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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.

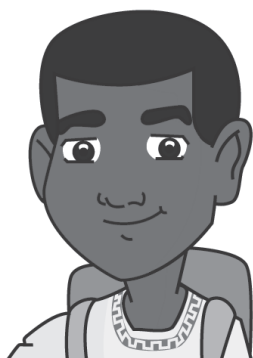
The journey from simply understanding how the English language works to being able to apply that knowledge in order to become a capable and confident writer is a journey that will continue into adulthood and one that, in all truthfulness, never really ends.

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.*



# Ellipses



Think about...

Look at this sentence:

She stared at the letter box...nothing!

What do you think she was waiting for? Did she wait for a long or short time? How did she feel when nothing arrived? What might this suggest?



## Guided

Imagine you are a tooth fairy working for the Tooth Express Delivery Service.

What would your job be? How much would you leave for each tooth? Where would you leave it? What might happen when you got back from work and saw your boss?

Once done, practice acting out this comedy sketch with a partner.\* Then answer the questions on page 49.

*You may want to remind them to pause for a lengthy time when they see the ellipses and discuss how this will add to the comedy of anticipating the punch line.*

## Independent

You are editing a comedy sketch with your co-writer.

On your own, with a partner or in a small group; complete the task sheet provided to you by your teacher on page 50.

Once finished, cut off the homework task to take home with you for further practice.

## Extension

Write a comedy sketch for you and a friend. Complete the task sheet on page 51.

Once done, learn your script and act it out!

## Answers

- 1** Yes, Yes
- 2** Choose from either of the following:
  - Ten pence was the rate when I was a youngster...TEN PENCE!
  - or
  - Stick it on the window sill and cover it in fairy dust for all I care...JUST GET MY POUND BACK!
- 3** He sold the cow for a packet of magic beans...MAGIC BEANS!

## Homework

- No specific answers are required for this task, though teachers should check that the joke provided by each learner has included an ellipses being used to help deliver a punch line. Get learners to deliver their jokes to the class to see the ellipses in action!

Remember...

We use **ellipses (...)** when we want to show the passage of time for dramatic or comical effect. It makes the reader wait for what comes next. This raises the tension in a dramatic scene or helps deliver the punch line in a comedy sketch.



## Pull the **Other One**

A pound? A POUND!

For a tooth? FOR A TOOTH!

That's £20 per child! I'm not made of money you know.  
We're supposed to give them silver...SILVER. Not gold! Could you imagine if we had to play this game with Granny Smith over there with her new set of pearly whites? That would have cost me another £32...I'd be bankrupt! Ten pence was the rate when I was a youngster...TEN PENCE! No, it simply won't do. Take it back!

Take it back? And where exactly do you want me to stick it when I get there, under her pillow...or back in her mouth?

Stick it on the window sill and cover it with fairy dust for all I care...JUST GET MY POUND BACK!



Look at the comedy sketch and answer the questions below.

**1** Look at the first ellipsis. How is it used here?

To show time passing. Yes / No

To infer anger is building up. Yes / No

2 marks

**2** Write out another example from the text where this is the case.

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2 marks

**3** Rewrite the sentence below in the same style as the writer. Use an ellipsis.

**He sold the cow for a packet of magic beans.**

3 marks

# Ellipses



You are asked to edit the first draft of a comedy sketch. How might you make this funnier? Don't forget to use ellipses to lead your audience to the punch line and make them laugh. In small groups, act it out to see if you were right.

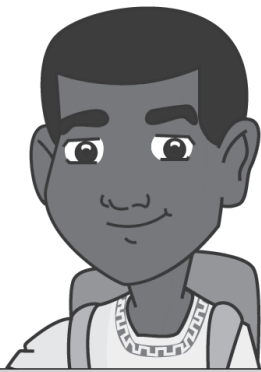
## A Fishy Tale:

<b>Shop Keeper:</b>	<i>[Holds up the sign to his customers: 'Fresh Fish Sold Here!']</i> Hey, do you like my new sign?
<b>Customer 1:</b>	<i>[Shaking head]</i> 'Fresh'. You don't need the word 'Fresh'. Of course it's fresh. What else would it be? Rotten!  <i>[He tears off the word 'Fresh' and walks out of the shop].</i>
<b>Customer 2:</b>	<i>[Sighing]</i> 'Fish'. You don't need the word 'Fish'. You're a fish shop; what else would you be selling? Lawn mowers!  <i>[He tears off the word 'Fish' and walks out of the shop].</i>
<b>Customer 3:</b>	<i>[Tutting and wagging finger]</i> 'Sold'. You don't need the word 'Sold'. You're a shop, what else would you do? Give it away!  <i>[He tears off the word 'Sold' and walks out of the shop].</i>
<b>Customer 4:</b>	<i>[Stroking chin]</i> 'Here'. You don't need the word 'Here'. Everyone knows it's 'Here'. Where else would you be selling it? Timbuktu!  <i>[He tears off the word 'Here' and walks out of the shop].</i>
<b>New customer:</b>	<i>[Walking in to the shop]</i> Good morning, do you sell lawn mowers?
<b>Shop Keeper:</b>	No. I only sell fresh fish here.
<b>New customer:</b>	Oh, I see. Pity, I'd put a sign in the window if I were you!

## Homework

Find a joke that uses ellipses to help deliver the punch line (adapt your favourite joke if you want to). Write out your joke and practice delivering it out loud to get ready for a class comedy club your teacher will set up.





You are a comedy writer writing the second part to the Pull the Other One sketch.  
What happens when the tooth fairy takes the tooth back?  
Is the child awake?  
Does the child want to give their pound back?  
What happens next?

**Name:**

**Date:**

## Pull the Other One

### Part II

**Scene:** *The tooth fairy is stood at the end of the bed, scratching their head, tooth in hand.*

**Tooth Fairy:**

**Child:**

**Tooth Fairy:**

**Child:**

**Tooth Fairy:**

**Child:**

**Tooth Fairy:**

**Child:**

**Tooth Fairy:**

**Child:**