explorers *Aloud!*



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.

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

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

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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.

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

- Literal thinking
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- Inferential skills
- Evaluative assessment
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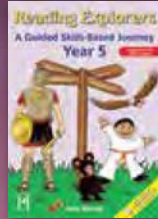
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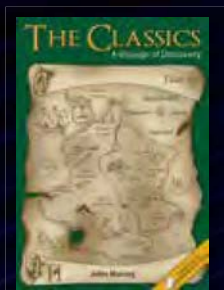


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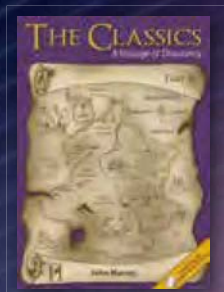
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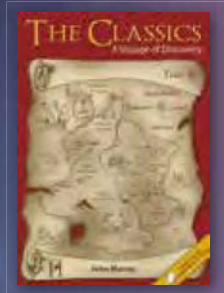
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## Reading Explorers - The Classics



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
- Deductive reasoning
- Inferential skills
- Evaluative assessment
- Research skills, which promote wider independent study.

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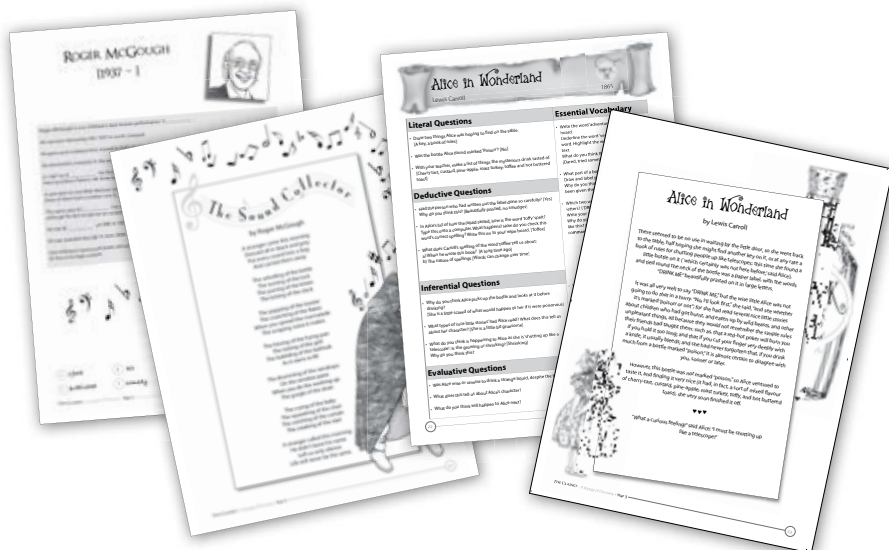
**The Classics** contains essential texts of our literary heritage and will help engage children of all abilities in guided reading sessions.

Each book includes the following:

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

Essential for all teachers who wish to include texts that have withstood the passage of time in their guided reading sessions.



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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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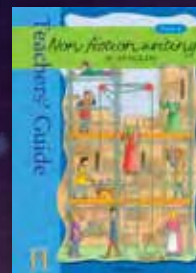
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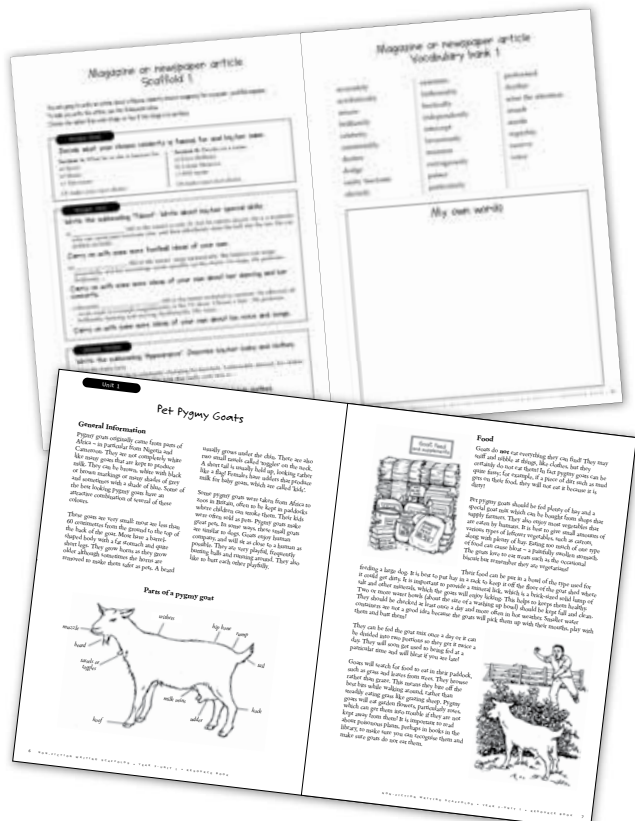
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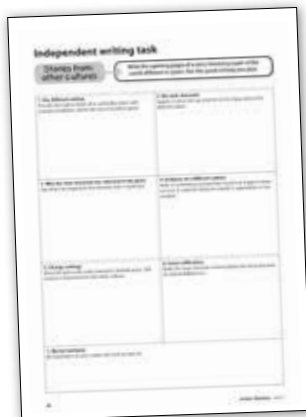
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**Active Writers** is a series designed to help children become more competent and confident writers.

It provides teachers with a wide range of texts in different genres, **fiction, non-fiction and poetry**. Each book in the series includes **12 fully planned lessons**, accompanied by exemplar texts, many of which are from significant authors.

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

- Review what they know about a text genre
- Learn about the writing devices used
- Practise the language skills needed
- Apply their learning in a writing task.



Following each lesson, learners are invited to produce a self-assessment and reflect on their writing with their teacher.

Each book also features a CD containing **differentiated writing frames**, together with the texts and answers to the practice in writing skills sheets.

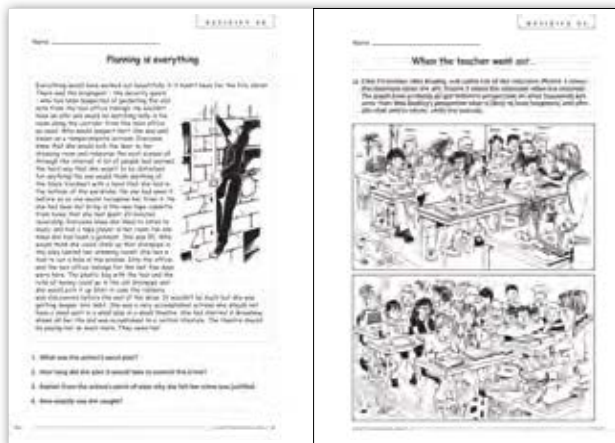
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**Comprehension** is a series of books aimed at developing **key inferential skills** across Key Stages 1 and 2.

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The series includes:

- Fiction and non-fiction texts
- KS1 worksheets presented at three levels of ability
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Many activities require the children to explain in words information that is contained in different visual representations, such as graphs, diagrams and illustrations.

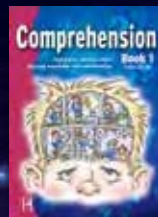


Encourage children to 'read between the lines'.

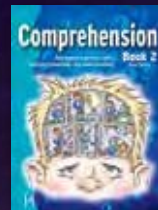
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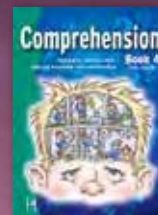
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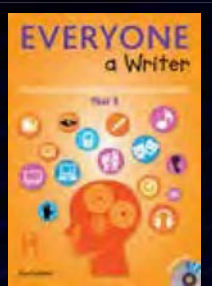
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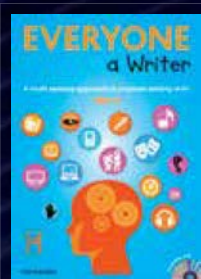
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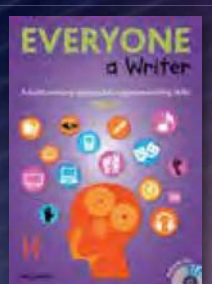
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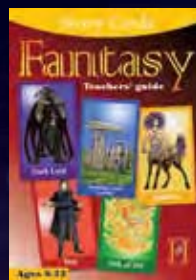
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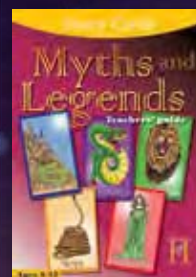
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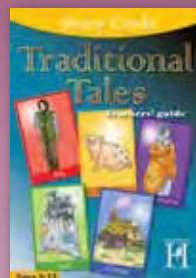
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Story Cards

# 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

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## Henry VIII's six wives

2

GENERIC SHEET

The six wives of Henry VIII  
Henry married three Catherine's, 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.

### Catherine Parr

- Born 1512.
- 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.

### 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.
- Sixth 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 1512.
- 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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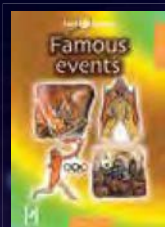
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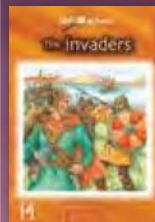
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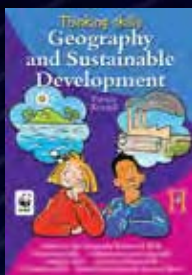


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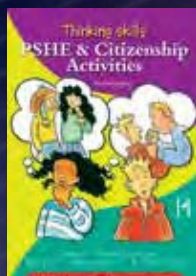
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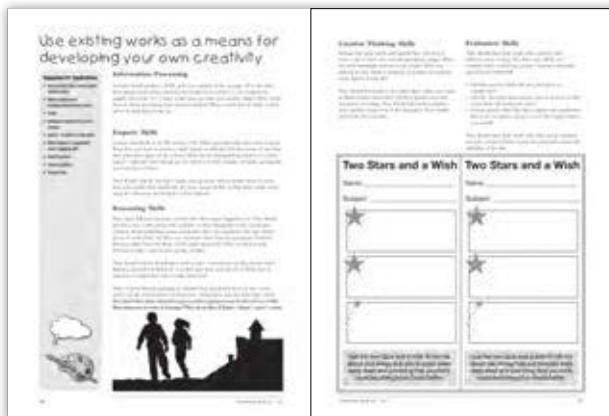


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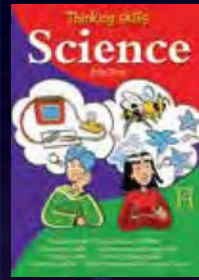
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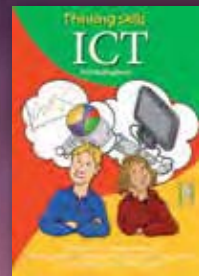
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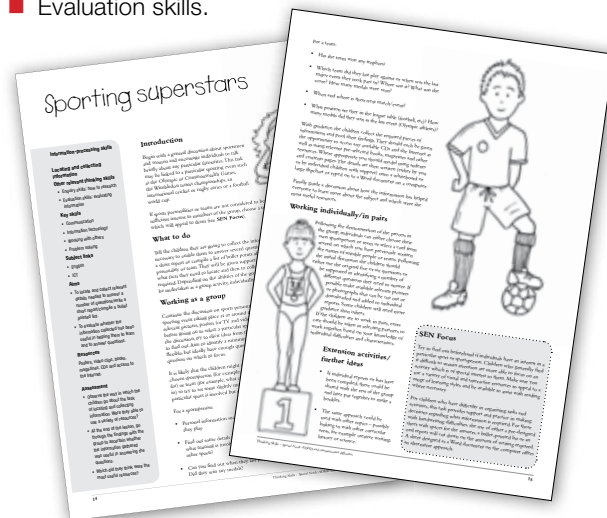
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Chapter 1

Stories with familiar settings

FAMILIES  
TEACHER'S NOTES

Linking theme

Moving house

Curriculum links

Discusses

Geography – Link to investigating your local area

Talk about the differences between living in a flat and a house, living in a country and a city.

Citizenship – Use 102: Choose

Discuss with the children the choices we have to make and how our lives and attitudes influence those choices. Point out that sometimes that person here to make choices the children might not like. How do they feel about that? Do they think that their lives and choices should be under their control?

All of the plays deal with moving with some excitement and the central feelings of moving home. These topics could be used as a basis for discussing with the children subjects such as where they live and how they would feel if they moved home. You could ask if any of them have moved home and discuss about that experience. What things happen around moving that which was different about their new environment?

You could ask the children what they would have done if they moved. Did they feel that they had the choice to move or was it for them? What was the first thing the children have moved around? Discussing the children to think about the choices they have to make and how our lives and attitudes influence those choices. Point out that sometimes that person here to make choices the children might not like. How do they feel about that? Do they think that their lives and choices should be under their control?

Play 1 – A Nice Cup of Tea

Geography: Narrative, Henry, Louise, Mrs. Brown, Grace, Annie, Mrs. Magphers

The play is set in a house. It is a play about the children's experience of moving home. The children's experience of moving home is the central theme of the play. The children's experience of moving home is the central theme of the play. The children's experience of moving home is the central theme of the play.

Play 2 – What about Scooby?

Characters: Thomas, Andrew, Steve, Scooby, Mr. and Mrs. Smith, Mrs. Magphers

The play is set in a house. It is a play about the children's experience of moving home. The children's experience of moving home is the central theme of the play. The children's experience of moving home is the central theme of the play. The children's experience of moving home is the central theme of the play.

Play 3 – A New House (page 15)

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6

PICK UP A PLAY – 1011-1-1

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Moving house

Curriculum links

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PICK UP A PLAY – 1011-1-1

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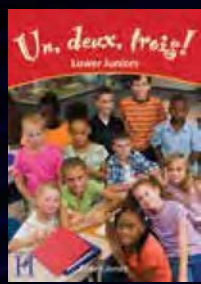
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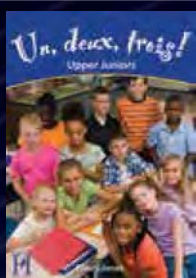
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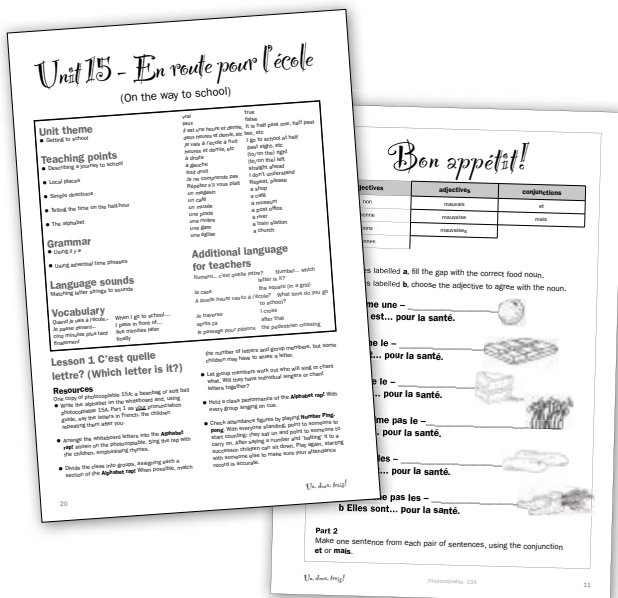
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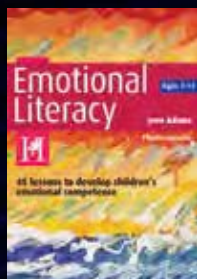
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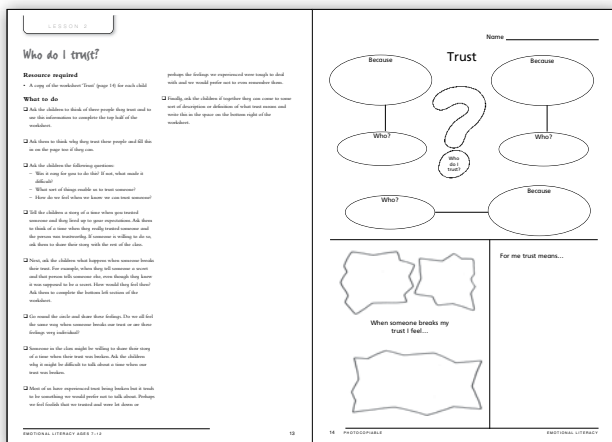
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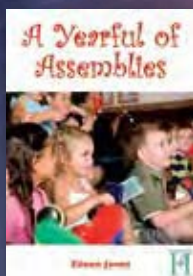
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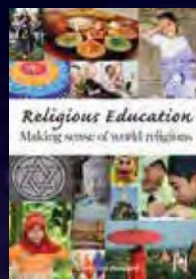


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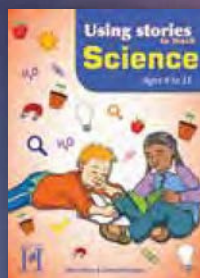
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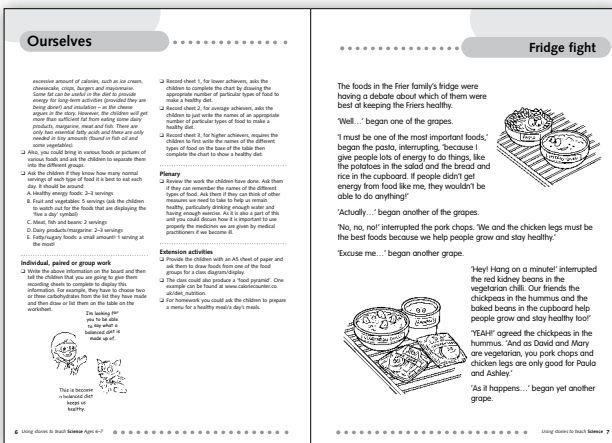
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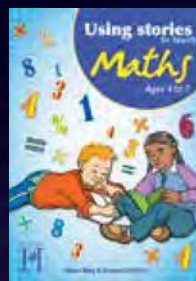
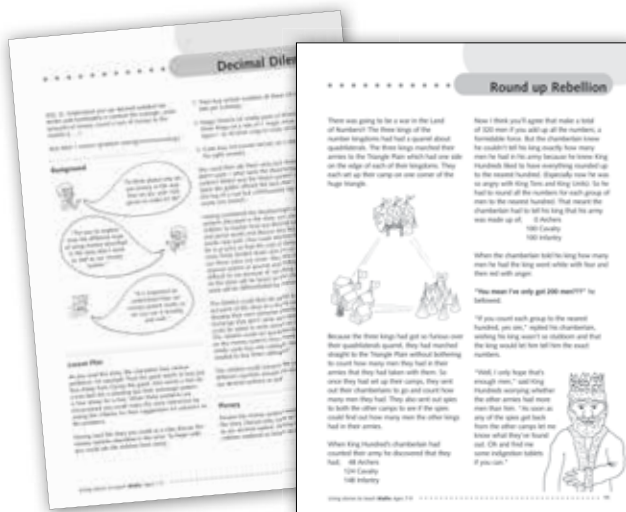
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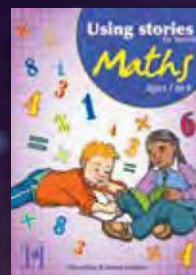
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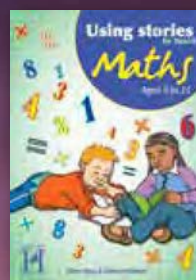
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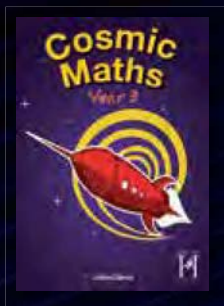
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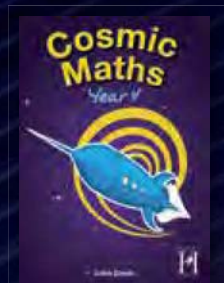
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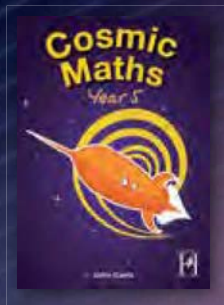
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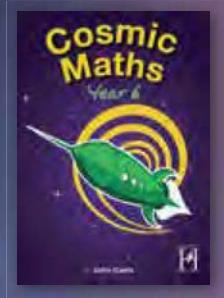
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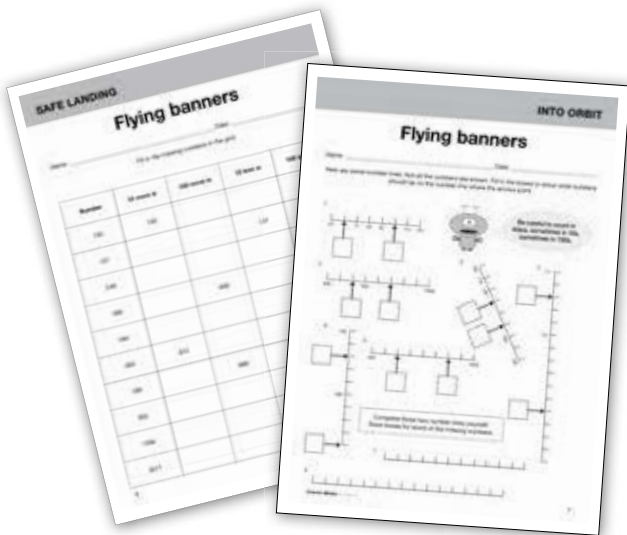
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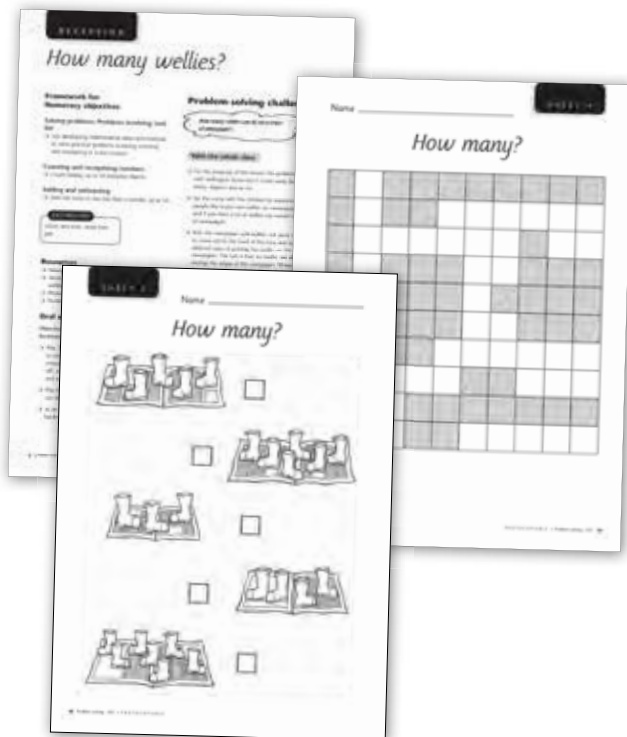


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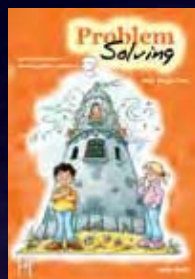
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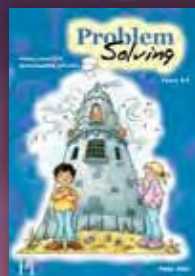
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