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Introduction

Top Class is a series that endeavours to combine traditional approaches to the teaching and learning of grammar, punctuation and vocabulary with new techniques and activities that support and encourage good learning.

The three core areas have been separated into three distinct books aimed primarily at Key Stage 2. The three books ought to be used in conjunction with each other in order to provide learners with a wider learning environment and for them to understand that these core elements of Literacy work together and are not to be applied in isolation.

Specific elements of the new Key Stage 3 National Curriculum have also been included in order to introduce Key Stage 2 learners to more complex grammatical constructions and vocabulary as they make their transition from attaining National Standard to Mastery.

Each book, one for each Year group in Key Stage 2, aims to promote discussion about specific areas of Literacy and provide experiences and opportunities to use and apply what they have learnt.

The three books are as follows:

- **Top Class – Grammar**
- **Top Class – Punctuation**
- **Top Class – Vocabulary**

Each book contains lessons that develop a ‘top-down’ approach, allowing learners to see how we use language in context, not simply *when* we use a particular word, punctuation mark or grammatical construct but *how* to use it to its best effect when writing independently.

As such, it actively promotes the core principle that to learn grammar and punctuation well and to extend your personal vocabulary effectively, then you must not only see these particular elements of Literacy within authentic and meaningful context and settings but you must then have the opportunity to apply what you have understood in your own independent writing.

All too often children are taught grammar, punctuation and vocabulary with exercises that aren’t rooted within an authentic experience; and, as a result, although they may gain full marks in their exercise books, they often misapply or omit what has been learnt in their own free writing.

The *Top Class* series seeks to address this problem using a three staged approach, each Lesson Plan being structured so that learners are encouraged to investigate and explore

the English language; initially with support and guidance from their teacher and fellow peers before being asked to apply what they have learnt as individuals.

Think about...

Before undertaking the Guided activity, learners are asked about what they already know about a particular piece of punctuation or grammatical form and where they might have seen it.

This links directly to the Guided text, again helping learners to view grammar, punctuation and vocabulary in context, housing it so that stronger links can be made with prior learning and personal experiences. This can then be used as a springboard to explore and develop this further in a familiar setting.

For example, when looking at our use of capital letters when writing a proper noun, learners may be asked about why people use an atlas or map before looking at a tourist map of London and considering why place names and famous tourist attractions start with a capital letter.

Guided

This is a shared activity that engages the whole class.

Set within a specific and relevant genre of Literacy, it embeds each particular piece of grammar, punctuation or vocabulary being taught in a focused and meaningful way. Moreover, it invites learners to use this information in order to answer a series of questions that are related to the text itself and then begins to move beyond it.

Each of the three questions asked have been carefully formatted so that valuable practice for the end of *Key Stage 2 English grammar, punctuation and spelling test* can be undertaken throughout each Year group. Marks are also available so that pupils gain practice at providing fuller explanations for those questions where two or three marks are being awarded. Answers are provided on the Lesson Plan.

Independent

This activity can be completed as an individual, with a partner or within a small group.

Each Independent activity within the book is also differentiated at an upper and lower level* and offers teachers a range of practical activities that support learners as they practice what they have learnt in the Guided section.

**Differentiated activities can be found on the CD Rom.*

Homework

Included in this section is a homework activity that aims to encourage wider learning outside of the classroom to take place. There are two types of homework activities that are provided, each having been designed to help learners discover and engage with grammar, punctuation and vocabulary in the 'real' world:

A] Specific 'closed' questions may be asked in order that research skills, both modern and traditional, can be employed to find a particular answer.

For example: What is the capital city of Denmark? Who was the first man to walk on the moon? When necessary, answers are provided on the Lesson Plan.

B] Wider 'open' tasks are given in order to afford learners the opportunity to explore the world around them and collect examples that are both pertinent and authentic.

For example, learners may be asked to find three examples where a shop's name uses an apostrophe in their local high street.

Extension

This final stage of the learning journey is an important one and underscores the importance of using a 'top-down' approach to the teaching and learning of grammar, punctuation and vocabulary.

Each Extension activity within the book is also differentiated at an upper and lower level.*

Its aim is to encourage children to apply what they have learnt in a meaningful and purposeful way in order to embed their learning.

For example, learners may be asked to write a shopping list when planning a party that will naturally include a colon or use strong adjectives to describe a certain event in a story.

More importantly, it is this *writing for purpose* (rather than to score arbitrary marks or achieve irrelevant ticks in an exercise book) that provides a meaningful opportunity for individuals to engage with the English language and create their own work that uses grammar, punctuation and vocabulary in a way that brings their work to life.

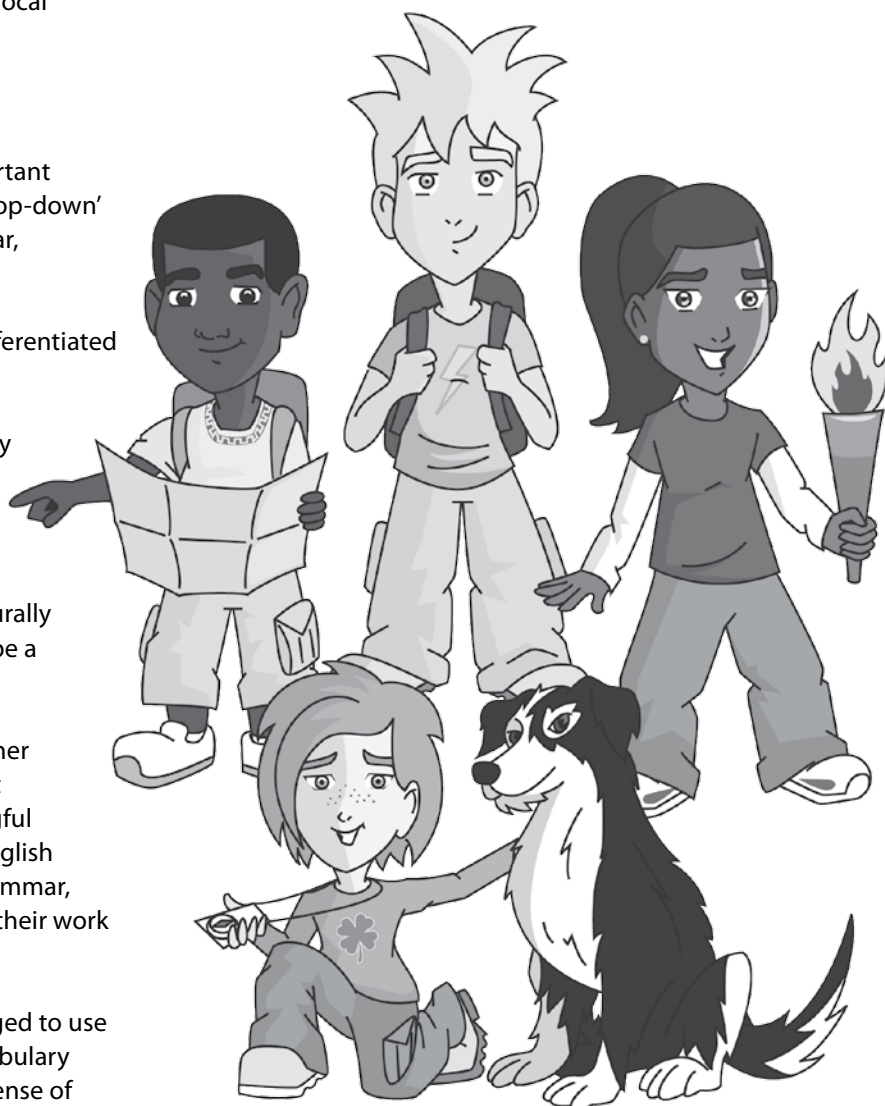
In this way, not only will each learner be encouraged to use particular forms of grammar, punctuation or vocabulary correctly but, essentially, they will gain a strong sense of

themselves taking an active role as a writer. It gives them a valuable sense of what it is like to be an author, one who uses grammar not only to improve the quality of their work but also to express themselves as best they can using the written word.

The journey from simply understanding how the English language works to being able to apply that knowledge in order to become a capable and confident writer is a journey that will continue into adulthood and one that, in all truthfulness, never really ends.

However, by providing meaningful activities for both the classroom and beyond, the *Top Class* series can help each and every writer to freely use grammar, punctuation and vocabulary to great effect and support them as they endeavour to bring the written word to life in order to inform, influence and entertain their readers.

**Differentiated activities can be found on the CD Rom.*



Capital Letters



Think about...

- What is an I.D. badge?
- Why do people wear I.D. badges?
- What information might you see on an I.D. badge?
- What information would begin with a capital letter?
- Why?



Guided	Answers
<p>Imagine you are on the International Space Station.</p> <p>Which astronaut would you like to talk to? Why? With a partner choose one to interview and write three questions you would like to ask them. What might their answer to each question be?</p> <p>Once done, find another pair that want to interview the same astronaut and compare your questions. Then answer the questions on page 9.</p>	<p>1 Youngest – Elizabeth Barnes Oldest – Jasper Cohen</p> <p>2 International Space Camp Name: Louella Tilly Date of Birth: 1st November, 1990 Place of Birth: Paris, France Nationality: French Name of Space Capsule: Raven 4</p> <p>3 Peter – Name of a person Germany – Name of a country June – Name of a month</p>
<p>Independent</p> <p>Read the biography of the first man in space.</p> <p>On your own, with a partner or in a small group; complete the task sheet provided to you by your teacher on page 10.</p> <p>Once finished, cut off the homework task to take home with you for further practice.</p>	
<p>Extension</p> <p>Write a short fictional biography for the first person to walk on Mars. Complete the task sheet on page 11.</p> <p>Once completed, design and make the I.D. badge they will need for their mission.</p>	<p>Homework</p> <ul style="list-style-type: none"> • Neil Armstrong, Ohio (USA) • July 20th, 1969 • Edwin Eugene ("Buzz") Aldrin • President Nixon



Remember...

We use **capital letters** for the names of people and places but also for days of the week and months of the year.



International Space Camp



Name: Jasper Cohen
Date of Birth: 23rd April, 1968
Place of Birth: Texas, USA
Nationality: American
Name of Space Capsule: Griffin 6

International Space Camp



Name: Elizabeth Barnes
Date of Birth: 2nd February, 1985
Place of Birth: London, UK
Nationality: British
Name of Space Capsule: Pegasus 3

International Space Camp



Name: Dr X. Chang
Date of Birth: 12th August, 1977
Place of Birth: Beijing, China
Nationality: Chinese
Name of Space Capsule: Phoenix 2



Look at the I.D. badges and answer the questions below.

1 Who is the youngest and oldest astronaut?

Youngest:

Oldest:

2 marks

2 Correct this I.D. badge:

International Space Camp

Name: Louella tilly
Date of Birth: 1st november, 1990
Place of Birth: Paris, france
Nationality: French
Name of Space Capsule: Raven 4

International Space Camp

Name:
Date of Birth:
Place of Birth:
Nationality:
Name of Space Capsule:

3 marks

3 Why do these three words start with a capital letter?

Peter went to Germany for his holiday in June.

3 marks

Capital Letters



Read this short biography about the first man in space. Use the information to fill in the I.D. badge below. Don't forget to use a capital letter when you need to.

Fact File:

Yuri Gagarin was born March 9th, 1934 in the village of Klushino, Russia. Later, the town next door (Gzhatsk) was renamed 'Gagarin' in his honour.

He was the third of four children and grew up to be a fighter pilot.

Yuri was one of twenty pilots chosen for Russia's space programme. He was so popular with his classmates that, when they were all asked to vote in secret for which one of them should become the first man in space, all but three chose him.

On April 12th, 1961 Yuri became the first human to go into space. His space capsule was called 'Vostok 1' and his flight lasted 108 minutes. He was now a true cosmonaut!*

When he returned to Earth, he used a parachute to land after ejecting from his space capsule. A local farmer and her daughter saw him dressed in his orange spacesuit and were so scared that it took him a few minutes to convince them he was Russian and to point him to the nearest telephone!

Yuri Gagarin became a national hero and statues were built across Russia to honour him. Sadly, he died in a plane crash on March 27th, 1968.

However, his bravery and name will live forever for being the first man ever to go into space.

**Cosmonaut is the Russian word for 'astronaut'.*

ID Badge


Name: _____

Date of Birth: _____

Place of Birth: _____

Nationality: _____

Name of Space Capsule: _____



Homework

Find out about the first man to walk on the moon.

- ◆ What was his name? Where was he from?
- ◆ When did this event happen?
- ◆ Who was with him?
- ◆ Who did he telephone?



Capital Letters



You are the Captain of the first spaceship to travel to Mars! Write a short biography about one of the crew members travelling with you through space. What is their name? When and where were they born? What is the name of your spaceship?

Name:	Date:
Destination:	
Crew Member:	
Date of Birth:	
Place of Birth:	
Nationality:	
Name of Spaceship:	
Launch Date:	

