

Contents Page

Introduction	6
Word Meaning I	8
Word Meaning II	12
Word Families I	16
Word Families II	20
Prefixes	24
Suffixes	28
Compound Words	32
Synonyms	36
Homophones	40
Homonyms	44
Formal English	48
Informal Speech	52
Similes	56
Creative Word Play	60



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 in writing.

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.

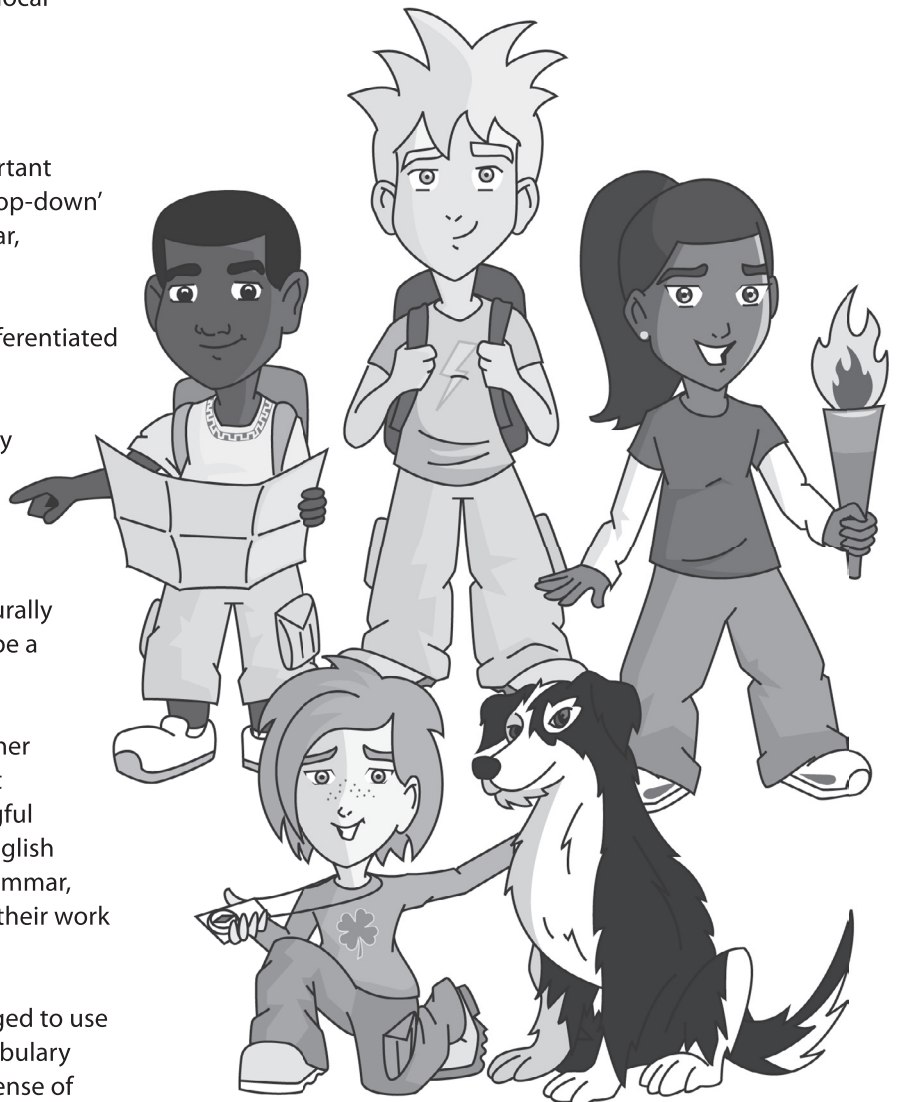
In this way, not only will each learner be encouraged to use particular forms of grammar, punctuation or vocabulary correctly but, essentially, they will gain a strong sense of

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.*



Word Meaning I



Think about...
What do you do if you come across a word you don't know?
How might you work it out?
"The bird flew to her _____ to feed her chicks."
What might the missing word be? Why?





Guided	Answers
<p>A wicked witch has cast a spell to turn some of the words in this fairy tale into sweets.</p> <p>Which witch might this be? Why might she have done such a thing? How might you find out what each of these words are and change them back into text in order to save Hansel and Gretel? Is there another book (such as a dictionary) that might help you? How so?</p> <p>Once done, answer the questions on page 9.</p>	<p>1 The words, in the correct order are as follows: cloaked, evaporated, wafted, bubbled, cobbled, accepted.</p> <p>2 Allow for personal response.</p> <p>3a Thirteen</p> <p>3b There were 13 people at the Last Supper, where Jesus revealed one of them would betray him. His betrayal and subsequent death, led to the number 13 having a bad reputation in Christian culture.</p>
Independent	Homework
<p>The witch has cast a spell upon some more fairy tales to stop them being read!</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 help you broaden your word knowledge through practical reading within a variety of contexts.</p>	<ul style="list-style-type: none"> • 7 years bad luck • "Find a penny, pick it up and all day long you'll have good luck." • "To bring good luck, hang the right way. Hang upside down and luck drains away!" • Good luck (but not for the rabbit)
Extension	
<p>Extend your personal vocabulary and understanding of specific words. Complete the task sheet on page 11.</p> <p>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.</p> <p>* Answers available on the CD Rom.</p>	

Remember...


When we come across a word we don't know, we can sometimes work out what it means by using clues in the rest of the text. It's like being a **reading detective**...the more **clues** we find, the more likely we are to work out what this new word means.




The forest, which had  the two children in secrecy for so long, suddenly gave way to the most wondrous of sights. The darkness, the gloom, the fear all  to reveal a house like no other...a house made entirely of gingerbread.

The spicy smell of gingery goodness  through the air with open arms.


"Come closer, come closer," the house whispered.

Lollypop flowers and trees topped with candyfloss grew in the garden. A chocolate fountain  with velvety happiness.

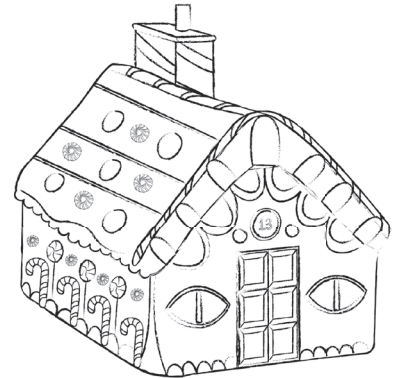
"Come closer, come closer," the house whispered.

A  path of peppermints led to a door decorated with the number thirteen. The warm glow of a fire peered out from behind two large portals, a pair of cat-like eyes staring out towards the two new strangers.

"Come closer, come closer," the house whispered.

The invitation was gladly  .

"Welcome," whispered the house as the door began to open.



Look at this fairy tale and answer the questions below.

- 1 Use the six words below to reverse the wicked witch's spell.

cobbled wafted cloaked bubbled accepted evaporated

6 marks

- 2 How did you work out your answers?

3 marks

3a

Word Focus:



Find the number that some consider unlucky.

1 mark

3b

Word Focus:



Why do many people think this number is unlucky?

3 marks

Word Meaning I



A wizard has cast a spell. This spell turns a word into a frog! Read each sentence. Use the clues to work out what each frog is meant to be. Draw and label your answer. Colour the clues that helped you green.

Abracadabra!

Abracadabra, Alikazog. Turn this word here, right into a frog!

The bird flew to her  to feed her chicks.


The  galloped over the field and jumped over the fence.


Sam picked up his  and began to text.

Ajaz knocked on the  but nobody was in.

Daisy forgot to put a  on the letter before she posted it.

Everybody sang "Happy  " as Billy blew out the candles.

Dad burnt the , So we just had a glass of milk for breakfast.

"Who's there?" I whispered as I hid under the  covers.

Homework

Read about superstitions. What happens if you...

- ◆ Break a mirror?
- ◆ Find a penny?
- ◆ Hang up a horseshoe?
- ◆ Carry a rabbit's foot?





Revisit the text on page 9. Answer each question below.
 Highlight the words you explore in the text itself.
 Think of ways in which you can learn each one.
 Can you act it out or draw it?
 Does it remind you of a word you already know? Why?
 How will you use your new words in the future?

Name:

Date:

Underline the root in the following word.

cloaked

Who might wear one of these?

Why do you think the author uses the phrase
'cloaked in secrecy'?

Draw a '**cobbled**' path.

Is the word '**gloom**' positive or negative?



What does this word suggest about the forest?

How strong was the smell of gingerbread?

Not strong

Very strong

1

2

3

4

5

Which word suggests this?

How did this smell travel through the air?

☐ Slowly and gently

☐ Quickly with great force

Which word tells us this?

Which number is used in the text that is often
 seen as unlucky and suggests something bad will
 happen next?

Which of these two words means '**to look for
 a long time with eyes wide open, especially
 when surprised or when thinking**'?

To peer

To stare

How is the other different?