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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 provides 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 practise 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.

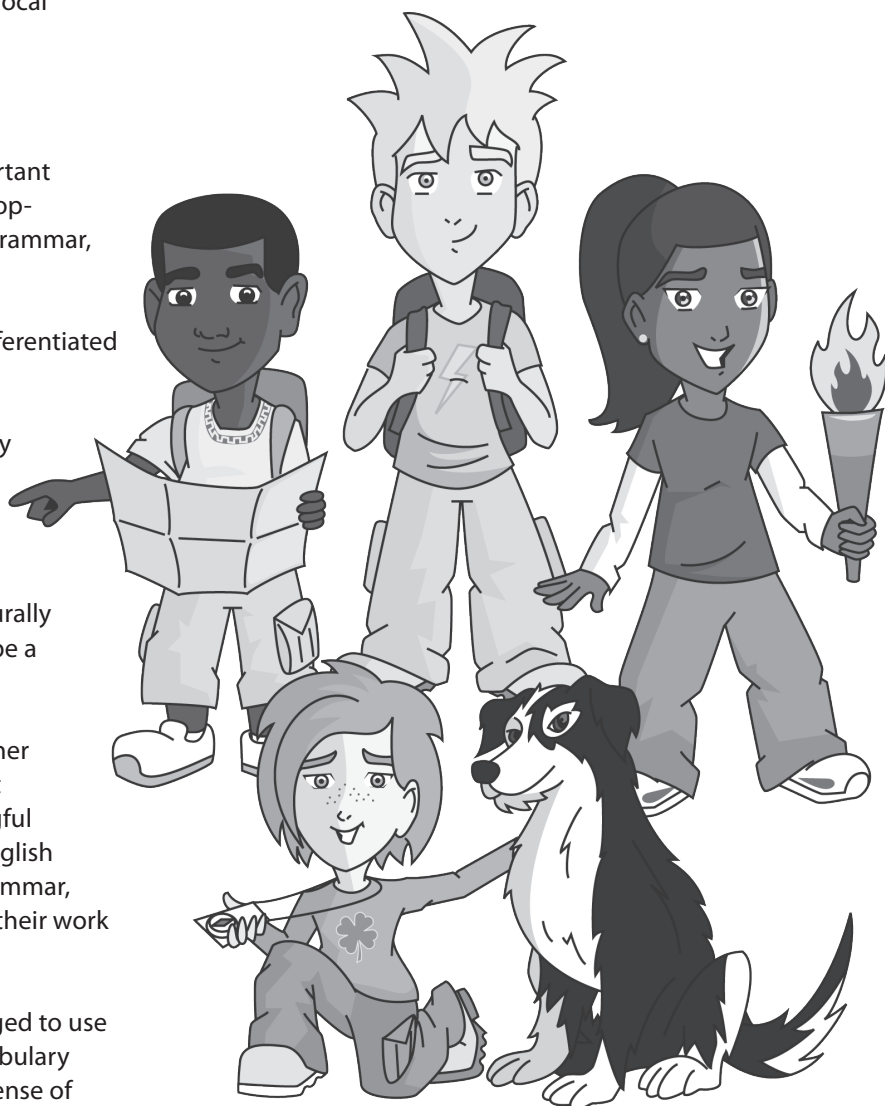
In this way, not only will each learner be encouraged to use particular forms of grammar, punctuation or vocabulary correctly but, essentially, they will gain a strong sense of

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.*



Modal Verbs



Think about...

Listen to this saying:

*"Sticks and stones may break my bones,
but names can never hurt me."*

What do you think it means?

Do you agree or disagree with this idea? Discuss.



Guided	Answers
<p>You are about to read a story called Sticks and Stones.</p> <p>What do you think this story might be about? Where might it be set? Who might the characters in the story be? What do you think might happen? Why? Do you think this will be set in the past or in the present day? Why might this be? How do you think this story will end? Why do you think this?</p> <p>Once done, answer the questions on page 29.</p>	<p>1 may, can</p> <p>2 may: used to express a possibility (I may be able to see you again before I leave) can: used to express an ability (I can speak two languages)</p> <p>3 At first, she thinks that afternoon's PSHE lesson was good because of all the ticks. However, because of what has happened she is not sure. In this sense 'might' is closely linked to 'may' in that it is also used to express a possibility.</p>
Independent	Homework
<p>You are focusing on the use of modal verbs and the effect these have in relation to the possibility of an action taking place.</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 30.</p> <p>Once finished, cut off the homework task to take home with you for further practice.</p>	<p>Homework</p> <ul style="list-style-type: none"> As with their research into their family name, no specific answers are required for this task. However, teachers should allow time for learners to present their research to the class and place value upon the rich diversity in both origin and meaning of names that will arise within class.
Extension	
<p>You are going to reflect on why we should think before we speak. Complete the task on page 31.</p> <p>When finished, design an anti-bullying poster to highlight your thoughts and express your ideas.</p>	

Remember...

A modal verb acts differently to ordinary verbs. The most common modal verbs are: **will, would, should, could, may, can, must** and **might**. They often describe a possibility or an ability. They can also give advice, instruct or give permission.



Sticks and Stones

Sticks and stones may break my bones, but names can never hurt me.

What a load of old rubbish, thought Rose.

Her parents had given her her name on account of their love for their first born.

It was the flower that dad had given mum when he asked her to go out. It was the flower he had bought just after she had answered 'yes' to the most important question he would ever ask. And it was the flower that both had worn on the day when two people became one family.

So, when two became three, Rose was an obvious choice.

But that was eight and a half years ago and today Rose did not feel loved at all.

She sat on the school steps, tears streaming down her cheeks, her head buried in her hands.

'I hate my red hair and I hate my freckles too!' she sobbed.

Miss McKenzie looked up from her marking and looked out of the window. Soon after, she too was sitting on the school steps in the rain.

And as she sat there, she could not help thinking that no matter how many ticks she had placed in their PSHE books, that afternoon's lesson might not have been a good one after all.

T: Is it true? **H:** Is it helpful? **I:** Is it inspiring? **N:** Is it necessary? **K:** Is it kind?



Look at this story and answer the questions below.

- 1 Underline the two modal verbs in the rhyme.

"Stick and stones may break my bones, but names can never hurt me."

1 mark

- 2 How do these two modal verbs differ?

I. _____

II. _____

2 marks

- 3 Why do you think the author chooses to use the modal verb '**might**' in the final paragraph?

3 marks

Modal Verbs



You are looking at positive and negative modal verbs. Match each positive modal verb to their negative. Use a different colour for each pair. Once done, complete the quiz below. Check your answers with a friend. Together, think of two more quiz questions to ask another pair.

Quiz Questions:

will	_____ you pass me the salt, please? I _____ reach. (could, should, won't, can't)	<input type="radio"/>	shouldn't
could	You _____ let go of dad's hand or you _____ get lost. (must, mustn't, will, won't)	<input type="radio"/>	can't
	I'm ill so _____ play out but I _____ be better soon. (shouldn't, can't, could, should)	<input type="radio"/>	
must	Peter _____ like this film. It _____ give him nightmares. (would, should, wouldn't, shouldn't)	<input type="radio"/>	won't
should	She _____ be able to play cricket for weeks but _____ watch. (shouldn't, can, wouldn't, should, won't, would, can't)	<input type="radio"/>	wouldn't
can	I _____ forget to take my phone so that I _____ call a taxi. (must, won't, mustn't, shouldn't, can't will, can, should)	<input type="radio"/>	mustn't
	You _____ be thirsty. You've just drunk two cans of lemonade. You _____ be sick. (will, could, can't, shouldn't, won't, could)	<input type="radio"/>	
would	Dad's car isn't here. He _____ have gone to visit gran. He _____ be long. (could, can, must, will, shouldn't, can't, couldn't)	<input type="radio"/>	couldn't

Homework

Learn about why you were given your first name.

- ♦ What does your first name mean?
- ♦ Who chose your name?
- ♦ Why did they choose it?
- ♦ If you could change your name, would you?





It is often said that we should think before we speak.
How true do you think this is? Why?
What might happen if we do not think before we speak?
Who might get hurt or upset?
What might be the consequences of our words?

Name:

Date:

THINK Before You Speak



T: Is it true? **H:** Is it helpful? **I:** Is it inspiring? **N:** Is it necessary? **K:** Is it kind?