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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.

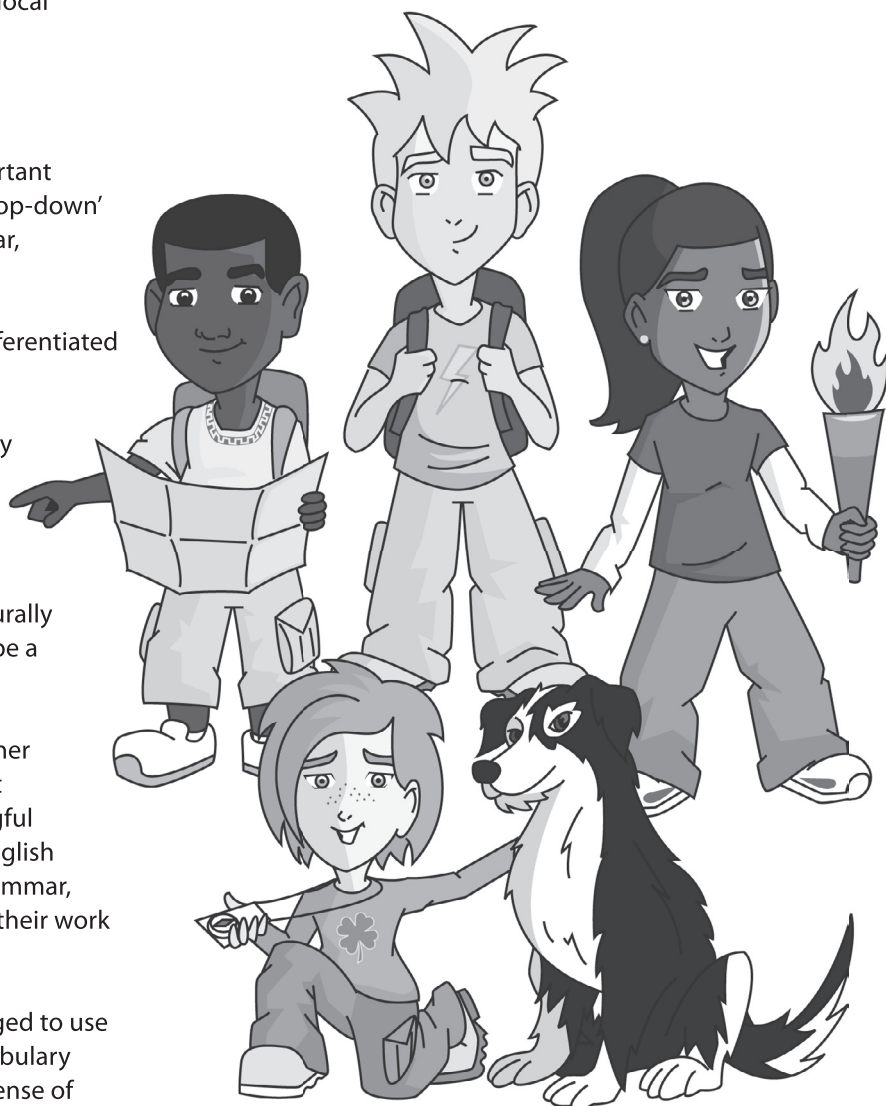
In this way, not only will each learner be encouraged to use particular forms of grammar, punctuation or vocabulary correctly but, essentially, they will gain a strong sense of

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.*



Homophones



Think about...
 Correct this sentence:
Its to hot!
 What was wrong? Why?
 What might have caused the errors?
 What do we call these types of words?



Guided	Answers
<p>You are reading a poem that contains a warning about relying on spell check.</p> <p>What usually happens when you spell a word wrong on a computer? If you typed this poem up on a computer, would you see any words underlined in red? Why? Why not? Try it. What happens? If lots of words in this poem are spelt wrong, why aren't any underlined in red? What do you think the poet is trying to tell us? Do you think the poet is correct?</p> <p>Once done, answer the questions on page 33.</p>	<p>1 Whether, red, sure, so, right, are, night, keys, to, or, check, not.</p> <p>2 You're (misapplied apostrophe) = your Its (missing apostrophe) = it's</p> <p>3a Personal Computer</p> <p>3b World Wide Web Information Technology Compact Disc Read-Only Memory Digital Versatile Disc High Definition</p>
Independent	<p>Homework</p>
<p>Consider how some words that sound the same but are spelt differently possess different meanings.</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 34.</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"> No specific answers are required for this task, though teachers should ensure that the correct homophone has been selected throughout. Comparing both versions of the poem will help teachers facilitate a discussion with regards to the overall purpose of the poem, why 'mistakes' are made and what implications this has for learners when typing up work on a computer.
Extension	
<p>Extend your personal vocabulary and understanding of specific words. Complete the task sheet on page 35.</p> <p>If you have one, put any words you find interesting in your Personal Dictionary, together with an example of how it has been used effectively in a sentence.</p> <p>*Answers available on the CD Rom.</p>	

Remember...
 A homophone is a word that sounds the same as another but is spelt differently and has a different meaning.



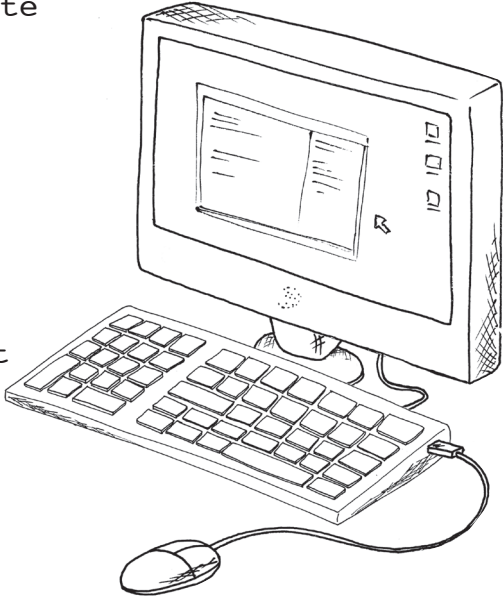
Spell Cheque

Aye have a spelling checker
It came with my P.C.
It marks the words that are knot write
For all too plainly sea

The quays I tap away on
Weather write awe wrong they bee
Eye no that I'm correct when know
Read underlines I sea

Rest ashore that I believe
My spellings ah the best
My computer tells me day and knight
I'd pass you're spelling test

So when I print this poem out
I'm shore your pleased too no
Its letter perfect, word for word
My spell cheque told me sew



Look at the poem and answer the questions below.

1 Correct each of the following homophones:

- weather read shore sew write ah
- Knight quays too awe cheque knot

6 marks

2 Which two words are incorrect due to a misapplied or missing apostrophe?

2 marks

3a

Word Focus:



What does the acronym P.C. stand for?

1 mark

3b

Word Focus:



What do the following acronyms stand for?

- WWW IT CD ROM
- DVD HD

3 marks

Homophones



For each word you are given in the list below, find another word that sounds exactly the same but has a different meaning. Put each word in a sentence of your own to show that you understand what both words mean.

Word Search:

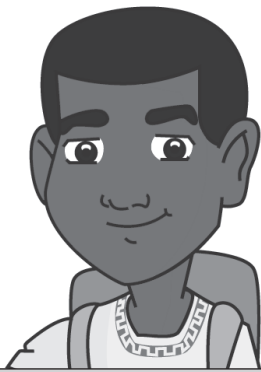
W	A	B	T	S	I	A	W	C	D	Q	E
H	F	G	H	I	J	K	L	M	N	U	O
E	P	A	I	S	L	E	C	L	A	A	I
T	H	R	O	N	E	S	R	E	S	Y	W
H	A	F	F	I	E	C	H	E	Q	U	E
E	D	J	A	T	H	E	I	R	M	E	S
R	L	M	W	A	P	N	S	A	F	R	D
E	X	T	E	R	M	T	O	M	S	S	K
B	V	Z	O	M	E	D	D	L	E	R	Q
U	R	N	N	O	T	L	S	U	I	T	E
X	P	M	U	S	S	L	E	O	I	R	M
S	E	R	I	A	L	W	J	K	E	A	S

1. There their
2. Weather _____
3. Cereal _____
4. Key _____
5. Sent _____
6. To _____
7. Check _____
8. Waste _____
9. Sweet _____
10. Earn _____
11. Isle _____
12. Mayor _____
13. Medal _____
14. Muscle _____
15. Thrown _____

Homework

Using a dictionary to make sure that the correct homophone is selected, type up the poem so that it does not contain any spelling errors.





Revisit the text on page 33. 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:
<p>Find an old English word for 'yes':</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <p>Is this word associated with working-class, middle-class or upper-class people, people from the north or people from the south?</p>	<p>What form of transport would you see in a 'quay'?</p> <div style="border: 1px solid black; height: 80px; width: 100%;"></div> <p>Draw your answer.</p>
<p>Find a word that means you have 'great respect' for someone or something.</p> <hr/> <hr/> <hr/>	<p>If something is 'plain to see' it means:</p> <p>It is clear to see It is difficult to see</p> <p>It is obvious You are unsure</p>
<p>In what tense has the word 'read' been written?</p> <p>past tense present tense future tense</p>	<p>Why do you think the words 'knot', 'know' and 'knight' were used incorrectly?</p> <hr/> <hr/> <hr/>
<p>Why do you think the word 'its' was used incorrectly?</p> <hr/> <hr/> <hr/>	<p>Why do you think the word 'your' was used incorrectly?</p> <hr/> <hr/> <hr/>