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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.

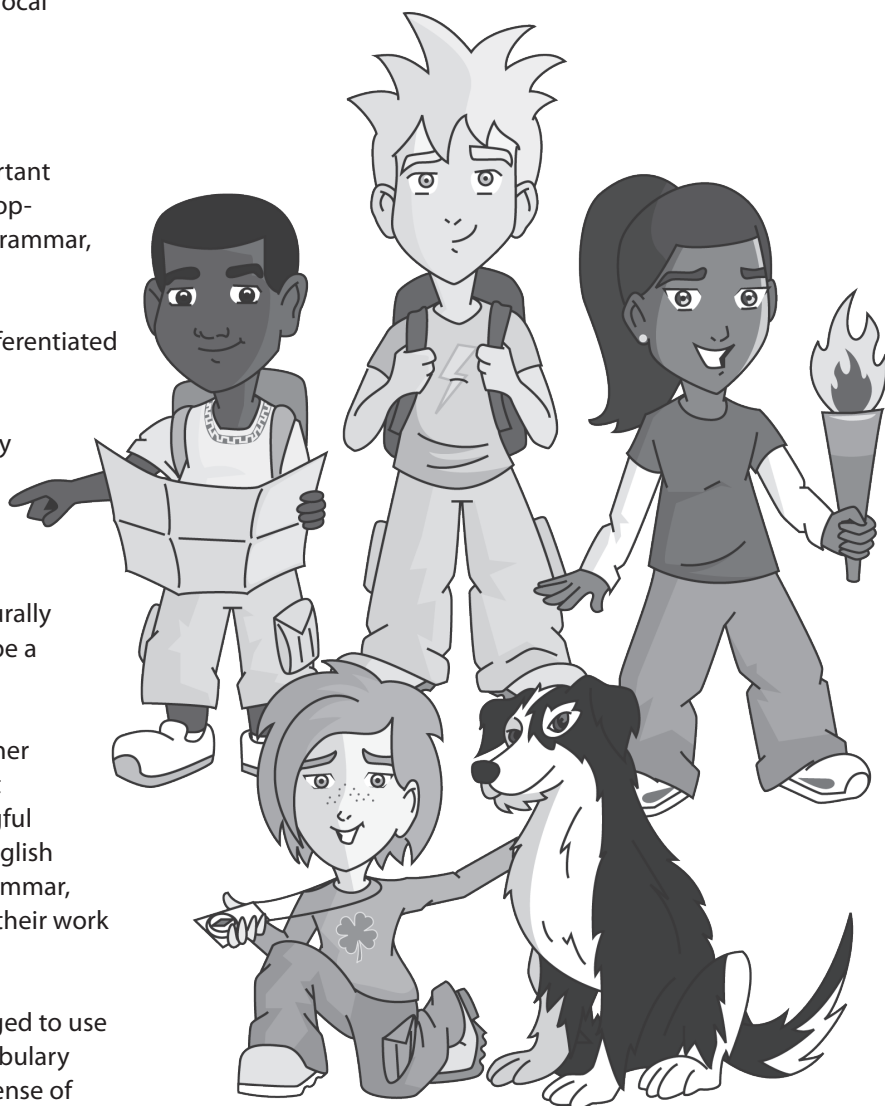
In this way, not only will each learner be encouraged to use particular forms of grammar, punctuation or vocabulary correctly but, essentially, they will gain a strong sense of

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.

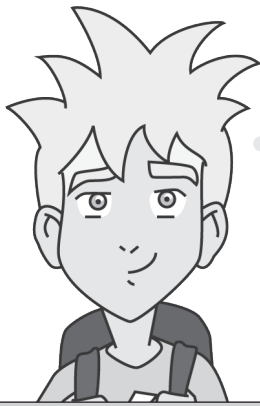
The journey from simply understanding how the English language works to being able to apply that knowledge in order to become a capable and confident writer is a journey that will continue into adulthood and one that, in all truthfulness, never really ends.

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.*



# Past Perfect Continuous



Think about...

Your teacher will show you a flag.

Who do you associate with this flag? Why?

Find Wales (Cymru) on a map of the UK.

Have you ever been to Wales? Where did you go?

Do you know how the Welsh flag came to be?



Guided	Answers
<p>Read the title: The Ice-Dragon. Draw this character.</p> <p>Do you think this dragon will be heroic or villainous? Why do you think this? What do you think this dragon will have done to the land and its people? How might the people be feeling during this time? Why? Which other dragon do you think will appear in this legend? Why? Do you think the Ice-dragon will be defeated?</p> <p>Once done, answer the questions on page 57.</p>	<p><b>1</b> had been hibernating: The Red-dragon had been sleeping continuously throughout the time the Ice-dragon had come and begun ruling over the people and the land.</p> <p><b>2</b> had been dreading: The people had been worrying about what would happen if the Red-dragon lost the battle ever since the battle had begun.</p> <p><b>3</b> A] had been fighting B] had been praying C] had been ruling D] had been sleeping</p>
Independent	<p><b>Homework</b></p>
<p>You are focusing upon how to use the past perfect continuous form with increased proficiency and effectiveness to improve your writing.</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 58.</p> <p>Once finished, cut off the homework task to take home with you for further practice.</p>	<ul style="list-style-type: none"> <li>• Cardiff</li> <li>• Croeso i Cymru</li> <li>• Dewi (Welsh for David and named after the Patron Saint of Wales)</li> <li>• Daffodil – also known as Peter’s leek, it is worn on March 1st to celebrate St David’s Day.</li> </ul>
Extension	
<p>Retell the battle scene between the two dragons. Complete the task sheet on page 59.</p> <p>Once completed, create a piece of art to go alongside it to depict the scene itself.</p>	

Remember...

We use the **past perfect** tense to show that a past event had already finished when another action happened.

We form this tense as follows: **had + past participle**.

For example: The dragon **had fought** a long and fearsome battle.



## The Ice-Dragon

The Ice-dragon came on the North Wind to the land of our fathers, where mountains stand tall and valleys run deep.

Ruling with an iron fist and a cruel heart, even the bravest of men would not dare cross him for fear that they would be entombed in ice and snow, much like the forests and the fields that surrounded them.

Only the elders remembered happier times, when laughter had filled the air and tables had been laid in abundance. If only the Red-dragon would wake from his slumber, they thought, for he had been hibernating far longer than usual and many were murmuring as to whether or not he would ever wake again.

But wake he did, and upon finding his people enslaved, a challenge was decreed and a battle commenced.

For hours, the two dragons soared into the air, clawing and slashing at each other.

With one almighty blow, the Ice-dragon threw his opponent against the craggy rocks and hurled him into the clouds above. All fell silent. It was the moment all but one had been dreading.

The Red-dragon did not return.

The Ice-dragon roared with delight at the Red-dragon's cowardice and the earth shuddered. He had conquered the land, conquered the people and now he had conquered his mortal enemy. He closed his eyes to savour this perfect moment.

From out of nowhere, a flash of crimson streaked across the sky, the tip of its tail slicing off the Ice-dragon's head. Victory!

In celebration, the Mayor decreed that a flag depicting the Red-dragon, standing on lush green land under ice-white skies, be flown across the land, a decree that still holds true to this day.



Read this traditional folktale and answer the questions below.

- 1** Find and copy an example of the past perfect continuous in paragraph three.

Why has it been used?

2 marks

- 2** Find and copy an example of the past perfect continuous in paragraph six.

Why has it been used?

2 marks

- 3** Use the past perfect continuous form to complete these sentences.

A] The two dragons (fight) for two hours.

B] The onlookers (pray) that good would overcome evil.

C] The Ice-dragon (rule) over the land with an iron fist and cruel heart.

D] The Red-dragon (sleep) in his cave blissfully unaware of the chaos outside.

4 marks

# Past Perfect Continuous



You have been given some sentence level work by your teacher. Match the two parts of the sentence with the verb. Don't forget to put it in the continuous form. Think about cause and effect when checking if your final answer makes sense.

## Had + Been + Verb + ing

Tom had been	fish	soundly until the TV woke her up.
Luke had been	sleep	for hours before he skidded and crashed the car.
Bill had been	wear	bread when the oven caught fire.
Penny had been	snow	football when he broke his leg.
The baby had been	write ✓	all morning before the letter finally arrived.
Granma Jones had been	wait	when he fell into the river.
Lisa had been	bake	out his story when the computer crashed.
It had been	play	high heels when she fell and cut her knee.

1. *Tom had been writing out his story when the computer crashed.*

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

## Homework

Learn about Wales.

- ◆ Which city is the capital of Wales?
- ◆ Translate 'Welcome to Wales' into Welsh.
- ◆ What name is given to the Welsh dragon?
- ◆ Which flower is used as a symbol for Wales?



# Past Perfect Continuous



Retell the battle between the two dragons: one good, the other evil. Will this be an easy or difficult battle to win?  
How will the battle start?  
How will any onlookers feel as the battle develops?  
How will evil finally be defeated?

Name:

Date:

## The Two Dragons

The time had come. The people had been living under a cloak of cruelty for too long. Both dragons knew that the battle ahead would be long and difficult. Both knew that there could be only one survivor.

With fire in their eyes, each gave out an almighty roar.  
The battle was about to begin.

