

Contents Page

Introduction	6
Word Meaning	8
Word Families	12
Prefixes	16
Suffixes	20
Compound Words	24
Synonyms	28
Homophones	32
Homonyms	36
Homographs	40
Formal English	44
Informal Speech	48
Ye Olde English	52
Foreign Words	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.*



Compound Words



Think about...

Join the following words to 'where':

some about else any ever as

What does each new word mean?

What do we call these types of words?

Do any use a hyphen to form a compound phrase?



Guided

You are considering the difference between compound words and phrases.

What do you think the difference is? Why do we sometimes use a hyphen and at other times not? What does a hyphen look like? How is it different to a dash?

A hyphen links two words together to clarify their meaning and creates a compound word or phrase. A dash separates two parts of a sentence when a full stop is too strong but a comma is not strong enough.

Once done, answer the questions on page 25.

Independent

You are creating and comparing compound words and phrases.

On your own, with a partner or in a small group; complete the task sheet provided to you by your teacher on page 26.

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 27.

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** Everything, supermarket, birthday
- 2** Brain-scoffing, zombie-apocalypse
- 3a** lunchtime
- 3b** Allow for personal response:
The stress sits firmly on the word 'those' rather than 'days' in order to highlight that this is no ordinary day...and that it is a little bit crazy to say the least! Getting learners to verbalise this phrase will help them hear where the stress lies and understand what it is trying to emphasise.

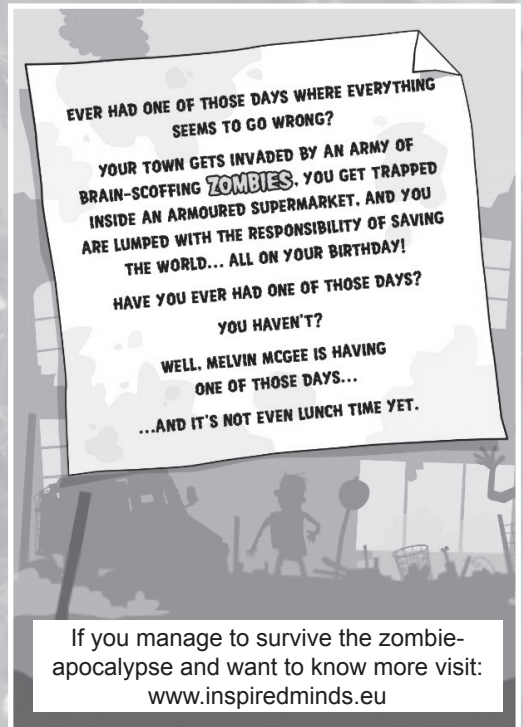
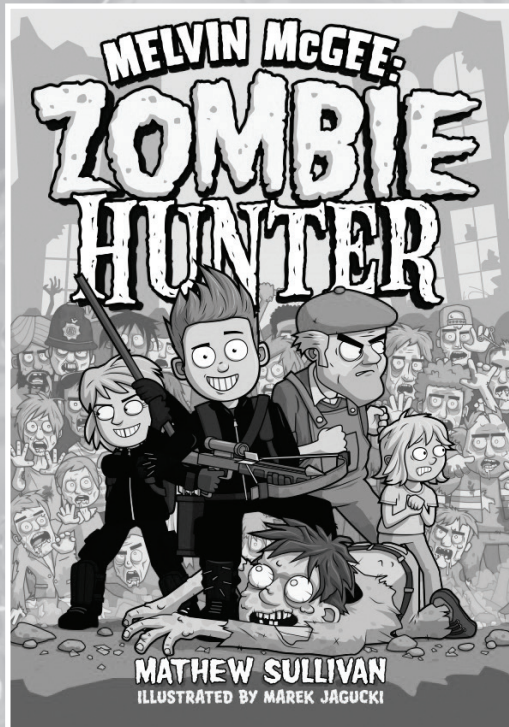
Homework

- Marek Jagucki
- Over 20 years: across Europe, Asia and North America
- My Big Fat Zombie Goldfish by Mo O'Hara
- The Fantastic Fish-Sitter, The Seaquel, Fins of Fury, Any Fin is Possible

Remember...

A **compound word** is created by joining two smaller words together to form a new word. However, sometimes we use a hyphen to link two words together to make a **compound phrase** in order to clarify its meaning.





Look at this blurb and answer the questions below.

- 1 List three compound words used by the author.

- 2 Find two words that use a hyphen to create a compound phrase.

3 marks

I.

II.

2 marks

3a

Word Focus:



Can you spot the compound word error?

1 mark

3b

Word Focus:



Why do you think the phrase 'those days' is used three times?

3 marks

Compound Words



Sometimes it is easy to make a compound word; we just join two words together. Sometimes it's harder because we need to use a hyphen. Sometimes we even use two hyphens! How crazy is that?
Read the interview and find an example of each type.
Why do you think each is used?

An Interview:

Right Mat, what inspires you to write?

My own, more-than-slightly strange brain...usually! Some authors complain about writer's block or the struggle to come up with new ideas, but my problem is rather different. Since I was young, my imagination has run like it's fed on daydream-powered rocket fuel, so the challenge for me comes in sifting, organizing and funnelling all those haphazard ideas into something that will a) excite readers and b) makes at least a morsel of sense. After all, who wants a story that makes complete sense... that'd be boring!

I'm also inspired by the desire to be different - to tell stories that I don't think have been told before. This probably explains my love of comic superheroes: each one unique in their powers, abilities and backstory. It definitely explains why I chose to tell the story of a zombie-apocalypse from the perspective of ten-year-old Zombie Hunter: Melvin McGee!



Homework

Visit www.mjcartoon.co.uk

- ◆ What do the initials MJ stand for?
- ◆ For how long has he been illustrating?
- ◆ Name another zombie book that he has illustrated.
- ◆ List four books in this series that are in his portfolio.





Revisit the text on page 25. 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:

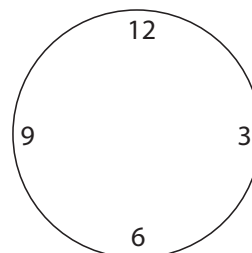
Who '**illustrated**' this book?

How would you describe a '**zombie**'?
 Draw your answer.

Can you think of two related family words?

What do you think a '**zombie-apocalypse**' is?

What time is your '**lunchtime**'?



Why might he not have used the word
 '**dinnertime**'?

When you are '**scoffing**' somebody's brain,
 how are you eating it?

Fast	Slow
Neatly	Messily
Quietly	Noisily

Shade your answers.

What does the word '**armoured**' tell us about the
 supermarket?

What do you think the word '**lumped**' means?

Check your answer in a dictionary.

Check your answer in a dictionary.