



Schofield&Sims

**General  
Catalogue**  
2018

# Introduction

## Welcome to the 2018 General Catalogue

Following on from the success of last year's hugely popular **Grammar and Punctuation** and **Fractions, Decimals and Percentages** schemes, we are delighted to be publishing another high-quality programme, this time for children in the Reception year.

There is a wide body of research showing that a good Reception year has the biggest impact on primary school education. However, inconsistencies in approach between Reception and Year 1 can prevent some children from making a smooth transition. Our new **Get Set Early Years** scheme, available from April, aims to bridge the gap between the Early Years Foundation Stage and Key Stage 1 while also helping parents to reinforce the topics and vocabulary that their child is learning in class, at home.

Other new resources for 2018 include **Maths Rapid Tests** and **English Rapid Tests**, due to publish in March and July respectively. Ideal for use alongside the existing **Verbal Reasoning Rapid Tests** and **Non-verbal Reasoning Rapid Tests**, these two new series provide regular, short bursts of practice to build speed and fluency for the 11+. For longer, more intensive 11+ practice sessions, why not try our revised **Progress Papers** series, now with an extra free paper available online.

As with all Schofield & Sims resources, these new books are carefully designed to support individual learning needs and build the foundations for future academic success. They do this by providing:

- a **broad curriculum** that extends beyond the statutory programmes of study
- a **systematic approach** that promotes deep understanding
- **sustained repetition** to consolidate learning and build automaticity
- **regular assessment** helping you to identify strengths and weaknesses
- **steady progression** to build confidence and prevent boredom.

Whether you are looking for topic-based practice books, SATs revision and study guides, or 11+ preparation materials, we hope that you will find our range of resources affordable, effective and above all enjoyable to use.

Nick Platts  
**Chairman**

### Contact us

Please do not hesitate to get in touch if you have any questions about our books, need help placing an order or would like to set up a trade account.

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Vincent Jackson

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**E:** vincent@schofieldandsims.co.uk

Alternatively, visit our website at **[www.schofieldandsims.co.uk](http://www.schofieldandsims.co.uk)** to view sample pages, order online and access a wide range of free resources.



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### Ready to order?

Shop online at [www.schofieldandsims.co.uk](http://www.schofieldandsims.co.uk) or call **01484 607080** to place your order with our friendly Customer Service team.

### Free downloads

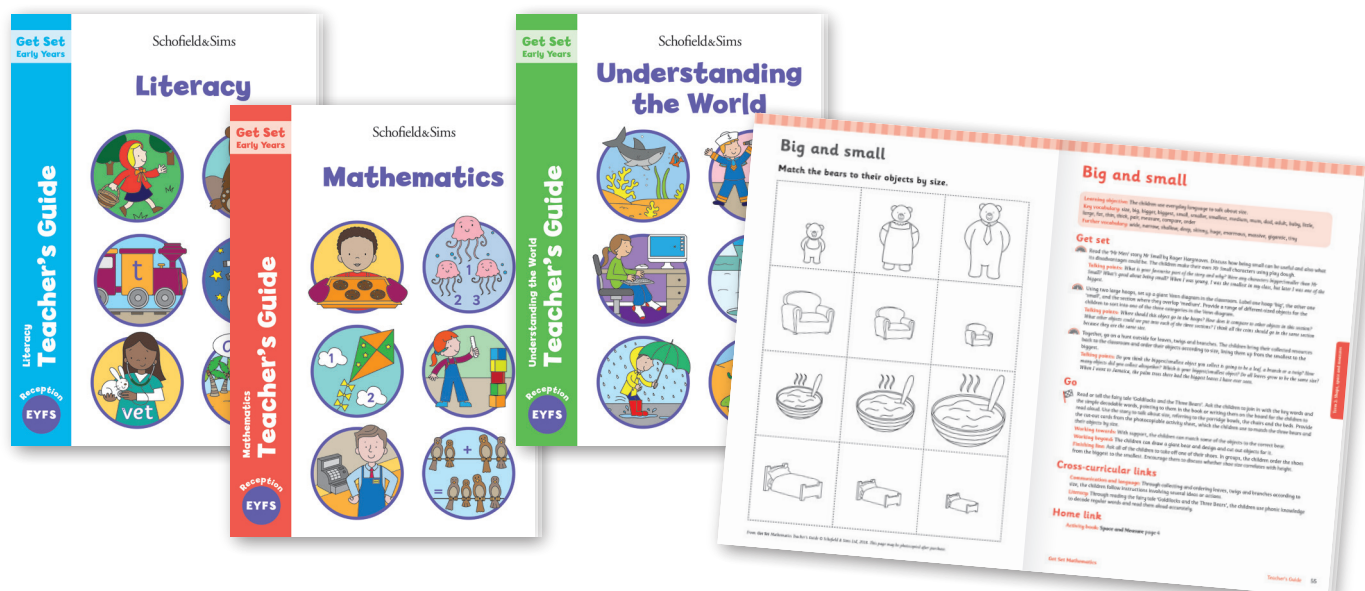
Many Schofield & Sims resources have accompanying free downloads. To view the full range of downloadable materials available online visit [www.schofieldandsims.co.uk/free-downloads](http://www.schofieldandsims.co.uk/free-downloads)



A dynamic early years scheme to bridge the gap between play and formal learning, helping children to be school-ready by the end of Reception

## Get Set Teacher's Guides (pages 4-5)

Creative teaching ideas to support the Early Learning Goals



## Get Set Activity Books (pages 6-7)

Fun activities to consolidate classroom learning at home



# 11+

Prepare to pass

Structured revision and practice books to build the foundations for a confident and relaxed approach to the 11+ and other school entrance exams

## Rapid Tests (pages 80-83)

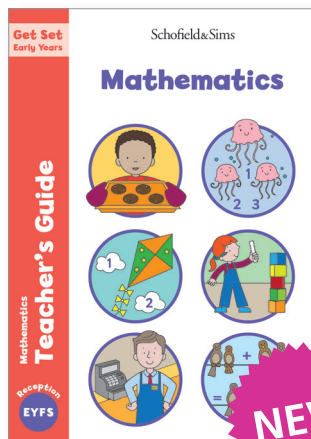
Short, timed tests designed to build speed and fluency



## Progress Papers (pages 84-87)

Rigorous and flexible practice of key 11+ question types





## Get Set Teacher's Guides

Sophie Le Marchand and Sarah Reddaway

**Get Set Early Years** is a comprehensive and engaging early years scheme that aims to bridge the gap between play and formal learning, helping all children to be school-ready by the end of Reception. It links directly to the Early Years Foundation Stage (EYFS) framework, with a particular focus on the specific areas of Literacy, Mathematics and Understanding the world. For each of these areas, there is a teacher's guide full of practical activity ideas that cover all the expected Early Learning Goals (ELGs), and corresponding activity books for parents or carers to complete with their child at home.

The **Get Set** teacher's guides provide a wealth of learning opportunities and practical resources based around play, exploration and discussion that slowly build in more formal elements of learning. The books also promote strong home-school links, not only through close correspondence with the activity books, but by providing a variety of additional resources designed to encourage a strong partnership between school staff and parents.

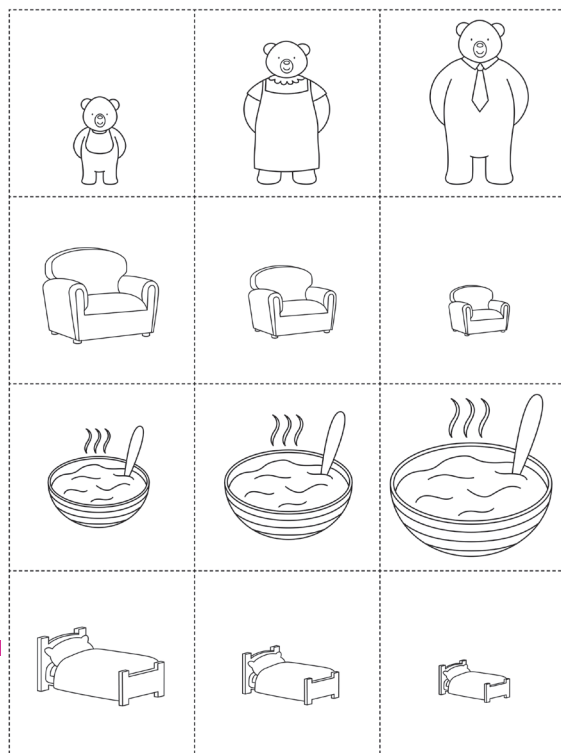
**AVAILABLE  
APRIL 2018**

Talking points prompt conversational exploration of the topic and help build vocabulary.

There is gradual progression from unit to unit and from term to term.

### Big and small

Match the bears to their objects by size.



From: Get Set Mathematics Teacher's Guide © Schofield & Sims Ltd, 2018. This page may be photocopied after purchase.

Activity sheets include a wide range of hands-on learning resources such as cards, games and puzzles.

### Big and small

**Learning objective:** The children use everyday language to talk about size.

**Key vocabulary:** size, big, bigger, biggest, small, smaller, smallest, medium, mum, dad, adult, baby, little, large, fat, thin, thick, pair, measure, compare, order

**Further vocabulary:** wide, narrow, shallow, deep, skinny, huge, enormous, massive, gigantic, tiny

#### Get set

**Read** the 'Mr Men' story *Mr Small* by Roger Hargreaves. Discuss how being small can be useful and also what its disadvantages could be. The children make their own *Mr Small* characters using play dough.

**Talking points:** What is your favourite part of the story and why? Were any characters bigger/smaller than *Mr Small*? What's good about being small? When I was young, I was the smallest in my class, but later I was one of the biggest.

**Using** two large hoops, set up a giant Venn diagram in the classroom. Label one hoop 'big', the other one 'small', and the section where they overlap 'medium'. Provide a range of different-sized objects for the children to sort into one of the three categories in the Venn diagram.

**Talking points:** Where should this object go in the hoops? How does it compare to other objects in this section? What other objects could we put into each of the three sections? I think all the coins should go in the same section because they are the same size.

**Together**, go on a hunt outside for leaves, twigs and branches. The children bring their collected resources back to the classroom and order their objects according to size, lining them up from the smallest to the biggest.

**Talking points:** Do you think the biggest/smallest object you collect is going to be a leaf, a branch or a twig? How many objects did you collect altogether? Which is your biggest/smallest object? Do all leaves grow to be the same size? When I went to Jamaica, the palm trees there had the biggest leaves I have ever seen.

#### Go

**Read** or tell the fairy tale 'Goldilocks and the Three Bears'. Ask the children to join in with the key words and the simple decodable words, pointing to them in the book or writing them on the board for the children to read aloud. Use the story to talk about size, referring to the porridge bowls, the chairs and the beds. Provide the cut-out cards from the photocopiable activity sheet, which the children use to match the three bears and their objects by size.

**Working towards:** With support, the children can match some of the objects to the correct bear.

**Working beyond:** The children can draw a giant bear and design and cut out objects for it.

**Finishing line:** Ask all of the children to take off one of their shoes. In groups, the children order the shoes from the biggest to the smallest. Encourage them to discuss whether shoe size correlates with height.

#### Cross-curricular links

**Communication and language:** Through collecting and ordering leaves, twigs and branches according to size, the children follow instructions involving several ideas or actions.

**Literacy:** Through reading the fairy tale 'Goldilocks and the Three Bears', the children use phonic knowledge to decode regular words and read them aloud accurately.

#### Home link

**Activity book:** Space and Measure page 4

Get Set Mathematics

Teacher's Guide 55

As the units progress the *Go* activities slowly introduce elements of more formal learning.



Each **Get Set** teacher's guide contains 39 structured units, one for each week of the school year, that develop children's knowledge and enjoyment of the relevant ELGs. All the unit plans follow a consistent format, comprising:

- **Introductory panel** – featuring a description of the learning objective with links to the ELGs, together with key and further vocabulary that will be covered during the unit
- **Get set activities** – three activity ideas to help you introduce and invite exploration of the topic through practical and playful means
- **Go activity** – a further activity with accompanying photocopiable resource allowing children to explore the topic in more depth
- **Cross-curricular links** – clear references to other EYFS curriculum areas that children may be actively engaged in through the activities in the unit
- **Home link** – references to relevant pages in the activity books.

All three teacher's guides also include general guidance on delivering and assessing the EYFS curriculum, alongside a range of supporting photocopiable resources.

Additional photocopiable resources can be given to parents and carers to support learning at home.

## Free downloads

Further **Get Set Early Years** resources are available as free downloads from the Schofield & Sims website, including:

- *Termly vocabulary lists*
- an *Observation form* to help teachers record evidence of ELGs
- a *Learning diary* to help facilitate home-school communication
- a *Grapheme-phoneme correspondence chart* and *Phonics glossary*
- a *Handwriting chart* showing letters of the alphabet and numerals from 1 to 9
- a *Letter formation patter chart*
- a full *Recommended reading list*.

## Term 1 vocabulary list

### All about me

**Key vocabulary:** me, myself, I, you, name, girl, boy, mirror, body, head, face, eye, nose, mouth, ear, hair, colour, tall, short, big, little, baby, child, photo, age, birthday, candle, cake, young, old, same different, change

**Further vocabulary:** eyelash, eyebrow, nostril, earlobe, teeth, portrait

### My body

**Key vocabulary:** me, myself, I, you, mirror, body, body part, head, face, eye, nose, mouth, ear, hair, leg, foot, toe, knee, arm, shoulder, elbow, hand, finger, tall, short, big, little, baby, child, adult, colour, see, hear, touch, smell, taste, change

**Further vocabulary:** eyelash, eyebrow, nostril, earlobe, teeth, brain, heart, stomach, senses, skeleton, bone

### My clothes

**Key vocabulary:** body, clothes, clothing, warm, thick, thin, shorts, trousers, dress, skirt, jumper, top, T-shirt, hat, coat, sock, underpants, shoe, boot, glove, scarf, umbrella, weather, rain, snow, wind, sun, washing line, favourite

**Further vocabulary:** cardigan, tights, belt, material, waterproof, wool, cotton, plastic

### My hobbies

**Key vocabulary:** like, love, dislike, do, play, make, favourite, enjoy, toy, hobby, activity, game, sport, music, art, football, swimming, cycling, painting, singing, dancing, reading, dressing up

**Further vocabulary:** interest, drama, tennis, gymnastics, athletics, rugby, diving, cooking, baking

### Animals and their babies

**Key vocabulary:** animal, farm, farmer, cow, pig, sheep, horse, goat, duck, hen, chicken, dog, cat, baby, child, adult, big, little, calf,

piglet, lamb, foal, kid, duckling, chick, puppy, kitten, grow, change, zoo, zookeeper, monkey, tiger, lion, elephant, giraffe, snake, crocodile, shark, parrot, bird, fish, bear, cub, same, different

**Further vocabulary:** life cycle, caterpillar, butterfly, tadpole, frog, mammal, reptile, fur, feather, scale

### Humans and their babies

**Key vocabulary:** person, human, grow, change, life cycle, baby, child, adult, age, now, then, big, little, young, old, movement, mum, dad, brother, sister, body, skeleton, bone

**Further vocabulary:** toddler, teenager, develop, sibling, elderly

### Footprints

**Key vocabulary:** animal, human, foot, toe, footprint, trail, size, shape, big, little, large, small, fat, thin, pointy, rounded, snow, sand, mud, dog, cat, dinosaur, chicken, bear, duck, bird, paw, claw, hoof, barefoot, shoe, same, different

**Further vocabulary:** similarity, difference, step, wide, narrow, circular, oval, mammal, reptile, left, right

### Animal habitats

**Key vocabulary:** animal, cow, pig, sheep, horse, goat, duck, hen, dog, cat, fish, shark, seahorse, dolphin, octopus, eel, rabbit, frog, crab, monkey, snake, bird, nest, pond, tree, habitat, water, sea, land, farm, wet, dry, live, home

**Further vocabulary:** similarity, difference, environment, sea creature, gill, adapt, jungle, grassland, desert, forest, city

### Mini-beasts

**Key vocabulary:** mini-beast, insect, spider, web, fly, ant, moth, butterfly, caterpillar, bee, snail, slug, ladybird, body part, leg, wing

**Further vocabulary:** beetle, earwig, mosquito, woodlouse, daddy-long-legs, centipede, millipede, antenna, thorax

### Sorting technology

**Key vocabulary:** technology, computer, tablet, mobile phone, camera, screen, photo, telephone, cooker, television, transport, aeroplane, toy, robot, walkie-talkie, remote-control car, move, drive, forwards, backwards, fast, slow, radio, torch, lamp, light, sound

**Further vocabulary:** on, off, lens, display, hearing, visual, left, right

### Land transport

**Key vocabulary:** transport, land, wheel, road, car, van, bus, train, carriage, lorry, truck, motorbike, tractor, bicycle, scooter, skateboard, vehicle, engine, fuel, move, walk, drive, speed, fast, slow, traffic light, safety, crossing, Green Cross Code, seat belt

**Further vocabulary:** journey, station, environment, pollution, boat, bonnet, steering wheel, gear stick, brake, accelerator

### Air and water transport

**Key vocabulary:** transport, air, water, vehicle, aeroplane, airport, helicopter, hot air balloon, fly, flight, sky, board, take-off, land, pilot, float, sink, wing, boat, ship, rowing boat, ferry, submarine, yacht, surfboard, engine

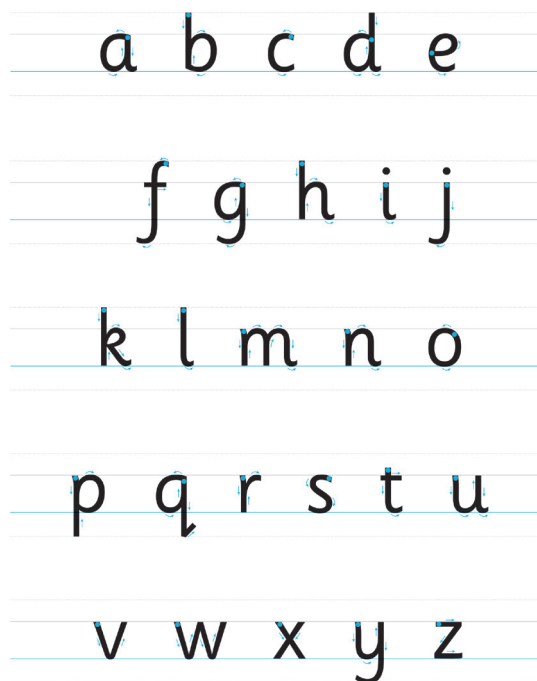
**Further vocabulary:** journey, jet, propeller, canoe, jet ski, speedboat, hovercraft, passenger

### Space

**Key vocabulary:** space, planet, Earth, moon, sun, star, rocket, nose, fin, engine, countdown, take-off, landing, alien, astronaut, Neil Armstrong, Tim Peake, telescope

**Further vocabulary:** Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, comet, galaxy, asteroid, gravity

## Letter formation chart



From: *Get Set Literacy Teacher's Guide* © Schofield & Sims Ltd, 2018. This page may be photocopied after purchase.

KEY STAGE

EY

AGES

4-5

RETAIL PRICE

£15.00

Get Set Mathematics Teacher's Guide

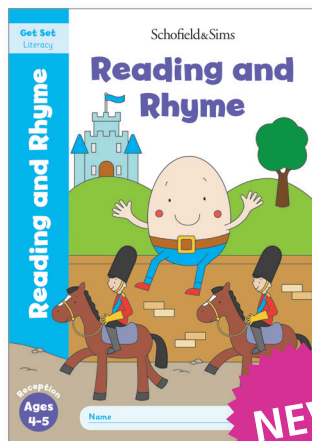
978 07217 1435 6

Get Set Literacy Teacher's Guide

978 07217 1440 0

Get Set Understanding the World Teacher's Guide

978 07217 1446 2



## Get Set Activity Books

*Sophie Le Marchand and Sarah Reddaway*

The **Get Set** activity books complement the learning and development opportunities offered in the **Get Set** teacher's guides, providing fun activities, vocabulary and tips for use with children in their Reception year. Active parental or carer involvement in a child's education has long-lasting benefits to their learning as they progress through school, and the **Get Set** activity books are an ideal way not only of strengthening links between school staff and parents but also of encouraging consolidation of learning at home.

There are 12 **Get Set** activity books in total that together cover all the Early Learning Goals (ELGs) for Literacy, Mathematics and Understanding the world. The activities in the books link directly with the units in the teacher's guides, thereby reinforcing the learning that takes place at school. They also provide parents with a clear understanding of what topics and vocabulary their children are learning in school, as well as an idea of the expectations for children at this age.

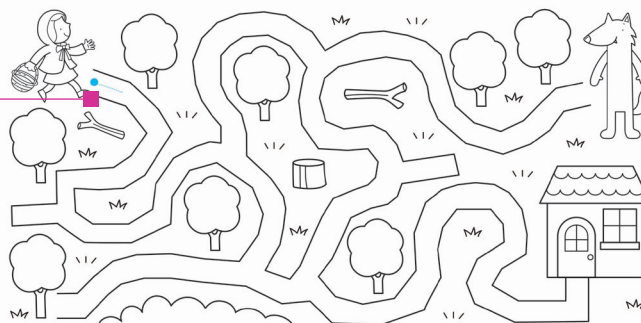
**AVAILABLE  
APRIL 2018**

The activity instructions are written in concise child-friendly language that should be read aloud to the child by an adult.

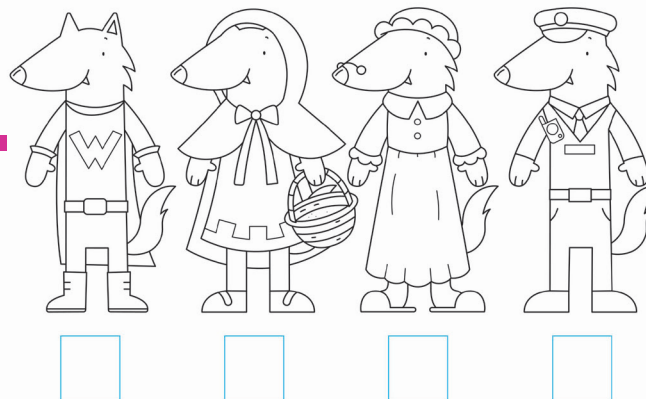
Dotted or shaded lines guide children through the activities.

### Little Red Riding Hood

■ Help Little Red Riding Hood find her way through the forest. Try not to run into the wolf!



Tick the wolf that is wearing the right disguise.



Pages are clean and uncluttered with engaging illustrations to capture the child's imagination.



Each activity book page contains two activities for the child to complete. Carefully designed to be as engaging and varied as possible, the activities include matching, complete the picture, connect the dots, mazes, picture sequencing, colour by sound, odd one out, and many more.

To further promote home learning, helpful notes are provided at the back of each book in a detailed table that parents and carers can refer to while working through the book with their child. For each page of the activity book, the following information is given:

- **Teaching tip** – a useful educational tip offering guidance to parents and carers on how best to support their child as they complete the activities
- **Key vocabulary** – a selection of important key vocabulary for parents and carers to use with their child when discussing the topic
- **Extension activity** – a suggestion for an additional practical activity that explores the topic in a real-life context to further challenge the child and enrich their learning.

Notes for parents and carers		
Page	Teaching tip	Extension activity
The 'v' sound page 4	Ask 'v' or 'w' to 'v'. Encourage your child to make the sound for 'v' by holding their hand up to their mouth and blowing.	Make a 'v' sound together, using a variety of objects to make the sound. Make a 'v' sound with each object.
The 'v' sound page 5	Ask 'v' or 'w' to 'v'. Show your child how to make the sound for 'v' by holding their hand up to their mouth and blowing.	Ask your child to make the sound for 'v' by holding their hand up to their mouth and blowing.
The 'v' sound page 6	Ask 'v' or 'w' to 'v'. Show your child how to make the sound for 'v' by holding their hand up to their mouth and blowing.	Ask your child to make the sound for 'v' by holding their hand up to their mouth and blowing.
The 'v' sound page 7	Ask 'v' or 'w' to 'v'. Show your child how to make the sound for 'v' by holding their hand up to their mouth and blowing.	Ask your child to make the sound for 'v' by holding their hand up to their mouth and blowing.
The 'v' sound page 8	Ask 'v' or 'w' to 'v'. Show your child how to make the sound for 'v' by holding their hand up to their mouth and blowing.	Ask your child to make the sound for 'v' by holding their hand up to their mouth and blowing.
The 'v' sound page 9	Ask 'v' or 'w' to 'v'. Show your child how to make the sound for 'v' by holding their hand up to their mouth and blowing.	Ask your child to make the sound for 'v' by holding their hand up to their mouth and blowing.
The 'v' sound page 10	Ask 'v' or 'w' to 'v'. Show your child how to make the sound for 'v' by holding their hand up to their mouth and blowing.	Ask your child to make the sound for 'v' by holding their hand up to their mouth and blowing.
The 'v' sound page 11	Ask 'v' or 'w' to 'v'. Show your child how to make the sound for 'v' by holding their hand up to their mouth and blowing.	Ask your child to make the sound for 'v' by holding their hand up to their mouth and blowing.
The 'v' sound page 12	Ask 'v' or 'w' to 'v'. Show your child how to make the sound for 'v' by holding their hand up to their mouth and blowing.	Ask your child to make the sound for 'v' by holding their hand up to their mouth and blowing.
The 'v' sound page 13	Ask 'v' or 'w' to 'v'. Show your child how to make the sound for 'v' by holding their hand up to their mouth and blowing.	Ask your child to make the sound for 'v' by holding their hand up to their mouth and blowing.
The 'v' sound page 14	Ask 'v' or 'w' to 'v'. Show your child how to make the sound for 'v' by holding their hand up to their mouth and blowing.	Ask your child to make the sound for 'v' by holding their hand up to their mouth and blowing.
The 'v' sound page 15	Ask 'v' or 'w' to 'v'. Show your child how to make the sound for 'v' by holding their hand up to their mouth and blowing.	Ask your child to make the sound for 'v' by holding their hand up to their mouth and blowing.
The 'v' sound page 16	Ask 'v' or 'w' to 'v'. Show your child how to make the sound for 'v' by holding their hand up to their mouth and blowing.	Ask your child to make the sound for 'v' by holding their hand up to their mouth and blowing.
The 'v' sound page 17	Ask 'v' or 'w' to 'v'. Show your child how to make the sound for 'v' by holding their hand up to their mouth and blowing.	Ask your child to make the sound for 'v' by holding their hand up to their mouth and blowing.

Activities increase in difficulty as children work through them, progressing at the same speed as the units in the teacher's guides.

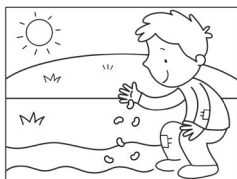
Notes for parents and carers provide ideas to extend children's learning.

## Jack and the Beanstalk

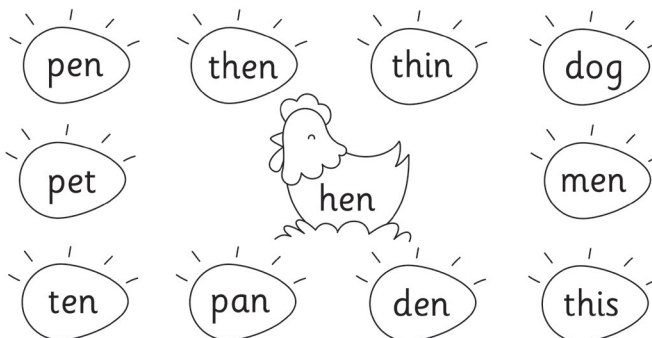
Order the pictures to tell the story. Write a number from 1 to 4 beside each picture.



1



The hen has laid some golden eggs. Colour all the eggs that rhyme with 'hen'.



Get Set Literacy

Reading and Rhyme

17

KEY STAGE **EY**

AGES

4-5

RETAIL PRICE

£3.50

Get Set Mathematics:

Counting

978 07217 1436 3

Adding and Subtracting

978 07217 1437 0

Shape and Pattern

978 07217 1438 7

Space and Measure

978 07217 1439 4

Get Set Literacy:

Reading and Rhyme

978 07217 1445 5

Letter Sounds

978 07217 1441 7

Phonics

978 07217 1442 4

Writing Letters

978 07217 1443 1

Writing Words

978 07217 1444 8

Get Set Understanding the World:

People

978 07217 1447 9

The World

978 07217 1448 6

Technology

978 07217 1449 3



## Nursery Activity

Kathryn Linaker

**Nursery Activity** is a series of graded activity books that reinforce early reading, writing and mathematical skills, including matching, sequencing and counting. The books cover concepts such as colours, shapes and numbers, and feature the appealing character of Eddy the teddy.

### Nursery Activity 1

- Numbers to 5
- Common shapes (circles, triangles, squares)
- Comparative size (big/small)
- Colours

### Nursery Activity 2

- Numbers to 6
- Common 2-D shapes
- Comparative size (big/small)
- More colours

### Nursery Activity 3

- Numbers to 7
- Common shapes (including rectangles)
- Comparative size (long/short)
- Positional words (on/under/next to)
- More colours

### Nursery Activity 4

- Numbers to 9
- Comparative size (tall/short, long/short)
- Positional words (above/next to)
- More colours

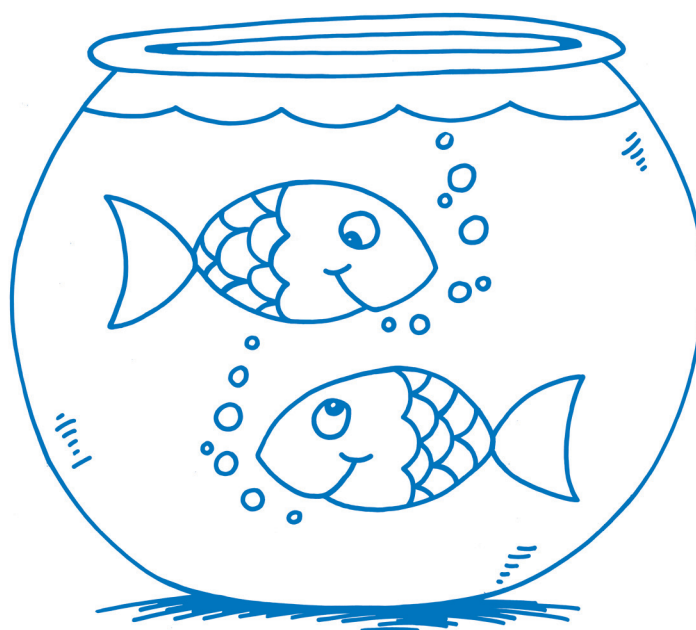
### Nursery Activity 5

- Numbers to 10
- Positional words (high/low)
- Simple addition
- Repeating patterns

### Nursery Activity 6

- Numbers to 10
- Adding one more
- Adding two groups of objects together
- Repeating patterns
- Number sequences
- More colours

These are Eddy's pet fish, Mickey and Minnie.  
Count the number of fish.  
Colour the fish different colours.



Now trace the numbers.



3

KEY STAGE

EY

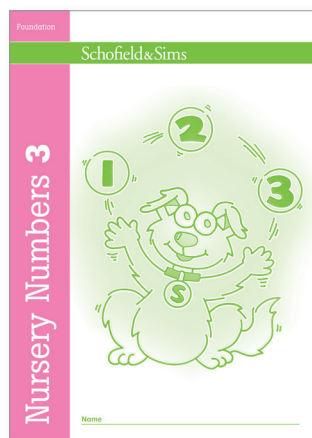
AGES

3-5

RETAIL PRICE

£3.50

Nursery Activity 1	978 07217 0813 3
Nursery Activity 2	978 07217 0814 0
Nursery Activity 3	978 07217 0815 7
Nursery Activity 4	978 07217 0816 4
Nursery Activity 5	978 07217 0817 1
Nursery Activity 6	978 07217 0818 8



## Nursery Numbers 1

- Numbers to 5
- Simple shapes
- One-to-one matching
- Comparisons (for example, longer/shorter and more/less)

## Nursery Numbers 2

- Numbers to 5
- Common 2-D shapes
- Comparative size (for example, higher/lower and thicker/thinner)

## Nursery Numbers 3

- Numbers to 10
- Shapes and patterns
- Position words (inside/outside)

## Nursery Numbers 4

- Numbers to 10
- Adding more
- Simple addition using pictures

## Nursery Numbers 5

- Numbers to 10
- Simple subtraction
- Comparing quantities (fewer)
- Counting on and back

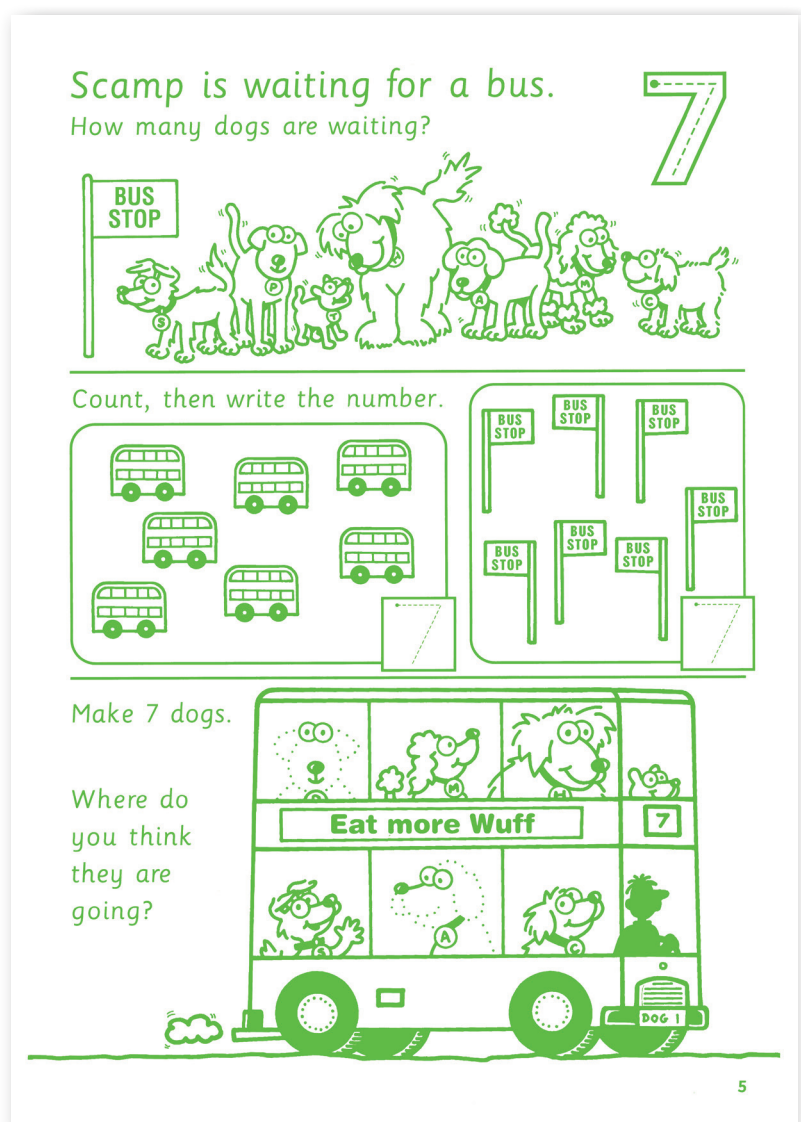
## Nursery Numbers 6

- Numbers to 10
- Addition and subtraction
- Number sentences and stories (for example, *Ten Green Bottles*)
- Positional language (in front of/behind)

## Nursery Numbers

Sally Johnson

**Nursery Numbers** is a series of graded activity books that reinforce mathematical language and early number skills, including matching, counting, adding and subtracting. The books cover concepts such as money, shapes and measures, and are brought to life by the engaging character of Scamp the dog.



KEY STAGE EY

AGES 3-5

RETAIL PRICE £3.50

Nursery Numbers 1 978 07217 0867 6

Nursery Numbers 2 978 07217 0868 3

Nursery Numbers 3 978 07217 0869 0

Nursery Numbers 4 978 07217 0870 6

Nursery Numbers 5 978 07217 0906 2

Nursery Numbers 6 978 07217 0907 9



## Nursery Writing 1

- Left-to-right tracking
- Handwriting patterns
- Pencil control
- One-to-one matching

## Nursery Writing 2

- Left-to-right writing direction
- Handwriting patterns
- Pencil control
- Correct formation of the letters c, o, a and b, d
- The sounds made by the above letters at the start of a word
- Matching and tracking letters

## Nursery Writing 3

- Correct formation of the letters h, k, r, n, m and s, p, e
- The sounds made by the above letters at the start of a word
- Matching and tracking letters

## Nursery Writing 4

- Correct formation of the letters j, g, w, u, v, i, l and f, t
- The sounds made by the above letters at the start of a word
- Matching and tracking letters

## Nursery Writing 5

- Correct formation of the letters q, z and x, y
- The sounds made by the above letters at the start of a word
- Matching and tracking letters
- Three-letter words

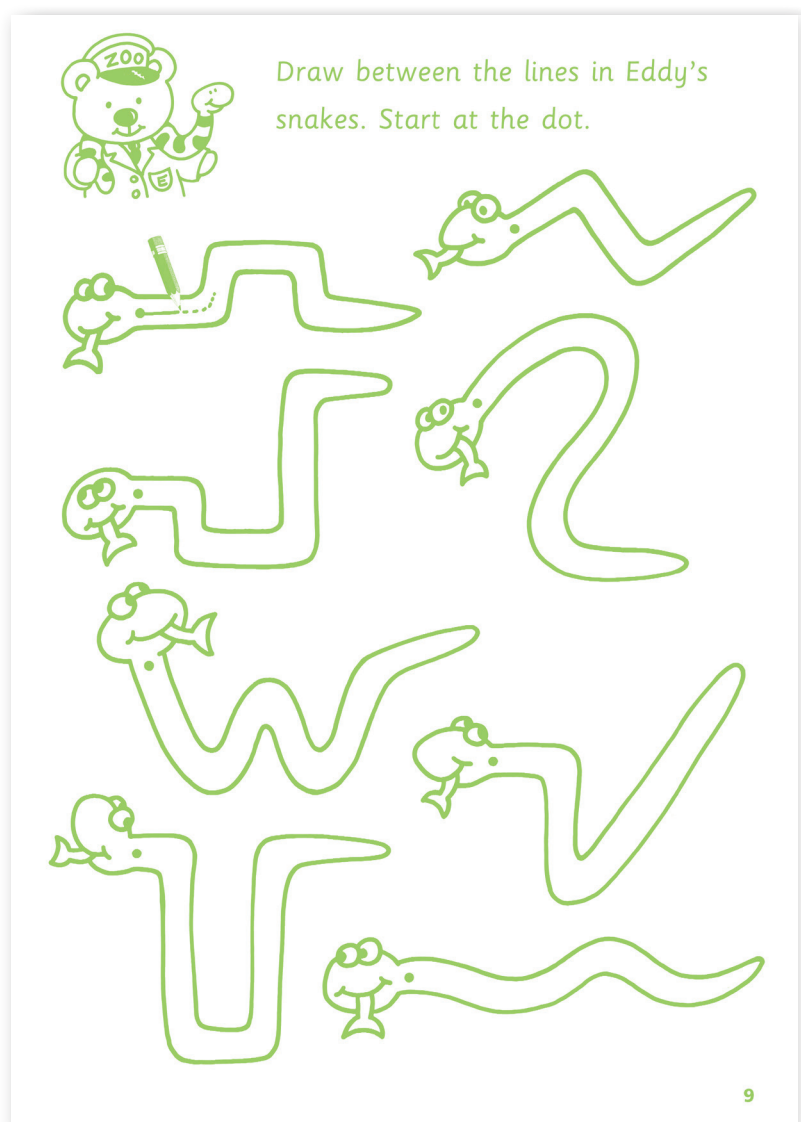
## Nursery Writing 6

- Consolidation of letter sounds
- Alphabetical order
- Three-letter words
- Number words

## Nursery Writing

Kathryn Linaker

**Nursery Writing** is a series of graded activity books that use the familiar character of Eddy the teddy to help young children develop good motor control and learn the correct formation of letters. The books also support early literacy skills by encouraging children to link letters and sounds, and write simple words.



KEY STAGE EY

AGES 3-5

RETAIL PRICE £3.50

Nursery Writing 1	978 07217 0819 5
Nursery Writing 2	978 07217 0820 1
Nursery Writing 3	978 07217 0821 8
Nursery Writing 4	978 07217 0822 5
Nursery Writing 5	978 07217 0823 2
Nursery Writing 6	978 07217 0824 9



## Nursery All About Me

- Parts of the body
- Using the senses
- Favourite things
- Looking after yourself

## Nursery All About Where I Live

- Rooms in the house
- Where things belong
- The garden
- Things you see in the street
- Going shopping
- At the park

## Nursery All About the World I Live In

- Plants
- Minibeasts
- Farm/wild animals
- Similarities and differences between animals
- Things you see in a town
- Up in the sky and underground
- Creatures that live in water

## Nursery All About the Weather

- Wind, rain, sunshine
- Colours of the rainbow
- Snow and ice
- Clothes for different kinds of weather
- Hot/cold
- Wet/dry
- The seasons

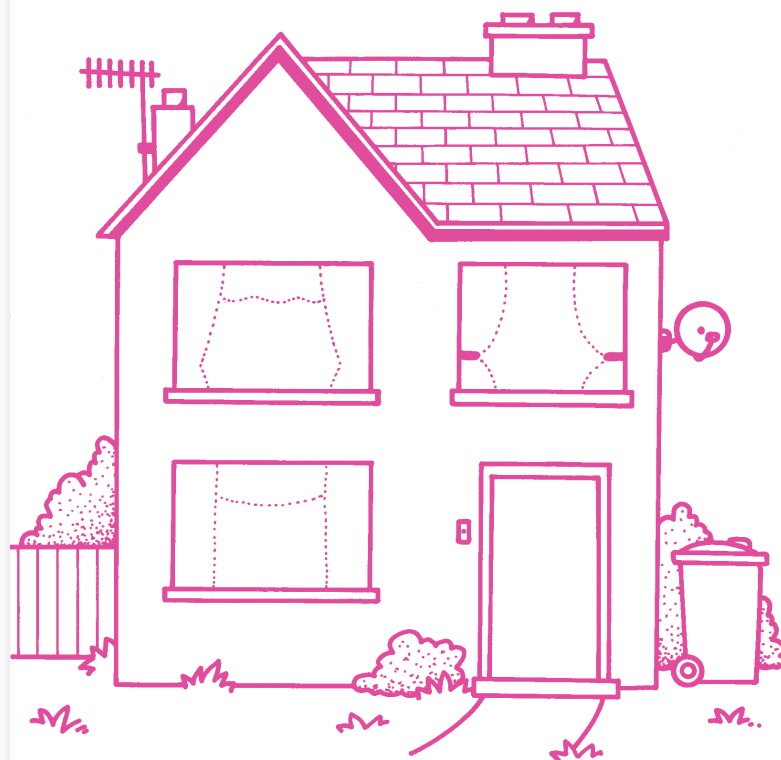
## Nursery All About

Sally Johnson

**Nursery All About** is a topic-based series of activity books that use familiar, cross-curricular themes to develop children's conceptual understanding of themselves and the world around them. The books encourage children to observe and talk about similarities and differences in relation to places, objects, materials and living things.

### My House

Colour the door the same colour as your door.



Draw and colour curtains at the windows.

What number is your door?



2

### Nursery All About Me

978 07217 0871 3

### Nursery All About Where I Live

978 07217 0872 0

### Nursery All About the World I Live In

978 07217 0873 7

### Nursery All About the Weather

978 07217 0874 4

KEY STAGE

EY

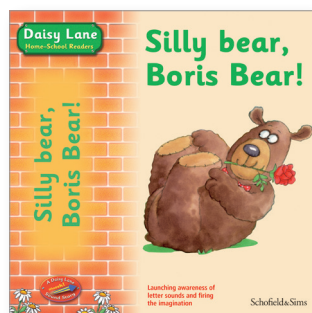
AGES

3-5

RETAIL PRICE

£3.50





## Daisy Lane Home-School Readers

Carol Matchett

The **Daisy Lane Home-School Readers for Young Children** and **Pre-school Children** are lively stories for children and adults to enjoy together. They have been specially written by a teacher to support children's first steps in literacy. Each story takes place in and around Daisy Lane and focuses on two young children, Ollie and Jazz – a brother and sister with whom young readers will quickly identify.

The **Daisy Lane Home-School Readers for Young Children** are aimed at children who have not yet started to read but show an interest in books, while the **Daisy Lane Home-School Readers for Pre-school Children** are suitable for Reception-age children who are just starting to read independently. Ideal for use as home readers, both sets of book may also be used for group or independent reading in class. All the stories support the Literacy Early Learning Goals in the Early Years Foundation Stage framework and will sit comfortably with any other readers that your school may already be using.

The books are attractively presented with colour illustrations and a typeface specifically designed for young readers.



Free downloads available



Boris Bear, Boris Bear touch your nose



Boris Bear, Boris Bear touch your toes



*Sound Stories* use rhyme and alliteration to focus on the sounds made by different letters.

KEY STAGE **EY**

AGES **3-4**

RETAIL PRICE **£2.95**

Home-School Guide to Reading  
with Pre-school Children  
978 07217 1100 3

Daisy Lane Home-School Readers for  
Pre-school Children:

**Silly bear, Boris Bear! (Sound Story)**  
978 07217 1101 0

**Max's monster meal (Sound Story)**  
978 07217 1102 7

**Toy trouble (Sound Story)**  
978 07217 1103 4

**In the shed (Key Word Story)**  
978 07217 1104 1

**Hide and seek (Key Word Story)**  
978 07217 1105 8

**I can do that! (Key Word Story)**  
978 07217 1106 5



The **Daisy Lane** readers feature two different types of stories: *Sound Stories* and *Key Word Stories*. The *Sound Stories* develop early phonological awareness and knowledge of the sound-symbol relationships using rhyme and alliteration, while the *Key Word Stories* encourage recognition of common high-frequency words through pattern and repetition.

To support parents and classroom assistants in guided reading sessions, every reader includes concise and clearly written notes for adults that not only consolidate reading skills and strategies taught in the classroom, but also encourage discussion and help develop children's language and comprehension skills.

Further guidance on helping children as they learn to read can be found in **The Home-School Guide to Reading with Pre-school Children** and **The Home-School Guide to Reading with Young Children**. Perfect for parent induction meetings and reading workshops, the guides contain simple explanations of the process of learning to read and are full of ideas for encouraging early literacy, using books, the text that surrounds us and everyday objects.

## Free downloads

A separate **Daisy Lane Reading Profile** is available as a free download from the Schofield & Sims website to help teachers in Reception classes gather information about children's reading.

Designed to accompany the **Daisy Lane Home-School Readers for Young Children**, this eight-page, A4 booklet contains transcripts of selected sections of the text of each of the six books at this level, a note of the sounds and key words focused on, and some key questions to ask children to check their understanding.

Spacious square pages are easy for young readers to handle.



"Can I come in?" said Ollie.



"No!" said Jazz.



Key Word Stories reinforce high-frequency words for the Reception year.

KEY STAGE **EY**

AGES **4-5**

RETAIL PRICE **£2.95**

**Home-School Guide to Reading with Young Children**  
978 07217 1107 2

**Daisy Lane Home-School Readers for Young Children:**

**Helping Harpo (Sound Story)**  
978 07217 1108 9

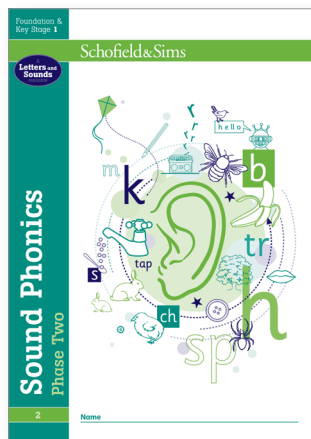
**What a laugh! (Sound Story)**  
978 07217 1109 6

**Zap! (Sound Story)**  
978 07217 1110 2

**Can I come in? (Key Word Story)**  
978 07217 1111 9

**Look at this! (Key Word Story)**  
978 07217 1112 6

**Lost and found (Key Word Story)**  
978 07217 1113 3



## Sound Phonics Activity Books

Carol Matchett

**Sound Phonics** is a complete synthetic phonics programme comprising ten activity books, a teacher's guide, a teacher's resource book and a collection of decodable rhymes. Fully compatible with *Letters and Sounds*, it prepares children for full fluency in reading, writing and spelling by providing rich multi-sensory practice in phonics.

The **Sound Phonics** activities reinforce children's early literacy skills through listening and speaking. From an early stage, children are encouraged to look at and point to letters – and gradually to trace and form them correctly. They also practise identifying and saying the correct sounds in words and blending these sounds to read words, slowly moving on to segmenting and blending longer words. Children also practise reading and spelling 'tricky' words and making correct spelling choices.

<b>KEY STAGE</b>	<b>EY</b>
<b>AGES</b>	<b>3+</b>
<b>RETAIL PRICE</b>	<b>£3.95</b>

**Sound Phonics Phase One**  
978 07217 1144 7

<b>KEY STAGES</b>	<b>EY</b> <b>KS1</b>
<b>AGES</b>	<b>4–7</b>
<b>RETAIL PRICE</b>	<b>£3.50</b>

**Sound Phonics Phase Two**  
978 07217 1145 4

**Sound Phonics Phase Three Book 1**  
978 07217 1146 1

**Sound Phonics Phase Three Book 2**  
978 07217 1147 8

**Sound Phonics Phase Four**  
978 07217 1148 5

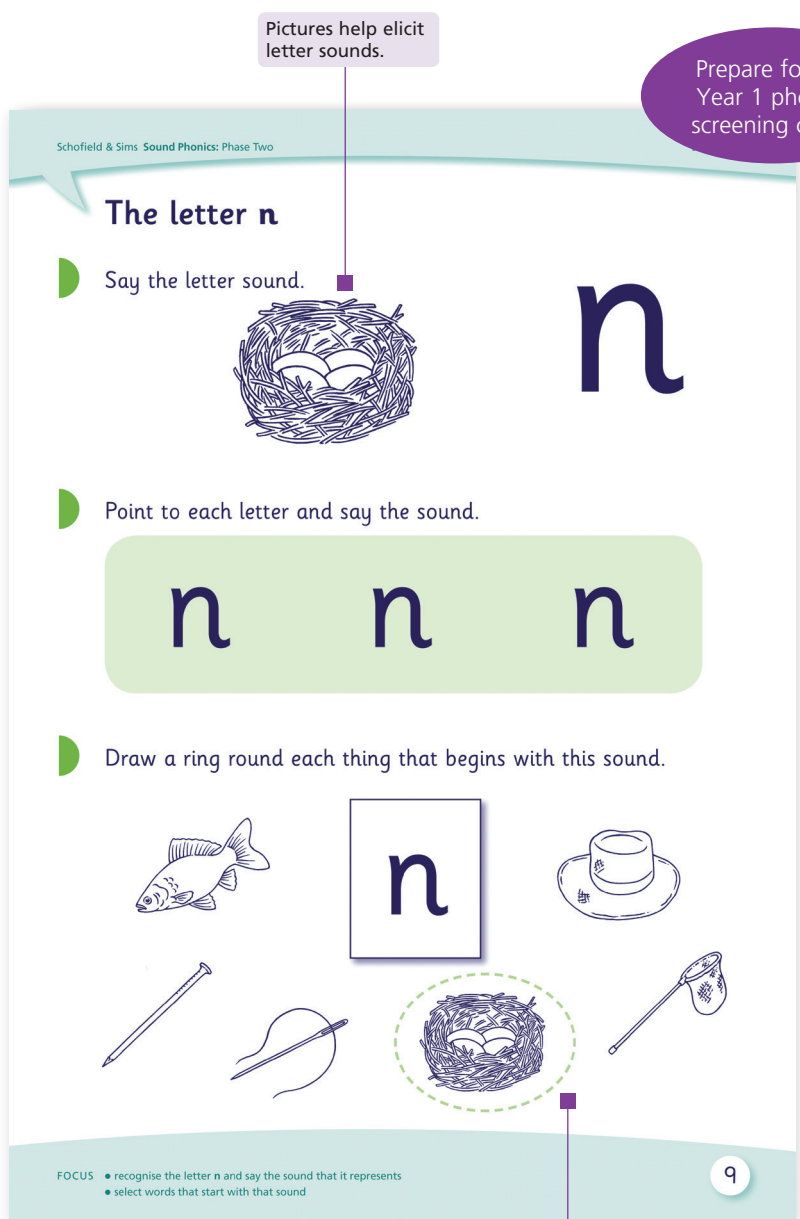
**Sound Phonics Phase Five Book 1**  
978 07217 1149 2

**Sound Phonics Phase Five Book 2**  
978 07217 1150 8

**Sound Phonics Phase Five Book 3**  
978 07217 1151 5

**Sound Phonics Phase Six Book 1**  
978 07217 1152 2

**Sound Phonics Phase Six Book 2**  
978 07217 1153 9



In the earliest activities, the child responds by circling, colouring, drawing or pointing.

The **Sound Phonics** activity books lie at the heart of the **Sound Phonics** programme, providing exercises to practise and consolidate the phonic knowledge and skills introduced through discrete teaching sessions. The first book in the series is a reusable stimulus book supporting literacy development in early years settings as described in the Early Years Foundation Stage framework, as well as *Letters and Sounds* Phase One. This is followed by nine activity books for completion by the child that cover the development stages that *Letters and Sounds* refers to as Phases Two to Six.

Each activity book supports teachers and other adult helpers by providing:

- integrated revision of points covered earlier
- 'focus' statements, summarising the main objectives of every page
- assessment activities and an assessment summary
- explanatory notes
- a glossary of phonics terminology.

## Free downloads

Further **Sound Phonics** resources are available as free downloads from the Schofield & Sims website. These resources may be used in the activities described in the **Sound Phonics Teacher's Guide** (see page 16) or for further practice. They include:

- more than 30 illustrated *Character cards* for introducing and reinforcing a letter, each corresponding to an alliterative sentence provided in the **Sound Phonics Teacher's Guide**
- *Character scenario sheets* for letter Sets 1 to 6, as well as for the consonant digraphs ch, sh, th and ng, with supporting activity ideas
- *Letters and Lines* handwriting downloads that provide extra practice at letter formation and writing
- further information on how **Sound Phonics** aligns to *Letters and Sounds*, including a *Scope and sequence chart*.

Revising Sets 1 to 7 and Phase Three graphemes

Schofield & Sims Sound Phonics: Phase Four

Phonic terms are defined in a glossary at the back of each book.

## Blending CVC words

Help Tog the robot to **sound talk** each word. Press the **sound button** as you say the sound. Then **blend** the sounds to say the word.

Draw a picture to show what is in each box.

hat ring shell

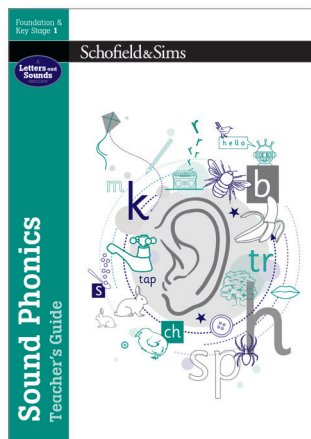
fork book soap

6 FOCUS • sound and blend CVC words (blending for reading)

Tog the robot helps the child to use 'sound talk' when segmenting for spelling.

'Sound buttons' help the child to say separate sounds before blending them for reading.

'Focus' statements summarise objectives.



## Sound Phonics Teacher's Guide

Carol Matchett

The **Sound Phonics Teacher's Guide** helps you to use all the **Sound Phonics** materials effectively in your classroom. The adult-led activities are designed to be carried out in groups or pairs, supported by materials in the accompanying teacher's resource book.

*Teaching notes* help you to plan phonics sessions around the **Sound Phonics** activity books. Based on the model 'teach, practise, apply, assess', they include:

- practical multi-sensory activities to introduce and reinforce phonic knowledge
- games to practise phonic skills in a stimulating context
- ways to apply phonic learning in reading and writing, and in other areas of learning
- 'little and often' activities to revise recognition and recall of known graphemes.

The assessment guidance includes *Observe and record* notes to help you to manage assessment in Phase One, as well as detailed information on carrying out the assessments in the activity books for Phases Two to Six.



Free  
downloads  
available

Chapter contents help you to navigate through the teaching notes for each activity book.

'You will need' boxes allow you to quickly prepare the required materials for each set of activities.

A 'download' symbol indicates supporting online resources.

Simple group and pair games provide focused practice of key phonic skills.

KEY STAGES

EY

KS1

AGES

4-7

RETAIL PRICE

£10.00

Sound Phonics Teacher's Guide  
978 07217 1223 9

### Sound Phonics Phase Four

- 1 Revising graphemes
- 2 Reading familiar high-frequency words
- 3 Introducing CVCC and CCVC words
- 4 Blending CVCC and CCVC words
- 5 Segmenting for spelling: CVCC and CCVC words
- 6 Reading sentences with tricky words
- 7 Spelling tricky words
- 8 Reading words with two parts

There are no new **graphemes** in Phase Four, but it is important to consolidate knowledge of the graphemes introduced so far and to ensure that all letters are formed correctly. Make 'little and often' practice a regular part of phonics sessions, using the activities described on page 31.

#### 1 Revising graphemes

**You will need:** Phase Two and Phase Three sound mat (□); Phase Three sound mat (□); grapheme cards (□); the Stepping stones game (□); the Star blazer game (□); counters.

#### Introductory activities

- Use the 'little and often' practice activities, as described on page 31.
- Say a sound and ask the children to write the corresponding letter. Say the formation patten as they write the letter.

#### Sound Phonics activities (pages 4, 5, 27)

- On page 4, say a letter sound and ask the children to find and write over the letter. They can use different colours to write over the letters several times, creating 'rainbow letters'.
- On pages 5 and 27, point to the graphemes at random and ask the children to say the corresponding sound.
- The children can practise these activities in pairs, with one child taking the role of the adult.
- Those who have difficulty with letter formation can use a range of writing materials for additional practice, referring to page 4 or the Letters handwriting download (□) if necessary.

#### Extension activities

- Use the Phase Two and Phase Three sound mats to support the children's recognition and recall of letters and graphemes when reading and writing.
- Use grapheme cards or the Stepping stones game to practise letter recognition. The Star blazer game or grapheme cards may be used to practise recognition of Phase Three graphemes.

#### 2 Reading familiar high-frequency words

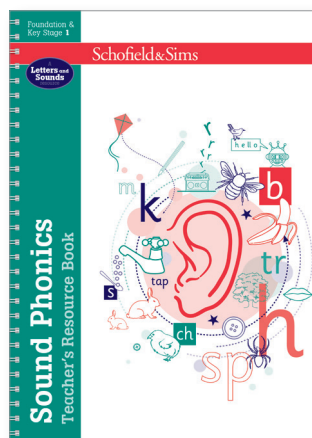
Both **decodable** and **tricky high-frequency words** need to be practised so that the children can read them automatically as early as possible. They should regularly practise reading groups of decodable high-frequency words (and familiar tricky words) as they proceed through Phase Four, so that they are able to recognise them instantly.

**You will need:** blank word cards (□) Against the clock cards (□)

39

A 'book' symbol indicates materials that are available in the accompanying teacher's resource book.





## Sound Phonics Teacher's Resource Book

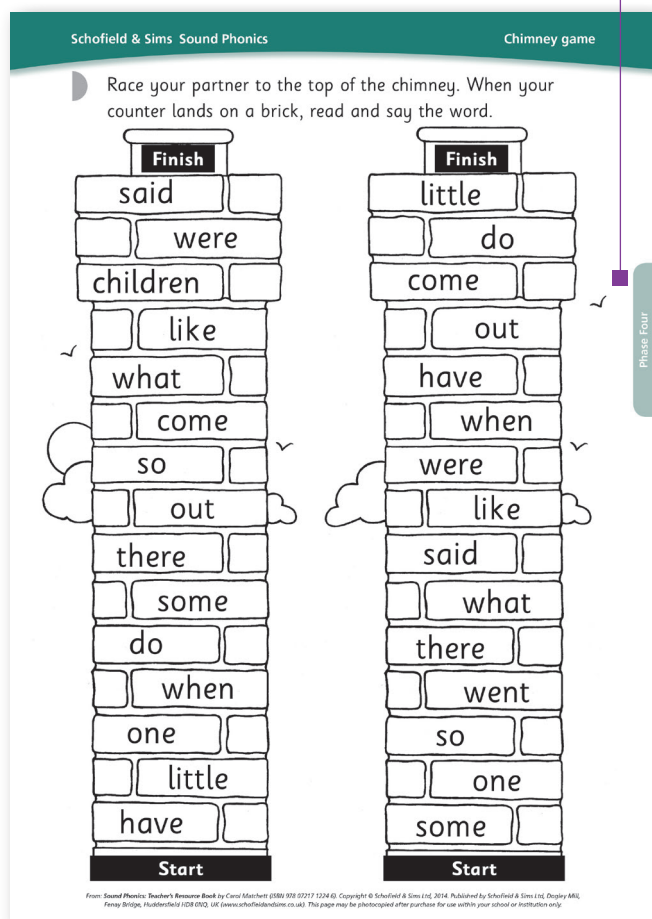
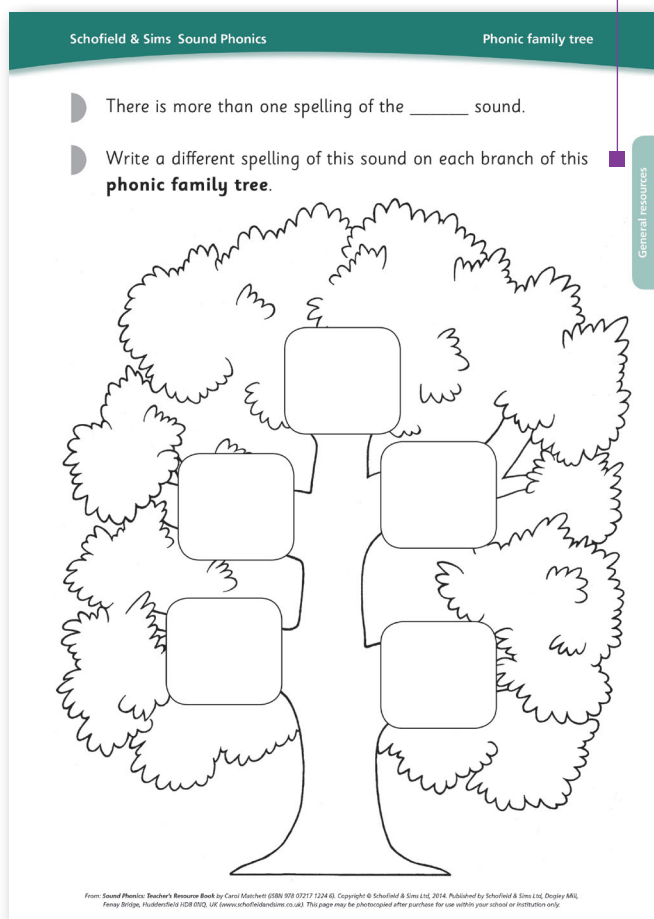
Carol Matchett

The **Sound Phonics Teacher's Resource Book** provides photocopy masters to support the activities and assessments described in the **Sound Phonics Teacher's Guide**. The resources are divided into three sections:

- *General resources* that can be used in different ways across the Phases, including word sort sheets, phoneme frames, a caption book template and a phonic family tree
- *Activity book resources* aligned to specific **Sound Phonics** activity book pages, including tricky word mats, grapheme cards, word cards and simple games
- *Assessment resources* that accompany the assessment tasks in each **Sound Phonics** activity book and help you to recognise and address any problem areas.

General resources may be used across all six Phases.

Activity book resources can be used with specific pupil books or as revision material.

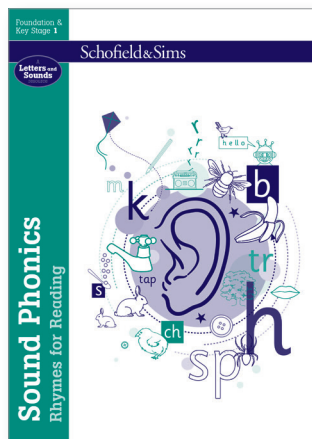


KEY STAGES EY KS1

AGES 4-7

RETAIL PRICE £15.00

Sound Phonics Teacher's Resource Book  
978 07217 1224 6



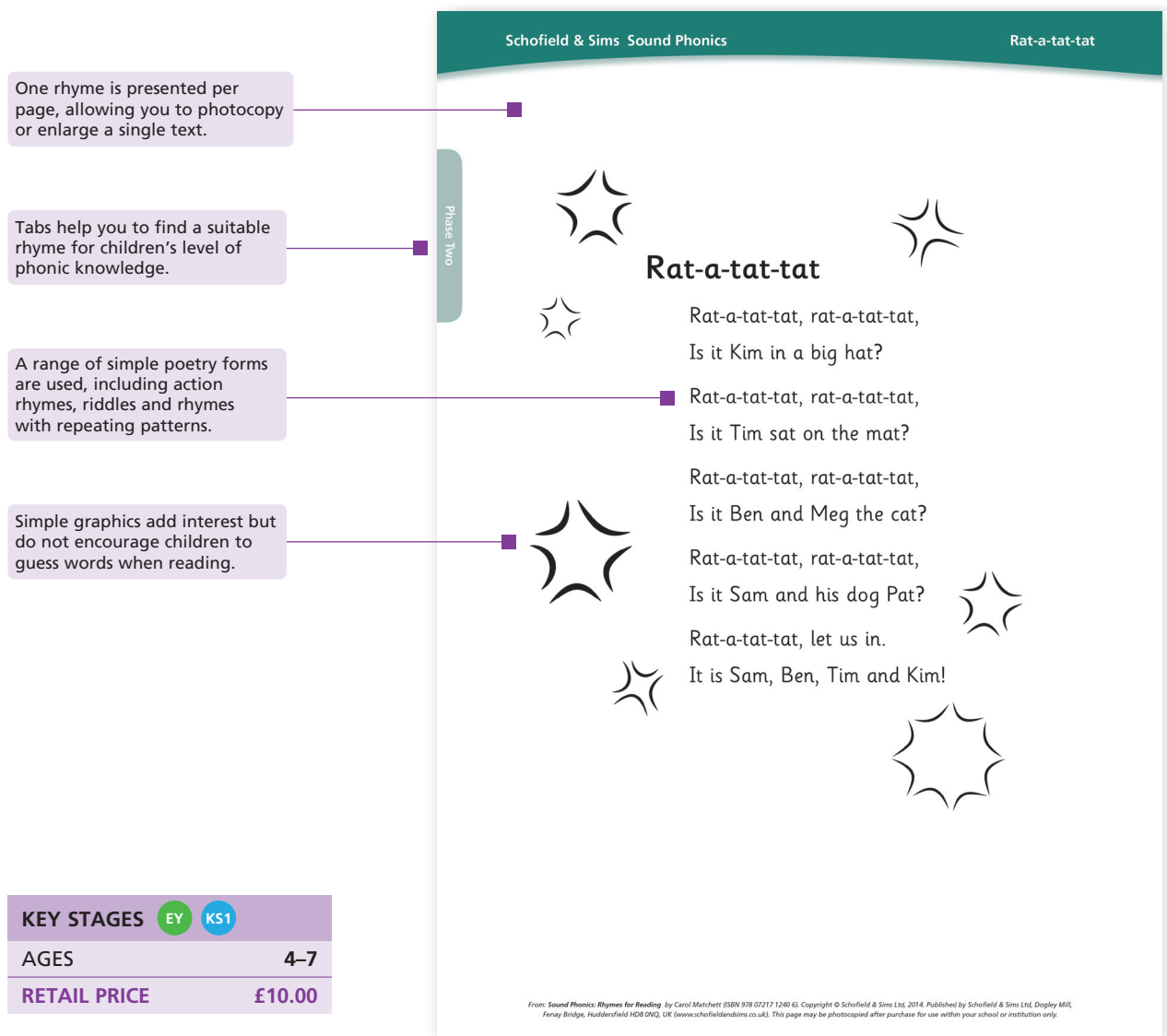
## Sound Phonics Rhymes for Reading

*Carol Matchett*

**Rhymes for Reading** is a collection of 60 photocopiable, phonically decodable rhymes for children working on Phases Two to Four of *Letters and Sounds*, which enables children to practise and apply phonic knowledge in a ‘real’ reading context from a very early stage. The rhymes feature a range of simple poetry forms and common Early Years Foundation Stage and Key Stage 1 themes, such as the seasons, family and school, and can be used throughout the year in phonics sessions and in other areas of learning.

Accompanying *Teaching notes* focus on phonic skills, vocabulary and comprehension, and help you to use the rhymes in your phonics teaching. They include:

- advice on using the rhymes in shared and guided reading
- suggestions for practical follow-up activities
- ideas for making links to writing
- *Phonic knowledge charts* to summarise the graphemes and tricky words in each rhyme
- *Discussion charts* to encourage reflection and develop understanding.



**Sound Phonics Rhymes  
for Reading**  
978 07217 1240 6





## Picture Dictionary

The **Picture Dictionary** uses simple word and picture association to develop young children's language and reading skills.

Key features of the **Picture Dictionary** include:

- colourful illustrations and an infant typeface to help children recognise more than 400 headwords
- an alphabet strip at the top of every double-page spread to assist children in locating words and reinforce their knowledge of the alphabet
- high-frequency words shown in bold throughout
- separate lists of verbs, opposites, colours, days of the week, months of the year and numbers to 20
- a complete photocopiable list of all the words featured in the dictionary.

Suitable for use with EAL and SEN pupils

An alphabet strip helps children to locate words in the dictionary.

The definition of a word is displayed in the form of a colourful illustration.

High-frequency words are shown in bold type for quick reference.



KEY STAGES **EY** **KS1**

AGES **4+**

RETAIL PRICE **£5.00**

**Picture Dictionary**  
978 07217 1131 7



## First Illustrated Dictionary

The **First Illustrated Dictionary** uses age-appropriate definitions and pictures to widen children's vocabulary and improve their reading, writing and spelling skills at Key Stage 1. Supporting the dictionary requirements of the National Curriculum, it includes more than 2000 headwords and definitions, and more than 500 colour illustrations.

Key features of the **First Illustrated Dictionary** include:

- concise *How to use this book* instructions
- clear guide words indicating the first and last headwords on each spread
- information on short forms and irregular plurals
- guidance on pronunciation
- an alphabet strip on each page to reinforce knowledge of the alphabet
- separate lists of colours, months of the year, days of the week and numbers.

Irregular plurals are clearly highlighted.

Guidance on pronunciation is given where appropriate.

Guide words help children to find the word they are looking for.

**foal**  
a young horse

**foam**  
bubbles on the top of a liquid

**fog**  
air that is thick with a mist made of very small water drops

**fold**  
to bend something so that one part covers another

**follow**

to go after; to come after

**fond**  
liking someone or something very much

**food**  
what people, animals and plants take in to keep them alive

**fool**

1 to trick somebody  
2 a person who behaves in a silly way

**foolish**  
slightly stupid; silly

**foot/feet**

1 the part of the leg that you stand on  
2 a measure of length (the same as about 30 centimetres)

**football**

1 a game played by two teams kicking a ball  
2 a special ball for playing football

**force**

1 to make somebody do something; to make something happen  
2 strength

**forecast**  
to say what is likely to happen

**forehead**  
the part of the head between your hair and your eyes

**foreign** (say 'forun')  
belonging to another country

**forest**  
a large area that is full of trees

**forget**

1 not to remember  
2 to leave something behind

**forgive**  
to stop being angry with someone even though they have done something wrong

**fork**

1 a small tool with long thin points for eating with  
2 a large tool with a long handle and long thin points, used in the garden  
3 where a road divides into two

**fort**  
a strong building built to protect people from attack

**fortnight**  
two weeks

**fortunate**  
lucky

**forward**  
towards the front

**fox**

a wild animal like a dog with a long thick tail

**free**

1 able to do as you wish  
2 given away for nothing

**freeze**  
to make or become very hard and cold; to turn to ice

**freezer**  
a fridge that keeps things so cold that they stay frozen

**fresh**

1 new; newly picked or collected; just made  
2 not tired

**fridge**  
short for refrigerator

**friend**

somebody you like and can trust and enjoy doing things with

Additional meanings are numbered in blue.

KEY STAGE KS1

AGES 5-7

RETAIL PRICE £10.00

First Illustrated Dictionary  
978 07217 1132 4



## First Dictionary

The **First Dictionary** helps to widen children's vocabulary and develop their reading, writing and spelling skills as they transition from Key Stage 1 to Key Stage 2. Supporting the dictionary requirements of the National Curriculum, it includes more than 5000 headwords, carefully chosen to reflect contemporary usage and interests.

Key features of the **First Dictionary** include:

- a special *What is a dictionary?* introduction for children
- concise *How to use this book* instructions
- clear guide words indicating the first and last headwords on each spread
- an alphabet strip on each page to reinforce knowledge of the alphabet
- guidance on pronunciation
- separate lists of common words, pronouns, synonyms, antonyms, time words and numbers
- additional lists of topic words on the themes 'School', 'Places', 'Travelling' and 'Numbers'.

Comparatives and superlatives are included for some adjectives.

The third-person singular, the present participle and the past participle are given as alternative verb forms.

Plurals are provided next to many headwords.

**upside down**

**upside down**  
the wrong way up

**upstairs**  
on a higher floor of a building

**upwards**  
up to a higher place

**urge**  
urges, urging, urged  
to try to get somebody to do a certain thing

**urgent**  
so important that it needs to be done at once

**use** (say 'yooz')  
uses, using, used  
to do something with; to put to some purpose

**use** (say 'yooz') **uses**  
purpose; usefulness

**useful**  
of some use; helpful

**useless**  
of no use; not useful

**usual**  
often done; happening often

**usually**  
more often than not

**utensil utensils**  
a useful tool, especially in the kitchen

**utmost**  
1 the most that is possible  
2 the greatest

**van vans**  
a vehicle for carrying things

**vanilla**  
a sweet flavouring

**vanish**  
vanishes, vanishing, vanished  
to go out of sight; to disappear

**vapour vapours**  
tiny drops of liquid floating in the air as mist, steam or a cloud

**variety varieties**  
1 many different things mixed together  
2 a kind

**various**  
of several different kinds

**varnish**  
a substance painted on a surface to make it shiny

**vase vases**  
a container for holding flowers so they can stand in water

**vast**  
very large; of great size

**veal**  
meat from a calf

**vegetable vegetables (veg)**  
a plant grown for food (for example, a carrot or a cabbage)

**vegetarian vegetarians**  
a person who does not eat meat or fish

204 Schofield & Sims First Dictionary

205 Schofield & Sims First Dictionary

Guidance on pronunciation is given where appropriate.

KEY STAGES	KS1 KS2
AGES	5-9
RETAIL PRICE	£10.00

**First Dictionary**  
978 07217 1141 6



## First Thesaurus

The **First Thesaurus** helps to widen children's vocabulary and develop their reading, writing and spelling skills as they transition from Key Stage 1 to Key Stage 2. Supporting the dictionary requirements of the National Curriculum, it includes more than 2000 headwords and 10 000 synonyms to help build children's word power.

Key features of the **First Thesaurus** include:

- a special *What is a thesaurus?* introduction for children
- concise *How to use this book* instructions
- clear guide words indicating the first and last headwords on each spread
- an alphabet strip on each page to reinforce knowledge of the alphabet
- a list of more than 500 antonym pairs
- additional lists of topic words on the themes 'All about you', 'Animals', 'Plants', 'Food, drink and cooking', 'Your home' and 'Things to wear'.

Synonyms are given for each different meaning.

Guide words help children to find the word they are looking for.

**fable**

a  
b  
c  
d  
e  
**f F**  
g  
h  
i  
j  
k  
l  
m  
n  
o  
p  
q  
r  
s  
t  
u  
v  
w  
x  
y  
z

**fF**

**fable**  
story, tale, legend, myth

**face**  
1 countenance, visage  
2 front, outside, exterior  
3 surface, side  
4 to meet, confront

**fact**  
information, data, reality, truth

**fade**  
1 to become faint, grow dim, lose colour  
2 to weaken, wither, droop, wane, die away

**fail**  
1 to let down, disappoint, be defeated by  
2 to be unsuccessful

**faint**  
1 dim, indistinct, vague, faded, pale, dull  
2 to pass out, swoon, collapse

**fair**  
1 festival, show, fete, carnival, gala  
2 light, bright, clear, fine, sunny  
3 just, right, correct, proper, honest  
4 average, passable, OK

**faith**  
belief, trust, confidence, assurance

**faithful**  
loyal, true, trustworthy, trusty, constant, devoted, conscientious, reliable

**fall**  
to drop, descend, plunge, tumble, go down, lower, lessen, diminish, decrease

**false**  
untrue, incorrect, wrong, sham, imitation, fake, forged, fraudulent, make-believe, unreal, fictitious

**familiar**  
well known, common, everyday, commonplace, ordinary

**family**  
folk, relations, relatives, household

**famine**  
hunger, starvation

**famous**  
great, famed, celebrated, well known, noted, renowned, distinguished, acclaimed, legendary

**fancy**  
1 decorated, ornamental  
2 to want, desire, like, crave

**fang**  
tooth, tusk

**far**  
distant, remote, faraway

**fare**  
payment, charge (for a journey), ticket money

**fidget**

a  
b  
c  
d  
e  
**f F**  
g  
h  
i  
j  
k  
l  
m  
n  
o  
p  
q  
r  
s  
t  
u  
v  
w  
x  
y  
z

**fashion**  
style, trend, look, fad, craze

**fast**  
1 quick, rapid, swift, speedy, fleet, brisk  
2 time without food, abstinence, hunger strike  
3 fixed, tight, secure, fastened

**fasten**  
to fix, attach, tie, knot, join, connect, secure

**fat**  
1 plump, tubby, chubby, stout, podgy, overweight, obese, gross  
2 grease, oil, lard, butter, margarine

**fatal**  
deadly, ruinous, mortal

**fate**  
fortune, luck, lot, destiny, doom

**father**  
dad, daddy, pa

**fault**  
1 error, mistake, defect, flaw, failing, weakness  
2 negligence, blunder, error, howler, bloomer

**favour**  
good turn, kindness

**favourite**  
best loved, preferred, pet

**fear**  
to be afraid, scared, terrified of, anxious about, petrified by

**feast**  
meal, banquet

**feeble**  
weak, delicate, frail, exhausted, infirm, sickly

**feed**  
to give food to, nourish, sustain, provide for

**feel**  
1 to touch, handle, stroke, caress, finger  
2 to be moved, affected, excited

**feminine**  
female, womanly, ladylike, girly

**fence**  
barrier, railing, barricade

**festival**  
celebration, fete, fiesta, holiday, anniversary

**fetch**  
to bring, carry, obtain, get, transport

**fever**  
illness, sickness, disease, high temperature

**fibre**  
strand, thread, filament

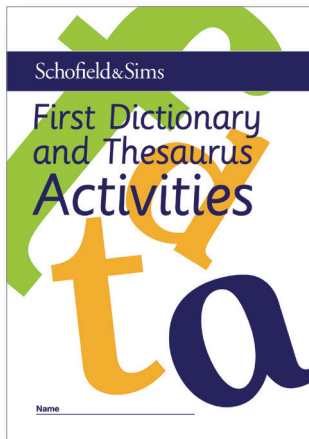
**fiction**  
story, make-believe, tale, fantasy, legend, parable, fable, novel

**fidget**  
to fret, fuss, fiddle, toss and turn, twitch, jiggle, wriggle

Each headword in the First Thesaurus is defined in the First Dictionary.

KEY STAGES	KS1 KS2
AGES	5-9
RETAIL PRICE	£10.00

**First Thesaurus**  
978 07217 1142 3



## First Dictionary and Thesaurus Activities

Carol Matchett

Although written for use with the **First Illustrated Dictionary** or **First Dictionary**, and with the **First Thesaurus**, this versatile activity book may be used with any other dictionary or thesaurus that you have in your classroom. Presented as a one-per-child workbook, **First Dictionary and Thesaurus Activities** will provide you with a permanent record of each child's work.

The activities contained within the book:

- clearly demonstrate the value of the dictionary and thesaurus and help children to develop the skills and knowledge that they need for using them
- include clear and attractive illustrations
- are enjoyable and stimulating, enriching children's language and encouraging them to be more accurate and more adventurous in their choice of words
- may be completed in class or as homework
- include helpful notes for teachers and a list of objectives covered.

Ideal for use with the dictionaries and thesauruses on pages 20–22

Using a thesaurus

### Choosing the right meaning

Some words have more than one meaning. When this happens, the thesaurus gives you more than one list of synonyms. Each list has a number in front of it. Here is an example.

- ☺ Look in your thesaurus for the word **cold**.
- Look at the bright green numbers.
- The numbers show that there are **two lists of words**. This is because the word has **two meanings**.



Read these sentences. ☺ Look up the word in **bold** print and choose a synonym to use instead of it. Think about the meaning. Make sure you choose a word from the correct list. When you are sure, write your synonym in the box.

- 1 It was a **gloomy** day.
- 2 He was feeling **gloomy**.
- 3 It was a **hard** puzzle.
- 4 The piece of wood felt **hard**.
- 5 There was a **bright** light in the room.
- 6 She seems to be quite **bright**.
- 7 He was a tall **thin** man.
- 8 The soup was **thin** and tasteless.

✓ I can think about the meaning of a word and choose synonyms from the correct list. ☐

40 Schofield & Sims First Dictionary and Thesaurus Activities













### Finding a word 1

#### Say, think and look

This is how to find a word in a dictionary.

- **Say** the word.
- **Think** what letter it starts with.
- ☺ **Look** in your dictionary for the words starting with that letter. Then look through the headwords in blue to find the word you want.

Find in your dictionary the word that goes with each of these pictures. Write the word on the line below.

1 	2 	3 
4 	5 	6 
7 	8 	9 
10 	11 	12 

✓ I can find a word in the dictionary by using its first letter. ☐

9 Schofield & Sims First Dictionary and Thesaurus Activities

KEY STAGES	KS1 KS2
AGES	5–11
RETAIL PRICE	£3.50

First Dictionary and Thesaurus Activities  
978 07217 1143 0





## The Complete Primary Dictionary

Michael Janes

**The Complete Primary Dictionary** is one of the first completely new English dictionaries of the twenty-first century. Especially written for primary school children, it took more than five years to write and features more than 75 000 words, definitions and examples.

Aimed at pupils in Key Stage 2 and above, the dictionary uses clear and simple language to define the different senses, phrases and idioms related to each entry. Great care has been taken to ensure that definitions include enough specific information for children to fully understand the meaning of the word. The dictionary defines all senses of the word that are age-appropriate, for example, the word 'cell' has five different senses, and clear examples are provided to show children how the words may be used in their own writing.

'Origin' panels at the start of each new section provide information on the history of the shape of the capital letter.

Relevant synonyms and antonyms help to build word power.

Common interjections are included as headwords.

**a A**

**ORIGIN** the capital letter A started life as a picture of the head of an ox in ancient Egyptian hieroglyphics. The Phoenicians changed it so that it looked more like an A but on its side with its point facing left. They called the shape *aleph* meaning 'ox'. The ancient Greeks turned the letter to the right to stand on its two feet like modern A and called it *alpha*, where the first part of the word 'alphabet' comes from. Letter A then passed into Roman and into our own alphabet without any more important changes.

**a** *indefinite article*  
1 one or any one of something *We waited a day. I don't have a bike. A boy bumped into me.*  
2 each of something *They cost £2 a kilo.*

**LANGUAGE EXTRA** a is used before a word beginning with a consonant, and an before a word beginning with a vowel sound, for example an ear

**aardvark** *noun* **aardvarks**  
an animal from Africa with a long nose and tongue and a heavy tail. It lives under the ground and eats small insects.

**aargh** *(rhymes with 'are') interjection*  
a word used for showing that you're angry *Aargh! I forgot my key.*

**aback** *adverb*  
if you are taken aback by something, you are surprised by it, usually in an unpleasant way

**abacus** *noun* **abacuses**  
a frame with lots of small balls on metal wires. You slide the balls along the wires to help you count and do simple sums.

**ORIGIN** from Latin *abacus* and Greek *abax* 'board with sand on it for doing calculations'

**abandon** *verb*  
**abandons, abandoning, abandoned**  
1 to go away and leave someone or something and never come back *Someone abandoned an old car in my road.*  
2 to stop doing something *I abandoned French after two terms.*

**abbess** *noun* **abbesses**  
a woman in charge of an abbey of nuns

**abbey** *noun* **abbeys**  
a large church and the buildings around it where monks and nuns live, or used to live in the past

**abbot** *noun* **abbots**  
a man in charge of an abbey of monks

**abbreviate** *verb*  
**abbreviates, abbreviating, abbreviated**  
to make a word or expression shorter *Physical education is usually abbreviated to PE.*

**abbreviation** *noun* **abbreviations**  
a shorter form of a word or expression

**LANGUAGE EXTRA** some examples of abbreviations are: Dr (Doctor), Rd (Road), Oct (October) and RAF (Royal Air Force)

**ABC** *noun*  
a way of talking about the alphabet and all its letters *Do you know your ABC?*

**abdomen** *noun* **abdomens**  
1 the front part of your body below your chest, where your stomach is  
2 the abdomen of an insect such as a grasshopper is the back part of its body

**abdominal** *adjective*  
connected with the abdomen *abdominal pains*

**abduct** *verb*  
**abducts, abducting, abducted**  
to abduct someone is to take them away using force *abduction* *noun*

**SYNONYM** to kidnap

**abide** *verb*  
**abides, abiding, abided**  
1 if you abide by the rules, you accept and obey them  
2 if you can't abide someone or something, you do not like them even a little bit

**ability** *noun*  
1 being able to do something *Having a comfortable bed can improve your ability to sleep.*  
2 (plural *abilities*) the skill to do something, or a particular skill *a singer of great ability, painters of all abilities*

**ablaze** *adjective*  
burning with lots of flames *The whole house was ablaze.*

**able** *adjective* **abler, ablest**  
1 if you are able to do something, you know how to do it or it is possible for you to do it *Are you able to ride a bike? I was able to get to school on time.*  
2 good at doing something *a very able footballer*

**-able** *suffix*  
used for making adjectives that show something that can be done or a particular quality that something or someone has *drinkable, comfortable, likeable*

**ably** *adverb*  
if you do something ably, you do it very well

**abnormal** *adjective*  
different from normal in a way that is strange or worrying

**abnormality** *noun* **abnormalities**  
a part of something that is abnormal, especially a part of the body

**aboard** *adverb & preposition*  
if you go aboard a ship, plane or train, you go onto it *What time do we go aboard? All the passengers were aboard the ship.*

**abode** *noun* **abodes**  
the place where someone lives

**abolish** *verb*  
**abolishes, abolishing, abolished**  
to get rid of something that people often consider to be bad *Slavery was abolished more than 200 years ago. abolition* *noun*

**abominable** *adjective*  
very bad

**CULTURE NOTE** some people believe there is a frightening creature called the *abominable snowman* that looks like a hairy person and lives in the Himalayan mountains

**Aboriginal** *noun* **Aboriginals**  
another word for an Aborigine

**Aboriginal** *adjective*  
**Aborigine** *['ab-er-rij-ern-ee'] noun*  
**Aborigines**  
an Australian man or woman belonging to the group of people who were living in Australia before the Europeans arrived

**abort** *verb*  
**aborts, aborting, aborted**  
1 to stop something from happening on your computer *Do you want to abort the print command?*  
2 to stop an activity that has already begun *The space mission was aborted.*

**about** *verb*  
**abounds, abounding, abounded**  
if things or animals abound, there are lots of them *Deer abound in Epping Forest.*

**about** *preposition*  
1 used when mentioning a subject or the reason for something, or something connected with something else *a film about monsters, I'm worried about my exams. I've been thinking about what you said. I don't know what to do about it.*  
2 all around something *Toys lay scattered about the room.*

**about** *adverb*  
1 slightly more or less than something such as a number or amount *about 25 people, about half an hour*  
2 in many different places *Don't leave your school things lying about. The kids were running about.*  
3 used for saying that someone is near to where you are or that something exists *Is David about? There's a lot of flu about.*  
4 to be about to do something is to be going to do it straightaway or very soon *I'm about to leave.*

**above** *preposition & adverb*  
higher than something *The temperature was above 20 degrees. There was banging coming from the room above.*

**above board** *adjective*  
honest and legal

**abracadabra** *interjection*  
a word people say before doing a magic trick to make it successful

**ORIGIN** from Greek *abrasadabra*, a word used by an early Christian sect when asking God for help

**abrasive** *adjective*  
1 very rude *an abrasive manner*  
2 an abrasive material, such as sandpaper, is rough and used for rubbing surfaces

**abreast** *adverb*  
1 side by side, going in the same direction *We were walking four abreast.*

KEY STAGE **KS2** **KS3**

AGES **7-13**

RETAIL PRICE **£20.00**

The Complete Primary Dictionary  
978 07217 1371 7

Important suffixes and prefixes are given as headwords.



As well as offering precise definitions written in clear and accessible language that children will easily understand, **The Complete Primary Dictionary** provides a wealth of additional information to enhance children's appreciation of the English language and improve their general knowledge. Around 3000 information panels are included in the dictionary, comprising:

- **Origin** panels providing explanations of letter shape origins, word origins and the cultural factors that have shaped the English language
- **Culture note** panels giving fascinating facts about history, traditions and other topics
- **Language extra** panels providing information on alternative spellings and word forms, different ways of using the word, grammar and common errors and points to remember
- **Synonym** and **Antonym** panels indicating relevant examples of words with the same or opposite meaning
- **Simile** panels highlighting examples of common phrases used to compare one thing to another.

## Key features

### The Complete Primary Dictionary

supports the development of children's language and literacy skills by providing:

- the part of speech for each headword
- common interjections, and slang or informal words
- guidance on pronunciation
- relevant synonyms and antonyms
- comparative and superlative forms if the headword is an adjective
- plural forms if the headword is a noun
- the third-person singular, the present participle and past participle if the word is a verb
- important prefixes and suffixes
- definitions of National Curriculum subject words, such as 'ecosystem' and 'order of operations'
- definitions of completely new words, such as 'chillax', 'retweet' and 'selfie'
- definitions of older words found in children's classics, such as 'dell' and 'tidings'
- definitions of common American words that children may encounter.

Old words are featured to help children access classic literature.

Important faith words from all the main religions are included.

**alias** ['ay-lee-ers'] *noun* aliases  
a name that someone uses instead of their real name, for example because they are a spy or criminal

**alias** ['ay-lee-ers'] *preposition*  
used when giving another name that someone uses, for example in a film or TV show *James Bond, alias 007*

**alibi** ['a-li-byē] *noun* alibis  
something that proves someone did not commit a crime because it shows they were somewhere else when the crime happened

**ORIGIN** from Latin *alibi* 'somewhere else'

**alien** *noun* aliens  
1 in stories, an alien is a being from another planet  
2 an old-fashioned word for someone who is not a citizen of the country where they live

**alien** *adjective*  
1 very different from what you know and understand *These ideas are completely alien to me.*  
2 connected with beings from another planet *An alien spaceship has landed.*  
3 foreign

**ORIGIN** from Latin *alienus* 'belonging to something or someone else'

**alienate** *verb*  
alienates, alienating, alienated  
if someone or something alienates you, you have bad feelings about them or are made to feel that you are not wanted

**alienation** *noun*  
the feeling of not being wanted or when you have bad feelings about something *the alienation of young people*

**alight** *adjective*  
1 burning  
2 to set something alight is to start a fire in or on it *Some vandals set his car alight.*

**alight** *verb*  
alights, alighting, alighted  
to alight from a train or bus is to get off

**align** *verb*  
aligns, aligning, aligned  
to align objects is to arrange them in a straight line *The boxes were neatly aligned along the wall.*

**alike** *adverb*  
in the same way *Anil and his brother were dressed alike.*

**alike** *adjective*  
similar in some way *We're alike, you and I.*

**SIMILE** 'as alike as two peas in a pod' means very similar to each other

**alive** *adjective*  
1 living and not dead *Is the goldfish still alive?*  
2 full of energy or activity *You feel so alive when you walk around London. The town comes alive in August.*

**alkali** ['al-ker-lye'] *noun* alkalis  
a chemical substance that forms a salt when mixed with an acid. Alkalis turn litmus paper blue.

**alkaline** ['al-ker-lyne'] *adjective*  
an alkaline substance contains an alkali

**all** *adjective, adverb & pronoun*  
1 the whole of something *I've eaten all the chocolate – all of it. All is well.*  
2 every person or thing *All my friends came. All books must be returned to the library.*  
3 the only thing *That's all I'm saying*  
4 completely *My homework is all finished.*  
5 **all along** from the beginning *I've known all along that she was hiding something.*  
6 (informal) **all in** very tired *I'm all in after that swim.*  
7 **all of a sudden** suddenly  
8 **all the best** used for saying you hope things are good for someone, for example as a friendly way of saying goodbye, often at the end of an email or letter  
9 **all the same** when something doesn't make any difference *Caleb doesn't like me but I want to be his friend all the same.*  
10 (informal) **not all there** slightly mad *Your brother's not all there!*

**Allah** *noun*  
the name people give to God in the Muslim religion

**all-clear** *noun*  
1 a sound or signal that tells you a situation is not dangerous any more  
2 if someone gets the all-clear, they are told they can go ahead with their plan  
3 if a sick person gets the all-clear, a doctor tells them they no longer need to worry about their health

**allegation** *noun* allegations  
if you make an allegation, you say someone has done something wrong

**allege** [rhymes with 'edge'] *verb*  
alleges, alleging, alleged  
to say that someone has done something wrong but without proving that this is true *She alleged that I hit her little brother.*

**allegedly** ['er-lej-id-lee'] *adverb*  
if you say something allegedly happened, you mean it is true that it happened because you or others say so but you have no proof *The meeting allegedly took place last year.*

**allegiance** ['er-lee-jerns'] *noun* allegiances  
support that you give to a person, country or group because of a feeling of duty and love

**allegory** *noun* allegories  
a story, poem or painting where the different characters, places or things are symbols of something else, such as religious or political ideas **allegorical** *adjective*

**allergic** *adjective*  
1 if you're allergic to something like dust or milk, you have an allergy to it  
2 (informal) if you don't like something, for example work or PE or travelling on buses, you can say you're allergic to it

**allergy** *noun* allergies  
a medical condition where you become ill or get spots on your skin when you eat, drink or touch something or when you breathe something in *He has an allergy to milk.*

**alley** *noun* alleys  
1 a very narrow street with buildings on both sides  
2 a bowling alley is a place where people go to play the game of bowling

**alleyway** *noun* alleyways  
another word for an alley

**alliance** ['er-lye-erns'] *noun* alliances  
an agreement between countries or political groups to help each other and to work together

**Allied** *adjective*  
connected with the countries that fought on the same side as Britain, France and the US in the First and Second World Wars *Allied soldiers*

**Allies** *noun* plural  
see: ally

**alligator** *noun* alligators  
a large animal like a crocodile with a long body, short legs and a large mouth with sharp teeth. Alligators live in rivers and lakes in the United States and China.

**ORIGIN** from Spanish *el lagarto* 'the lizard'

**alliteration** *noun*  
when a writer or poet uses the same sound at the beginning of several words in a sentence *Pappy painted a pretty picture.*

**allocate** *verb*  
allocates, allocating, allocated  
to allocate something to someone is to give it to them, especially when someone makes an official decision to do it

**allocation** *noun*  
1 (plural allocations) something that has been allocated *an allocation of tickets*  
2 the action of allocating something

**allot** *verb*  
allots, allotting, allotted  
to allot something to someone is to give it to them, often as part of their share of something

**allotment** *noun* allotments  
a small piece of ground that someone rents for growing vegetables on

**allow** *verb*  
allows, allowing, allowed  
1 to give someone permission to do something or let them do it *She allowed us to go out to play. Am I allowed to watch TV?*  
2 to let someone have something *My parents allow me pocket money every week. Allow yourself plenty of time.*  
3 to make it possible for something to happen *The police officer turned round, which allowed the prisoner to escape.*  
4 to allow for something is to take something into consideration, for example in order to deal with it

**allowance** *noun* allowances  
1 an amount of money that someone gives you regularly for a particular purpose  
2 if you make allowances for someone, you forgive their behaviour

**allowed** *adjective*  
1 used for saying that you can do something in a particular situation or in a game because the rules say that you can do it *Playing football in the playground is allowed. Is this move allowed in chess?*

11

'Origin' panels for some words highlight interesting etymologies, which can help with spelling.

Parts of speech are clearly highlighted in italics.

Specialist words relating to all the school curriculum subjects are included.



**Early Writing 1** focuses on pre-writing patterns and reinforces the key shapes and movements required for basic letter formation (for example, up/down, left to right, clockwise and anticlockwise).

**Early Writing 2** introduces letter shapes in a logical sequence: letters starting with a vertical straight line, letters formed using an anticlockwise stroke and finally those formed with diagonal lines. The handwriting script features a 'flick' exit stroke that helps to lay a sound foundation for joined-up writing.

**Early Writing 3** consolidates children's formation of lower-case letters and introduces capital letters, simple punctuation (use of a full stop) and the formation of numerals to 10.

**Early Writing 4** consolidates children's formation of upper- and lower-case letters and introduces specific joins. As well as helping children to control the size of letters and spaces between words, it also gives them practice in writing number words and months of the year.

## Early Writing

Anne Forster and Paul Martin

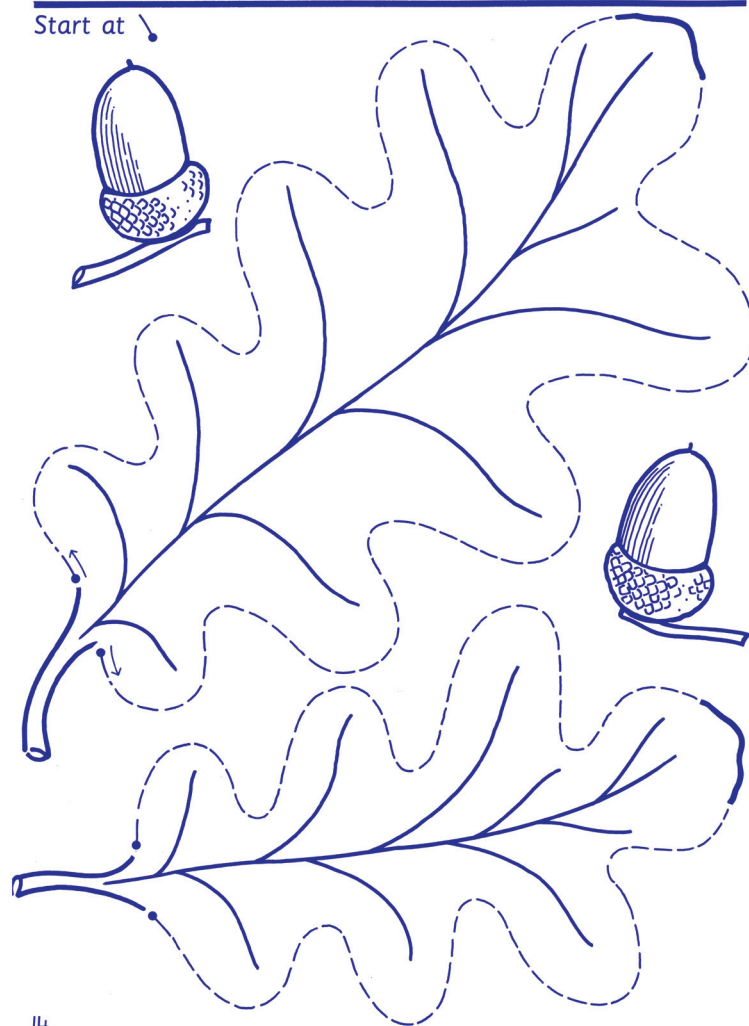
**Early Writing** is a series of graded activity books designed to help children learn the correct formation of letters and develop a clear, flowing handwriting style. Pupils are given extensive practice in using the correct handwriting movements, which in time will become so natural that they will begin to use them in their everyday work. The books also contain useful *Hints for good handwriting* so parents and other adult helpers can ensure that children sit comfortably with the writing paper at the correct angle and use an appropriate pencil grip.

Activities in the early books build fine motor skills.

**Early Writing 4** includes cursive writing

### ■ Draw the oak leaves

Start at ↘



KEY STAGE **KS1**

AGES **5-7**

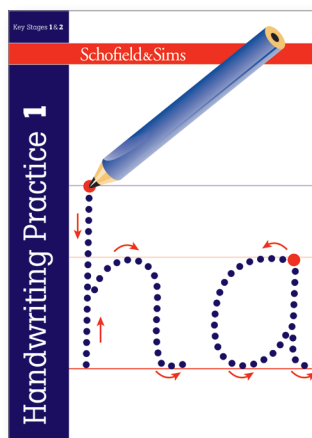
RETAIL PRICE **£3.50**

**Early Writing 1** 978 07217 0829 4

**Early Writing 2** 978 07217 0830 0

**Early Writing 3** 978 07217 0831 7

**Early Writing 4** 978 07217 0832 4



**Handwriting Practice 1** focuses on practising correct letter formation, with capital letters introduced halfway through.

**Handwriting Practice 2** gives pupils practice in joining letters to form words. By the end of the book, pupils should be able to write fluently on lined paper.

Starting dots make clear to the pupil where the pencil should first touch the paper.

'X-height', ascender and descender lines are provided throughout the first book, being gradually phased out in the second.

KEY STAGES **KS1** **KS2**

AGES **5–11**

RETAIL PRICE **£3.95**

**Handwriting Practice 1**  
978 07217 1203 1

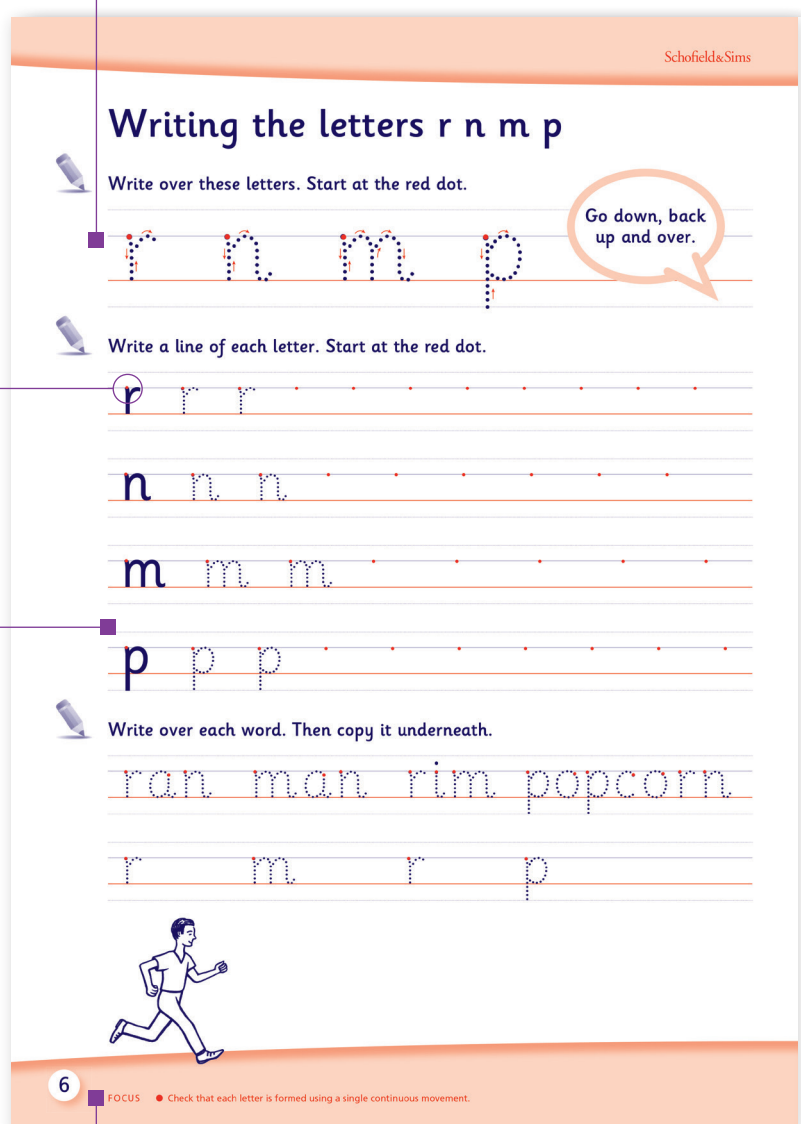
**Handwriting Practice 2**  
978 07217 1204 8

## Handwriting Practice

Carol Matchett

**Handwriting Practice** gives pupils practice in forming and joining letters, helping them to develop handwriting that is neat, fluent, legible and fast. Fully compatible with any handwriting scheme, the series works methodically through all the letters and joins, with workbook-style pages for children to complete. Short and helpful tips provide the key information that children need in order to write correctly, and revision activities consolidate learning. Each book ends with a series of longer copying activities – some simulating real-life writing tasks and others featuring songs and poems.

Dotted or shaded letters and joins, with arrows indicating direction, are provided when a letter or join is first practised.



'Focus' points enable adult helpers to check for common errors and to encourage correct letter formation.



## Spelling Pupil Books

Carol Matchett

**Schofield & Sims Spelling** is a structured spelling programme for Years 1 to 6, fully matched to the National Curriculum. Ideal for whole-school use, the series gives pupils intensive practice in using their phonic knowledge to spell words, preparing them for the national tests and encouraging them towards effective spelling for life.

The series comprises six pupil books, a teacher's guide and a teacher's resource book, as well as a range of free downloads available from the Schofield & Sims website. Based on the model 'teach, practise, apply and assess', the series builds pupils' knowledge of spellings by:

- systematically introducing spelling rules, patterns, guidelines and conventions
- exploring word structure and the relationship between words of shared origin
- suggesting strategies for remembering common 'tricky' or 'exception' words
- providing regular transcription practice through tailored dictation activities
- encouraging pupils to monitor and correct their own spelling.

The main 'focus' or learning point is introduced at the start, with relevant examples provided.

Activities draw on a large bank of question types, ensuring variety.


Illustrations kept to a minimum to keep pages clean and uncluttered.

Schofield & Sims
Spelling 1

### ■ Spelling words starting with kn

Remember

Sometimes a 'n' sound at the start of a word is spelt **kn** rather than **n**.



Try it

- 1 Draw a circle round the words with a **n** sound spelt **kn**.  
 neat      knee      keep      knob      king      knew  
 knife      neck      know      noon      nose      kite
- 2 Write the five **kn** words on the line below.  
 \_\_\_\_\_
- 3 Write in the missing **kn** words.  
 Kn \_\_\_\_\_ on the door.      Bend your kn \_\_\_\_\_.  
 Cut with a kn \_\_\_\_\_.      Kn \_\_\_\_\_ me a scarf.  
 Kn \_\_\_\_\_ to pray.      Tie a kn \_\_\_\_\_.  
 Jack kn \_\_\_\_\_ the way.      a kn \_\_\_\_\_ in shining armour

Read-cover-write

Read this sentence and remember it. Then cover it and write it underneath.

Now I know how to knit.

Check your spellings with the answers on page 44. Test yourself, or get a friend to test you.

I can spell some words that start **kn** not **n**. ☐

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KEY STAGES KS1 KS2

AGES **5–11**

RETAIL PRICE **£3.50**

Spelling 1	978 07217 1212 3
Spelling 2	978 07217 1213 0
Spelling 3	978 07217 1214 7
Spelling 4	978 07217 1215 4
Spelling 5	978 07217 1216 1
Spelling 6	978 07217 1217 8



Each **Spelling** pupil book is divided into six sections containing five main pages that introduce new spelling conventions, followed by a *Tricky words* or *Topic words* page that focuses on particular words. Books 2–6 also feature regular *Revision* sections that use crossword-style clues, cloze and proofreading activities to elicit spellings that pupils should have mastered.

The main pages in the pupil books have a simple and consistent structure comprising three parts:

1. *Remember* – a description of the spelling pattern, strategy, rule or guideline that is the ‘focus’ for the session and an example
2. *Try it* – practice in spelling words using the pattern, strategy, rule or guideline
3. *Read–cover–write* – practice in using the spelling focus in whole sentences.

‘I can’ statements at the foot of all but the *Tricky words* and *Topic words* pages encourage pupils to take pride in their achievements and apply their learning in their own writing. Correct answers at the back of each book enable pupils to mark their own work, laying solid foundations for independent study.

## Free downloads

Further **Spelling** resources are available as free downloads from the Schofield & Sims website. These include:

- *National Curriculum correlation charts*, showing you exactly where each requirement for spelling is covered in the series
- *Supplementary spelling logs*, reinforcing the statutory word lists in the curriculum
- *Tricky words extra* (for Years 1 and 2), listing common words that are exceptions in some accents but not others
- a blank *My tricky words* sheet, allowing pupils to make tricky words lists of their own
- an *Alternative spellings* document, giving examples of words that have more than one correct spelling.

Words listed on the *Topic words* pages support cross-curricular learning.

Schofield & Sims

Spelling 6

## Topic words 3

Learn to spell these words. Take the word apart to look for the tricky bit. Then build it up to learn to spell it.

Read and look.	Write it. Take the word apart.	Write it. Find the tricky bit.	Remember it. Cover it. Write it.	Check. ✓
perimeter				
denominator				
quadrilateral				
equivalent				
perpendicular				
numerator				
vertices				
analyse				
adjacent				
strategy				

**Read–cover–write**

Read each sentence and remember it. Then cover the table and the sentence and write the sentence underneath.

How many perpendicular faces and vertices does the shape have?

Analyse the numerators and denominators in these equivalent fractions.

Measure the perimeter of the adjacent field.

33

A simple methodology helps pupils to learn spellings that do not follow expected patterns.

Transcribing words in complete sentences builds vocabulary and consolidates learning.



## Spelling Teacher's Guide

Carol Matchett

The **Spelling Teacher's Guide** gives you all the support that you need as you teach pupils to spell. The main part of the book comprises detailed *Teaching notes* – one set for every page of the six pupil books. Clearly laid out and in a format that is easy to refer to in the classroom, each set of *Teaching notes*:

- suggests how best to introduce each learning point or 'focus'
- clarifies the detail of the focus and exactly what should be covered
- recommends ways of modelling, explaining and exploring the focus
- includes a dictation sentence, specially tailored to the learning point.

The book also describes the process of learning to spell and shows how the teaching model may be implemented. Guidance is given on issues such as differentiation and spelling in the context of writing, and a *Scope and sequence* section summarises the content of each pupil book. Other topics covered include the spelling of tricky words, ways in which you can support less able learners and the practicalities of assessment and record-keeping.

See pages 32–35 for **Grammar and Punctuation**, a complete grammar and punctuation programme for use alongside **Spelling**.

Clear references are provided to the pupil books and additional photocopiable practice materials.

Weekly dictation sentences allow you to check pupils' learning.

Concise teaching notes make lesson planning easy.



Free downloads available

Teaching notes: Spelling 5

Schofield & Sims Spelling | Te

Spelling 5

page 16

**FOCUS** Words with soft c

**TEACH** ▶ Ask pupils to write: recite, concentrate, cycle, success. ▶ Write the words on the board so pupils can check spellings. ▶ Establish that a 's' sound is spelt c in these words. ▶ Discuss guidelines for this spelling pattern. Establish that soft c spelling is usually found before the letters i, e and y. Write over ci, cy and ce in colour. ▶ On the board, write words with missing 's' sounds, for example: ex\_eed (exceed); fa\_ \_inate (fascinate); \_u\_pect (suspect). ▶ Discuss the spelling in each word. Reinforce that the c spelling is most likely before i, e and y.

**PRACTISE** Spelling 5, page 16; 'Additional word list'

**APPLY** Spelling sentences

**ASSESS** Dictation: The recent incident forced the council to stop further celebrations because of concerns for safety.

Spelling 5

page 17

**FOCUS** Spelling patterns ci, cu and ce

**TEACH** ▶ Explain that when the letter c is combined with other letters it can represent a range of sounds. Write words to illustrate this (for example, rescue, access, special, vicious, magician). ▶ Discuss the sounds represented by c in these words (rescue: cue = q), (access: acc = x) and 'shun', 'shus' and 'shul' endings. ▶ Explain that it is other letters combined with c that create the sounds (for example, ci in cious, cial and cian endings). Ask pupils to write other examples with these sounds and spellings (for example, accident, delicious).

**PRACTISE** Spelling 5, page 17; 'Additional word list'

**APPLY** Spelling sentences; independent writing

**ASSESS** Dictation: Although it seems suspicious, accidents can occur and it may not have been malicious or vicious.

Spelling 5

page 18

**FOCUS** Words with soft g

**TEACH** ▶ Recap when the c spelling of a 's' sound occurs (for example, usually before i, e and y). ▶ Discuss if there is a similar pattern for 'j' sounds spelt g (soft g). ▶ Ask pupils to suggest examples of words containing a soft g at the start or in the middle of words, to test the pattern. ▶ Use dictionaries to continue testing the pattern and to find exceptions (for example, jingle, subject). ▶ Establish that a 'j' sound is often, but not always, spelt g before e, i and y, while a 'j' sound before a, o and u will always be spelt j.

**PRACTISE** Spelling 5, page 18; 'Additional word list'

**APPLY** Spelling sentences

**ASSESS** Dictation: I imagine it was a genuine and generous gesture from the special agent.

Spelling 5

page 19

**FOCUS** Silent letters

**TEACH** ▶ Ask pupils to write and show: wreck, knack, gnarled, ghost, listen, crumb. ▶ Check spellings. Recap familiar silent letters (unsounded consonants), for example, wr, kn, gn, mb. ▶ On the board, write the words autumn, doubt, scene, island. Identify the hidden consonants in these words. ▶ Discuss other words with these spelling patterns (for example, column, debt). ▶ As these spellings cannot be predicted from their sounds, ask pupils to suggest strategies for remembering the silent letters, for example: say it as it's spelt (pronouncing the silent letter); making up mnemonics (for example: scene – scary scene; island – is land).

**PRACTISE** Spelling 5, page 19; 'Word collector'

**APPLY** Spelling sentences

**ASSESS** Dictation: I doubt if the campaign to save the condemned columns will be successful.

KEY STAGES **KS1** **KS2**

AGES **5–11**

RETAIL PRICE **£10.00**

Spelling Teacher's Guide  
978 07217 1218 5



## Spelling Teacher's Resource Book

Carol Matchett

The **Spelling Teacher's Resource Book** is an invaluable collection of photocopy masters that support teaching, learning and assessment. Full guidelines for use are given in the concise and practical notes that open each of the book's two parts.

Part 1 provides resources to support teaching and learning, including:

- alternative methods for introducing learning points
- activities that explore further the content of a specific pupil book page (for example, *Spelling log*, *Word sort* and *Word collector* photocopy masters)
- reminders and prompts, which encourage pupils to apply spelling strategies in their own writing (for example, *Target reminder* and *Words to practise* photocopy masters).

Part 2 provides assessment and record-keeping resources, including:

- a bank of dictation tests that assess cumulative learning
- materials for analysing independent writing.

Photocopiable *Response sheets* are provided for termly cloze dictation tests.

*Error analysis sheets* help you identify problem areas.

Schofield & Sims Spelling

### Spelling 6: Dictation test 1 – Response sheet

Name: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

Your teacher will read this extract from a traditional story. Write in the missing words. Be sure to spell them correctly.

There was once an emperor who owned \_\_\_\_\_ clothes to fill one hundred \_\_\_\_\_.

One day two weavers arrived demanding an \_\_\_\_\_ with the Emperor.

"Tell his \_\_\_\_\_ that we can \_\_\_\_\_ him a suit that is \_\_\_\_\_," said the \_\_\_\_\_ weavers.

The weavers set about a \_\_\_\_\_ of their skill. \_\_\_\_\_, they set up their looms and began work – but with no threads.

"You see to the \_\_\_\_\_ of people there appears to be nothing there," they explained. "Only someone with your \_\_\_\_\_ and \_\_\_\_\_ taste can appreciate the \_\_\_\_\_ of this \_\_\_\_\_ fine material."

Of course the Emperor did not want to \_\_\_\_\_ himself and seem \_\_\_\_\_.

"Yes, yes," he blustered. "It is a \_\_\_\_\_ ... simply \_\_\_\_\_ I'll take three suits."

"It is a \_\_\_\_\_ doing business with you", said the weavers, taking the Emperor's money but offering him no \_\_\_\_\_.

From: Spelling: Teacher's Resource Book by Carol Matchett ISBN 978 07217 1219 2. Copyright © Schofield & Sims Ltd, 2013. Published by Schofield & Sims Ltd, Dingley MEE, Penryn Bridge, Huddersfield HD9 0DQ, UK (www.schofieldandsims.co.uk). This page may be photocopied after purchase for use within your school or institution only.

Schofield & Sims Spelling

### Spelling 6: Test 1 – Error analysis sheet

Teacher's name: \_\_\_\_\_

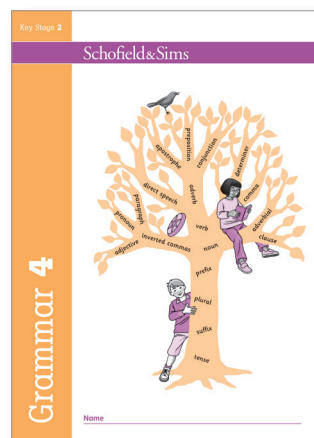
Class: \_\_\_\_\_ Date: \_\_\_\_\_

Word	Focus	Pupils' names	Total errors per focus
enough	ough letter string		
wardrobes	(w)ar spelling of 'or'		
interview	inter prefix		
	view		
majesty	unstressed vowel		
	link to majestic		
guarantee	gu spelling of 'q'		
	unstressed vowel		
truly	ly suffix (exception)		
original	unstressed vowel		
	origin + al		
	g spelling of 'y' (qu)		
mischiefous	mischief (v)		
	ous ending		
demonstration	syllables		
	adding ation		
dramatically	dramatic (ic)		
	ly suffix (ally not ly)		
majority	major (or ending)		
	adding ity		
wisdom	link to wise		
	dom ending		
superior	link to super		
	ior ending		
appearance	ap/pear		
	ance ending		
particularly	unstressed consonant		
	(link to part)		
	cu = 'q' sound		
	ar ending		
	ly suffix		
embarrass	double letters		
ignorant	unstressed vowel (link to ignore)		
	ant ending		
marvellous	link to marvel		
	ous ending		
	double final l		
privilege	unstressed vowels		
receipt	e spelling of 'y'		
	'ee' spelt ei after c		
	silent letter p		
Total errors per pupil			

From: Spelling: Teacher's Resource Book by Carol Matchett ISBN 978 07217 1219 2. Copyright © Schofield & Sims Ltd, 2013. Published by Schofield & Sims Ltd, Dingley MEE, Penryn Bridge, Huddersfield HD9 0DQ, UK (www.schofieldandsims.co.uk). This page may be photocopied after purchase for use within your school or institution only.

KEY STAGES	KS1	KS2
AGES	5–11	
RETAIL PRICE	£10.00	

Spelling Teacher's Resource Book  
978 07217 1219 2



## Grammar and Punctuation Pupil Books

Carol Matchett

**Grammar and Punctuation** is a complete programme for teaching grammar and punctuation while also building on vocabulary, reading and writing skills. Through structured lessons, stimulating *Focus texts* and engaging practice activities, pupils not only learn the terminology and correct usage of grammar and punctuation, but also build up the skills, knowledge and confidence to apply them successfully in their own writing.

Comprising six pupil books and six accompanying teacher's guides, one for each primary school year, this comprehensive scheme supports a mastery approach to the teaching of grammar and punctuation. All pupils are encouraged to move at the same pace through the lessons, and a wide range of practice questions, writing tasks, activity ideas and assessments are provided to embed learning and ensure that pupils put their newfound skills into practice.

See pages 28–31 for **Schofield & Sims Spelling**, a complete spelling programme for use alongside **Grammar and Punctuation**.

Examples are given that refer back to the *Focus text*.

Key grammatical terms are defined in the *Glossary* at the back of the book.

Remember panels provide a child-friendly summary of the key learning point.

Grammar 4

Schofield & Sims Grammar and Punctuation

### Adverbials

Remember

Adverbials are words, phrases or clauses that add more detail about the **verb** or event in a sentence. For example, they can say where, when or how an action is performed. An adverbial can be a single **adverb** or a **phrase** that works like an adverb.

**Carefully**, chop each beetroot **into bite-size pieces**.

Try it

- Underline the **adverbials** in these sentences.
 

At daybreak, a ship appeared through the sea mist.  
 He quickly read the letter by the light of a candle.  
 She travelled for many days without a rest.  
 We sometimes go kayaking at the weekend.  
 Suddenly, there was a glimpse of sunlight between the clouds.  
 In the morning, the king arrived to a fanfare of trumpets.
- Add **adverbials** in the spaces to complete these sentences.
 

\_\_\_\_\_, the man sat down \_\_\_\_\_.  
 Pour the mixture \_\_\_\_\_.  
 I \_\_\_\_\_ have cereal \_\_\_\_\_.  
 She \_\_\_\_\_ started shouting \_\_\_\_\_.  
 I haven't seen Georgia \_\_\_\_\_.  
 \_\_\_\_\_, we heard a strange noise \_\_\_\_\_.

Sentence practice

Write a sentence using the verb **'hobbled'** and **two adverbials**.

\_\_\_\_\_

\_\_\_\_\_

18

Pupils write their own sentences using the learning point.

Activities feature a wide range of vocabulary.

KEY STAGES **KS1** **KS2**

AGES **5–11**

RETAIL PRICE **£3.50**

Grammar 1	978 07217 1390 8
Grammar 2	978 07217 1392 2
Grammar 3	978 07217 1394 6
Grammar 4	978 07217 1396 0
Grammar 5	978 07217 1398 4
Grammar 6	978 07217 1400 4



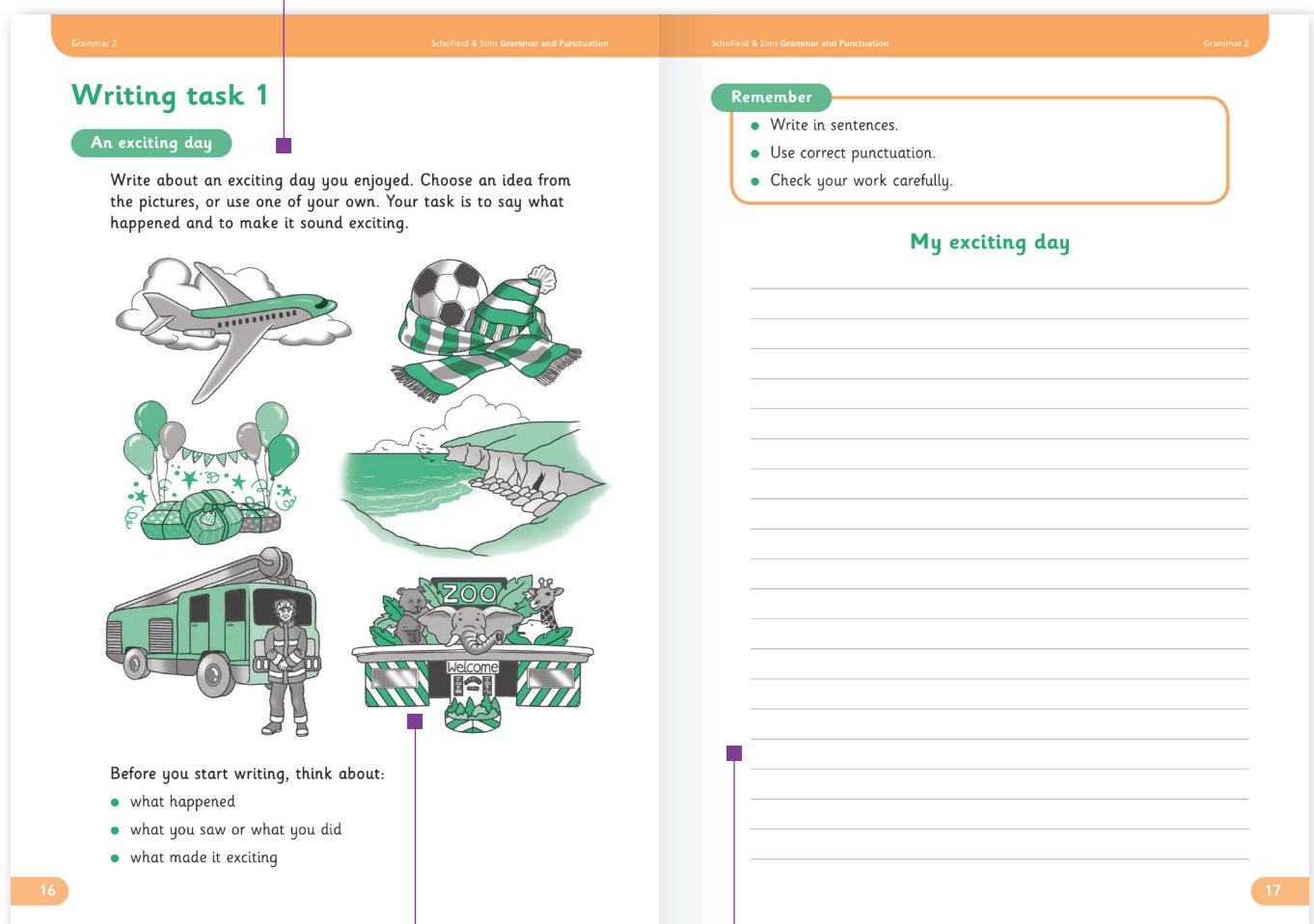
**Grammar and Punctuation** is designed primarily for pupils in Years 1 to 6, with each pupil book meeting the statutory requirements for the corresponding National Curriculum year. Books 2 to 6 each provide 30 single-page lessons, while Book 1 features 15 double-page lessons targeted at younger learners. Suitable for use either independently or alongside the accompanying teacher's guides, all the pupil books include:

- *Remember* panels summarising the key learning point for each lesson
- targeted practice, from short *Try it* activities that check understanding to more in-depth *Sentence practice* questions that require pupils to compose their own sentences
- attractive illustrations to keep pupils engaged and inspire creativity
- *Revision* pages to reinforce learning and identify strengths and weaknesses
- *Writing tasks* to assess the application of new knowledge in their own writing
- a *Progress chart* with 'I can' statements to encourage pupils to assess their own learning
- a *Glossary* to support the confident use of grammatical terminology.



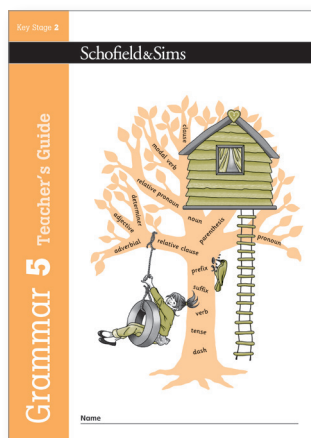
Engaging *Writing tasks* encourage pupils to apply what they have learnt in their own writing.

*Revision* pages allow you to check for gaps in understanding.



Attractive illustrations are designed to capture children's imagination and inspire their creative writing.

Space is provided for pupils to complete the *Writing task* in the pupil book, providing a permanent record of achievement.



## Grammar and Punctuation Teacher's Guides

Carol Matchett

**Grammar and Punctuation** supports the explicit whole-class teaching of grammar and punctuation within the wider teaching of reading, writing and speaking. Based on the model 'teach, practise, apply and assess', each **Grammar and Punctuation Teacher's Guide** provides you with everything that you need to help pupils master the complexities of grammar and punctuation, including:

- practical notes with short *Focus texts* to demonstrate the learning objective
- reinforcement activities for each lesson, including ideas for applying the grammar point to other areas of the curriculum
- answers to all the questions in the corresponding pupil book, with annotations to help you identify areas where pupils may need further revision
- an end-of-year test covering all the grammar points in the pupil book
- assessment and record-keeping resources
- a comprehensive glossary of grammatical terms to support teacher development.

A short *Focus text* at the start of each lesson helps to provide a context for the learning.

Key terminology is listed in an introductory panel and defined in the extended glossary at the back of each book.

Suggestions are given for how you can extend the focus for pupils who have grasped the main concept and are ready to delve deeper.

A dictation task shows whether pupils have understood the terminology and key learning objective.

Teaching notes
Schofield & Sims Grammar and Punctuation | Grammar 5 Teacher's Guide

### Lesson 11 Determiners

**Focus** using a range of determiners to specify known or unknown nouns

**Key terms** noun, noun phrase, determiner

**Focus text** The report shows that many children travel to their local primary school in a car. This school is introducing two new schemes to encourage our pupils to walk to school. Some parents will be helping us to set up these schemes.

**TEACH**

Show the focus text and read it aloud. Discuss the issue raised, what type of text it might be and clues that suggest this [e.g. a letter from a school informing parents of a new scheme – 'this school', 'our pupils'; possibly persuading them that it is a good idea – 'the report shows'].

Ask the pupils what kind of words and phrases are underlined [nouns, noun phrases]. Can they remember the term used for the word before the noun, at the start of a noun phrase? [determiner] Invite the pupils to identify the determiners in the focus text [the, many, their, a, this, two, our, some, these], and circle them.

Explain that a range of words can be used as determiners. [Note: Determiners can be grouped into various categories, including articles, but the pupils are not required to know the different types.] Remind the pupils that some determiners can also be used in different ways. For example, 'this', 'these' and 'some' can also be used as pronouns. However, if they are used before a noun they are determiners. [Note: Pronoun/determiner confusions are covered in more detail in Lesson 27.]

Discuss the function of determiners – how they are used to 'determine' or specify the noun as known or unknown. For example, in 'the report', 'this school', 'our pupils', all the determiners refer to a specific known noun. In other phrases, the determiner refers to the noun in general [e.g. a car], or an unknown noun [e.g. some parents].

Invite the pupils to change the determiner before a noun and discuss how this changes the meaning [e.g. this school/your school/Bill's school/one school/a school/every school/all schools].

**EXTEND** Discuss and classify the different types of determiner. These include articles [the, a/an]; possessives [e.g. their; our; its]; demonstratives [e.g. this; these]; numbers [e.g. two] and quantifiers [e.g. some; many].

**PRACTISE**

Pupil book page 18

**APPLY**

- When writing reports, the pupils use determiners to start with general statements [e.g. Some metals ...; Most metals ...] and then move to specific statements [e.g. Two soft metals ...].
- The pupils write personal accounts using determiners to specify known nouns [e.g. my dog].
- The pupils write instructions using a range of determiners to specify nouns [e.g. six spoonfuls; both tins].

**ASSESS**

**Dictation:** In the fridge, she found some water, two jars of jam and an empty bottle of milk. There was no bread. "I can't just eat that jam," she said to herself.

**Say:** Underline all the determiners.

**Check:** Commas are used correctly and the direct speech is correctly punctuated.

Each set of teaching notes offers detailed guidance on how to use the *Focus text* to introduce the particular grammar or punctuation point that you are teaching, as well as suggestions for alternative ways of modelling the idea to develop understanding. Clear references to the relevant practice questions in the pupil books are provided alongside ideas for applying the concept in speech and independent writing.

The teacher's guides also feature a wide range of assessment and record-keeping materials, including:

- **Dictation tasks** – short dictation exercises to assess whether children have understood the learning objective of each lesson
- **Writing task assessment resources** – an *Analysis sheet* listing relevant criteria against which to assess pupils' writing, and a *Pupil checklist* to encourage self-assessment and facilitate teacher feedback
- **Final test assessment resources** – a photocopiable end-of-year assessment with questions similar in style to the national tests, together with a detailed *Mark scheme* and *Analysis sheet* to help you identify individual or class strengths and weaknesses.

## Free downloads

A selection of free **Grammar and Punctuation** downloads is available from the Schofield & Sims website. These may be used to further enhance the effectiveness of the programme. The downloads add to the range of print materials supplied in the teacher's guides. They include the following items:

- a *Curriculum coverage chart*
- an enlarged *Focus text* for each lesson
- a *Dictation assessment sheet*
- a *Pupil target reminder*
- a *Learning pathways class chart* for each year group
- a *Final test analysis class chart* for each year group.

Answers to all the pupil book activities are provided alongside the teaching notes.



Free downloads available

## Pupil book answers

**Determiners**

**Remember**

A **determiner** is the word that comes before a **noun** or at the start of a noun phrase. Many different types of words can be used as determiners. They can tell you whether the noun is known or unknown.

the report	this school	our pupils	two schemes	(known)
a car	an idea	some parents	many children	(unknown)

**Try it**

1 Underline all the **determiners** in each sentence.

Some new houses are cramped but this house has a spacious living room.

Every magnet has two poles, a north pole and a south pole.

The room was small with one window overlooking her little garden.

Most lizards have four legs but some, such as the slow-worm, have no legs.

All bats in this country are protected by the law.

It took many weeks and much effort for those brave explorers to reach the North Pole.

2 Complete each sentence using suitable **determiners**.

Most metals are hard but some metals are softer and more flexible.

A mole uses its front feet to loosen the earth when it is digging.

Behind us, there was an empty space with two trees in the middle but no grass.

Those seagulls just swooped down for some crumbs left from our sandwiches.

Some animals such as the chameleon can change their colour to match the background.

**Sentence practice**

Write a sentence about a puppy, using **three** different **determiners**.

That puppy you found in your garden is our Yorkshire terrier.

This activity includes a range of words used as determiners. Remind the pupils that a determiner comes before a noun. Sometimes an adjective comes between the determiner and the noun [e.g. some new houses].

In the fourth sentence, the word 'some' should not be underlined as it is used as a pronoun in place of a noun, rather than a determiner before a noun.

Other determiners will work in some of these sentences [e.g. A mole uses both front feet ...]. Compare and discuss the pupils' answers, discussing appropriate choices [e.g. 'a mole' to make a generalised statement; 'our sandwiches' to specify known objects].

Check for the correct use of 'a'/'an' if used [e.g. A mole; an empty space].

Detailed annotations offer guidance on what to look out for and how to tackle potential problems.

<b>KEY STAGES</b>	<b>KS1</b> <b>KS2</b>
<b>AGES</b>	<b>5–11</b>
<b>RETAIL PRICE</b>	<b>£10.00</b>

**Grammar 1 Teacher's Guide**  
978 07217 1391 5

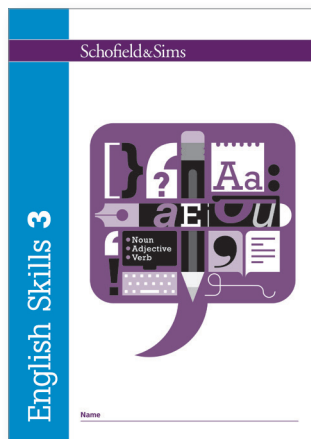
**Grammar 2 Teacher's Guide**  
978 07217 1393 9

**Grammar 3 Teacher's Guide**  
978 07217 1395 3

**Grammar 4 Teacher's Guide**  
978 07217 1397 7

**Grammar 5 Teacher's Guide**  
978 07217 1399 1

**Grammar 6 Teacher's Guide**  
978 07217 1401 1



## English Skills Pupil Books

Carol Matchett

**English Skills** provides regular graded practice to develop pupils' essential literacy skills and prepare them for the Key Stage 2 national tests. Key areas are constantly revisited, giving pupils the intensive and rigorous practice that is essential if they are to become fully literate. Fully in line with the statutory requirements for the National Curriculum for English, the series comprises seven pupil books, seven answer books and a teacher's guide.

Each **English Skills** pupil book contains 36 one-page tests made up of the following three parts:

- *Warm-up* – word puzzles, 'warm-up' exercises and revision of earlier learning
- *Word work* – questions on spelling, word structure and vocabulary
- *Sentence work* – questions on sentence structure, punctuation and grammar.

Additional features include a *Glossary* of relevant literacy terms and a *Progress chart* allowing pupils to monitor their own skills as they work through the book. Three *Writing tasks* and three *Proofreading tasks* are also provided to encourage children to apply what they have learnt in their own writing.

A simple key indicates where questions have more than one possible answer.

KEY STAGE **KS2** **KS3**

AGES **7–12**

RETAIL PRICE **£3.50**

**English Skills Introductory Book**

978 07217 1402 8

**English Skills 1**

978 07217 1404 2

**English Skills 2**

978 07217 1406 6

**English Skills 3**

978 07217 1408 0

**English Skills 4**

978 07217 1410 3

**English Skills 5**

978 07217 1412 7

**English Skills 6**

978 07217 1414 1

English Skills 3

SECTION 2 | Test 6

A Warm-up

Complete the noun phrase with a suitable adjective.

- an \_\_\_\_\_ animal
- an \_\_\_\_\_ life
- an \_\_\_\_\_ accident
- Why do these words not belong to the same word family?  
gravel gravity gravy  
\_\_\_\_\_

Add a preposition to complete the sentence.

- I spotted him hiding \_\_\_\_\_ the trees.
- Try not to eat sweets \_\_\_\_\_ meals.
- The book was \_\_\_\_\_ recycling.

Add the missing letters

- t r \_ m \_ d \_ s *Clue: wonderful*
- l \_ m \_ n \_ s *Clue: shines brightly*
- h \_ l \_ r \_ s *Clue: very funny*

B Word work

Underline the word that is wrong. Write it correctly.

- Did the knight sleigh a dragon? \_\_\_\_\_
- Blood flows through your vains. \_\_\_\_\_
- The lion hunted its pray. \_\_\_\_\_
- He wanted to conker the world. \_\_\_\_\_

Write words formed from the verb.

	verb	noun	adjective	adverb
5	act	_____	_____	_____
6	create	_____	_____	_____

Write a word that means

- a little alike \_\_\_\_\_
- very alike \_\_\_\_\_

Add a prefix to make a word meaning the opposite of the word in **bold**.

- Jake is very **responsible**. \_\_\_\_\_
- Beth's writing is **legible**. \_\_\_\_\_

C Sentence work

- Edit, extend and improve this sentence.  
There was serpents moving in the dark.  
\_\_\_\_\_

Write a sentence of direct speech including the word in **bold**.

- \_\_\_\_\_ **moaned** \_\_\_\_\_
- \_\_\_\_\_ **suggested** \_\_\_\_\_
- \_\_\_\_\_ **demanded** \_\_\_\_\_
- \_\_\_\_\_ **shrieked** \_\_\_\_\_

Complete the sentence. Use a pronoun in place of the underlined noun or noun phrase.

- Many trees lose their leaves in autumn but \_\_\_\_\_
- Do you prefer the savoury foods or \_\_\_\_\_
- He tried reading the other book but \_\_\_\_\_

Underline the word that is not Standard English. Write it correctly.

- It don't matter what you say. \_\_\_\_\_
- Ben and Max was jogging to the finish. \_\_\_\_\_

☒ There is only one correct answer.
 ☐ There is more than one correct answer.

23



The table below indicates which **English Skills** pupil book may be most suitable for a child based on the National Curriculum expectations for each year group. Two *Entry tests* are also provided in the teacher's guide and as free downloads to further assist you in selecting the appropriate book for each child.

	Pupils at risk of not meeting end-of-year expectations	Pupils on target to meet end-of-year expectations	Pupils on target to exceed end-of-year expectations
Year 3	Introductory Book	Book 1	Book 2
Year 4	Book 1	Book 2	Book 3
Year 5	Book 3	Book 4	Book 5
Year 6	Book 4	Book 5	Book 6

Separate answer books contain correct answers to all the questions, as well as *Focus* panels summarising the key learning point of each set of questions, photocopiable *Writing task assessment sheets* and *Completed proofreading tasks*.

## Free downloads

A range of free **English Skills** downloads are available from the Schofield & Sims website. These resources may be used to support pupils in their learning, both in school and at home, and include the following:

- two *Entry tests* to help you choose the most suitable book for each pupil, together with two *Entry test marking keys* and a *Group record sheet*
- an *Achievement award certificate* for each pupil book
- a *National Curriculum chart* showing how each book aligns with the English programmes of study.

English Skills 3

## PROOFREADING TASK 2

### The world around us

Proofread this report.

Change anything that does not look or sound correct.

#### Hints

- Check that everything is clear and sounds right.
- Check that the punctuation and capital letters are correct.
- Check that the spelling is correct.

Sometimes our actions have a negative affect on the natcheral world.

Gardenners use weedkiller to kill weeds. but they forget weedkiller is a poisonus kemical. and can be harmfull to wildlife.

Every day we throw away all sorts of matereals. In parks and open spaces people drop litter litter can be extremley dangerus to birds insects and other small crechers as they can acsidently get trapped inside or swallow it.

Pollushun from factorys goes strait into rivers or it is berried, this can be a serius problem and make more truble in the futcher.

In the countryside people build on open land if mashines cut down trees it can change a place dramaticly a uneek habitat might be destroyed and animals lives could be threatend.

#### Extra

On a separate piece of paper, write another two paragraphs to complete 'The world around us'.

31

*Proofreading tasks* feature helpful hints and an extra short writing task.

KEY STAGE	KS2 KS3
AGES	7-12
RETAIL PRICE	£4.95

### English Skills Introductory Book Answers

978 07217 1403 5

### English Skills 1 Answers

978 07217 1405 9

### English Skills 2 Answers

978 07217 1407 3

### English Skills 3 Answers

978 07217 1409 7

### English Skills 4 Answers

978 07217 1411 0

### English Skills 5 Answers

978 07217 1413 4

### English Skills 6 Answers

978 07217 1415 8



## English Skills Teacher's Guide

Carol Matchett

The **English Skills Teacher's Guide** introduces the series and provides suggestions for how the pupil books may be used. It contains the following two sets of resources.

- **Assessment resources** include two *Entry tests* to help you select the most appropriate pupil book for each child and seven *Diagnostic checks* for children who are struggling to meet age-related expectations, along with accompanying marking keys and activity prompts.
- **General resources**, providing a range of photocopiable resources designed to help pupils when they are writing or working through the tests. There are photocopiable resources for spelling, grammar, punctuation, vocabulary and writing that can be copied and used as handouts or enlarged and displayed as posters.

Two *Entry tests* are provided, one for lower Key Stage 2 and one for upper Key Stage 2.



Free  
downloads  
available

Schofield & Sims English Skills

**Entry test A**

Name: \_\_\_\_\_ Class/Set: \_\_\_\_\_  
Teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

**A**

- Cross out the verbs in the present tense. Write them in the past tense.  
I grab my coat and hurry home. \_\_\_\_\_
- Write each noun as a plural.  
horse puppy fox \_\_\_\_\_
- Cross out the words that are wrongly spelt. Write the correct spellings.  
I've been exercising for ten mintes. \_\_\_\_\_
- Imagine a strange shiny pebble. \_\_\_\_\_
- I notice that it is often cooler at night. \_\_\_\_\_
- Add a prefix to make the opposite.  
tidy honest  
visible behave  
clockwise possible \_\_\_\_\_
- Add a suffix to make the words into adverbs.  
wild safe  
easy real \_\_\_\_\_
- Write the phrase correctly.  
a ecco \_\_\_\_\_  
a color sceme \_\_\_\_\_
- Write three words that belong to the same word family as **happy**. \_\_\_\_\_

**B**

- Write a question to go with the answer.  
Answer: It was sunny every day. \_\_\_\_\_
- Add three more items to complete the sentence.  
I have in my pocket a bus ticket, \_\_\_\_\_
- Write the sentence in the past tense.  
Snowflakes fall to the ground. \_\_\_\_\_  
We are going to town. \_\_\_\_\_
- Cross out the word that is wrong. Write the correct word.  
Long ago, there lived an old man who has no money. \_\_\_\_\_
- Add a conjunction to complete the sentence. Do not use **and**.  
We have lived here \_\_\_\_\_ I was five. \_\_\_\_\_
- Jack climbed \_\_\_\_\_ he reached the top. \_\_\_\_\_
- Add the punctuation and capital letters.  
who wants to go to the park asked melanie \_\_\_\_\_
- Complete the sentence with an adverb to say \_\_\_\_\_ where I saw him \_\_\_\_\_
- Cross out the preposition. Write two different prepositions that make sense in the sentence.  
A man rode his bike along the road. \_\_\_\_\_
- Complete the sentence with a subordinate clause that gives a reason.  
Don't stand behind a moving swing \_\_\_\_\_

ⓧ There is only one correct answer. ⓧ There is more than one correct answer.

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Schofield & Sims English Skills

**Diagnostic check: English Skills 5**

Name: \_\_\_\_\_ Class/Set: \_\_\_\_\_  
Teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

- Underline the subject of this sentence.  
Police caught the criminals. \_\_\_\_\_
- Underline the object of this sentence.  
Fisherman caught a shark. \_\_\_\_\_
- Write a sentence using the word **water** as the subject  
object \_\_\_\_\_
- Underline the word that is wrongly spelt. Write the correct spelling.  
dependent observent  
confidant tolerant  
transparent elegant \_\_\_\_\_
- Write the correct spelling of the underlined word.  
a school dictionary \_\_\_\_\_  
a new category \_\_\_\_\_  
a strange substance \_\_\_\_\_  
a good influence \_\_\_\_\_
- Continue the sentence with another main clause. Use a colon, dash or semi-colon.  
This is a warning  
I like sprouts  
The door slammed \_\_\_\_\_
- Add the silent letter.  
reath rench rath  
autum hym colum \_\_\_\_\_
- Write four words that end with **mb**.  
\_\_\_\_\_  
\_\_\_\_\_
- Write the correct spelling.  
thisles sutle  
doutful receit \_\_\_\_\_
- Is the sentence in the active voice or the passive voice? Write active or passive.  
The roads were closed. \_\_\_\_\_  
A stranger delivered the letter. \_\_\_\_\_  
Heavy snow delayed the train. \_\_\_\_\_
- Rewrite the active sentences using the passive voice.  
\_\_\_\_\_  
\_\_\_\_\_
- Use the words **car** and **tree** in a sentence using the  
active voice  
\_\_\_\_\_  
passive voice  
\_\_\_\_\_
- Why has the writer used the passive voice in this sentence?  
The door was left open. \_\_\_\_\_

ⓧ There is only one correct answer. ⓧ There is more than one correct answer.

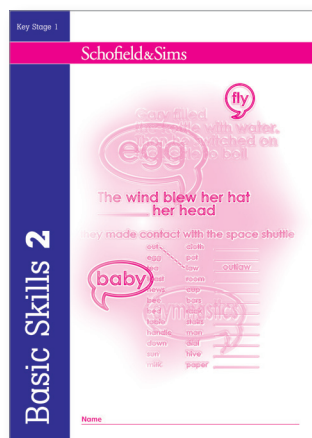
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KEY STAGE **KS2** **KS3**

AGES **7-12**

RETAIL PRICE **£10.00**

English Skills Teacher's Guide  
978 07217 1416 5



**Basic Skills 1**  
978 07217 0833 1

**Basic Skills 2**  
978 07217 0834 8

**Basic Skills 3**  
978 07217 0835 5

**Basic Skills 4**  
978 07217 0836 2

**Basic Skills 5**  
978 07217 0837 9

## Basic Skills

Andrew Parker and  
Jane Stamford

**Basic Skills** is a series of graded activity books reinforcing key aspects of literacy such as vocabulary, dictionary skills, reading comprehension, grammar and punctuation.

<b>KEY STAGE</b>	<b>KS1</b>
<b>AGES</b>	<b>5-7</b>
<b>RETAIL PRICE</b>	<b>£3.50</b>

## In the town

Look at the picture



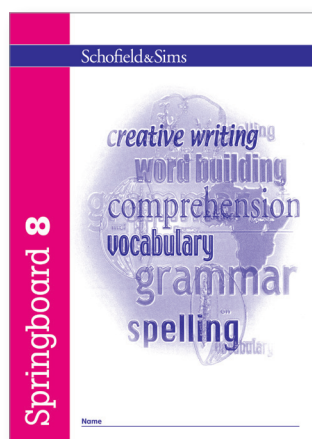
baby postman window cleaner traffic-lights people  
lorry girl policeman

Fill in the missing words.

\_\_\_\_\_ are waiting at the bus stop.  
A \_\_\_\_\_ is collecting the post.  
The \_\_\_\_\_ are not working.  
A \_\_\_\_\_ is stopping the traffic.  
A big \_\_\_\_\_ is behind the bus.  
A \_\_\_\_\_ is crying in the pram.  
A \_\_\_\_\_ is riding her bicycle.  
The \_\_\_\_\_ is cleaning windows.

BOOK 2

3



**Springboard Introductory Book**  
978 07217 0883 6

**Springboard 1**  
978 07217 0884 3

**Springboard 2**  
978 07217 0885 0

**Springboard 3**  
978 07217 0886 7

**Springboard 4**  
978 07217 0887 4

## Springboard

Christopher Burgess and  
John Hedley

**Springboard** is a series of graded activity books designed to reinforce pupils' skills in sentence construction, comprehension, creative writing, spelling and vocabulary.

<b>KEY STAGES</b>	<b>KS1</b> <b>KS2</b>
<b>AGES</b>	<b>6-11</b>
<b>RETAIL PRICE</b>	<b>£3.50</b>

**Springboard 5**  
978 07217 0888 1

**Springboard 6**  
978 07217 0889 8

**Springboard 7**  
978 07217 0890 4

**Springboard 8**  
978 07217 0891 1

## A better word than said

From the panel on the right, choose the best verb to use instead of **said** in each of these sentences. Tick ✓ each verb as you use it. You must use each verb once only. The first one is done for you.

- 1 "Is this the way to the post office?", \_\_\_\_\_ the visitor.
- 2 "Yes, it's on the next corner", \_\_\_\_\_ Alisha.
- 3 "Look out! It's coming down!", \_\_\_\_\_ the foreman.
- 4 "I was not in the bakery", \_\_\_\_\_ the burglar, covered in flour.
- 5 "It would be better to start again", \_\_\_\_\_ the teacher.
- 6 "No cycling in this park", \_\_\_\_\_ the keeper.
- 7 The boy lay still on the road. "My leg hurts", he \_\_\_\_\_.
- 8 "David is the winner", \_\_\_\_\_ the judge.
- 9 "Gobbledy, Gobbledy, Rackety, Roo", George \_\_\_\_\_ his gang's password, as though he was in a great hurry.
- 10 "Our next meeting is on Thursday", \_\_\_\_\_ the chairman.
- 11 Alan drew close to Clare. "Keep this a secret", he \_\_\_\_\_.
- 12 "Oh, no! I am not!", \_\_\_\_\_ Gemma.
- 13 "Please give me another chance", \_\_\_\_\_ the prisoner.
- 14 "You can say what you like, mine is the best", \_\_\_\_\_ my sister.
- 15 "We are the greatest! We are the greatest!", \_\_\_\_\_ the crowd.
- 16 "When is the next train to London?", \_\_\_\_\_ the traveller.
- 17 The excited crowd of fans \_\_\_\_\_, "We want Robbie!".
- 18 The conceited boxer \_\_\_\_\_ that he would win easily.
- 19 "Pass the ball to me!" \_\_\_\_\_ Kim at the top of her voice.
- 20 "And another thing", \_\_\_\_\_ the headmaster, "there is too much litter on the field".
- 21 "Please, miss, there's a mouse on my desk", \_\_\_\_\_ Kerry on April Fool's Day.
- 22 Matt returned wet and miserable. "I fell into the pond", he \_\_\_\_\_.
- 23 "Get out of my orchard!", \_\_\_\_\_ the angry farmer.
- 24 "Aren't you ready yet?", \_\_\_\_\_ Mother from the foot of the stairs.
- 25 "Show me your licence, then", \_\_\_\_\_ the policeman.
- 26 "It might be a good idea to lower your saddle", \_\_\_\_\_ Father.
- 27 "I would if I had a spanner with me", \_\_\_\_\_ Paul.
- 28 "Go away!", \_\_\_\_\_ the tramp from under his black bushy beard.
- 29 Derek looked at the broken window and then at the man. "The w-w-wind m-m-must have c-c-c-carried it", he \_\_\_\_\_.
- 30 A hush fell on the audience as Robin \_\_\_\_\_ these words, "Behold, here comes the King".

advised  
announced  
answered  
argued  
asked  
bellowed  
boasted  
called  
continued  
declared  
demanded  
enquired ✓  
exclaimed  
gabbled  
growled  
joked  
lied  
moaned  
ordered  
pleaded  
repeated  
replied  
shouted  
sobbed  
spoke  
stammered  
suggested  
warned  
whispered  
yelled

Page 15



## Early Comprehension 1

- What happens first/before/next
- Telling a story based on a set of pictures
- Reading captions
- Identifying how a story ends

## Early Comprehension 2

- Matching pictures with captions
- Reading simple instructions
- Riddles
- Speech bubbles

## Early Comprehension 3

- Advertisements
- Invitations
- Notices
- Newspaper articles
- Book covers
- Reading comprehension based on fiction and non-fiction texts

<b>KEY STAGE</b>	<b>KS1</b>
<b>AGES</b>	<b>5-7</b>
<b>RETAIL PRICE</b>	<b>£3.50</b>

## Early Comprehension 1

978 07217 0917 8

## Early Comprehension 2

978 07217 0918 5

## Early Comprehension 3

978 07217 0950 5

## Early Comprehension

Anne Forster and Paul Martin

**Early Comprehension** is a series of graded activity books that develop children's ability to make sense of pictures and text through activities such as story sequencing, reading for meaning and traditional comprehension work. The books feature a wide range of genres, including fiction and non-fiction texts, and are ideal for use with pupils who are not yet ready to attempt formal written comprehension.

Key skills covered in the series include:

- classifying
- drawing conclusions
- making predictions
- making inferences
- following instructions
- identifying facts and details
- sequencing
- matching pictures with captions
- linking cause and effect
- identifying similarities and differences.

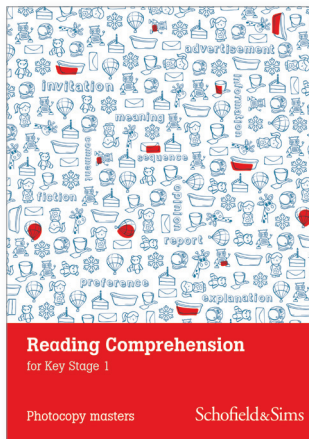
### A rainy day

Draw a ring round the things Kamal needs to keep himself dry.



10





**Reading Comprehension for Key Stage 1** features 24 photocopiable units of work using fiction and non-fiction texts, with multiple-choice answers. It is suitable for pupils whose understanding of simple texts is generally accurate.

**Reading Comprehension Bridging Pack** features 10 photocopiable exercises using a variety of text extracts, all with comprehension questions. It is suitable for pupils who read a range of texts fluently and independently.

**Reading Comprehension for Key Stage 2** features 25 photocopiable units of work using fiction and non-fiction texts. It is suitable for pupils who show a strong understanding of ideas, events and characters.

**KEY STAGES** KS1 KS2

**AGES** 5–11

**RETAIL PRICE** £45.00

**Reading Comprehension for Key Stage 1**  
978 07217 0734 1

**Reading Comprehension Bridging Pack**  
978 07217 0736 5

**Reading Comprehension for Key Stage 2**  
978 07217 0735 8

## Reading Comprehension

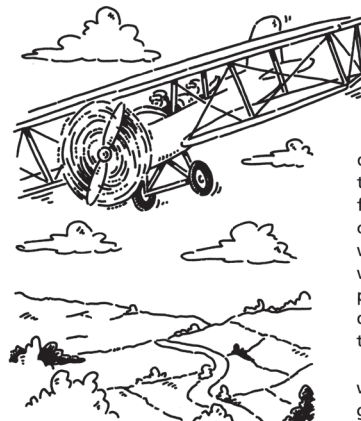
Kathryn Linaker and Richard Worsnop

**Reading Comprehension** is a series of photocopiable resource packs that give pupils practice in reading and understanding a variety of texts, and in answering questions based on their reading. Separate resource packs are available for Key Stages 1 and 2, and a third resource pack helps pupils to make the transition between these two stages.

Throughout the series, each 'unit' provides either a single text, or a pair of texts, with accompanying exam-style questions. Varying in content and style, every **Reading Comprehension** text is matched to the abilities and interests of pupils at the appropriate key stage, and may also be suitable for some older pupils. Grading within each pack – into three different reading levels – supports differentiation and helps to make **Reading Comprehension** an essential resource for every classroom.

### Air transport

The first air transport was the hot air balloon. The first hot air balloon was very small and there was only room for two people in the basket under the balloon.



The first aeroplanes were small too, and could only carry a few people at a time. They had open cockpits, so people flying in them had to wear very warm clothes and even had blankets and hot water bottles to keep them warm. Now we have jumbo jets which can carry 500 people, and which are warm inside so you don't have to wear special clothes to travel on them.

There are some planes which can fly without using an engine. They are called gliders. They have very wide wings which help them to fly using air currents.

5. What was the first type of air transport?

- ☐ the aeroplane ☐ the jumbo jet  
☐ the hot air balloon ☐ the rocket

6. How many people could the first aeroplanes carry?

- ☐ 500 ☐ a few ☐ ten ☐ five

7. Why were passengers in the first aeroplanes so cold?

8. Why do gliders have wide wings?

Reading Comprehension for Key Stage 1

Unit 21 Page 2



## First Comprehension Pupil Books

Celia Warren

**First Comprehension** provides an early introduction to written comprehension, developing children's enthusiasm for reading and their ability to interpret texts. **First Comprehension 1** is aimed at children in Year 2 who are attempting written comprehension for the first time, while **First Comprehension 2** is for children in Years 2 and 3 who are gaining confidence in written comprehension.

Each book features 18 texts, carefully chosen to provide a reading level that is appropriate to the likely age of the reader and to reflect the variety of forms and genres recommended by the National Curriculum. The exercises that follow each extract are presented in two parts that may be answered in one sitting or separately, and cover a broad range of question types, including direct questions, inferential questions and evaluative questions.

Pointers provide background information for each text.

Questions are split into two parts to suit the concentration level of the age group.

Free downloads available

### Big red boots

Tony Mitton's poem uses strong rhythms and rhymes, and is perfect for reading out loud. Listen out for the foot-stamping chorus. Does it remind you of anything?

Big red boots, big red boots.  
One of them squeaks and the other one toots.  
One of them hops and the other one stamps.  
Big red boots take long, wet tramps.

Boots, boots, big red boots.  
One of them squeaks and the other one toots.

Big red boots on busy little feet  
start out shiny, clean and neat.  
Big red boots, oh, yes, yes, yes,  
end up muddy in a terrible mess.

Boots, boots, big red boots.  
One of them squeaks and the other one toots.

Boots, boots, big red boots,  
squelch through mud and trample roots.  
Big red boots say, "Look! Oh gosh!  
What a great puddle there . . . Yay! SPLOSH!"

Tony Mitton



#### Part 1

- 1 Colour the boots to match the title of the poem. 1 mark
- 2 a) Read the first line aloud and make your fingers 'walk' like feet to the rhythm of the words.  
b) Which of the words below describe how the boots move? (ring two) 2 marks  

scuffing
stamping
hopping
tiptoeing
- 3 Where do you think the boots are walking? (ring one) 1 mark  

along a city street
in a supermarket
down a country lane
- 4 Write two words that describe the person wearing the boots. For example, is the person young or old, happy or sad, lively or lazy? 2 marks
- 5 Name two noises that the boots make again and again. 2 marks

#### Part 2

- 6 Why does the person wearing the boots say 'oh, yes, yes, yes', when the boots get muddy? 1 mark
- 7 What do you think the person is doing in the very last line of the poem? 1 mark
- 8 Which word sounds like the noise of walking through mud? (ring one) 1 mark  

scratch
squelch
thud
sink
shake
- 9 Why do you think the poet writes 'SPLOSH!' in capital letters? 1 mark

page 5  
total out of 12

Texts reflect the range of genres required by the National Curriculum.

KEY STAGES	KS1 KS2
AGES	6-8
RETAIL PRICE	£3.50

First Comprehension 1	978 07217 1220 8
First Comprehension 2	978 07217 1221 5



## First Comprehension Teacher's Guide

Celia Warren

The **First Comprehension Teacher's Guide** provides a wealth of supporting information and resources, enabling you to use **First Comprehension** to its full potential, including:

- advice on how to introduce children to the skills required for written comprehension
- a description of the various question types covered and the different ways in which they are presented
- full *Teaching notes* for every text, including an introduction and answers
- Suggestions for *Further activities*, including the chance to perform playscripts and learn poetry by heart
- a photocopiable *Group record sheet* for each pupil book, allowing you to monitor progress
- cross-curricular content tables that help you to link work with topics in other areas of study.

Teaching notes include answers to all the questions in the pupil books.

Supporting photocopy masters facilitate whole-class or group work.

### Teaching notes


#### BOOK 1 Big red boots

Contained in: Book 1 (page 4) Genre: Poem  
Author: Tony Mitton

**Introduction** This poem by children's poet Tony Mitton describes a pair of wellington boots on an outdoor walk. Its celebration of mud and puddles will delight many young children. The strong rhythm emulates the sound of booted feet, stamping along, and the verses are two pairs of couplets, rhyming AAB, with a separate rhyming couplet for the chorus. Use the pointer in the activity book to introduce the text to the children before you read it aloud.

**Answers** Part 1: 1. (boots should be red) 2b. stamping, hopping 3. down a country lane 4. (two of the following, or similar:) young, happy, energetic, excited, muddy 5. 'squeaks', 'toots'

Part 2: 6. because they are happy that the boots are muddy 7. jumping in a puddle 8. squelch 9. the climax/ending of the poem; size of jump/splash; volume of splash; noise of splash; amount of mess made by splash.

- Further activities**
-  Help the children to learn the chorus by heart.
  - Read the poem aloud and ask the children to march in time to the rhythm, performing the actions in each verse.
  - Discuss other places where the boots might walk. (Paddling in the sea? Swishing through tall grass or bracken?) Share ideas to create a new verse, beginning 'Big red boots ...' (for example, 'Big red boots paddle in the sea'). Make sure that the first line ends with a word that offers a wide choice of rhymes for the second.
  - Explain that the poet has written hundreds of poems for children. Challenge the children to find more poems by Tony Mitton. Visit his website and find out more about the poet and his writing.

#### British garden birds

Contained in: Book 1 (page 6) Genre: Information / explanation  
Source: Royal Society for the Protection of Birds (RSPB) Wildlife Explorers website

**Introduction** The birds in this passage introduce themselves through simple factual statements in the first person. Make sure that the children are aware that all the birds in the extract are common garden birds. Talk about the birds that do not appear in this extract, such as penguins, eagles and swans. Point out that the term 'garden birds' refers to birds whose regular habitat is the garden, rather than birds of prey or farmland birds, who may occasionally visit. Use the pointer in the activity book to introduce the text to the children before you read it aloud.

**Answers** Part 1: 1. blue tit 2a. blackbird, robin 2b. worms 3. a nest

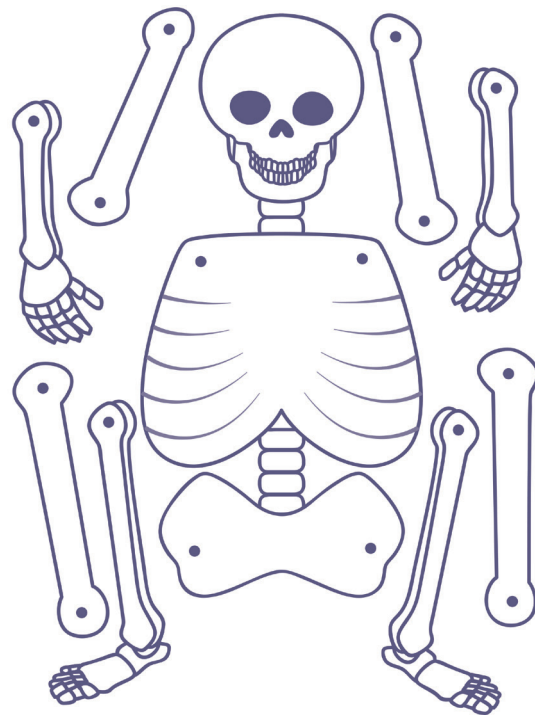
A 'discussion' icon highlights opportunities for speaking and listening.

Schofield & Sims

First Comprehension

### Skeleton

What makes me move? Book 1 (page 24)



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KEY STAGES **KS1** **KS2**

AGES **6–8**

RETAIL PRICE **£10.00**

**First Comprehension Teacher's Guide**  
978 07217 1222 2



## KS2 Comprehension Pupil Books

Celia Warren

**KS2 Comprehension** provides a unique collection of stimulating texts that appeal strongly to both boys and girls, together with questions that build and stretch comprehension skills and widen vocabulary. Each pupil book is designed for one of the four year groups in Key Stage 2 – starting with Book 1, which is for pupils in Year 3, and working up to Book 4 for pupils in Year 6.

Providing more than 72 texts in total, each with questions on the facing page, the series encourages children both to pay close attention to literal meaning and to make inferences and deductions. Pupils are also given intensive practice in observing how different kinds of writing are structured and in identifying literary devices and their effects.

Background information is provided for each text.

Later books allow space for occasional brief reviews.

A simple mark scheme yields percentage scores.

### Sea fever

The poet John Massfield went to sea at a young age but, because of illness and his strong desire to become a writer, he deserted ship. Eventually he became a journalist and poet. He wrote 'Sea fever' in 1900, when he was 22, and it is still one of the most popular British poems ever written.

I must go down to the sea again, to the lonely sea and the sky,  
And all I ask is a tall ship and a star to steer her by,  
And the wheel's kick and the wind's song and the white sail's shaking,  
And a grey mist on the sea's face, and a grey dawn breaking.

5 I must go down to the sea again, for the call of the running tide  
Is a wild call and a clear call that may not be denied;  
And all I ask is a windy day with the white clouds flying,  
And the flung spray and the blown spume, and the sea-gulls crying.

10 I must go down to the sea again, to the vagrant gypsy life,  
To the gull's way and the whale's way where the wind's like a whetted knife;  
And all I ask is a merry yarn from a laughing fellow-rover,  
And quiet sleep and a sweet dream when the long trick's over.

John Massfield (1878–1967)

**Glossary**  
spume froth, foam  
trick a turn of duty steering the ship  
vagrant wandering, homeless  
yarn story

- Which phrases are repeated in every verse? What is the effect of this repetition?  
\_\_\_\_\_
- Give an example of personification in the first verse.  
\_\_\_\_\_
- What does the speaker mean by a 'tall' ship?  
\_\_\_\_\_
- Which phrase tells you what helped sailors to navigate at sea?  
\_\_\_\_\_
- In the speaker's imagination, what signs of the wind are visible?  
\_\_\_\_\_
- If a knife is 'whetted' it is (ring one):  
dampened oiled sharpened unsheathed.
- Although the speaker talks of 'the lonely sea', the poem suggests that he might have company on the voyage. Which two lines suggest that he will not be setting sail alone?  
\_\_\_\_\_
- Give two examples of sounds referred to in the poem.  
\_\_\_\_\_

Review  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

page 21  
total out of 12

Glossaries define potentially unfamiliar words.

KEY STAGE	KS2
AGES	7–11
RETAIL PRICE	£3.50

KS2 Comprehension 1	978 07217 1154 6
KS2 Comprehension 2	978 07217 1155 3
KS2 Comprehension 3	978 07217 1156 0
KS2 Comprehension 4	978 07217 1157 7





## KS2 Comprehension Teacher's Guide

Celia Warren

The **KS2 Comprehension Teacher's Guide** provides you with everything you need to use **KS2 Comprehension** to its full potential, including:

- a selection of texts that reflect the range of genres required by the National Curriculum
- a variety of question types, including direct, inferential and evaluative questions
- full *Teaching notes* for every text, including an introduction and answers
- *Further activities*, including opportunities to perform poems and playscripts
- a photocopiable *Group record sheet* for each pupil book, allowing you to monitor progress
- reference charts, including *National Curriculum objectives charts*, *Genre charts*, *Theme charts* and *Cross-curricular contents charts*.

Answers include guidance on what to expect where there is a free answer.

A summary panel provides key details including the genre, source and author of the text.



Free downloads available

### Teaching notes

#### BOOK 1 The Green Cross Code

Contained in: Book 1 (page 4) Genre: Information / instructions  
Source: Department for Transport

**Introduction** This is a non-chronological information and advice text aimed specifically at children. It has clear-cut layout and formatting with aids to retrieval of information, including numbered paragraphs with inset sub-headings in bold coloured print. Use the pointer in the pupil book to introduce the text to the children before they start reading.

You might also give the children some further background information. First introduced in 1971, the Green Cross Code procedure was designed to help pedestrians to cross streets safely. The campaign that launched the code was targeted specifically at children; at that time, half of all casualties on the road were children. Following the launch of the Code, the number of casualties dropped by 11 per cent. Sadly, the rate rose again after six months, highlighting the need for road safety messages to be given a high profile at all times.

**Answers** 1. sight, sound 2. 'where drivers can see you' 3. the distance from one side of the road to the other is shorter if you go straight across; it lessens the danger from vehicles suddenly appearing; it is easier for drivers to predict your movements (allow for child's own wording and interpretation as long as the answer is logical) 4. between parked cars; on sharp bends; close to the top of a hill 5. (any three from:) subway, zebra/puffin/pelican/toucan crossing, footbridge, island, patrolled crossing 6. back from the edge 7. (either or both:) can't see approaching traffic; drivers can't see you.

- Further activities**
- Challenge the children to create a poster, including key advice from the text. Suggest that they display this advice in speech bubbles, thought bubbles or call-out stars. They could make the poster by hand or on a computer.
  - Encourage the children to prepare and act out a scene that demonstrates the use of the Green Cross Code.
  - Invite the children to research other government safety documents and websites, such as the Countryside Code, the Beach Safety Code and the Sea Safety Code.
  - Ask the children to identify the key features and conventions of a typical safety document (such as clear headings and bullet points) and use this structure to write a Classroom Code. They should look at safety, tidiness, behaviour and consideration to others, when to speak and when to listen.
  - Hold a class discussion on whether it is ever safe to run across a road, asking the children to explain the rationale behind their views.

#### Games glossary

Contained in: Book 1 (page 6) Genre: Glossary  
Source: You Can Do It! Games Author: Kirk Bizley

Schofield & Sims Key Stage 2 Comprehension Teacher's Guide

Teaching notes Book 1 17

Speaking and listening activities provide a focus for class discussion, drama and group performances.

### Theme charts

	Family	School/childhood	Friendship	City	Country	Transport	Night time	Travel/adventure	Courage	Celebration	Danger	Nature	Conflict	Magic/mystery
<b>KS2 Comprehension Book 1</b>														
The baby of the family	✓	✓												
Invasion	✓	✓												
Octocure												✓		
Odd girls		✓	✓											
Pelican												✓		
City sounds heard after dark				✓		✓	✓					✓		
On the Yellow Brick Road			✓					✓	✓					
House on fire!	✓	✓	✓							✓	✓			
Rebecca	✓										✓			
Steam train stories	✓					✓		✓						
A great storm in Scotland	✓					✓					✓	✓		
Tom finds happiness			✓	✓							✓	✓	✓	✓
The milkmaid and her pail	✓											✓		
<b>KS2 Comprehension Book 2</b>														
Why?							✓				✓			
Robin Hood			✓		✓				✓		✓	✓		
The veiled lady											✓			
The thrill of wartime work	✓					✓							✓	
Arthur's sister turned to stone	✓										✓	✓	✓	✓
Overheard on a saltmarsh							✓					✓	✓	✓
The arrival of a rugged seaman								✓				✓		
The scarecrow					✓							✓		
De			✓							✓		✓		
Alice meets the Cheshire cat								✓				✓		✓
The fox repaid in his own coin						✓	✓					✓		
Digging						✓						✓		

Schofield & Sims Key Stage 2 Comprehension Teacher's Guide

National Curriculum notes 13

Theme and Genre charts aid comparisons between the texts.

KEY STAGE **KS2**

AGES **7-11**

RETAIL PRICE **£10.00**

**KS2 Comprehension Teacher's Guide**  
978 07217 1158 4



**A Time to Speak and a Time to Listen** includes work by the following poets:

John Agard, W H Auden, Matsuo Bashō, Hilaire Belloc, Laurence Binyon, William Blake, Alison Brackenbury, Charles Causley, G K Chesterton, Stanley Cook, Wendy Cope, W H Davies, Walter de la Mare, John Donne, Eric Finney, John Foster, Thomas Hardy, Ted Hughes, Edward Lear, Wes Magee, John Masfield, Roger McGough, Ogden Nash, Gervase Phinn, Christina Rossetti, William Shakespeare, Percy Bysshe Shelley, James Stephens, Robert Louis Stevenson, Edward Thomas, William Wordsworth.

**KEY STAGE** KS2 KS3

**AGES** 7–13

**RETAIL PRICE** £10.00

**A Time to Speak and a Time to Listen (Paperback)**

978 07217 1205 5

**KEY STAGE** KS2 KS3

**AGES** 7–13

**RETAIL PRICE** £15.00

**A Time to Speak and a Time to Listen (Hardback)**

978 07217 1225 3

## A Time to Speak and a Time to Listen

*Edited by Celia Warren, Foreword by Wendy Cope*

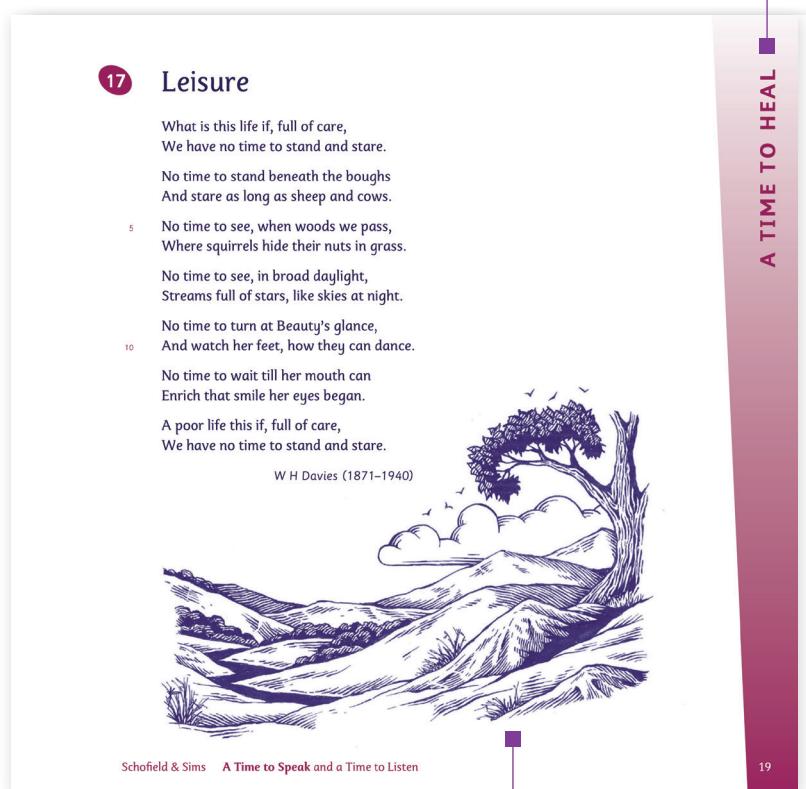
An illustrated poetry anthology for Key Stage 2 and above, structured around the verses beginning, 'There is a time for everything, and a season for every activity under heaven'. Written by more than 70 poets, the poems reflect with thoughtfulness, candour and, where appropriate, humour on the 28 contrasting themes to which these famous verses refer.

Poems by well-known modern poets are interspersed with older classics, and eight poems by contemporary writers, including Roger Stevens, Jan Dean and Nick Toczek, are published here for the first time.

The 100 poems in this collection:

- give pupils an unforgettable introduction to the richness and variety of poetry
- provide ideal opportunities for speaking and listening, especially if used with the accompanying teacher's guide (see opposite)
- are perfect for reading aloud, learning by heart and performing
- improve pupils' fluency as readers and develop their vocabulary
- encourage emotional literacy.

Themes are clearly indicated at the side of each page.



Attractive illustrations reflect the mood of the poem.



See page 77 for  
**Understanding English Poetry.**

The introduction includes a brief background to the poem and its context.

Teaching notes feature practical advice on how to read the poem aloud.

Icons indicate the emphasis of each lesson plan, for example, speaking, listening and interacting.

'Extra' extension activities provide opportunities for further study, investigation and written response.

**KEY STAGE** KS2 KS3

**AGES** 7–13

**RETAIL PRICE** £30.00

**A Time to Speak and a Time to Listen Teacher's Guide (Hardback)**  
978 07217 1206 2

## A Time to Speak and a Time to Listen Teacher's Guide

Celia Warren

The **A Time to Speak and a Time to Listen Teacher's Guide** supports you as you help pupils to explore and appreciate the poems in the **A Time to Speak and a Time to Listen** anthology. This treasure trove of a resource provides:

- concise teaching notes with everything you need for presenting each poem to your class
- guidance on reading aloud for impact, reading for meaning and choosing poems to learn by heart
- speaking and listening activities with detailed ideas for discussing and performing each poem
- explorations of recurring themes and styles, giving you an overview of the anthology as a whole and helping your pupils to consider personal preferences
- flexible plans for school assemblies on 12 inspiring topics, each providing the focal point for a stimulating assembly that draws upon the anthology
- photocopy masters supporting all the above.



Free  
downloads  
available

17

### Leisure

SECTION A time to heal (page 19)

POET W H DAVIES (1871–1940)

First published in 1911, this is arguably the most famous of the Welsh writer's poems. It moves from the general to the specific, from an appreciation of nature to the admiration of a beautiful woman. The narrator's state of being in love doubtless influences his view of the world. Nevertheless, its universal message is an appeal to everyone to open their eyes to the world's beauty and to take time to enjoy it.

#### Preparing to read this poem aloud

- As befits its title, this poem needs to be read at a leisurely pace, retaining the relaxing rhythm and flow of the lines.
- Add modest stress to each fresh verb in the middle verses: *stand* (line 3), *stare* (line 4), *see* (line 5), *turn* (line 9), *wait* (line 11).
- Contrast the rhetorical questioning tone of the upbeat opening couplet with the judgemental, wistful statement of the last.

#### Feeding the senses



- Talk about how what we **look at** affects our feelings. Our mood can be greatly influenced by the visual world around us. Some scenes and settings will relax us, others will fire us up, entertain or depress us.
- Read the poem aloud and discuss the images. Ask questions to check on understanding of the poem's direct images and imagery. Ask, 'Is the speaker in the town or the country?' 'How does the stream look like a starry night sky?' 'Is the speaker more likely to be a man than a woman?' 'If so, how can we tell?'
- Discuss how the poem moves from the broad delights of nature to the more specific delights of the woman that the speaker loves.
- Invite pupils to find a partner. Ask them to take turns to imagine themselves into the poem's setting, while their partner asks questions revolving around other senses, such as 'What can you hear?' or 'What can you smell?'
- Pupils should improvise their responses based upon the poem. For example, a very quiet, close-up noise might be the sound of cows tearing the grass and chewing. A more distant sound might be ewes baaing, and lambs answering with high-pitched bleats.
- Move around the class listening to the conversations and encouraging pupils to ask searching questions. Challenge them to use their imagination to come up with more detail and to add elements, such as a distant train or a plane overhead, that do not appear in the poem.
- Bring the class together and ask for nominations of partners who gave detailed responses that evoked the mood of the poem and the countryside. Invite them to improvise to the whole class, adding other senses, such as what they can smell or physically feel.
- Finally, elicit why this poem appears in the section, **A time to heal**. How might we be 'healed' by quiet leisure time? (Soothing the soul / lifting the mood / reducing stress.) Explain how spiritually uplifting experiences are believed to benefit our physical well-being, too.

**EXTRA:** Challenge the pupils to add a verse of their own, following the pattern of the verses that begin with *No time*. Encourage them to use rhyme or near-rhyme, such as 'No time to paddle in the sea / And feel the water splash my knee' or 'No time to idly kick a stone / Along the path as I head home'.



## Mental Maths 1

- Counting and ordering numbers to 20
- Repeating patterns
- Recognising coins to £1, counting money and calculating change
- Number pairs, addition and subtraction, and doubling
- Simple fractions ( $\frac{1}{2}$  and  $\frac{1}{4}$  of shapes)
- Clock times
- Ordinal numbers (for example, 1st, 2nd and 3rd)
- Counting in 10s

## Mental Maths 2

- Counting and ordering numbers to 100
- Patterns and sequences
- Counting money and calculating change
- 2-D and 3-D shapes
- Tens and units, addition and subtraction of two-digit numbers
- Time problems
- Estimating and measuring
- Multiples of 2, 5 and 10

## Mental Maths

Anne Forster and Paul Martin

**Mental Maths** develops children's ability to understand number problems and use their knowledge to resolve these problems confidently and logically. Clear, carefully structured exercises build children's mathematical knowledge and mental agility, while a wide range of vocabulary introduces them to the variety of ways in which questions can be asked.

1. Circle the digit in each number that shows the tens.

26   16   39   52   84   91

2. Count in 5s. Fill in the missing numbers.

5                             

3. Finish the bills.

20p + 75p =

25p + 14p =

35p + 25p =

27p + 29p + 5p =

4. Add and Take

29 + 10 - 9 =    32 + 16 - 18 =    36 + 18 - 14 =

42 + 20 - 11 =    56 + 14 - 25 =    62 + 15 - 13 =

65 + 15 - 20 =    81 + 15 - 12 =    76 + 18 - 16 =

5.

Tom had 27 conkers and Finn found 21 conkers.

How many conkers did they have altogether?

Bess laid 39 eggs in a week.

Hetty

Topsy laid 21 eggs in a week.

How many eggs did Bess and Topsy together lay in a week?

How many more eggs does Hetty have to lay to give the farmer 75 eggs?

22

KEY STAGE KS1

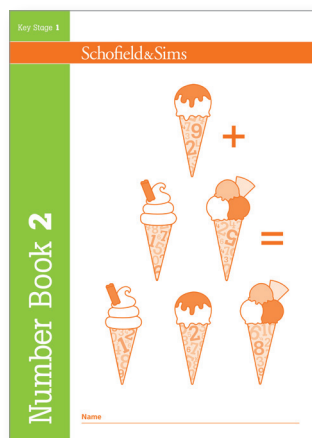
AGES 5-7

RETAIL PRICE £3.50

Mental Maths 1 978 07217 0962 8

Mental Maths 2 978 07217 0963 5





## Number Book 1

- Counting sets of objects to 10
- Addition to 10
- Subtraction from 10

## Number Book 2

- Using a number line to count on and back
- The addition of three numbers
- Number facts
- Comparing numbers to find which is 'more' or 'less'
- Addition and subtraction with one number hidden

## Number Book 3

- Numbers to 20
- Tens and units
- Number facts
- Recognising coins to 20p, counting money and giving change
- Multiples of 2

## Number Book 4

- Multiplication and division by 2 and 3
- Tens and units; counting in tens
- Number facts
- Using a hundred square
- Recognising coins to 50p, counting money and giving change
- Vertical addition and subtraction (without borrowing or carrying)

## Number Book 5

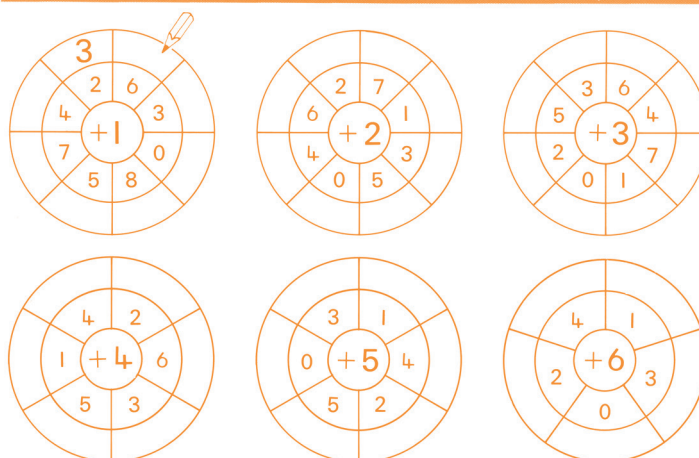
- Multiplication and division by 4 and 5
- Vertical addition and subtraction (involving borrowing and carrying)
- Recognising coins to 50p, counting money to £1 and giving change
- 'Snake sums' (five-step number problems)

## Number Book

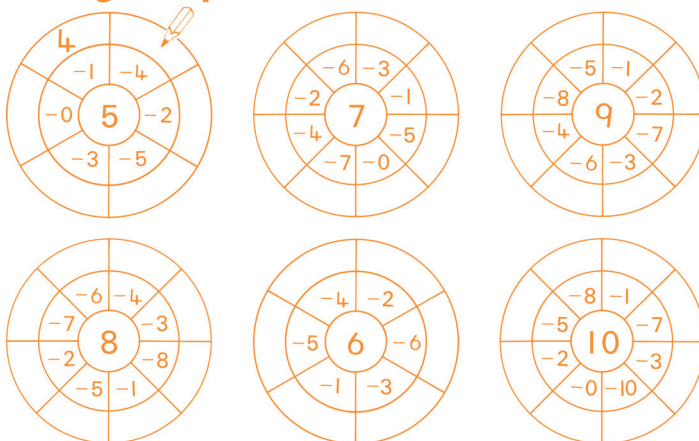
Andrew Parker and Jane Stamford

**Number Book** is a series of graded activity books designed to help children learn basic calculation skills. Aimed at pupils in Key Stage 1, the series provides extensive practice in addition, subtraction, multiplication and division, eventually working with numbers up to 100. Books 4 and 5 feature vertical addition and subtraction supporting the calculation requirements in the National Curriculum.

### Adding



### Taking away



KEY STAGE	KS1
AGES	5-7
RETAIL PRICE	£3.50

Number Book 1	978 07217 0788 4
Number Book 2	978 07217 0789 1
Number Book 3	978 07217 0790 7
Number Book 4	978 07217 0791 4
Number Book 5	978 07217 0792 1



**Telling the Time 1** introduces the concepts of o'clock, half past, quarter past and quarter to, as well as teaching about time in a wider sense, including times of day, days of the week, months of the year and seasons.

**Telling the Time 2** introduces counting in 5s around the clock and the related 'minutes past' and 'minutes to' times, while also comparing analogue faces with digital displays.

**Telling the Time 3** focuses on understanding different methods of telling the time, including Roman numerals, digital 12-hour clocks, 24-hour clocks and time zones, as well as featuring a range of time problems.

<b>KEY STAGES</b>	KS1 KS2
<b>AGES</b>	5-9
<b>RETAIL PRICE</b>	£3.50

**Telling the Time 1**  
978 07217 1418 9

**Telling the Time 2**  
978 07217 1419 6

**Telling the Time 3**  
978 07217 1420 2

## Telling the Time

Christine Shaw

**Telling the Time** is a structured series of activity books designed to help children master the complex skill of telling the time. Supporting the time requirements in the National Curriculum, the series breaks down the process of telling the time into the smallest possible steps, ensuring that children fully understand the concepts and have plenty of opportunity to practise before moving on.

Each new time is introduced using a large clock face, with the hour and minute hands colour-coded throughout the series to make identification clear. A wide range of time-related concepts are also covered, including different ways of measuring and representing time, time expressions and problems involving time. Colourful illustrations and fascinating *Did you know?* facts provide further interest. Answers to all the practice questions are included at the back of the books for easy marking.

A child-friendly summary of the key learning point is provided.

Supporting wipe-clean poster available on page 88

### Quick and slow

#### Learn

Time can be **quick** or **slow**.

A **second** is very quick.

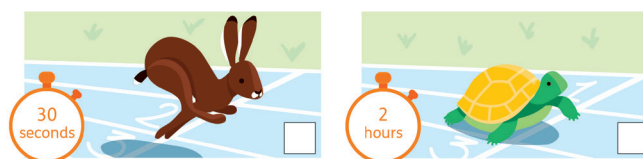
A **minute** is slower than a second but quicker than an **hour**.

An **hour** is slower than a minute but quicker than a **day**.

1 Write the units of time in order from quickest to slowest.

quick minute day hour second slow

2 Who was quicker? Tick the winner of the race.



3 Quicker or slower? Write the correct word in each sentence.

A day is \_\_\_\_\_ than an hour.

Running is \_\_\_\_\_ than walking.

A second is \_\_\_\_\_ than an hour.

#### Did you know?

A millisecond is even quicker than a second. There are 1000 milliseconds in a second. Milliseconds can be used to find the winner in a very close race.

Schofield & Sims Telling the Time 1

7

Regular *Did you know?* facts give interesting background information.



**Times Tables Tests 1** covers the 2, 3, 4, 5, 8 and 10 times tables.

**Times Tables Tests 2** covers the times tables up to and including  $13 \times 13$ .

Each test features three parts that can be completed either in one sitting or separately.

<b>KEY STAGES</b>	<b>KS1</b> <b>KS2</b>
<b>AGES</b>	<b>5–11</b>
<b>RETAIL PRICE</b>	<b>£3.50</b>

**Times Tables Tests 1**  
978 07217 1134 8

**Times Tables Tests 2**  
978 07217 1136 2

<b>KEY STAGES</b>	<b>KS1</b> <b>KS2</b>
<b>AGES</b>	<b>5–11</b>
<b>RETAIL PRICE</b>	<b>£10.00</b>

**Times Tables Tests Teacher's Guide**  
978 07217 1417 2

## Times Tables Tests

Hilary Koll and Steve Mills


**Times Tables Tests** provides regular and structured times tables practice, helping children to strengthen their understanding of essential multiplication and division facts, before progressing to apply these facts to solve word problems based on real-life situations. To further boost confidence and rapid recall skills, children are encouraged to work against the clock, which will also help them to prepare for timed examinations.

Fully in line with National Curriculum requirements, the tests are similar in structure to those in **Mental Arithmetic** (see pages 56–57), and are suitable for use alongside this series or independently. Each book contains 24 tests grouped into two sections, each ending with a *Progress test* that allows children to see their consistency and speed build over time. A separate teacher's guide contains answers to all tests in the series, as well as guidance on teaching and reinforcing tables facts.

Tests mirror the 'A, B, C' format of **Mental Arithmetic**.

Schofield & Sims

### SECTION 1 | Test 7

A	Answer	C	Answer
1 $£6 + £6 + £6 + £6 =$	£ _____	1 A boy earns £6 every day doing a paper round. How much does he earn in one week?	£ _____
2 $7 \times 7 =$	_____	2 What is the difference between $\frac{1}{7}$ of 21 and $\frac{1}{7}$ of 35?	_____
3 Three eights are	_____	3 Six identical terraced houses are in a row. The row is 24m wide. What is the width of each house?	_____ m
4 $9 + 9 + 9 + 9 + 9 + 9 =$	_____	4 A jogger travelled at the speed of 8km/h for 15 minutes. How far did she run?	_____ km
5 $\square \div 9 = 9$	_____	5  The radius of the circle is 8cm. What is the length of the diagonal of the square?	_____ cm
6 $32 \div 4 =$	_____	6 Nine biscuits cost 18p. How much do five of the biscuits cost?	_____ p
7 $\frac{1}{8}$ of 16cm is	_____ cm	7 Eight sweets have a mass of 56g. How many sweets have a mass of 70g?	_____
8 $7 \times \square = 14$	_____	8 Nine apples are cut into quarters. Six children share the pieces. How many do they each get?	_____
9 $28\text{kg} \div 4$	_____ kg	9 A car uses a litre of petrol to travel 8km. How many litres will it use to travel 56 kilometres?	_____
10 $(4 \times 2) \times (3 \times 2) =$	_____	10 One eighth of a number is 10. What is the number?	_____

#### B Answer

- Share £36 equally among 6 boys. How much each? £ \_\_\_\_\_
- Find the remainder when 29 is divided by 3. \_\_\_\_\_
- What must 5m be multiplied by to give 45m? \_\_\_\_\_
- How many millimetres are there in 10cm? \_\_\_\_\_
- Divide 72 by 9. \_\_\_\_\_
- What is the product of 6 and 3? \_\_\_\_\_
- How many times smaller is 4 than 36? \_\_\_\_\_
- What are eight groups of 5? \_\_\_\_\_
- 7kg multiplied by 9 is \_\_\_\_\_ kg
- $\frac{1}{8}$  of 32 is \_\_\_\_\_

10



**Learn Your Times Tables 1** covers the 2, 3, 4, 5 and 10 times tables.

**Learn Your Times Tables 2** covers the 6, 7, 8, 9, 11 and 12 times tables.

Children are encouraged to use the 'look, cover, write, check' method.

Facts, rhymes and cut-out flashcards help children to memorise times tables facts.

## Learn Your Times Tables

Hilary Koll and Steve Mills

**Learn Your Times Tables** helps children to understand and memorise the key multiplication facts that are required at Key Stages 1 and 2, including the  $\times 11$  and  $\times 12$  times tables.

The series includes:

- *What to notice* and *Hard facts* boxes featuring patterns, hints and rhymes to help children remember the first 12 multiples in each table
- consolidation using the 'look, cover, write, check' method
- *Cut-out flashcards*
- ideas for games and activities
- timed *Test yourself* questions and an 'I know my ... table' *Summary* section to enable children to monitor their own learning
- pull-out answers.

The  $\times 12$  table

Look, cover, write, check

**Look** at the correct answers. **Cover** them. **Write** the answers. Now **check**. Repeat three times.

$1 \times 12 = 12$	$1 \times 12 = \square$	$1 \times 12 = \square$	$1 \times 12 = \square$
$2 \times 12 = 24$	$2 \times 12 = \square$	$2 \times 12 = \square$	$2 \times 12 = \square$
$3 \times 12 = 36$	$3 \times 12 = \square$	$3 \times 12 = \square$	$3 \times 12 = \square$
$4 \times 12 = 48$	$4 \times 12 = \square$	$4 \times 12 = \square$	$4 \times 12 = \square$
$5 \times 12 = 60$	$5 \times 12 = \square$	$5 \times 12 = \square$	$5 \times 12 = \square$
$6 \times 12 = 72$	$6 \times 12 = \square$	$6 \times 12 = \square$	$6 \times 12 = \square$
$7 \times 12 = 84$	$7 \times 12 = \square$	$7 \times 12 = \square$	$7 \times 12 = \square$
$8 \times 12 = 96$	$8 \times 12 = \square$	$8 \times 12 = \square$	$8 \times 12 = \square$
$9 \times 12 = 108$	$9 \times 12 = \square$	$9 \times 12 = \square$	$9 \times 12 = \square$
$10 \times 12 = 120$	$10 \times 12 = \square$	$10 \times 12 = \square$	$10 \times 12 = \square$
$11 \times 12 = 132$	$11 \times 12 = \square$	$11 \times 12 = \square$	$11 \times 12 = \square$
$12 \times 12 = 144$	$12 \times 12 = \square$	$12 \times 12 = \square$	$12 \times 12 = \square$

Practise with the cards

Find cards from the other tables whose answers are multiples of 12.

For which multiples of 12 are there no cards?

84

$12 \times 8$

$12 \times 9$

Now try these

Write the answers to these questions.

$7 \times 12 = \square$	$3 \times 12 = \square$	$6 \times 12 = \square$	$4 \times 12 = \square$
$12 \times 12 = \square$	$10 \times 12 = \square$	$8 \times 12 = \square$	$5 \times 12 = \square$

Schofield & Sims • Learn Your Times Tables 2

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KEY STAGES	KS1	KS2
AGES	5–11	
RETAIL PRICE	£4.95	

**Learn Your Times Tables 1**  
978 07217 1128 7

**Learn Your Times Tables 2**  
978 07217 1129 4





**Times Tables Practice 1** focuses on the 2, 3, 4, 5 and 10 times tables.

**Times Tables Practice 2** focuses on the 6, 7, 8, 9, 11 and 12 times tables.

## Times Tables Practice

Ann Montague-Smith

**Times Tables Practice** features a variety of engaging activities to help children practise the times tables relevant to their age group, including the  $\times 11$  and  $\times 12$  times tables. The books are closely matched to the National Curriculum and place an emphasis on using and understanding the commutative law. Both books end with a selection of mixed number problems and *What I know* pages designed to build children's confidence and reinforce learning.

The **Times Tables Practice** activities are structured in sections that look separately at different tables. Each section encourages children to:

- practise counting
- build the multiplication table
- memorise number facts
- improve their rapid recall skills
- derive related division facts.

Each page features activities on a different theme.

### Dividing by 2

Each monkey has a question. The answer to each question is on a vine leaf.  
Draw vines so that the monkeys can reach the answers.

One monkey shared 16 bananas equally with her brother.  
How many bananas did they have each? Answer:

Schofield & Sims Times Tables Practice 1 7

KEY STAGES	KS1	KS2
AGES	5–11	
RETAIL PRICE	£3.50	

**Times Tables Practice 1**  
978 07217 1373 1

**Times Tables Practice 2**  
978 07217 1374 8



See pages 56–57 for  
**Mental Arithmetic.**

## First Mental Arithmetic Pupil Books

Ann Montague-Smith

**First Mental Arithmetic** provides carefully graded questions that develop children's basic maths skills and prepare them for all aspects of the Key Stage 1 national tests. A downwards extension of **Mental Arithmetic**, the series comprises six pupil books, six answer books and a teacher's guide, as well as a range of free downloads available from the Schofield & Sims website.

Each **First Mental Arithmetic** book features two or three sections divided into separate work sessions. Each session contains questions arranged in three parts, as follows:

- **Part A** – questions using pictures or simplified language
- **Part B** – questions using relevant mathematical vocabulary and symbols
- **Part C** – word problems or questions that test understanding of mathematical concepts.

Throughout the series, additional *Check-up tests* or *Just facts* activities assess children's understanding of particular mathematical areas, while a *Language of maths* glossary helps to develop their number vocabulary.



Free  
downloads  
available

The sequence of questions  
draws pupils' attention to  
mathematical patterns,  
structures and relationships.

### Section 2 Session 5

**A** ANSWER



- 1  $5 \times 5 =$
- 2  $7 \times 5 =$



- 3  $3 \times 5 =$
- 4  $6 \times 5 =$
- 5  $10 \times 5 =$
- 6  $20 \div 5 =$
- 7  $15 \div 5 =$
- 8  $10 \div 5 =$
- 9  $25 \div 5 =$
- 10  $40 \div 5 =$

**B** ANSWER

What is

- 1 6 multiplied by 5?
- 2 8 multiplied by 5?
- 3 4 times 5?

- 4 9 times 5?
- 5 5 lots of 10?
- 6 30 divided by 5?
- 7 40 divided by 5?
- 8 5 shared by 5?
- 9 35 shared by 5?
- 10 15 shared by 5?

**C** ANSWER

Write the answer.

- 1 25 apricots shared between 5 bowls.
- 2 9 boxes of 5 doughnuts.
- 3 50 waffles shared between 5 plates.
- 4 6 boxes of 5 scones.
- 5 35 grapes shared between 5 children.
- 6 20 cherries shared between 5 children.

Write these as multiplication or division sentences and then write the answers.

- 7 5 packs of 5 mangoes.
- 8 3 bags of 5 kiwi fruits.
- 9 40 cherries shared between 5 bowls.
- 10 10 melons shared between 5 people.

KEY STAGE **KS1**

AGES 5–7

RETAIL PRICE £3.50

**First Mental Arithmetic 1**  
978 07217 1163 8

**First Mental Arithmetic 2**  
978 07217 1164 5

**First Mental Arithmetic 3**  
978 07217 1165 2

**First Mental Arithmetic 4**  
978 07217 1166 9

**First Mental Arithmetic 5**  
978 07217 1167 6

**First Mental Arithmetic 6**  
978 07217 1168 3

The first three books in the series are designed for pupils in Year 1, while Books 4 to 6 are intended for pupils in Year 2. The Year 2 books are also suitable for use with older children.

The layout of the work sessions provided in Books 1 to 3 is slightly different from that provided in Books 4 to 6, to suit the age and attention span of the children. Books 1 to 3 are divided into two sections – one for each half-term – that contain at least five work sessions. Each session is given a full-page spread and features a variety of colourful illustrations to keep young learners engaged, as well as a useful number line.

Books 4 to 6 feature an increased number of questions per session, with each book divided into three sections containing at least 10 one-page work sessions. The layout, structure and content of the sessions in Books 4 to 6 is very similar to that of the tests provided in **Mental Arithmetic**, providing a helpful bridge to the Key Stage 2 series.

Separate answer books contain correct answers to all the questions in the corresponding pupil book, including to the *Check-up tests*, together with a *Group record sheet* to record and monitor progress.

## Free downloads

A range of free **First Mental Arithmetic** and **Mental Arithmetic** downloads are available from the Schofield & Sims website. These resources may be used to support pupils in their learning, both in school and at home, and include the following:

- *Entry tests* to help you choose the best book for each pupil
- an *Achievement award certificate* for each pupil book
- a selection of *Maths facts sheets*
- *National Curriculum charts* showing how each book aligns with the programmes of study.

### Check-up 1 Geometry

**A** ANSWER

Write the names of these 2-D shapes.

1	A	rectangle
2	B	triangle
3	C	circle
4	D	pentagon
5	E	square

Write how many right angles.

6	A	4
7	B	1
8	C	0
9	D	2
10	E	4

**B** ANSWER

Write the names of the 3-D shapes.

1	F	cube
2	G	cuboid
3	H	pyramid
4	I	sphere
5	J	cone
6	K	cylinder

How many right angles inside these shapes?

7	L	5
8	M	6
9	N	0
10	O	3

A *Session focus* panel summarises the content of each test.

Each answer book is presented as a correctly completed pupil book.

KEY STAGE <b>KS1</b>	
AGES	5–7
RETAIL PRICE	£4.95

**First Mental Arithmetic 1 Answers**  
978 07217 1169 0

**First Mental Arithmetic 2 Answers**  
978 07217 1170 6

**First Mental Arithmetic 3 Answers**  
978 07217 1171 3

**First Mental Arithmetic 4 Answers**  
978 07217 1172 0

**First Mental Arithmetic 5 Answers**  
978 07217 1173 7

**First Mental Arithmetic 6 Answers**  
978 07217 1174 4



See pages 54–55 for  
First Mental Arithmetic.

## Mental Arithmetic Pupil Books

*J W Adams, R P Beaumont, E Spavin and L Spavin (edited by T R Goddard)*

**Mental Arithmetic** provides rich and varied practice to develop pupils' essential maths skills and prepare them for all aspects of the Key Stage 2 national tests. It may also be used as preparation for the 11+, and with older students for consolidation and recovery.

The series comprises seven pupil books, seven answer books and a teacher's guide, as well as a range of free downloads, including *Achievement award certificates*, *Maths facts sheets* and a *National Curriculum chart*, available from the Schofield & Sims website.

Each **Mental Arithmetic** book is divided into three sections, containing 12 one-page tests – one for each week of the term. Each test is presented in a unique three-part format (see pointers below) that features carefully structured arithmetic, number vocabulary and mathematical reasoning questions.

Throughout the series, additional 10-minute *Progress tests* and topic-based *Check-up tests* highlight any gaps in understanding, while a *Language of maths* glossary helps to develop pupils' knowledge of key mathematical vocabulary.

Use of language is kept to a minimum in part A.

Part B questions introduce number vocabulary.

Part C features one- and two-step word problems.

Free downloads available

KEY STAGE	KS2	KS3
AGES	7–12	
RETAIL PRICE	£3.50	

**Mental Arithmetic**  
Introductory Book  
978 07217 0798 3

**Mental Arithmetic 1**  
978 07217 0799 0

**Mental Arithmetic 2**  
978 07217 0800 3

**Mental Arithmetic 3**  
978 07217 0801 0

**Mental Arithmetic 4**  
978 07217 0802 7

**Mental Arithmetic 5**  
978 07217 0803 4

**Mental Arithmetic 6**  
978 07217 0804 1

### SECTION 1 | Test 1

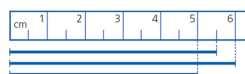
- | A                                | Answer    |
|----------------------------------|-----------|
| 1 $6 + 4 + 8 =$                  | _____     |
| 2 $15p - 8p =$                   | _____ p   |
| 3 $\frac{1}{2}$ hour = _____ min | _____ min |
| 4 $5p + 5p + 2p + 2p =$          | _____ p   |
| 5 $\frac{1}{2}$ of 14 = _____    | _____     |
| 6 five 2ps = _____ 5ps           | _____ 5ps |
| 7 $5 + 9 = 10 +$ _____           | _____     |
| 8 $3 +$ _____ $= 12$             | _____     |
| 9 $7cm + 8cm = 10cm +$ _____ cm  | _____ cm  |
| 10 $6 \times 2 = 3 \times$ _____ | _____     |

- | B  | Answer                 |
|--|------------------------|
| 1 Add 5, 4 and 9.  | _____                  |
| 2 Subtract 7 from 16.  | _____                  |
| 3 Find the sum of 10p, 5p and two 2ps.                                   | _____ p                |
| 4 How many 5ps are worth 20p?  | _____ 5ps              |
| 5 Increase 17 by 8.  | _____                  |
| 6 How much more than 9p are three 2ps and a 5p?                          | _____ p                |
| 7 $1h = 30min +$ _____ min   | _____ min              |
| 8 How many halves in 9 whole ones?                                       | _____                  |
| 9 Three times the value of a coin is 15p. What is the value of the coin? | _____ p                |
| 10 How many metres is<br>a 1km<br>b $\frac{1}{2}$ km?                    | a _____ m<br>b _____ m |

- | C  | Answer   |
|--|----------|
| 1 What is the sixth letter of the alphabet?  | _____    |
| 2 How many days are there in three weeks?  | _____    |
| 3 A piece of spaghetti 18cm long is cut in half. How long is one of the pieces?        | _____ cm |
| 4 Six chocolate truffles are taken from a box of 20. How many are left?                | _____    |
| 5 If one coin is taken from the coins below, 11p is left. Write the value of the coin. | _____ p  |



- |  |                 |
|--|-----------------|
| 6 Which two coins must be added to the five coins above to make a total of 20p?          | _____ p _____ p |
| 7 Find the difference in length between the longest and the shortest of the lines below. | _____ cm        |



- |   |         |
|---|---------|
| 8 Amy had 18p. She spent 9p and 5p. How much had she left?  | _____ p |
| 9 The dial shows the amount of petrol left in a tank. What fraction of the full tank has been used? | _____   |
| 10 Josh has 12p. How much more does he need to buy four boxes at 5p each?                           | _____ p |





The table below indicates which **Mental Arithmetic** pupil book may be most suitable for a child based on the National Curriculum expectations for each year group. Two *Entry tests* are also provided in the teacher's guide and as free downloads, to further assist teachers, parents and tutors in selecting the appropriate book for each child.

	Pupils at risk of not meeting end-of-year expectations	Pupils on target to meet end-of-year expectations	Pupils on target to exceed end-of-year expectations
Year 3	Introductory Book	Book 1	Book 2
Year 4	Book 1	Book 2	Book 3
Year 5	Book 3	Book 4	Book 5
Year 6	Book 4	Book 5	Book 6

Separate answer books contain correct answers to all the questions in the corresponding pupil book, including to the *Check-up tests* and *Progress tests*, as well as a *Results chart* to record and monitor progress.

## Purpose

Both **Mental Arithmetic** and **First Mental Arithmetic** are intended for use alongside existing maths lessons and have been carefully updated to meet the requirements of the National Curriculum for primary mathematics.

The books may be used in a variety of different ways, including:

- individual work with pupils who are confident with the maths concepts covered
- paired work allowing pupils who lack confidence in some concepts to discuss the questions and think about possible ways to answer them
- group or whole-class practice, working through a set of questions with a group of pupils after they have answered them
- homework, with parents and carers encouraging children to explain their working
- intervention and Year 7 catch-up.

Each answer book is presented as a correctly completed pupil book.

Mental Arithmetic 4 Answers

**A** Answer

1  $45p + 35p + £1.20 = £$  £2.00

2  $63 \div 8 =$  7 r 7

3 Write as a decimal 708 hundredths. 7.08

4  $\frac{1}{2} \text{ kg} - \text{ } = 125\text{g}$  375g

5  $£1.05 \times 6 =$  £6.30

6  $0.8 + \text{ } = 1$  0.2

7 How many minutes from 9.27 a.m. to 11.15 a.m.? 108min

8  $\text{ } \text{ml} + 4050\text{ml} = 5\text{l}$  950ml

9  $60.4 \div 10 =$  6.04

10  $\frac{3}{5} = \frac{\text{ } }{100}$  60

11  $0.5 \text{ of } \$17.20 =$  \$8.60

12  $\angle A + \angle B + \angle C = \text{ }^\circ$  180^\circ

**B** Answer

1 Write the part which is shaded  
a as a simple fraction  $\frac{3}{8}$   
b as a decimal fraction. 0.6

2 From 9 times 7 take 5. 58

3 Write the 24-hour clock time for 12min before midnight. 23:48

4 Find the cost of 20cm at 75p per metre. 15p

5 Write 9kg 870g to the nearest  $\frac{1}{2}$  kg. 10kg

6 Find the difference between 3.8l and 6l. 2.2l

7 What length in centimetre is  $\frac{1}{5}$  of 3m? 60cm

8 Find the total of  $2\frac{1}{4}$ ,  $3\frac{3}{8}$  and 5.  $10\frac{7}{8}$

9 How many 2ps are worth £2.48? 124 2ps

10 A square has sides measuring 10cm. Find a its perimeter a 40cm  
b its area. b 100cm<sup>2</sup>

11 Complete the number sequence. 0.01, 0.1, 1, 10, 100

12 Which of these triangles is  
a a right-angled triangle a B  
b an acute-angled triangle b C  
c an obtuse-angled triangle? c A

SECTION 1 | Test 6

**C** Answer

1 Find the total of  $\frac{3}{4}$  kg, 400g and 200g. Write the answer in kilograms and grams. 1kg 350g

2 What is the value of the digit underlined in each of these numbers?  
a 6037 a 30  
b 49.08 b 8 hundredths

3 Find the mean average number of dots in a row. 5

4 Samina bought eight sweets at 4p each. How much change had she from 50p? 18p

5 How many degrees are there in the angle marked A? 115^\circ

6 The population of a town is 18968. Write the number  
a to the nearest 1000 a 19000  
b to the nearest 100. b 19000

7 Find the smallest number which can be added to 40 to make a number which is exactly divisible by 7. 2

8 Five balloons cost 45p. Find the cost of three balloons. 27p

9 Six children each had an equal share of a sum of money. They each received 18p and there was 2p left over. Find the sum of money. £1.10

10 Two angles of a triangle each measure 45°. Find the size in degrees of the third angle. 90^\circ

11 What liquid measure is equal to 0.1 of 20l? 2l

12 Find the length of  
a the side AB a 6.5cm  
b the side BC. b 2.7cm

KEY STAGE	KS2 KS3
AGES	7-12
RETAIL PRICE	£4.95

**Mental Arithmetic**  
**Introductory Book Answers**  
978 07217 0853 9

**Mental Arithmetic 1 Answers**  
978 07217 0805 8

**Mental Arithmetic 2 Answers**  
978 07217 0806 5

**Mental Arithmetic 3 Answers**  
978 07217 0807 2

**Mental Arithmetic 4 Answers**  
978 07217 0808 9

**Mental Arithmetic 5 Answers**  
978 07217 0809 6

**Mental Arithmetic 6 Answers**  
978 07217 0810 2



## First Mental Arithmetic Teacher's Guide

Ann Montague-Smith

The **First Mental Arithmetic Teacher's Guide** provides a detailed introduction to the **First Mental Arithmetic** series and outlines ways to use the pupil books on a day-to-day basis. It contains two sets of resources:

- *Assessment resources*, including two *Entry tests* to help you select the most appropriate pupil book for each child and six *Diagnostic checks*. Each *Diagnostic check* comes complete with a marking key and prompts for corrective activities to help improve pupils' understanding of the concepts.
- *General resources*, featuring *Language of maths* glossaries from each of the six pupil books and further photocopiable resources, including number lines, numeral cards, word cards and a hundred square.

Two *Entry tests* are provided, one for Year 1 and one for Year 2.

*Diagnostic checks* allow you to assess the exact nature of a pupil's difficulties.

Schofield & Sims First Mental Arithmetic

### Entry Test A

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

1 Count the dots. ANSWER

2 Write these numbers in order.  
10 4 7

3 1 more than 8 is

4 1 less than 10 is

5  $7 + 3 =$

6  $4 + \square = 10$

7 Write the missing numbers.  
5 6 7  $\square$   $\square$   $\square$

8 Write the missing numbers.  
0 5  $\square$   $\square$  20

9  $4 + 6 =$

10  $7 + \square = 9$

11  $8 - 3 =$  ANSWER

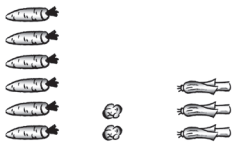
12  $7 - \square = 4$

13 Draw a triangle.

14 Draw a line longer than this line.  
\_\_\_\_\_

Draw a line shorter than the printed line above.

15 Here are some vegetables.



Carrots Sprouts Leeks

(a) How many more carrots than leeks are there? (a) \_\_\_\_\_

(b) How many fewer sprouts than leeks are there? (b) \_\_\_\_\_

Schofield & Sims First Mental Arithmetic

### Diagnostic Check: First Mental Arithmetic 1

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

1 Write how many dots. ANSWER

2 Write these numbers in order.  
9 6 10

3 Write the number that is 1 more than 7.

4 Write the number that is 1 less than 8.

Write the answers.

5  $2 + 2 =$

6 3 and 2 is

7 5 take away 2 leaves

8 4 take away 4 leaves


9 6 add 4 equals


10  $9 + 1 =$


11 3 add 7 makes


12 5 and  $\square$  equals 10.

13 Join the shapes to their label.

Square 

Rectangle 

Triangle 

Circle 

14 Draw 13 dots.

15 Write the missing numbers.  
 $\square$  6 7  $\square$   $\square$  10

KEY STAGE **KS1**

AGES **5-7**

RETAIL PRICE **£10.00**

First Mental Arithmetic Teacher's Guide  
978 07217 1210 9



## Mental Arithmetic Teacher's Guide

Ann Montague-Smith

The **Mental Arithmetic Teacher's Guide** provides a detailed introduction to the **Mental Arithmetic** series and outlines ways to use the pupil books on a day-to-day basis. It contains two sets of resources:

- **Assessment resources**, including two *Entry tests* to help you select the most appropriate pupil book for each child and seven *Diagnostic checks*. Each *Diagnostic check* comes complete with a marking key and prompts for corrective activities to help improve pupils' understanding of the concepts.
- **General resources**, featuring *Language of maths* glossaries from each of the seven pupil books and further photocopiable resources, including fractions charts, examples of 2-D and 3-D shapes, imperial units of measurement, and counting and multiplication squares.

Two *Entry tests* are provided, one for lower Key Stage 2 and one for upper Key Stage 2.

Activity prompts help to draw out misconceptions.

Schofield & Sims Mental Arithmetic

**Entry Test B**

Name: \_\_\_\_\_ Class/Set: \_\_\_\_\_ Date: \_\_\_\_\_

**Answer**

- $200 - 96 =$  \_\_\_\_\_
- Increase 250 by  $\frac{1}{3}$  of 90. \_\_\_\_\_
- $£50.00 - \text{five 5ps} =$  £ \_\_\_\_\_
- $5.07 \times 100 =$  \_\_\_\_\_
- Write the number shown on the abacus in words.
- Find the perimeter of this square and its area.
- $474563 + 403003 =$  \_\_\_\_\_
- Which year is represented by the Roman numerals MCMLXXXVII? \_\_\_\_\_
- Hannah left home at 09:00. She stopped for coffee at a café. How far from home was the café?
- A jug when  $\frac{3}{4}$  full holds 600ml. How many millilitres does it hold when it is  $\frac{1}{8}$  full? \_\_\_\_\_ ml
- Find the two missing numbers in the sequence.  
 80, 8, \_\_\_\_\_, 0.08, \_\_\_\_\_
- How many hours and minutes from time X to time Y?
- $5l + 4 =$  \_\_\_\_\_ ml
- The measurements of the box are given. Find the area of  
 a both the sides  
 b both the ends  
 c the top and bottom.
- How many degrees in one-eighth of a full turn? \_\_\_\_\_ °
- Increase £8.50 by 10%. £ \_\_\_\_\_
- Which of these are equivalent to 80%?
- $0.07 \times 8 =$  \_\_\_\_\_
- Which of these shapes will have a circular face when cut horizontally and a triangular face when cut vertically?
- Change this improper fraction to a mixed number.  $\frac{27}{8}$  \_\_\_\_\_
- What percentage of 24p is 6p? \_\_\_\_\_ %
- $102 - 87 =$  \_\_\_\_\_

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Schofield & Sims Mental Arithmetic

**Diagnostic Check marking key: Mental Arithmetic 2**

Use the **activity prompts** to help pupils overcome problems with particular question types. Other activities may be developed from these prompts.

**Numbers to 1000**

1 1000 2 708 3 40

**Activity prompt:** Draw a four-spoke abacus and provide some counters. Ask pupils to set out counters for the numbers that you say. Begin with tens and units numbers such as 85, 97, and so on. Extend to hundreds in the same way, then thousands. Ask questions such as: *How many units/tens/hundreds/thousands are there in this number? How do you know that?*

**Addition and subtraction**

4 53 5 29 6 2 7 20

**Activity prompt:** Use copymaster 'Number line: 0 to 100'. For  $35 + 18$ :  

 Discuss how  $35 + 18$  is the same as  $35 + 10 + 8$ . For difference use a similar method, counting up from the smaller to the larger number. Repeat the method for larger numbers.

**Multiplication and division facts for the 2, 3, 4, 5, 6 and 10 times tables**

8 4 9 61 10 12 11 11

**Activity prompt:** If pupils are unsure of table facts, practise reciting the facts. Then ask questions related to the table. Check that pupils understand, for example, that  $6 \times 4 = 24$ ,  $4 \times 6 = 24$ ,  $24 \div 4 = 6$  and  $24 \div 6 = 4$  and that if one of these facts is known the others can be deduced. Model division with remainders using counters or cubes until pupils are able to calculate this for themselves by using table facts and finding the difference between the fact and the amount to be divided. You might want to use copymaster 'Multiplication square'.

**Fractions**

12 18 13  $1\frac{9}{10}$  14  $10\frac{3}{4}$  kg

**Activity prompt:** Provide copymaster 'Fractions chart' and suggest that pupils sketch simple diagrams on squared paper so that they can show the whole numbers and fractions. For example, for  $2 - \frac{1}{10}$ , they could use 10 squares to represent 1, 20 for 2, and can then subtract  $\frac{1}{10}$ .

35

KEY STAGE	KS2 KS3
AGES	7–12
RETAIL PRICE	£10.00

**Mental Arithmetic Teacher's Guide**  
978 07217 1389 2



## Written Calculation Pupil Books

Hilary Koll and Steve Mills

**Written Calculation** provides simple instruction, worked examples and structured practice in the aspects of written calculation that pupils need to master by the end of Key Stage 2. The series comprises six pupil books, six answer books, a teacher's guide and a teacher's resource book, as well as a range of free downloads available from the Schofield & Sims website. Fully aligned to the National Curriculum and covering all four mathematical operations, it may be used as the basis for a whole-school approach to calculation.

Each pupil book uses 18 carefully structured steps to guide the learner towards full mastery of each written method. The books also help pupils develop confidence and fluency in their wider maths learning by practising and embedding place value, number facts and problem-solving skills. The importance of estimating and checking answers is also emphasised throughout the series.

**Addition** leads pupils through the necessary steps for mastering the column method of addition.

**Subtraction** leads pupils through the necessary steps for mastering the column method of subtraction.

**Multiplication 1** leads pupils through the necessary steps for mastering the column method of short multiplication, and begins to prepare them for long multiplication.

**Multiplication 2** leads pupils from short multiplication to long multiplication.

**Division 1** leads pupils through the necessary steps for mastering short division.

**Division 2** leads pupils from short division to long division.

**KEY STAGE** KS2

**AGES** 7-11

**RETAIL PRICE** £3.50

### Addition

978 07217 1266 6

### Subtraction

978 07217 1267 3

### Multiplication 1

978 07217 1268 0

### Multiplication 2

978 07217 1269 7

### Division 1

978 07217 1270 3

### Division 2

978 07217 1271 0

An explanation of the procedure is given alongside a worked example.

A clear description of the key learning point or focus of the step is provided at the start of each spread.

**4** Schofield & Sims | Written Calculation: Multiplication 2

### Step 1: Three- and four-digit × one-digit

In **Multiplication 1** you learnt how to multiply by one-digit numbers, such as  $847 \times 7$ . In this book you will learn how to do **long multiplication**, where you multiply by two-, three- or four-digit numbers. First we will revise one-digit multiplication.

#### What to do (a reminder)

- 1 Multiply the digits of the top number, working from right to left. If you get more than 9 in any multiplication, carry sets of ten over to the column to the left.  $7 \times 7 = 49$  so write 9 in the units column and carry the 4 tens over. Write the carried tens below the line.
- 2 Then multiply the tens digit, adding any carried tens.  $4 \text{ tens} \times 7 = 28 \text{ tens}$ ,  $28 \text{ tens} + 4 \text{ carried tens} = 32 \text{ tens}$ . Write 2 in the tens column and carry the 3 hundreds.
- 3 Then multiply the hundreds digit, adding the carried hundreds.  $8 \text{ hundreds} \times 7 = 56 \text{ hundreds}$ ,  $56 \text{ hundreds} + 3 \text{ carried hundreds} = 59 \text{ hundreds}$ . Write 9 in the hundreds column and carry the 5 thousands.
- 4 As the top number has no thousands you have no more multiplying to do, but you must write any carried thousands digits above the line to complete your answer.

$$847 \times 7 = ?$$

TTh	Th	H	T	U
	8	4	7	
x				7
				9

	8	4	7	
x				7
			2	9

	8	4	7	
x				7
	5	9	2	9

#### Now you try

**1**

	9	1	4	8
x				5
			4	0

**2**

		3	9	6
x				8
				8

**3**

		7	6	1
x				6
			6	6

**4**

	2	9	8	7
x				4



Each of the 18 steps in the pupil books follows a consistent format, comprising:

- *What to do* – detailed explanations and a worked example
- *Now you try* – questions that are similar to those in the worked example
- *More practice* – questions that are more difficult and provide less support than those in *Now you try*
- *Problem solving* – questions that are expressed primarily in words
- *Self-evaluation rating* – to help identify pupils who may be struggling with the step.

Three *Check-up tests* and a *Final test* enable you to monitor pupils' progress throughout the year and quickly convert scores to percentages.

Separate answer books contain answers to all the questions in the corresponding pupil book, as well as a useful introduction and a *Group record sheet* for recording percentage scores.

## Free downloads

Further **Written Calculation** resources are available as free downloads from the Schofield & Sims website. Some of these resources are designed to support pupils' earliest steps in written calculation, while others provide opportunities for extension work.

They include:

- number facts photocopy masters
- reminders and prompts for each method
- ideas for visual and tactile approaches to support conceptual understanding
- estimating and checking strategies
- motivational activities and games.

Each step includes problem-solving questions featuring real-life contexts.

Supports a mastery approach to formal written methods

Schofield & Sims | Written Calculation: Multiplication 2 **5**

**More practice** Set out these questions yourself to answer them.

**5**  $6273 \times 8 = ?$

TTh	Th	H	T	U

**6**  $1924 \times 7 = ?$

TTh	Th	H	T	U

**7**  $4178 \times 5 = ?$


**8**  $4557 \times 9 = ?$


**Problem solving**

**9** Three people each win £1896 on the lottery. How much did they win altogether?

**10** Every day 8925 people travel on a train. How many people travel on this train in a week?

**11** Work out the missing digit in this multiplication.

	6	○	8	4
x				8
5	4	2	7	2
5	6	6	3	

**How did I find Step 1?** ☐ Easy ☐ OK ☐ Difficult

As pupils progress they are encouraged to set out the calculation themselves.

KEY STAGE	KS2
AGES	7–11
RETAIL PRICE	£4.95

## Addition Answers

978 07217 1272 7

## Subtraction Answers

978 07217 1273 4

## Multiplication 1 Answers

978 07217 1274 1

## Multiplication 2 Answers

978 07217 1275 8

## Division 1 Answers

978 07217 1276 5

## Division 2 Answers

978 07217 1277 2



## Written Calculation Teacher's Guide

Hilary Koll and Steve Mills

The **Written Calculation Teacher's Guide** provides you with all the support you need to use the **Written Calculation** pupil books as part of an effective whole-school approach.

The main body of the guide comprises detailed planning and teaching notes – one set of notes for each pupil book that include:

- *Learning objectives* – fully aligned to the National Curriculum
- *Summary of the steps* – outlining the content and structure of each pupil book
- *Prerequisites* – highlighting the existing knowledge needed for each pupil book
- *Teaching notes* – providing detailed explanations to help you demonstrate each step.

The guide also features two photocopiable *Assessment tests* for each pupil book, each containing 18 questions that align to the 18 steps in each pupil book. An additional *Mixed calculations test* encourages pupils to decide which method to use to solve a variety of word problems. Answers are provided to all the questions in the *Assessment tests* and scores may be recorded on the *Group record sheet*, located in the back of the answer books.



Free  
downloads  
available

Guidance is given on related concepts and prior knowledge required for learning.

Procedures are presented as a sequence of steps to avoid gaps in teaching.



Schofield & Sims | **Written Calculation: Teacher's Guide**

Addition: planning

### Prerequisites

#### Place value

- Pupils beginning this book should understand the value of digits in two- and three-digit numbers initially. As they work through the book, they should progress to being able to identify the value of each digit in four- and five-digit numbers. The final steps in this book extend more able pupils, providing them with opportunities to add larger numbers and decimals, and here a knowledge of tenths, hundredths and thousandths is required.

#### Addition bonds

- Pupils should also have had sufficient experience with adding and subtracting single-digit numbers and know their addition bonds to 20: for example  $7 + 8$ ,  $13 + 6$ . Pupils who know these facts by heart will find learning written addition much easier than those who have to work out each part of an addition.
- If any pupils have not yet memorised all their addition bonds, give them a list of number facts. Initially this will allow them to focus on the procedures of the written method and, as their knowledge of the facts grows, will enable them to master the written methods without the lists.

### Teaching notes

#### Steps 1 and 2: Two- and three-digit addition no carrying

The first two steps introduce and familiarise pupils with setting out questions vertically on squared paper with the correct digits in each column. No carrying takes place.

- Use place value cards and partition numbers into tens and units or hundreds, tens and units to reinforce the value of the digits in each position: for example  $57 = 50 + 7$ ,  $267 = 200 + 60 + 7$ .
- Revise column headings TU and HTU to ensure pupils understand their meanings.

#### Step 3: Three-digit addition carrying 1 ten

Carrying is introduced, where the two units digits have a total greater than 9.

- Explain that the 10 units are carried over to become 1 ten in the tens column.
- For pupils who struggle to understand why we need to carry, show how we could write the total of the digits in each column in an expanded form (see example, with the bold digit being carried).

	5	3	7
+	1	4	5
		1	2
		7	0
+	6	0	0
	6	8	2

#### Step 4: Three-digit addition carrying 1 hundred

Here carrying takes place from tens to hundreds, where the two tens digits have a total greater than 9.

- Explain that the 10 tens are carried over to become 1 hundred in the hundreds column.
- Demonstrate how we could write the total of the digits in each column in an expanded form to demonstrate why we carry (see example, with the bold digit being carried).

	4	6	3
+	2	6	4
			7
		1	2
+	6	0	0
	7	2	7

KEY STAGE **KS2**

AGES **7–11**

RETAIL PRICE **£10.00**

**Written Calculation  
Teacher's Guide**

978 07217 1278 9



## Written Calculation Teacher's Resource Book

Hilary Koll and Steve Mills

The **Written Calculation Teacher's Resource Book** provides additional resources to supplement the material contained in each **Written Calculation** pupil book. It includes a bank of more than 1000 extra questions that reinforce and extend pupils' knowledge of each method, further developing their conceptual understanding.

Questions correspond to the steps in each of the pupil books and may be used for further practice, revision or homework. All the resources are photocopiable and answers to all the questions are provided in the back of the book.

The resources are organised by pupil book and consist of the following:

- *Further practice questions* – up to 10 questions per step, conveniently presented to allow additional practice of either one or two steps at a time
- *Problem-solving questions* – a selection of 12 word problems per book, designed to encourage children to apply written calculation methods to solve a variety of practical problems.

Ideal for extension activities and homework

Photocopiable questions can be set as either one- or two-step practice.

### Written Calculation

### Addition

#### Further practice questions: Steps 1 to 2

Name: \_\_\_\_\_

Class/Set: \_\_\_\_\_ Date: \_\_\_\_\_

Using squared paper for working, work out your answer to each question. Then write your answer on the line next to the question.

Step 1	Step 2
1 $24 + 63 =$ _____	1 $344 + 545 =$ _____
2 $36 + 42 =$ _____	2 $671 + 215 =$ _____
3 $43 + 55 =$ _____	3 $234 + 163 =$ _____
4 $27 + 61 =$ _____	4 $326 + 342 =$ _____
5 $33 + 66 =$ _____	5 $431 + 565 =$ _____
6 $44 + 45 =$ _____	6 $273 + 614 =$ _____
7 $61 + 15 =$ _____	7 $721 + 174 =$ _____
8 $72 + 17 =$ _____	8 $323 + 676 =$ _____
9 $32 + 62 =$ _____	9 $302 + 682 =$ _____
10 $64 + 24 =$ _____	10 $693 + 204 =$ _____

From: **Written Calculation: Teacher's Resource Book** by Hilary Koll and Steve Mills (ISBN 978 07217 1300 7). Copyright © Schofield & Sims Ltd. 2015. Published by Schofield & Sims Ltd, Dogley Hill, Ferry Bridge, Huddersfield HD8 0N2, UK (www.schofieldandsims.co.uk). This page may be photocopied after purchase for use within your school or institution only.

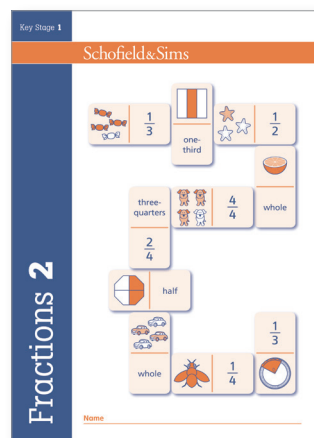
6

KEY STAGE **KS2**

AGES 7–11

RETAIL PRICE **£10.00**

**Written Calculation  
Teacher's Resource Book**  
978 07217 1300 7



## Fractions, Decimals and Percentages Pupil Books

Hilary Koll and Steve Mills

**Fractions, Decimals and Percentages** is a whole-school programme designed to help pupils develop a deep and secure understanding of these fundamental areas of maths. Featuring six pupil books and six teacher's guides, one for each primary school year, the series explores concepts through a wide range of representations and contexts to ensure that pupils develop procedural fluency and long-term understanding.

Fully matched to the National Curriculum, the programme supports a mastery approach to teaching and learning. Each lesson focuses on a single learning objective and children are encouraged to move at the same pace through the units. Downloadable *Go deeper* extension resources help to cement pupils' understanding of the concepts that have been taught, while also developing their problem-solving and reasoning skills.

Complex concepts are broken down into manageable and coherent steps.

Supports a mastery approach to teaching and learning

Correct mathematical vocabulary is introduced from the start and defined in the *Glossary* at the back of the book.

### UNIT 4 Find $\frac{1}{2}$ of numbers and write fraction statements

#### Key point

Half of a number of objects is found by sorting them into two equal groups.





Half of 8 ducks is 4 ducks.


Half of 8 is 4.

$\frac{1}{2}$  of 8 = 4

#### Get started

- 1 What number is half of 6? \_\_\_\_\_
- 2 Colour half of this set of 8 hats. 
- 3 How many is  $\frac{1}{2}$  of 8 hats? \_\_\_\_\_
- 4 Fill in the missing number.  
 $\frac{1}{2}$  of 10 is  
- 5 Find  $\frac{1}{2}$  of 4. \_\_\_\_\_
- 6 Yes or no?  $\frac{1}{2}$  of 2 is 1  
Yes ☐ No ☐

#### Now try these

- 7 A farmer has 12 sheep. She puts half of them into a pen. How many is that? \_\_\_\_\_
- 8 One whole cake has 8 slices. How many slices is half the cake? \_\_\_\_\_ 
- 9 One-half of the 10 houses in this street are for sale. How many houses are for sale? \_\_\_\_\_



Questions increase in difficulty and feature engaging contexts suitable for the age and ability of pupils.

Illustrations are relevant and appropriate to the particular mathematical context.



Each **Fractions, Decimals and Percentages** pupil book contains varied activities, suitable for use either in class or at home, that directly correspond to the lessons provided in supporting teacher's guide. Each unit is set across a double-page spread that begins with a child-friendly summary of the key learning point before progressing to three sets of practice questions, comprising:

- *Get started* – straightforward practice questions related to the learning objective for the lesson to help pupils gain confidence in the topic
- *Now try these* – additional number and practical problems to take the topic further with more complex vocabulary and representations
- *Challenge* – problem-solving questions involving greater challenge and other areas of maths, such as measurement and money.

Regular *Check-up tests*, a *Final test* and a *How did I find it?* checklist are also included in each pupil book, together with a concise *Glossary* to expand pupils' mathematical vocabulary.

## Free downloads

A selection of free **Fractions, Decimals and Percentages** downloads is available from the Schofield & Sims website. The downloads add to the range of print materials supplied in the teacher's guides and include the following items:

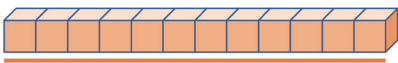
- *Graphics* slides containing visual elements from each teacher's guide unit provided as Microsoft PowerPoint® presentations
- *Go deeper investigations* providing additional extension material to develop problem-solving and reasoning skills
- *Additional photocopiable resources* to support learning and teaching, including a fraction wall, a comparison chart and number lines.

Varied tasks require pupils to engage in a wide range of cognitive processes.

Schofield & Sims | Fractions, Decimals and Percentages | Fractions 2

**10** Halve the number 2. \_\_\_\_\_

**11** A line is the same length as 12 cubes.




How many cubes are the same length as half the line? \_\_\_\_\_


**12** Fill in the missing number.  $\frac{1}{2}$  of  is 5

**Challenge**

**13** It takes Ali 12 steps to walk from the door to his chair. How many steps does it take him to walk half-way from the door to his chair? \_\_\_\_\_



**14** Fill in the missing numbers to show how many squares are orange.  $\frac{1}{\text{ }} of 6 is \text{ } \frac{\text{ }}{\text{ }}$




**15** Fill in the missing numbers to show 'one-half of twenty equals ten'.  $\frac{\text{ }}{\text{ }} of \text{ } = \text{ }$

**16** A large pizza is cut into equal slices. One-half of the pizza is 6 slices. How many slices are in the whole pizza? \_\_\_\_\_

**17** Complete the pattern.  
 $\frac{1}{2}$  of 2 = 1    $\frac{1}{2}$  of 4 = 2    $\frac{1}{2}$  of 6 =     $\frac{1}{2}$  of 8 =     $\frac{1}{2}$  of 10 =

**18** A factory makes 40 socks. Halve 40 to find the number of pairs of socks it makes. \_\_\_\_\_



11

Pupils are encouraged to apply their learning to a variety of routine and non-routine problems.

KEY STAGES	KS1	KS2
AGES	5–11	
RETAIL PRICE	£3.50	
Fractions 1	978 07217 1375 5	
Fractions 2	978 07217 1377 9	
Fractions 3	978 07217 1379 3	
Fractions 4	978 07217 1381 6	
Fractions 5	978 07217 1383 0	
Fractions 6	978 07217 1385 4	



## Fractions, Decimals and Percentages Teacher's Guides

Hilary Koll and Steve Mills

The **Fractions, Decimals and Percentages** teacher's guides contain everything you need to teach the National Curriculum requirements for these challenging topics, including detailed lesson plans and answers to all the questions in the corresponding pupil book, as well as a range of assessment and record-keeping resources.

Supporting a mastery approach, the lesson plans are aimed at the whole class and include:

- **Starting point** – clear guidance on how to introduce each learning point with accompanying graphics and scripted questions to guide pupils' understanding
- **Spot the mistake** – a short statement featuring a commonly made mistake
- **Good to go?** – a quick check to assess whether each pupil has understood the lesson
- **Pupil book practice** – links to the relevant pupil book pages.

Key Stage 1 lesson plans include suggestions for practical activities.

Lessons encourage pupils to make connections, reason mathematically and reach conclusions about why the concept being taught is true.

Scripted questions are designed to draw out misconceptions.

Potential areas of difficulty in the corresponding pupil book practice are clearly identified.

TEACHER'S NOTES UNIT 2

Schofield & Sims

Begin to use the notation  $\frac{1}{2}$

Starting point

Show the first column of the graphic (or hold up real items split into halves). Ask:

- How many equal parts has each whole object been cut into? [2] Remind the children that the two parts must be exactly the same size for them to be called halves.

Reveal the next column showing one-half of each item. Ask:

- What is one of these two equal parts called? [one-half] Explain that one-half is 'one out of two equal parts'.

Reveal the column of notation. Explain that one-half can be written using numbers – 'one out of two equal parts' is written with a 1 on the top and a 2 on the bottom. Ask the children to say 'one out of two equal parts' as you point to the 1 and the 2 of each half notation. Tell the children that if they see a 1 written with a 2 underneath, this means 'one out of two equal parts' which is a half. Point to the notation again and ask children to say 'one-half'.

Use some of the ideas in the **Practical resources** box to reinforce the concept of a half and its notation.

Key point: One out of two equal parts is called a half. It is written as  $\frac{1}{2}$ .

Practical resources

- The 'Halves cards' at the back of the book can be used in matching activities. They include the words 'half' and 'not a half' and the notation  $\frac{1}{2}$  and 'not  $\frac{1}{2}$ ', together with a range of pictures for sorting. Encourage the children to begin by matching the notation to the words, then ask them to sort the picture cards into those that show one-half and those that do not.
- Real items, such as apples, cakes, paper, plastic shapes or balls of modelling clay, could also be used with the word and notation halves cards.

Spot the mistake

Ask:

- What fraction is written here? [one-half]
- The statement says ' $\frac{1}{2}$  is shaded'. Is this true? [no]
- Why isn't it true? [The parts must be equal for one of them to be a half.]
- Can someone draw another picture to show one-half? Ask one of the children to draw a simple picture where one-half is shaded.

Good to go?

Answers: b) and c)

Pupil book practice

Pages 6 and 7

When reading the notation  $\frac{1}{2}$  to the children, describe it both as 'one-half' and also as 'one out of two equal parts' to reinforce the meaning of the notation. They may already have encountered this type of notation in other contexts, such as scoring, so it is good to build on this knowledge. Observe which children are able to use a half in relation to the more abstract concept of time (question 18).

Additional teaching support is provided in the Year 1 and Year 2 lesson plans in the form of suggestions for practical resources and materials that you can use with pupils to develop each concept. There are also links to supporting photocopiable resources provided at the back of the Year 1 and Year 2 teacher's guides. These include cards and posters that can be used to stimulate discussion or cut out and laminated for more permanent classroom use.

All the teacher's guides contain detailed instructions for use, including a National Curriculum coverage chart, prerequisites, problem-solving strategies and assessment advice. A complete set of answers for all the units and tests is also provided, together with a photocopiable *Pupil progress chart* and *Final test group record sheet* to help you track both individual and class progress.

A selection of free downloads is also available from the Schofield and Sims website, including *Go deeper investigations*, *Graphics* slides presented as Microsoft PowerPoint® presentations (see right) and a range of additional photocopiable resources.


Accompanying *Graphics* may either be presented on a projector, photocopied as a handout or used as an interactive PowerPoint® presentation.





Free downloads available

**Starting point**

A How many is half?


$\frac{1}{2}$  of 2  = 1


$\frac{1}{2}$  of 4  = 2


$\frac{1}{2}$  of 6  = 3


**Good to go?**

How many quarters of a doughnut does each show?

a)  three-quarters

b)  two-quarters

c)  one-quarter

d)  four-quarters

Clear and accurate representations provide insights into the concepts being taught.

Fractions, Decimals and Percentages

Fractions 1 Teacher's Guide

## Starting point

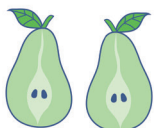
two-halves



one-half



$$\frac{1}{2}$$

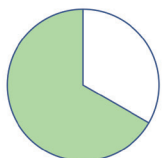


$$\frac{1}{2}$$



$$\frac{1}{2}$$

## Spot the mistake

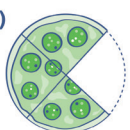


$\frac{1}{2}$  is shaded.

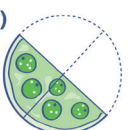
## Good to go?

Which of these show  $\frac{1}{2}$  a pizza?

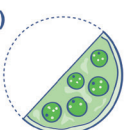
a)



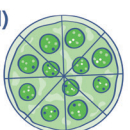
b)



c)



d)



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<b>KEY STAGES</b>	<b>KS1</b> <b>KS2</b>
<b>AGES</b>	<b>5–11</b>
<b>RETAIL PRICE</b>	<b>£10.00</b>

**Fractions 1 Teacher's Guide**  
978 07217 1376 2

**Fractions 2 Teacher's Guide**  
978 07217 1378 6

**Fractions 3 Teacher's Guide**  
978 07217 1380 9

**Fractions 4 Teacher's Guide**  
978 07217 1382 3

**Fractions 5 Teacher's Guide**  
978 07217 1384 7

**Fractions 6 Teacher's Guide**  
978 07217 1386 1



## KS1 Problem Solving 1

- Addition and subtraction to 20
- Counting money and calculating change
- Estimating time
- Weight and capacity
- 2-D shapes
- Days of the week

## KS1 Problem Solving 2

- Addition and subtraction to 50
- Counting money and calculating change
- Telling the time
- Length, distance and height
- 3-D shapes and their properties
- The area of flat shapes
- Months of the year

## KS1 Problem Solving 3

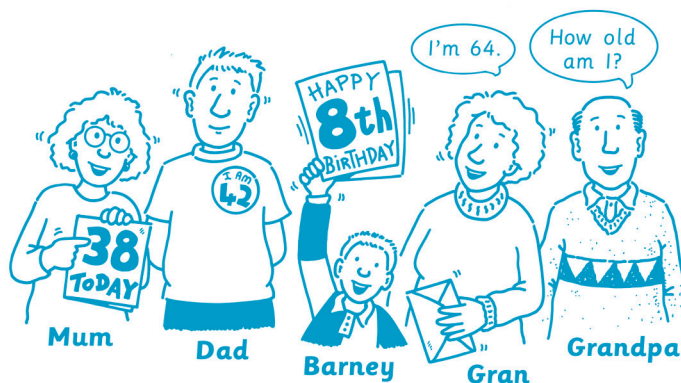
- Addition and subtraction to 100
- Using a hundred square
- Measuring with a ruler
- Counting money, converting pence to pounds and calculating change
- Reading a calendar
- Right angles
- Odd and even numbers

## KS1 Problem Solving

Anne Forster and Paul Martin

**KS1 Problem Solving** is a series of graded activity books that help children to develop their problem-solving skills by applying their knowledge of maths to a range of real-life situations, such as shopping, measuring and telling the time.

### How Old?



How many years do Mum's and Dad's ages add up to?

$$\boxed{38} + \boxed{42} = \boxed{\phantom{00}}$$

They add up to  $\boxed{\phantom{00}}$  years.

How old was Mum when Barney was born?

$$\boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

She was  $\boxed{\phantom{00}}$  years old.

How much **older** is Dad than Mum?

$$\boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

Dad is  $\boxed{\phantom{00}}$  years **older** than Mum.

Gran is 9 years **younger** than Grandpa. How old is Grandpa?

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

Grandpa is  $\boxed{\phantom{00}}$  years old.

15

KEY STAGE **KS1**

AGES **5-7**

RETAIL PRICE **£3.50**

**KS1 Problem Solving 1** 978 07217 0922 2

**KS1 Problem Solving 2** 978 07217 0923 9

**KS1 Problem Solving 3** 978 07217 0924 6





## KS2 Problem Solving 1

- Equations
- Multiples of 2, 3, 4, 5, 6 and 10
- Lines of symmetry
- Counting money, recognising coins to £1 and calculating change
- Data handling
- Height, length, distance, capacity and time

## KS2 Problem Solving 2

- Thousands
- Area, perimeter and angles of shapes
- Coordinates
- Lines of symmetry
- Odd and even numbers, multiples of 3, 7, 8 and 9
- Fractions
- Probability

## KS2 Problem Solving 3

- Rotation of shapes, lines of symmetry and tessellation
- Percentages
- Fractions
- Decimal numbers
- Time problems
- Ratio

## KS2 Problem Solving 4

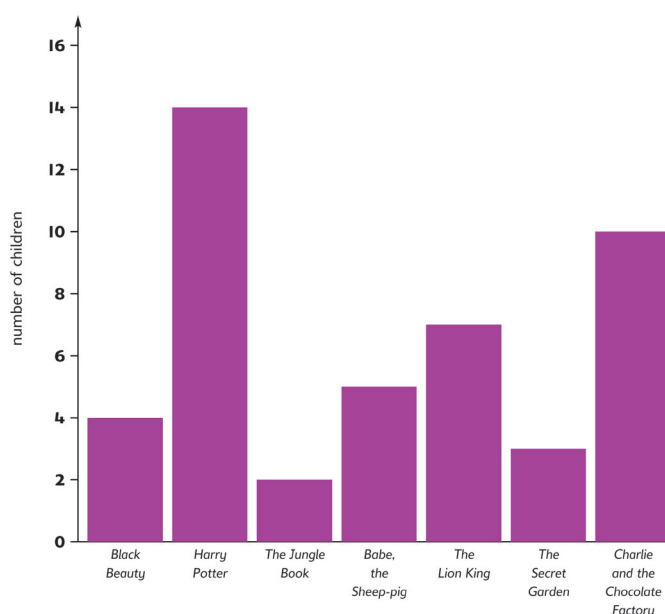
- Reflection, translation and rotation of shapes
- Averages (mode, median and mean)
- Metric-imperial conversions
- Percentages and decimal numbers
- Converting fractions (finding a common denominator)
- Probability
- Using a calculator

## KS2 Problem Solving

Anne Forster, Paul Martin and Ann Montague-Smith

**KS2 Problem Solving** is a series of graded activity books that help pupils to improve their mathematical reasoning. It encourages them to apply their maths skills to a range of real-life situations, such as reducing a recipe and keeping score in games. Each book includes a pull-out set of answers to facilitate marking.

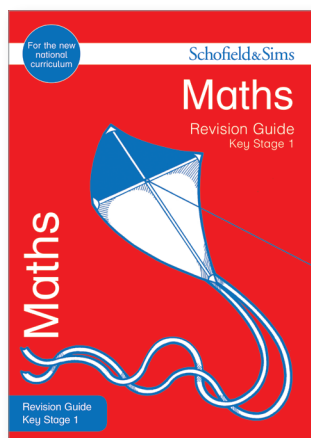
### Year 3's Favourite Stories



1. Which is the most popular story in Year 3? \_\_\_\_\_
2. Which is the least popular story in Year 3? \_\_\_\_\_
3. How many more children prefer *The Lion King* to *The Jungle Book*?
4. How many fewer children prefer *Babe, the Sheep-pig* to *Charlie and the Chocolate Factory*?
5. Which story do you think is the most popular with boys? \_\_\_\_\_  
with girls? \_\_\_\_\_
6. How many children in Year 3 read these stories?

KEY STAGE	KS2
AGES	7–11
RETAIL PRICE	£3.50

KS2 Problem Solving 1	978 07217 0935 2
KS2 Problem Solving 2	978 07217 0936 9
KS2 Problem Solving 3	978 07217 0937 6
KS2 Problem Solving 4	978 07217 1138 6



## Maths Revision Guides

Hilary Koll and Steve Mills

The **Key Stage 1** and **Key Stage 2 Maths Revision Guides** help children to prepare for the national tests by guiding them through what they have already learnt in school on a topic-by-topic basis. Closely matched to the National Curriculum, each guide provides detailed explanations and targeted practice to help reinforce pupils' understanding of key knowledge and skills that could appear in the tests. Attractive illustrations and engaging examples help bring revision to life, while a comprehensive index means that pupils can either work through the topics in order or focus on a particular area.

Each revision guide includes:

- helpful *Tips for tests* and advice on how to revise effectively
- *Remember* boxes to summarise key information
- regular *Test yourself* questions and answers to check recall of information
- a *Glossary* to encourage the correct spelling and use of mathematical vocabulary.

### Fractions of numbers

#### Finding half of a number

Halving a number is dividing it by 2. If you know your  $\div 2$  division facts (see page 28) then you can halve all the **even numbers** to 24.

$18 \div 2 = 9$  so **half** of 18 is 9

To halve larger numbers, split them up (partition them), like this.

$$\frac{1}{2} \text{ of } 34 = \square$$

Find half of 30 and half of 4, and add:  $15 + 2 = 17$

Answer 17

#### Finding one-quarter of a number

Finding a **quarter** of a number is dividing it by 4. If you know your  $\div 4$  division facts (see page 28) then you can find one-quarter of all the **multiples** of 4 to 48.

$32 \div 4 = 8$  so **one-quarter** of 32 is 8

To find one-quarter of larger numbers, you can halve the number first and then halve the answer. This is because half of a half is one-quarter.

$$\frac{1}{4} \text{ of } 68 = \square$$

Find half of 68 first: half of 60 is 30 and half of 8 is 4, so half of 68 is 34.

Now halve 34 to find one-quarter: half of 34 is 17.

Answer 17

#### Finding three-quarters of a number

First find one-quarter and then multiply the answer by 3.

$$\frac{3}{4} \text{ of } 40 = \square$$

Divide 40 by 4 to find one-quarter: 10.

Then multiply the answer by 3 to give three-quarters:  $10 \times 3 = 30$ .

Answer 30



#### Remember

To find half of a number, divide it by 2.

To find a quarter of a number, divide it by 4.

#### Test yourself

1. Answer these fraction questions.

a  $\frac{1}{2}$  of 20     $\frac{1}{4}$  of 20

b  $\frac{3}{4}$  of 20

c  $\frac{1}{2}$  of 44     $\frac{1}{4}$  of 44

d  $\frac{3}{4}$  of 44

e  $\frac{1}{2}$  of 72     $\frac{1}{4}$  of 72

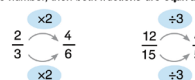
f  $\frac{3}{4}$  of 72

### Equivalent fractions

**Equivalent fractions** stand for the same amount. They can look very different but are worth the same. Here are some equivalent fractions.



If you can multiply or divide the **numerator** and the **denominator** by the same number, then both fractions are equivalent.



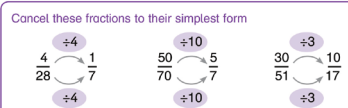
#### Finding an equivalent fraction

To find an equivalent fraction you can multiply or divide the numerator and the denominator of a fraction by any number you choose. The new fraction will be equivalent.

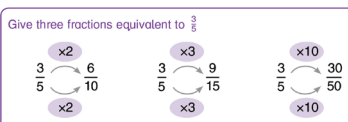


#### Cancelling a fraction to its simplest (or lowest) form

When you divide the numerator and the denominator by the largest number you can, and can't divide again by any other number, you have cancelled the fraction to its simplest (or lowest) form.



You might be asked to give some fractions that are equivalent to another fraction, like this.



#### Remember

If you can multiply the numerator and the denominator by the same number to make the other fraction, then both fractions are equivalent.

#### Test yourself

1. Which of these pairs of fractions are equivalent?

a  $\frac{2}{6}$  and  $\frac{1}{3}$

b  $\frac{1}{4}$  and  $\frac{12}{16}$

c  $\frac{2}{8}$  and  $\frac{1}{4}$

d  $\frac{1}{16}$  and  $\frac{1}{8}$

e  $\frac{12}{20}$  and  $\frac{3}{5}$

2. Cancel these fractions to their simplest form.

a  $\frac{6}{24}$     c  $\frac{8}{22}$

b  $\frac{15}{18}$     d  $\frac{20}{28}$

3. Give three fractions equivalent to:

a  $\frac{1}{4}$     c  $\frac{100}{500}$

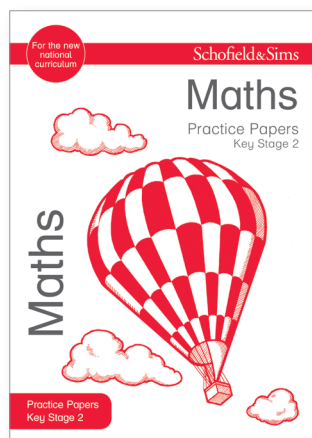
b  $\frac{30}{200}$     d  $\frac{2}{5}$

See pages 72 and 74 for English and science Revision Guides.

KEY STAGES	KS1 KS2
AGES	5–11
RETAIL PRICE	£6.95

Key Stage 1 Maths Revision Guide  
978 07217 1360 1

Key Stage 2 Maths Revision Guide  
978 07217 1361 8



## Maths Practice Papers

Hilary Koll and Steve Mills

The **Key Stage 1** and **Key Stage 2 Maths Practice Papers** feature up-to-date practice material for pupils preparing for the national tests. Closely matched to the National Curriculum test frameworks, the papers mirror both the appearance and content of the new tests, providing rigorous practice of exam-style questions. Separate timed papers are provided for both the 'Arithmetic' and 'Reasoning' elements of the tests.

Full instructions on using the papers give reassurance and help familiarise pupils with the format of a formal test. Each book also includes a detailed mark scheme to help you to assess whether a child is meeting the expected standard. Cross-references to relevant information in the corresponding revision guide serve as a helpful prompt, allowing children and adults to tailor revision for exam success.

**Paper 2 Reasoning**

**12** Jack eats half of these biscuits.  
How many does he eat?

Jack eats  biscuits.

26 Schofield & Sims • Key Stage 1 Maths Practice Papers

**Paper 1 Arithmetic**

**30**

$$\begin{array}{r} 4108 \\ \times \quad 36 \\ \hline \end{array}$$

Show your method

**31**

$$64 \overline{) 7040}$$

Show your method

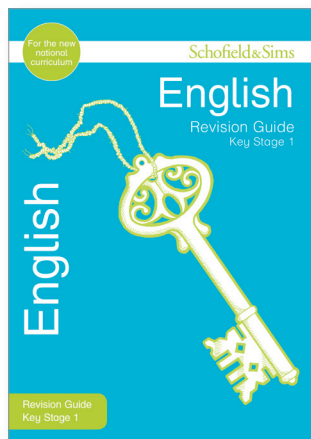
20 Schofield & Sims • Key Stage 2 Maths Practice Papers

See pages 73 and 75  
for English and science  
**Practice Papers.**

<b>KEY STAGES</b>	<b>KS1</b> <b>KS2</b>
<b>AGES</b>	<b>5–11</b>
<b>RETAIL PRICE</b>	<b>£3.95</b>

**Key Stage 1 Maths Practice Papers**  
978 07217 1362 5

**Key Stage 2 Maths Practice Papers**  
978 07217 1363 2



## English Revision Guides

Carol Matchett

The **Key Stage 1** and **Key Stage 2 English Revision Guides** help children to prepare for the national tests by guiding them through what they have already learnt in school on a topic-by-topic basis. Closely matched to the National Curriculum, each guide provides detailed explanations and targeted practice to help reinforce pupils' understanding of key knowledge and skills that could appear in the tests. Attractive illustrations and engaging sample texts from a range of genres help bring revision to life, while a comprehensive index means that pupils can either work through the topics in order or focus on a particular area.

Each revision guide includes:

- helpful *Tips for tests* and advice on how to revise effectively
- *Remember* boxes to summarise key information
- regular *Test yourself* questions and answers to check recall of information
- a *Glossary* to encourage the correct spelling and use of linguistic vocabulary.

### Commas and inverted commas

#### Commas

A **comma** looks like a **full stop** with a tail. Commas are used to show breaks in a sentence. You might write a sentence with a list in it. You put a comma after each item in the list to show the breaks between them.

In the bag there was a bus ticket, a purse, two old photos and a letter.



You do not need a comma between the last two items in a list. Use the word 'and' instead.

#### Inverted commas



**Inverted commas** (or speech marks) are used to show when a **character** in a story is saying something.

With speech bubbles, what the person says goes inside the speech bubble.

In the same way, with inverted commas, what the person says goes inside the inverted commas.

'How will I ever get home?' cried the girl.

The words at the end are added on to show who is speaking.

#### Test yourself

Copy these sentences and add the commas.

1. I had pizza salad and ice cream for tea.
2. In my team were Alice Molly Freddie and Dan.
3. Copy this sentence and underline what the person says. 'Stop!' shouted the man.

#### Remember

Commas go between items in a list. Inverted commas go round words that are spoken.

Schofield & Sims • Key Stage 1 English Revision Guide

Punctuation 31

### Antonyms

**Antonyms** are words with opposite meanings. Many words have opposites. For example:

rich — poor loud — quiet liquid — solid float — sink war — peace

Some words have more than one antonym because they have more than one meaning.

light — dark (blue) clear — cloudy (liquid)  
light — heavy (load) clear — confusing (instructions)  
light — extinguish (the fire) clear — blocked (road)

#### Forming antonyms with prefixes

Some antonyms are formed by adding **prefixes** such as **un-**, **dis-**, **in-**. These prefixes mean 'not' so when they are added to words they create words with opposite meanings.

unworthy uneven dishonest discomfort inaccurate  
informal impossible impatient illegible irrelevant

im-, in-, il- are all forms of the prefix in-

When these prefixes are added to **verbs** they create words that mean the opposite or reverse.

uncover unlock decode disassemble dislodge discontinue

#### Using antonyms

Pairs of antonyms can be useful if you want to show contrasts.

Holly was getting quite **tall** while Ella was still rather **short**.

As the prices **increased**, the number of customers **decreased**.

They looked like a **professional** team while we were just **amateurs**.



#### Shades of meaning

Antonyms are opposites but between any pair of antonyms there can be a whole range of words with different shades of meaning.

happy —> sad ecstatic —> delighted —> glad —> glum —> miserable —> dejected  
wet —> dry saturated —> drenched —> moist —> damp —> dry —> parched

#### Test yourself

Write an antonym for each of these words.

1. obey
2. perfect
3. forwards
4. inflate
5. trivial
6. succeed

#### Remember

Antonyms are words with opposite meanings. You can often form antonyms by adding 'opposite' prefixes.

Schofield & Sims • Key Stage 2 English Revision Guide

Grammar 49

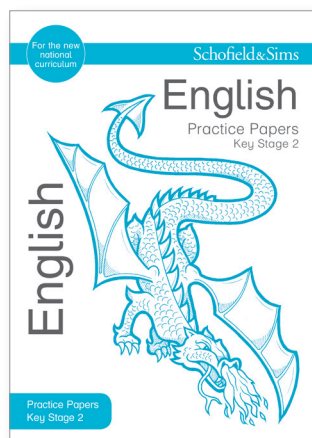
See pages 70 and 74 for maths and science **Revision Guides**.

KEY STAGES	KS1 KS2
AGES	5–11
RETAIL PRICE	£6.95

**Key Stage 1 English Revision Guide**  
978 07217 1364 9

**Key Stage 2 English Revision Guide**  
978 07217 1365 6





## English Practice Papers

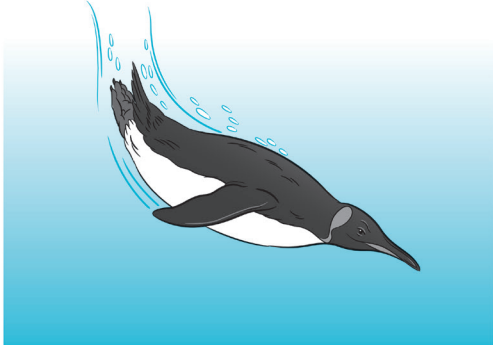
Carol Matchett

The **Key Stage 1** and **Key Stage 2 English Practice Papers** feature up-to-date practice material for pupils preparing for the national tests. Closely matched to the National Curriculum test frameworks, the papers mirror both the appearance and content of the new tests, providing rigorous practice of exam-style questions. Separate timed papers are provided for both the 'Grammar, punctuation and spelling' and 'Reading' elements of the tests.

Full instructions on using the papers give reassurance and help familiarise pupils with the format of a formal test. Each book also includes a detailed mark scheme to help you assess whether a child is meeting the expected standard. Cross-references to relevant information in the corresponding revision guide serve as a helpful prompt, allowing children and adults to tailor revision for exam success.

Reading Test Paper 1

Penguins can dive deep down into the ocean. They catch all their food underwater and need to swim very fast. They use their wings as flippers to help them glide through the water. Their spiky tongues help grip the slippery fish.



16. Which word in the text describes what the penguin's tongue is like?

Tick **one** answer.

slippery ☐ grip ☐  
spiky ☐ glide ☐

17. Why do penguins need to be good swimmers?

.....

please turn over

Schofield & Sims • Key Stage 1 English Practice Papers 19

Grammar, Punctuation and Spelling Paper 1

26. What does the root **spect** mean in the word family below?

spectacles inspect spectator

Tick **one** answer.

wait ☐  
look ☐  
judge ☐  
help ☐

27. Tick **one** box in each row to show whether the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
Jack, who was the captain of the team, had a great game.		
The team equalised after going behind in the first half.		
Everyone was relieved when the final whistle blew.		

28. Circle all the **prepositions** in the sentence below.

On his way home, the boy stopped and sat under a tree by the roadside, waiting until the sun began to set over the mountain.

29. Circle the **two** words in the sentence below that are **antonyms** of each other.

I often visit the new leisure centre on Saturdays but I have rarely seen it this busy.

Revision Guide links  
If you need help after your test has been marked, read the following pages in the Revision Guide:  
Question 26 page 5; Question 27 page 39;  
Question 28 page 47; Question 29 page 49

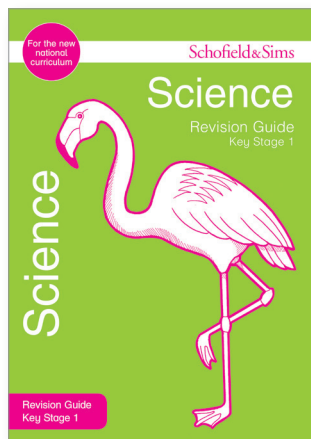
Schofield & Sims • Key Stage 2 English Practice Papers 26

See pages 71 and 75 for maths and science Practice Papers.

KEY STAGES	KS1 KS2
AGES	5–11
RETAIL PRICE	£3.95

**Key Stage 1 English Practice Papers**  
978 07217 1366 3

**Key Stage 2 English Practice Papers**  
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## Science Revision Guides

Penny Johnson

The **Key Stage 1** and **Key Stage 2 Science Revision Guides** help children to revise the biology, chemistry and physics topics that they have learnt at school. Closely matched to the National Curriculum, each guide provides detailed explanations and targeted practice, as well as guidance on working scientifically. Attractive illustrations and engaging examples help bring revision to life, while a comprehensive index means that pupils can either work through the topics in order or focus on a particular area.

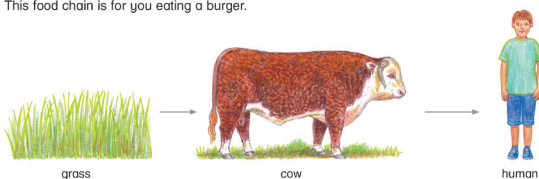
Each revision guide features:

- helpful *Tips for tests* and advice on how to revise effectively
- *Remember* boxes to summarise key information
- regular *Test yourself* questions and answers to check recall of information
- a *Glossary* to encourage the correct spelling and use of scientific vocabulary.

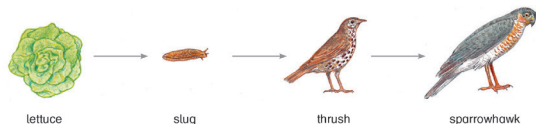
### Food chains

Animals need food to stay alive. Some animals only eat plants and some animals eat other animals. We can show different animals that eat each other in a **food chain**. A food chain always starts with a plant. The arrows show the direction that food goes through the chain.

This food chain is for you eating a burger.



There are different food chains in different habitats. This food chain is for a garden.



This food chain is for a pond.



#### Test yourself

1. Name the plant in the food chain for a pond.
2. Which animal in the pond eats plants?
3. Which animals in the pond eat other animals?
4. Wheat is a plant that is used to bake bread. Draw a food chain for you eating a slice of bread.

#### Remember

Animals eat plants or other animals.  
A **food chain** shows what different animals eat.

Schofield & Sims • Key Stage 1 Science Revision Guide

Living things and their habitats 9

### Evidence from fossils

**Fossils** are the shapes of dead plants and animals preserved in rocks. You can find out how fossils form on page 61.

Scientists can work out how old a fossil is by counting how many layers of rock there are above it. Fossils in the oldest rocks show very different kinds of living things from the ones we see around us today.

Fossils show us that living things have changed over time. Many kinds of living things no longer exist. They have become **extinct**.

This is a fossil of an animal called Archaeopteryx. These animals changed over time, and eventually became the birds we see around us today.



This is a reconstruction of what an Archaeopteryx looked like.



#### Test yourself

1. What is a fossil?
2. What does 'extinct' mean?
3. How do scientists know that living things have changed over time?

#### Remember

A **fossil** is the shape of a dead plant or animal preserved in rock.  
Fossils show us that living things have changed over time.

32 Evolution and inheritance

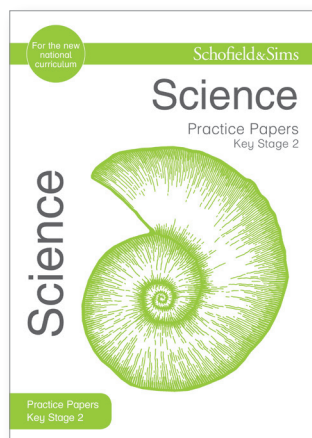
Schofield & Sims • Key Stage 2 Science Revision Guide

See pages 70 and 72 for maths and English **Revision Guides**.

<b>KEY STAGES</b>	KS1 KS2
<b>AGES</b>	5–11
<b>RETAIL PRICE</b>	£6.95

**Key Stage 1 Science Revision Guide**  
978 07217 1368 7

**Key Stage 2 Science Revision Guide**  
978 07217 1369 4



See pages 71 and 73  
for maths and English  
**Practice Papers.**

## Key Stage 2 Science Practice Papers

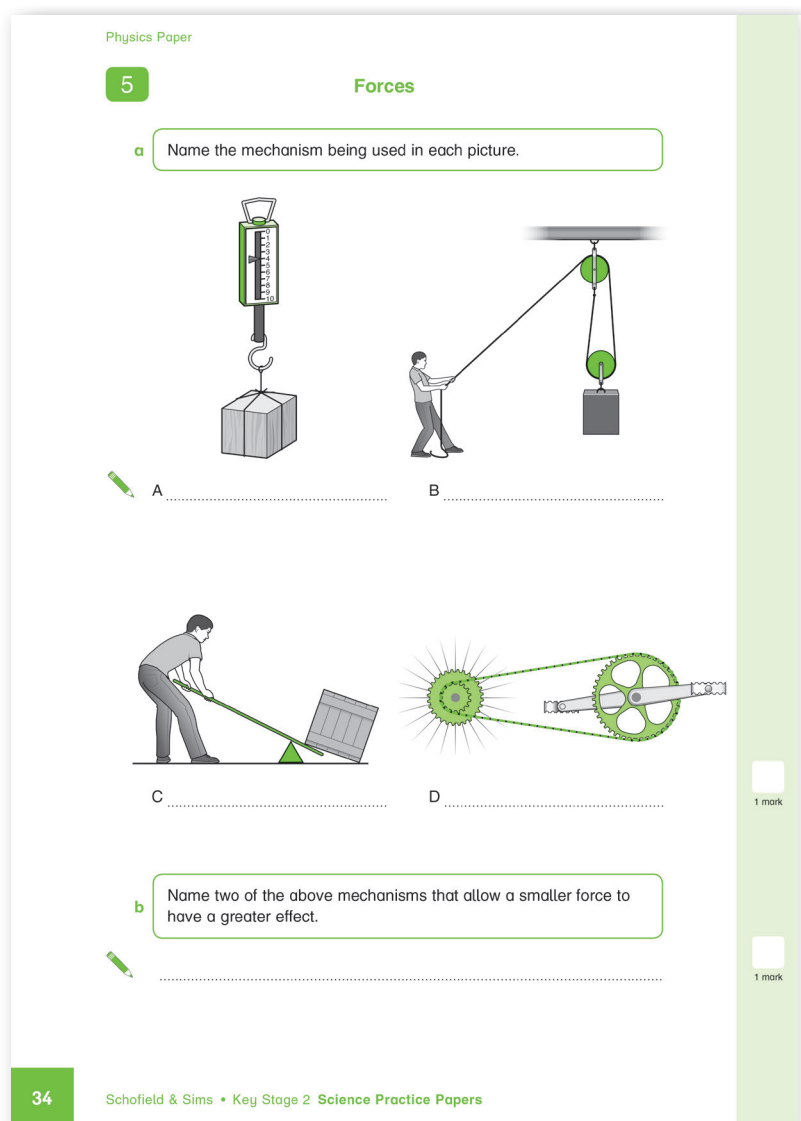
*Penny Johnson*

The **Key Stage 2 Science Practice Papers** are closely matched to the Key Stage 2 Science curriculum and reflect the appearance and content of the Key Stage 2 Science Sampling Test. A flexible resource, the papers may be used either independently for formal test practice, or alongside the accompanying revision guide to build confidence and identify gaps in understanding.

A total of three papers are included, comprising:

- Biology Paper (25 minutes)
- Chemistry Paper (25 minutes)
- Physics Paper (25 minutes).

Full instructions on using the papers provide reassurance and help familiarise pupils with the format of a formal test. Each book also includes a detailed mark scheme to help you assess whether children are meeting the expected standard.

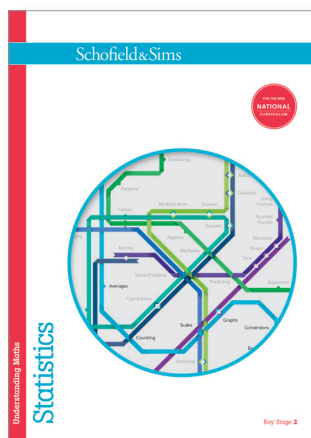


**KEY STAGE** **KS2**

**AGES** **7-11**

**RETAIL PRICE** **£3.95**

**Key Stage 2 Science  
Practice Papers**  
978 07217 1370 0



## Understanding Maths

Hilary Koll and Steve Mills

**Understanding Maths** is a series of eight topic-based study books, plus a separate **Practice** book, designed to help pupils understand, appreciate and use maths at Key Stage 2. As well as featuring detailed explanations and targeted practice of key topics, each book also offers extensive opportunities for problem solving in real-life contexts.

Ideal for use as preparation for the Key Stage 2 tests, each study book includes:

- an *Explanation* to introduce each topic
- extensive practice *Activities* to consolidate and revise knowledge and skills
- thought-provoking 'Did you know?' facts and information
- regular *Progress tests* and a *Final test* to track pupils' development
- answers to all the questions in the book.

The additional **Practice** book features extra questions on all the topics covered in the other books, with cross-references back to relevant pages in the study books to support further revision.

See pages 77–79  
for topic-based  
English, science and  
reasoning study books.

**KEY STAGE** KS2

**AGES** 7–11

**RETAIL PRICE** £4.95

### Addition & Subtraction

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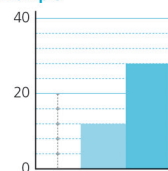
## Reading scales

### Explanation

The scales on axes on bar charts and other graphs can be numbered in different ways. Usually the numbers on the vertical axis (the one going up) start at zero and go up in equal steps, such as in **1s**, **2s**, **5s**, **10s**, **20s**, **50s**, **100s** and so on.

Not every interval is numbered so you must learn to work out the values of these or to estimate the value of any position on the scale.

#### Example



This scale is numbered in **20s**. There are **5** intervals for each **20**. Divide to find out the value of each interval.

$20 \div 5 = 4$  so each interval is worth **4**.

To work out the value for the first bar, count on in **4s** from **0**.

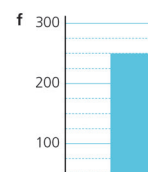
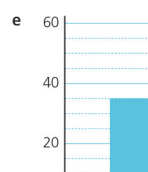
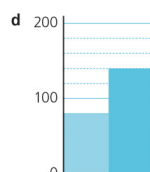
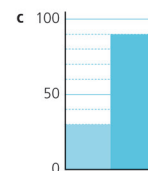
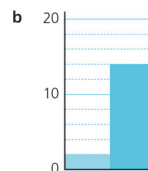
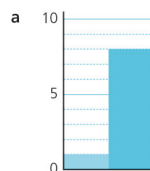
Its value is **12**.

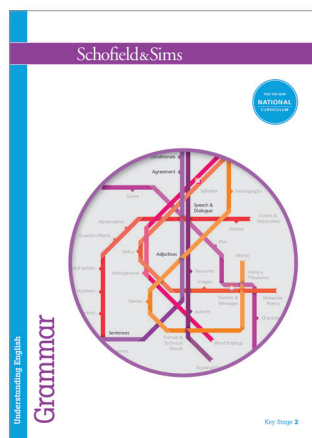
To work out the value for the second bar, count on in **4s** from **20**.

Its value is **28**.

### Activities

**1** Write the value for each bar on these scales.





See pages 76, 78 and 79 for topic-based maths, science and reasoning study books.

**KEY STAGE** **KS2**

**AGES** **7-11**

**RETAIL PRICE** **£4.95**

## Punctuation

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## Practice

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## Understanding English

Carol Matchett

**Understanding English** is a series of seven topic-based study books, plus a separate **Practice** book, designed to help pupils understand, appreciate and use English at Key Stage 2. As well as featuring detailed explanations and targeted practice of key topics, each book also offers ideas for further pupil-led activities and projects.

Ideal for use as preparation for the Key Stage 2 tests, each study book includes:

- an *Explanation* to introduce each topic
- extensive practice *Activities* to consolidate and revise knowledge and skills
- thought-provoking 'Did you know?' facts and information
- *Now you try* activities to develop pupils' understanding of English outside the classroom.

The additional **Practice** book features extra questions on all the topics covered in the other books, with cross-references back to relevant pages in the study books to support further revision.

## Adjectives 1

### Explanation

**Adjectives** are words that tell you **more about a noun**. They help to describe or add detail. Adjectives can go before or after a noun.

**Example** The walker was **exhausted** as he climbed the **steep** hill.

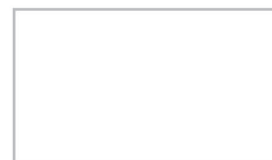
tells us more about 'the walker'

tells us more about 'the hill'

### Activities

- 1** Read this description. Underline the **adjectives** that help to describe the scene. In the box, draw the walls exactly as described.

The winding path led her as far as the crumbling walls of an abandoned building. The remaining walls were jagged and overgrown with ivy. The floor was littered with fallen rubble.



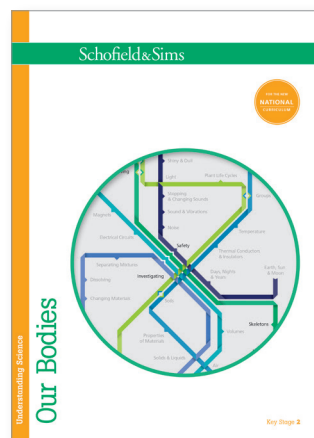
- 2** Write a different **adjective** in each space to tell us more about the **nouns** in these sentences.

- The \_\_\_\_\_ alligators snapped at the \_\_\_\_\_ monkeys.
- The \_\_\_\_\_ cat sat on a \_\_\_\_\_ hedgehog.
- The lion was \_\_\_\_\_ but the mouse was \_\_\_\_\_.
- A \_\_\_\_\_ wolf waited in the \_\_\_\_\_ wood.
- The \_\_\_\_\_ boy looked up at the \_\_\_\_\_ moon.
- The \_\_\_\_\_ alien thought the planet looked \_\_\_\_\_.
- The man was \_\_\_\_\_ at the thought of crossing the \_\_\_\_\_ river.
- Kim was \_\_\_\_\_ after the \_\_\_\_\_ game.

### Did you know?

In some languages, nouns are either masculine or feminine. In these languages, adjectives have a different spelling when used with a masculine or feminine noun.





See pages 76, 77 and 79 for topic-based maths, English and reasoning study books.

**KEY STAGE** KS2

**AGES** 7–11

**RETAIL PRICE** £4.95

## Our Bodies

978 07217 1285 7

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## Changing Materials

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## Understanding Science

Penny Johnson

**Understanding Science** is a series of six topic-based study books designed to help pupils understand, appreciate and apply science at Key Stage 2. Each book contains detailed explanations and targeted practice designed to build pupils' scientific knowledge and understanding. The importance of 'working scientifically' is emphasised throughout the series, with pupils encouraged to use and apply investigation skills, such as predicting results, analysing evidence and planning a fair test, when answering questions.

Each study book includes:

- a concise *Explanation* to introduce each topic
- extensive practice *Activities* to consolidate and revise knowledge and skills
- thought-provoking 'Did you know?' facts and information
- a *Glossary* of scientific language
- a *Scientific investigation* summary
- answers to all the questions in the book.

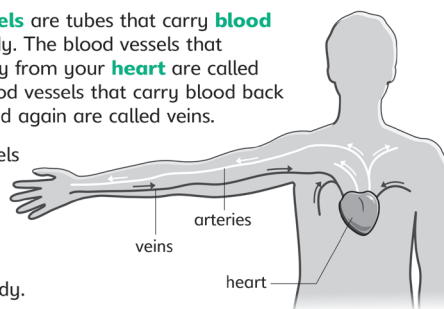
## Heart and blood



The **blood vessels** are tubes that carry **blood** around your body. The blood vessels that carry blood away from your **heart** are called **arteries**. The blood vessels that carry blood back to your heart to be pumped again are called **veins**.

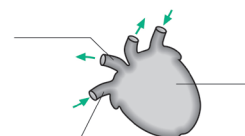
Your heart and blood vessels make up your **circulatory system**.

Your blood carries **nutrients** (digested food) and water around your body.



4. This diagram shows a heart. Label it using words from the box.

artery muscle vein



5. Match up the parts of your body with the jobs they do. One has been done for you.

blood

heart

heart muscle

artery

vein

pumps blood around the body

carries blood towards the heart

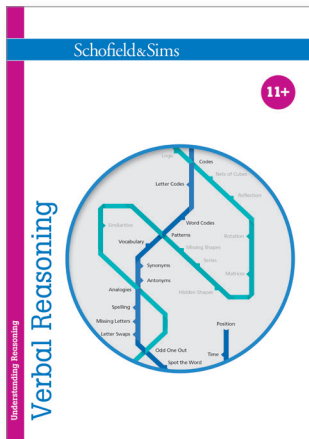
carries blood away from the heart

carries food around the body

contracts to squeeze blood out of the heart

## Did you know?

William Harvey (1578–1657) was the first scientist to work out how the blood was pumped by the heart round the rest of the body.



**Understanding Verbal Reasoning** includes the following question types:

- word and letter patterns
- vocabulary
- spelling
- number patterns
- problem solving.

**Understanding Non-verbal Reasoning** includes the following question types:

- similarities and differences
- missing and hidden shapes
- cubes, codes and animations.

See pages 76, 77 and 78 for topic-based maths, English and science study books.

**KEY STAGE** KS2 KS3

**AGES** 7–12

**RETAIL PRICE** £7.95

**Understanding Verbal Reasoning**  
978 07217 1207 9

**Understanding Non-verbal Reasoning**  
978 07217 1208 6

## Understanding Reasoning

*Siân Goodspeed and Rebecca Brant*

**Understanding Reasoning** is a mini-series of study books designed to help pupils understand how to answer reasoning questions of the kind that appear in the 11+ and other school selection tests. The two books in the series look separately at verbal and non-verbal reasoning, providing step-by-step explanations and examples, together with practical workbook-style activities. A combined index and glossary ensures that pupils understand the vocabulary required for the explanation and discussion of question content.

Each study book includes:

- an *Explanation* to introduce each topic
- practice *Activities* to consolidate and revise techniques
- *Helpful hints* giving extra information on how to approach activities
- extra *Practice* pages at the end of each section
- helpful *Tips for tests* and advice on how to revise effectively
- answers to all the questions in the book.

### Analogies



#### Real-life connections

This is the most common connection. It covers many topics.

#### For example:

Ship is to (port, boat, sea) as lorry is to (petrol, driver, road).

Scan the words. If the answer is not obvious, work through the options.

- The word **ship** has connections with **port**, **boat** and **sea**.
- Only **one** of these connections is the same in both halves.
- A **ship** travels on the **sea**. A **lorry** travels on the **road**.

**Answer:** Ship is to (port, boat, sea) as lorry is to (petrol, driver, road).

#### Spelling connections

These connections focus on letters, not meaning. There are three question types. The words in each pair:

- are **homophones**  
**For example:** Sea is to (water, see, boat) as sent is to (parcel, spent, scent).
- are made by adding or removing a letter  
**For example:** Port is to (pot, ferry, wine) as bear is to (beer, bar, spider).
- have the same letters but in a different **order**  
**For example:** Draw is to (well, drawer, ward) as rate is to (race, tear, opinion).

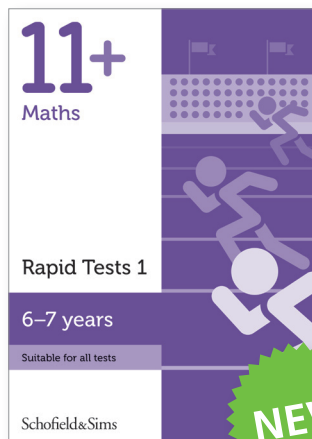
#### Hint

Remember the analogy types: similar meanings, opposites, real-life connections, spelling connections. Scan for an answer. Then work through each possibility.



Underline the **two** words, **one** from each group, that complete the sentence in the best way.

1. Main is to (horse, mane, least) as sight is to (picture, taste, site).
2. Gardener is to (plants, grow, spade) as painter is to (artist, brush, colour).
3. Stag is to (deer, doe, antlers) as bull is to (horns, calf, field).
4. Taps is to (tops, money, spat) as dab is to (dot, bad, dip).
5. Tree is to (trunk, twigs, roots) as building is to (flat, foundations, home).



**AVAILABLE  
MARCH 2018**

## Maths Rapid Tests

Rebecca Brant

The **Maths Rapid Tests** feature short, timed tests designed to build speed and fluency in preparation for the 11+ and other school selection tests. Written by an experienced tutor, the tests cover a wide range of topics, ensuring that children have the skills and knowledge to succeed in any of the major providers' tests – including CEM and GL.

Each book contains 36 single-page, standard-format tests covering the following topic areas: number and place value; calculation; fractions, decimals and percentages; algebra; measurement; geometry; and statistics. The target times for each test range from 12 to 8 minutes, making them ideal for regular independent work sessions.

Key features of the series include:

- target times for completion and space for recording scores
- separate pull-out answers with explanations and *Action* notes
- a *Progress chart* for tracking improvement.

The target time is clearly shown at the start of each test.



Free  
downloads  
available

Children are encouraged to record 'time taken' and 'score'.

**KEY STAGES** KS1 KS2 KS3

**AGES** 6–12

**RETAIL PRICE** £4.95

### Maths Rapid Tests 1

978 07217 1421 9

### Maths Rapid Tests 2

978 07217 1422 6

### Maths Rapid Tests 3

978 07217 1423 3

### Maths Rapid Tests 4

978 07217 1424 0

### Maths Rapid Tests 5

978 07217 1425 7

### Maths Rapid Tests 6

978 07217 1426 4

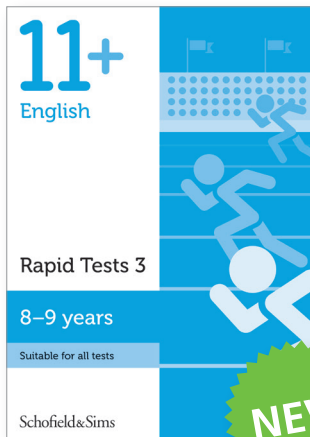
**Section 1 Test 1** Number and Place Value

**Target time: 12 minutes**

- Write the next two numbers in the sequence on the blank beads.  
 a) 0 2 4 6   
 b) 0 3 6 9
- What is the value of each underlined digit?  
 a) 18 \_\_\_\_\_  
 b) 28 \_\_\_\_\_
- Write these numbers in order, smallest first.  
 34 12 5 18 22  
 \_\_\_\_\_
- Write < or > to make these statements correct.  
 a) 34 \_\_\_\_\_ 43  
 b) 25 \_\_\_\_\_ 27
- Write these numbers in words.  
 a) 27 \_\_\_\_\_  
 b) 38 \_\_\_\_\_
- Write these numbers in digits.  
 a) Thirteen \_\_\_\_\_  
 b) Twenty-eight \_\_\_\_\_
- What is the value of the 6 digit in each of these numbers?  
 a) 26 \_\_\_\_\_  
 b) 63 \_\_\_\_\_  
 c) 164 \_\_\_\_\_
- What is the next odd number after 25? \_\_\_\_\_
- Circle the even numbers.
- Estimate these numbers on the number line.  
 0 \_\_\_\_\_ 10  
 a) \_\_\_\_\_ b) \_\_\_\_\_  
 0 \_\_\_\_\_ 10  
 c) \_\_\_\_\_ d) \_\_\_\_\_

**Score:** \_\_\_\_\_ **Time taken:** \_\_\_\_\_ **Target met?** \_\_\_\_\_

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## English Rapid Tests

*Sân Goodspeed*

The **English Rapid Tests** feature short, timed tests designed to build speed and fluency in preparation for the 11+ and other school selection tests. Written by an experienced tutor, the tests cover a wide range of topics, ensuring that children have the skills and knowledge to succeed in any of the major providers' tests – including CEM and GL.

Each book contains 18 double-page tests, with six tests on each of the following topic areas: comprehension; grammar and punctuation; and spelling and vocabulary. The tests feature a combination of standard-format and multiple-choice questions to give children practice in answering questions in both formats. The target times for each test range from 12 to 8 minutes, making them ideal for regular independent work sessions.

Key features of the series include:

- target times for completion and space for recording scores
- separate pull-out answers with explanations and *Action* notes
- a *Progress chart* for tracking improvement.

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JULY 2018**



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Section 3 Test 4

Comprehension

Target time: 12 minutes

Read the text and answer the questions below.

*Extract from **Charlie and the Great Glass Elevator** by Roald Dahl*

"Oh, my goodness me!" gasped Mr Wonka. "Oh, my sainted pants! Oh, my painted ants! Oh, my crawling cats! I hope never to see anything like that again!" He floated over to the white button and pressed it. The booster-rockets fired. The Elevator shot forward at such a speed that soon the Space Hotel was out of sight far behind.

5 "But who were those awful creatures?" Charlie asked.

"You mean you didn't know?" cried Mr Wonka. "Well, it's a good thing you didn't! If you'd have even the faintest idea of what horrors you were up against, the marrow would have run out of your bones! You'd have been fossilized with fear and glued to the ground! Then they'd have got you! You'd have been a cooked cucumber! You'd have been rasped into a thousand tiny bits, grated like cheese and flocculated alive! They'd have made necklaces from your knucklebones and bracelets from your teeth! Because those creatures, my dear ignorant boy, are the most brutal, vindictive, venomous, murderous beasts in the entire universe!" Here Mr Wonka paused and ran the tip of a pink tongue all the way around his lips. "VERMICIOUS KNIDS!" he cried. "That's what they were!" He sounded the K ... K'NIDS, like that.

"I thought they were grobes," Charlie said. "Those oozy-woozy grobes you were telling the President about."

15 "Oh, no, I just made those up to scare the White House," Mr Wonka answered. "But there is nothing made up about Vermicious Knids, believe you me. They live, as everybody knows, on the planet Vermes, which is eighteen thousand four hundred and twenty-seven million miles away and they are very, very clever brutes indeed. The Vermicious Knid can turn itself into any shape it wants. It has no bones. Its body is really one huge muscle, enormously strong, but very stretchy and squishy, like a mixture of rubber and putty with

20 steel wires inside. Normally it is egg-shaped, but it can just as easily give itself two legs like a human or four legs like a horse. It can become as round as a ball or as long as a kite-string. From fifty yards away, a fully grown Vermicious Knid could stretch out its neck and bite your head off without even getting up!"

Write **A, B, C** or **D** on the answer line.

1. Where are Charlie and Mr Wonka?  
**A** at the White House  
**B** in a chocolate factory  
**C** in an elevator in outer space  
**D** in a submarine under the sea

2. What did the white button do?  
**A** It fired a rocket at the hotel.  
**B** It made the elevator accelerate.  
**C** It made the elevator explode.  
**D** It did nothing.

3. What creatures have they just encountered?  
**A** Oozy-woozy grobes  
**B** Vicious Sids  
**C** Knuckle bones  
**D** Vermicious Knids

4. Which two words best describe the Vermicious Knids?  
**A** fierce and intelligent  
**B** friendly and kind  
**C** timid and nervous  
**D** cowardly and stupid

5. Look at lines 8–10 and give two examples of alliteration in Mr Wonka's speech.

6. Why did Mr Wonka say it was a good thing that Charlie had not realised what the Vermicious Knids were when he saw them?

7. What two items of jewellery did Mr Wonka say the Vermicious Knids could have made out of Charlie, and from which parts of his body?

8. What did Mr Wonka tell Charlie about the 'oozy-woozy grobes'?

9. Which planet do the Vermicious Knids come from, and how far away is it?

10. In line 18, Mr Wonka says, "The Vermicious Knid can turn itself into any shape it wants." How is it able to do this?

11. How do you think Mr Wonka feels about the Vermicious Knids? Explain your answer.

Score: Time taken: Target met?

**KEY STAGES** KS1 KS2 KS3  
**AGES** 6–12  
**RETAIL PRICE** £4.95

**English Rapid Tests 1**  
 978 07217 1429 5

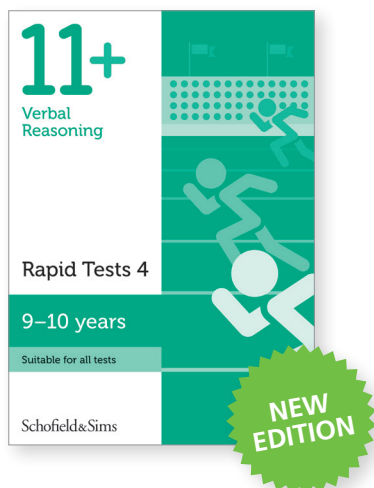
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**English Rapid Tests 3**  
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**English Rapid Tests 4**  
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**English Rapid Tests 5**  
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## Verbal Reasoning Rapid Tests

*Siân Goodspeed*

The **Verbal Reasoning Rapid Tests** feature short, timed tests designed to build speed and fluency in preparation for the 11+ and other school selection tests. Written by an experienced tutor, the tests cover a wide range of topics, ensuring that children have the skills and knowledge to succeed in any of the major providers' tests – including CEM and GL.

Each book contains 36 single-page, standard-format tests covering the following topic areas: word and letter patterns; vocabulary; spelling; number patterns; and problem solving. The target time for each test ranges from 15 to 10 minutes, making them ideal for regular independent work sessions.

Key features of the series include:

- target times for completion and space for recording scores
- separate pull-out answers with explanations and *Action* notes
- a *Progress chart* for tracking improvement.



Free  
downloads  
available

Clear directions ensure that the tests are easy to navigate.

To save pupils time as they read, the same example is used with each recurrence of a specific question type.

**KEY STAGES** KS1 KS2 KS3

**AGES** 6–12

**RETAIL PRICE** £4.95

**Verbal Reasoning Rapid Tests 1**  
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**Verbal Reasoning Rapid Tests 2**  
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**Verbal Reasoning Rapid Tests 3**  
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**Verbal Reasoning Rapid Tests 4**  
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**Verbal Reasoning Rapid Tests 5**  
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### Section 1 Test 5

Target time: **10 minutes**

Find the **four-letter word** hidden across two or more consecutive words in each sentence below. The order of the letters must stay the same. Underline the word and write it on the line.

**Example** You certainly do lead an interesting life. dole

1. How is his dog? \_\_\_\_\_
2. Her train was the last arrival. \_\_\_\_\_
3. Parachutists jump out of planes. \_\_\_\_\_
4. My uncle answered the phone. \_\_\_\_\_
5. Which one is yours? \_\_\_\_\_

Underline the **two** words that contain all the same letters.

**Example** plan lamp lame palm pale

6. pore role poke rope roar
7. pair pale leap pile lean
8. lope pole loan pore loam
9. line mire mile mine lime
10. vote save toes sate vase

Work out the missing number and write it on the line.

**Example** 36 [ 6 ] 6 45 [ 9 ] 5 25 [ 5 ] 5

( $a \div b = ?$ , where  $a$  represents the number on the left and  $b$  represents the number on the right)

11. 9 [ 45 ] 5 12 [ 144 ] 12 9 [ \_\_\_\_\_ ] 9
12. 24 [ 8 ] 3 3 [ 1 ] 3 77 [ \_\_\_\_\_ ] 7
13. 63 [ 21 ] 3 100 [ 20 ] 5 1 [ \_\_\_\_\_ ] 1
14. 250 [ 100 ] 150 310 [ 140 ] 170 85 [ \_\_\_\_\_ ] 40

Work out the answers. Write your answers on the lines.

15. Stacey is 5 years older than her sister Macey who is 6 years old. How old is Stacey?  
\_\_\_\_\_
16. It was Tuesday 3 days ago. What day is it today? \_\_\_\_\_

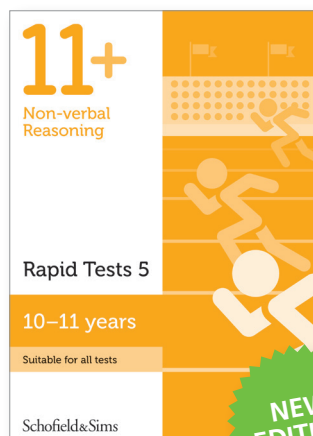
End of test

Score: \_\_\_\_\_ Time taken: \_\_\_\_\_ Target met? \_\_\_\_\_

8

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## Non-verbal Reasoning Rapid Tests

Rebecca Brant

The **Non-verbal Reasoning Rapid Tests** feature short, timed tests designed to build speed and fluency in preparation for the 11+ and other school selection tests. Written by an experienced tutor, the tests cover a wide range of topics, ensuring that children have the skills and knowledge to succeed in any of the major providers' tests – including CEM and GL.

Each book contains 18 double-page, multiple-choice tests on topics including recognising similarities and differences; identifying reflected and hidden shapes; and completing series. The target time for each test ranges from 5 to 8 minutes, making them ideal for regular independent work sessions.

Key features of the series include:

- target times for completion and space for recording scores
- separate pull-out answers with explanations and *Action* notes
- a *Progress chart* for tracking improvement.



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downloads  
available

### Section 1 Test 3

Target time: 7 minutes

↓ In which picture on the right is the picture on the left hidden? Circle the letter.

**Example**

a

b

c

d

e

1. a b c d e

2. a b c d e

3. a b c d e

4. a b c d e

5. a b c d e

6. a b c d e

Now go on to the next page →

Which picture is the odd one out? Circle the letter.

**Example**

a

b

c

d

e

7. a b c d e

8. a b c d e

9. a b c d e

10. a b c d e

11. a b c d e

12. a b c d e

End of test

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Non-verbal Reasoning Rapid Tests 5 9

KEY STAGES	KS1 KS2 KS3
AGES	6-12
RETAIL PRICE	£4.95

**Non-verbal Reasoning Rapid Tests 1**  
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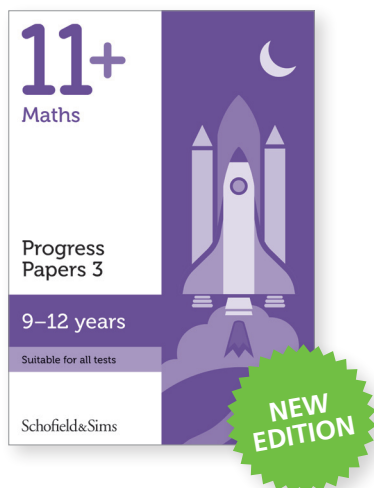
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**Non-verbal Reasoning Rapid Tests 3**  
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**Non-verbal Reasoning Rapid Tests 4**  
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**Non-verbal Reasoning Rapid Tests 6**  
978 07217 1468 4



## Maths Progress Papers

Patrick Berry, revised by Rebecca Brant

The **Maths Progress Papers** provide rigorous and flexible practice for children preparing to sit the 11+ examinations – including those set by CEM and GL. Together the papers cover more than 80 topic areas, developing and consolidating children's mathematical knowledge and problem-solving skills.

Pupils can either work through the papers systematically for all-round revision and consolidation or focus on questions from several tests at once for targeted practice of specific topics. The tests are suitable for use at home, in school or with a tutor, and may take between 45 and 75 minutes to complete. Questions increase in difficulty throughout the series, providing a clear measure of progress.

Key features of the series include:

- 21 assessment papers, each containing 100 questions
- pull-out answers with explanations and marking guidance
- a *Progress chart* for recording scores and tracking improvement
- a free downloadable *Topics chart* and *Sample paper*.



Free  
downloads  
available

See pages 85–87 for  
English, verbal reasoning  
and non-verbal reasoning  
**Progress Papers.**

Questions are grouped by topic  
to support targeted practice.

**KEY STAGE** KS2 KS3

**AGES** 9–12

**RETAIL PRICE** £4.95

**Maths Progress Papers 1**

978 07217 1456 1

**Maths Progress Papers 2**

978 07217 1457 8

**Maths Progress Papers 3**

978 07217 1458 5

Paper 15 • Page 2

MARK  
✓ or X

**Q. 21–25**  
Venn  
diagrams

Forty children were asked which comics they read. Put this information into the Venn diagram and then answer question 25.

21 5 read both the Beano and the Avengers.

22 18 read both the Beano and Batman.  
Nobody reads all three comics.

23 7 read both Batman and the Avengers.

24 Nobody reads just the Avengers and 4 read only Batman.

25 How many children read only the Beano? \_\_\_\_\_

21 ☐

22 ☐

23 ☐

24 ☐

25 ☐

**Q. 26–30**  
fraction  
problems

26 Mr Hussain buys  $1\frac{1}{2}$  kg of onions,  $3\frac{1}{2}$  kg of potatoes and  $\frac{7}{8}$  kg of cabbage. What total mass does he carry home? \_\_\_\_\_ kg

27 What fraction of 6 litres is 5 half litres? \_\_\_\_\_

28 Tom is nine years old and  $1\frac{1}{2}$  times as old as his sister, Zoe. How old is Zoe? \_\_\_\_\_ years old

29 If a room is  $6\frac{1}{2}$  m long and  $3\frac{1}{4}$  m wide, what is the distance all round it? \_\_\_\_\_ m

30 How much is three-quarters of the product of seven-eighths and four-ninths? \_\_\_\_\_

26 ☐

27 ☐

28 ☐

29 ☐

30 ☐

**Q. 31–35**  
factors and  
multiples

31 What is the highest common factor of 23 and 69? \_\_\_\_\_

32 What is the highest common factor of 24 and 60? \_\_\_\_\_

33 What is the lowest common multiple of 2 and 10? \_\_\_\_\_

34 What is the lowest common multiple of 4 and 12? \_\_\_\_\_

35 What is the lowest common multiple of 12 and 16? \_\_\_\_\_

31 ☐

32 ☐

33 ☐

34 ☐

35 ☐

MARK

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5



## English Progress Papers

Patrick Berry and Susan Hamlyn

The **English Progress Papers** provide rigorous and flexible practice for children preparing to sit the 11+ examinations – including those set by CEM and GL. Together the papers cover more than 40 topic areas, developing children's grammar, punctuation, spelling, vocabulary, comprehension and composition skills.

Pupils can either work through the papers systematically for all-round revision and consolidation or focus on questions from several tests at once for targeted practice of specific topics. The tests are suitable for use at home, in school or with a tutor, and may take between 45 and 75 minutes to complete. Questions increase in difficulty throughout the series, providing a clear measure of progress.

Key features of the series include:

- 18 assessment papers, each containing 85 questions
- pull-out answers with explanations and marking guidance
- a *Progress chart* for recording scores and tracking improvement
- a free downloadable *Topics chart* and *Sample paper*.

See pages 84, 86 and 87 for maths, verbal reasoning and non-verbal reasoning **Progress Papers**.



Free downloads available

Questions are grouped by topic to support targeted practice.

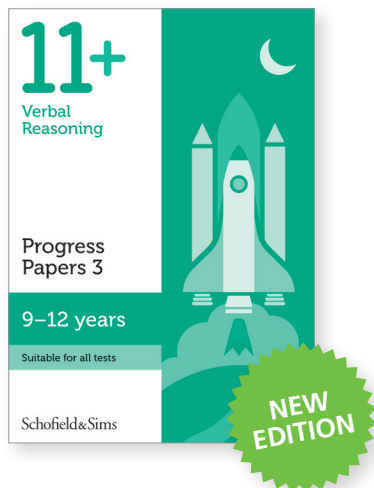
Paper 13 • Page 2		MARK
<b>English skills</b>		
<b>Q. 16–20</b> nouns	Add to the sentence a noun that is made from the word shown in capitals.	
16 VARIOUS	I was amazed at the _____ of her interests.	16 <input type="checkbox"/> 1
17 FLY	The bird's _____ was low and looping.	17 <input type="checkbox"/> 1
18 SERVE	Medieval peasants lived lives of _____.	18 <input type="checkbox"/> 1
19 COMPOSE	Many musical _____ are devised on computers.	19 <input type="checkbox"/> 1
20 DECEIVE	After his _____ I was unable to trust him again.	20 <input type="checkbox"/> 1
<b>Q. 21–25</b> synonyms, word choice	Three words appear in brackets. Underline the one word that is closest in meaning to the word shown in capitals. The word must make sense in the sentence.	
21 HELP	He asked me to (assist, adept, adapt) him in making the model.	21 <input type="checkbox"/> 1
22 ATHLETIC	Zosia is a very (ample, agile, antic) gymnast.	22 <input type="checkbox"/> 1
23 KNOWLEDGEABLE	The astronomer who gave the talk was a (interesting, scientific, learned) woman.	23 <input type="checkbox"/> 1
24 TENDED	The gardener (nurtured, watched, watered) the seedlings with great care and skill.	24 <input type="checkbox"/> 1
25 DETECTIVE	Sherlock Holmes was a very clever (inspector, sleuth, officer).	25 <input type="checkbox"/> 1
<b>Q. 26–30</b> word meanings	Write down the meaning of the phrase.	
26	rough and ready _____	26 <input type="checkbox"/> 1
27	spick and span _____	27 <input type="checkbox"/> 1
28	kith and kin _____	28 <input type="checkbox"/> 1
29	all and sundry _____	29 <input type="checkbox"/> 1
30	null and void _____	30 <input type="checkbox"/> 1
		MARK <input type="text"/>
Schofield & Sims • English Progress Papers 3		5

KEY STAGE	KS2 KS3
AGES	9–12
RETAIL PRICE	£4.95

**English Progress Papers 1**  
978 07217 1473 8

**English Progress Papers 2**  
978 07217 1474 5

**English Progress Papers 3**  
978 07217 1475 2



## Verbal Reasoning Progress Papers

Patrick Berry

The **Verbal Reasoning Progress Papers** provide rigorous and flexible practice for children preparing to sit the 11+ examinations – including those set by CEM and GL. Together the papers cover more than 40 verbal reasoning question types that commonly feature in the 11+, developing children's logic, critical thinking, vocabulary, spelling and problem solving skills.

Pupils can either work through the papers systematically for all-round revision and consolidation or focus on questions from several tests at once for targeted practice of specific topics. The tests are suitable for use at home, in school or with a tutor, and may take between 45 and 75 minutes to complete. Questions increase in difficulty throughout the series, providing a clear measure of progress.

Key features of the series include:

- 18 assessment papers, each containing 100 questions
- pull-out answers with explanations and marking guidance
- a *Progress chart* for recording scores and tracking improvement
- a free downloadable *Topics chart* and *Sample paper*.



Free downloads available

See pages 84, 85 and 87 for maths, English and non-verbal reasoning **Progress Papers**.

Comprehensive coverage and regular revisiting of all relevant topic areas ensures that pupils are fully prepared for school selection tests.

**KEY STAGE** KS2 KS3

**AGES** 9–12

**RETAIL PRICE** £4.95

**Verbal Reasoning Progress Papers 1**

978 07217 1470 7

**Verbal Reasoning Progress Papers 2**

978 07217 1471 4

**Verbal Reasoning Progress Papers 3**

978 07217 1472 1

### Paper 13

START HERE

MARK  
✓ OR ✗

**Q. 1–5**  
sorting  
information

Read the information below carefully. Use the information to fill in the table. Then answer the questions.

Some drivers were asked which kinds of car they preferred.

James and Maria preferred estate cars, sports cars and 4x4s. Hannah, Tom and Dave voted for small cars. George and Harry liked sports cars, small cars and people carriers. Maria, Hannah, Rima and Jess liked people carriers. The main preferences for Rima, Jess and George were 4x4s and diesel cars.

	4x4 car	Sports car	People carrier	Estate car	Small car	Diesel car
James						
Maria						
Hannah						
Tom						
Dave						
Harry						
Rima						
Jess						
George						

- How many preferred three types of car? \_\_\_\_\_
- Who liked the most types of car? \_\_\_\_\_
- How many said they liked people carriers? \_\_\_\_\_
- Who had only one preference? \_\_\_\_\_
- Who liked both sports cars and small cars? \_\_\_\_\_

1 ☐  
2 ☐  
3 ☐  
4 ☐  
5 ☐

**Q. 6–10**  
letters for  
numbers

If A is 2, B is 3, C is 5, D is 10 and E is 12, work out these calculations. Give the answer as a letter.

**Example**  $B + A = \square$  C

6  $A + B + C = \square$  \_\_\_\_\_

7  $E + B = D + \square$  \_\_\_\_\_

8  $(C \times A) = \square$  \_\_\_\_\_

9  $E + C + B = A \times \square$  \_\_\_\_\_

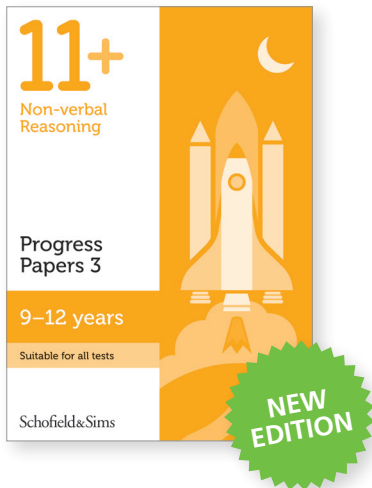
10  $E \div B = (B + C) \div \square$  \_\_\_\_\_

6 ☐  
7 ☐  
8 ☐  
9 ☐  
10 ☐

MARK

2

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## Non-verbal Reasoning Progress Papers

Rebecca Brant

The **Non-verbal Reasoning Progress Papers** provide rigorous and flexible practice for children preparing to sit the 11+ examinations – including those set by CEM and GL. The papers cover the 10 most common non-verbal reasoning question types, developing children's logic, deduction, geometry, spatial awareness and problem solving skills.

Pupils can either work through the papers systematically for all-round revision and consolidation or focus on questions from several tests at once for targeted practice of specific topics. The tests are suitable for use at home, in school or with a tutor, and may take between 45 and 75 minutes to complete. Questions increase in difficulty throughout the series, providing a clear measure of progress.

Key features of the series include:

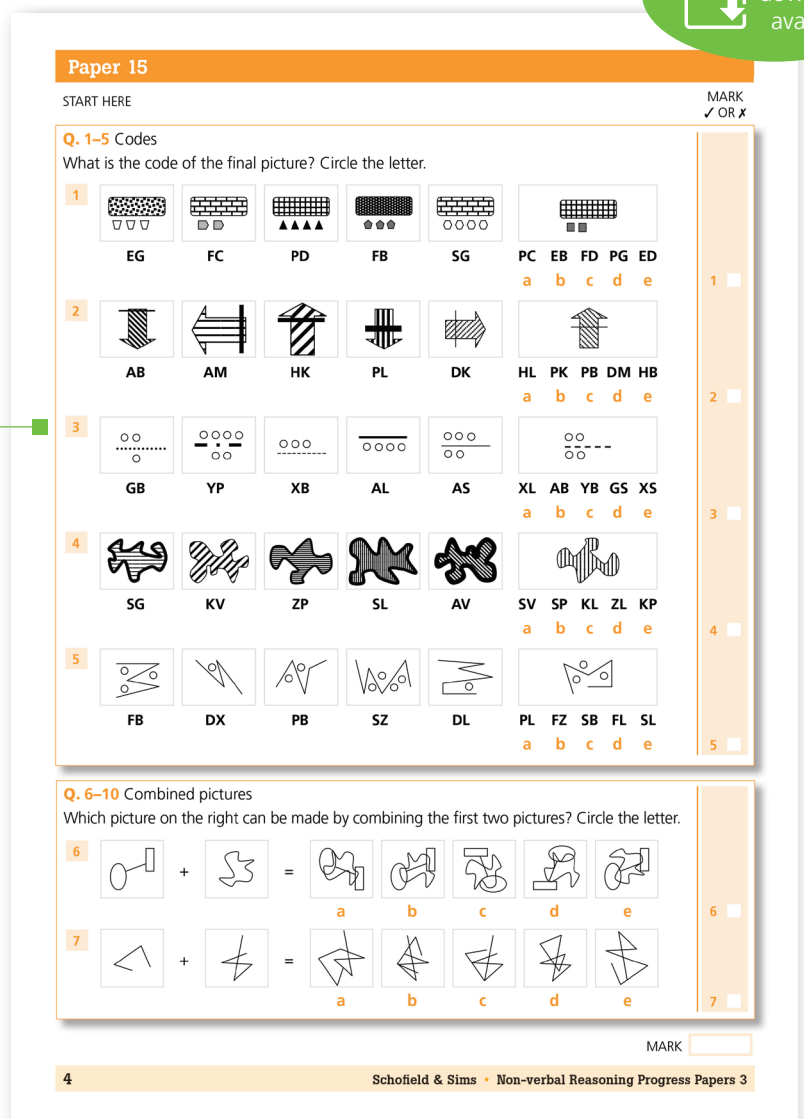
- 21 assessment papers, each containing 50 questions
- example questions to introduce each question type
- pull-out answers with explanations and marking guidance
- a *Progress chart* for recording scores and tracking improvement
- a free downloadable *Sample paper*.

See pages 84–86 for maths, English and verbal reasoning **Progress Papers**.

Ranging sizes of picture provide good preparation for the CEM test.



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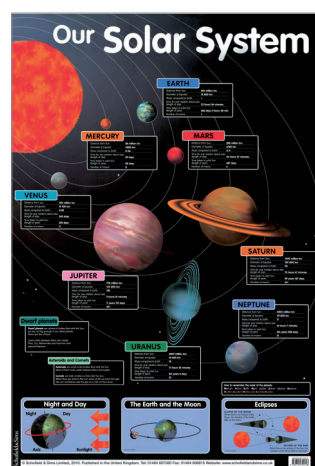
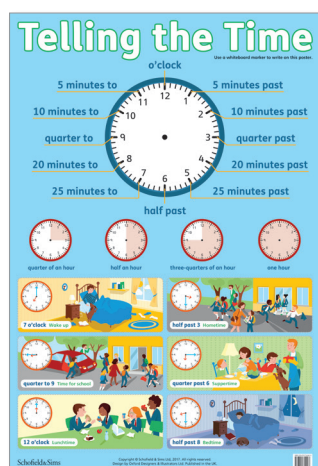
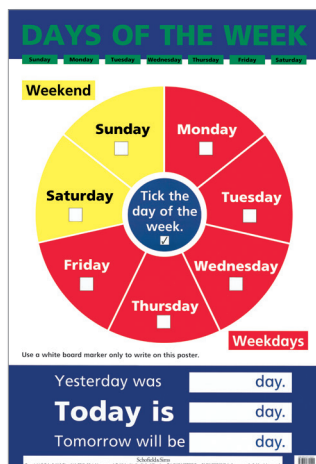
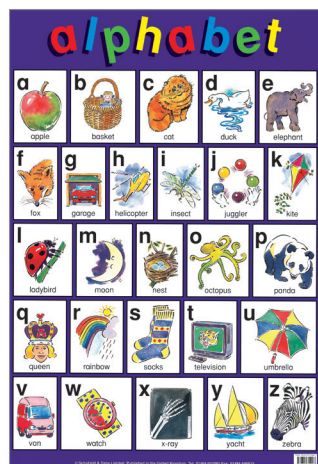
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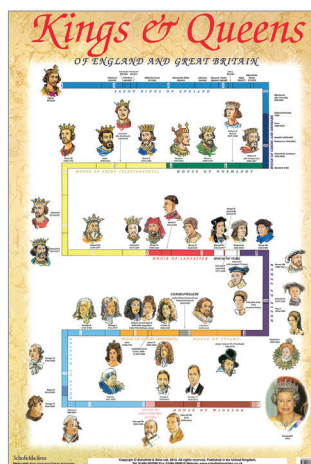
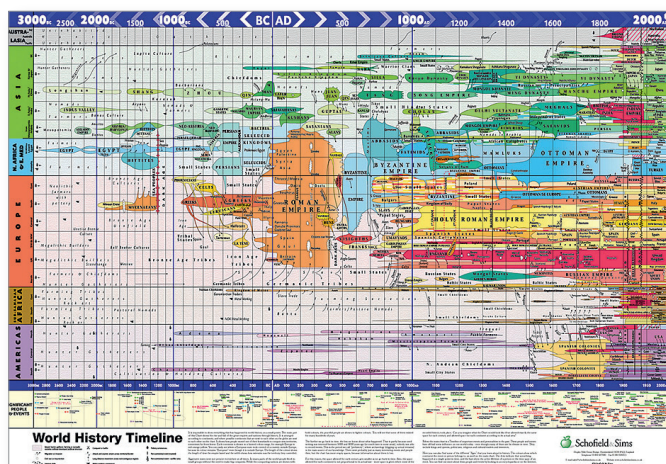
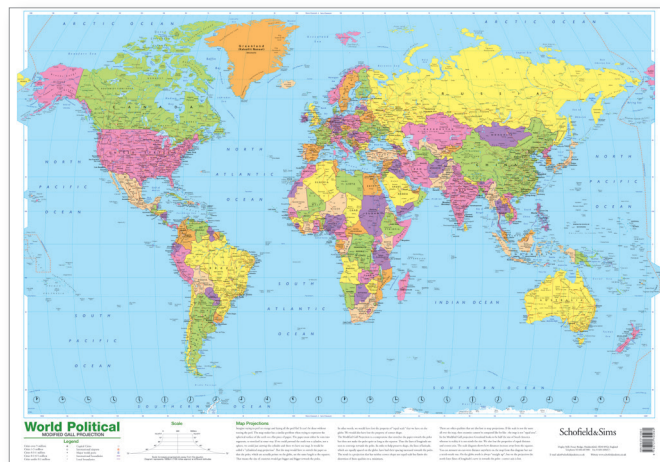
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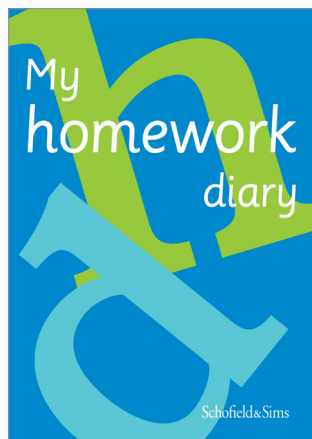
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## My Homework Diary

**My Homework Diary** provides children with structured A5 pages for noting homework tasks, and a spelling rule for the week, as well as grids for timetables, class rules and individual targets.

A reference section provides information on the following:

- *Maths facts*, including times tables, types of angles, shapes, measures and the 24-hour clock
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KEY STAGE **KS2**

AGES **7-11**

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**My Homework Diary**  
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## My homework diary

Week beginning: \_\_\_\_\_

	Date due
Monday	<input type="checkbox"/>
Tuesday	<input type="checkbox"/>
Wednesday	<input type="checkbox"/>
Thursday	<input type="checkbox"/>
Friday	<input type="checkbox"/>

A spelling rule to remember this week

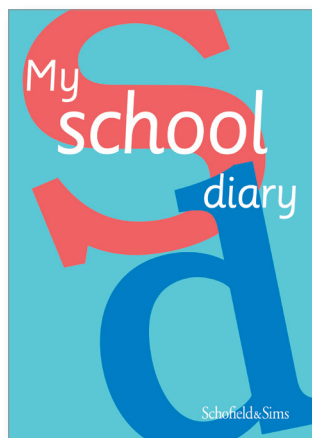
Something I have achieved or enjoyed at school this week

Something I have achieved or enjoyed at home this week

Parent/carer's signature

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7



## My School Diary

**My School Diary** helps to ensure strong home-school communication and encourages children to take ownership of their work. This A5 book includes:

- *Homework diary* pages for the whole school year, featuring *Date due* and *Comments* boxes
- a structured *Reading log* with space to record the book title, pages read and an adult's observations
- pages for children to fill in their school timetable, class rules and personal learning targets
- helpful homework tips for children, parents and carers
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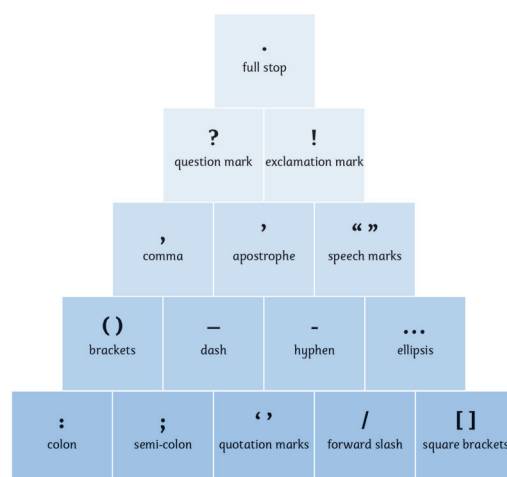
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### Punctuation pyramid



### How to punctuate speech

Speech marks are used to show the words that are actually said.

- Put speech marks at the beginning and end of the spoken words.
- Write a comma, question mark or exclamation mark at the end of the spoken words, before the speech marks.
- Start a new line when a new person starts to speak.

For example: "Don't go to the shops after dark," warned Mum.

"Have you seen those enormous footprints?" asked Lily.

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69



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**My Reading Record for Key Stage 1** is a handy A5 book designed to help schools to ensure effective home–school communication. Structured fill-in pages ask parents to note specific points concerning their child’s reading at home, while word and sound checklists enable parents to track reading vocabulary. Other parts of the book allow the teacher to give parents information specific to the child, such as *Reading targets*. General notes explain the importance of reading at home, briefly describe the book banding system and outline the priorities for children’s reading at Key Stage 1.



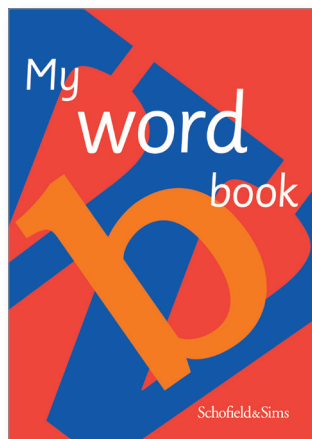
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## My Reading Record for Key Stage 2

**My Reading Record for Key Stage 2** is a handy A5 book designed to help schools to ensure effective home-school communication. It includes structured fill-in pages, vocabulary checklists and a helpful list of *Words about reading*. Teachers can use the book to note specific reading targets and letter sounds that the child needs to practise. General notes explain the importance of reading at home, provide a short description of the book banding system and outline the priorities for children's reading at Key Stage 2.





## My Word Book

**My Word Book** encourages children to learn new words and to use them accurately in their own writing. It can be used across subject areas to help children recognise words and spelling patterns, record new vocabulary and build their word power.

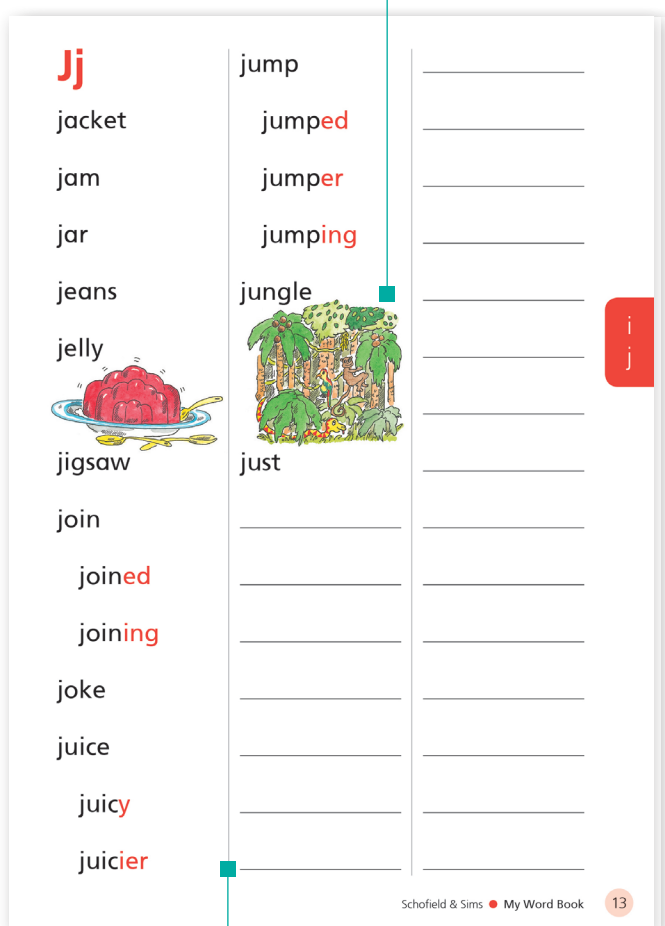
This A5 illustrated book contains:

- approximately 800 words arranged alphabetically – with suffixes shown in red
- over 300 further words arranged by word type or theme – including *Story words* and *Feelings words*
- a list of more than 100 *Tricky words* that children are likely to encounter in Key Stage 1.

Space is also provided for the teacher to note the child's specific targets in writing; any other adult working with the child may note the child's progress towards meeting them.

Bright illustrations help children to remember word meanings.

Suffixes are shown in red to highlight word structure and demonstrate the rules of spelling.



Blank spaces allow children to add in new words as they discover them.



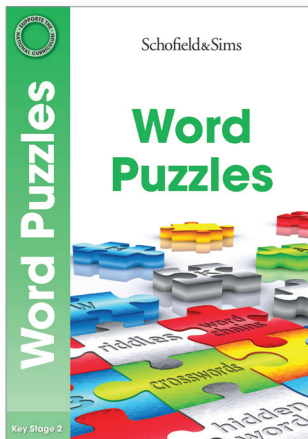
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## Word Puzzles

Celia Warren

**Word Puzzles** provides carefully graded and challenging puzzles that help to develop pupils' vocabulary and spelling skills. Puzzle types featured in the book include:

- word chains
- word squares
- hidden words
- link words
- riddles
- word searches
- crosswords
- sudoku.

Worked examples and useful hints are provided and children are encouraged to check their answers against the correct solutions given.

KEY STAGE **KS2**

AGES **7-11**

RETAIL PRICE **£3.95**

**Word Puzzles**

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## First word searches

1 Find these 10 parts of the body hidden in the grid below.

ARM	LEG ✓	HEAD	HEART	HAND	FOOT
	LUNGS	NOSE	MOUTH	EYES	

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

Need some help?  
All the body words in this grid run horizontally, from left to right.

Extra: Make one more body part from the letters in the shaded squares.

2 Find seven question words.

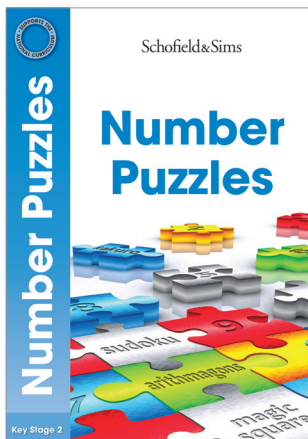
WHAT	WHY	WHERE	WHEN
WHO	WHICH	HOW ✓	

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

Need some help?  
In word searches 2, 3, 4 and 5, some words run from left to right, and others run downwards.

Extra: Rearrange the letters in the shaded squares to make two different question words, which are anagrams of each other – both words appear in the list above.

16 Schofield & Sims Word Puzzles



## Number Puzzles

Ann Montague-Smith

**Number Puzzles** features puzzles involving numbers and logic that encourage children to apply their mathematical knowledge to a wide range of problems. Puzzle types featured in the book include:

- sudoku
- kakuro
- arithmagons
- magic squares
- Latin squares
- multiplication pyramids
- grand totals puzzles.

Worked examples and useful hints are provided and children are encouraged to check their answers against the correct solutions given.

KEY STAGE **KS2**

AGES **7-11**

RETAIL PRICE **£3.95**

**Number Puzzles**

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## Sudoku

These sudoku puzzles use the numbers 1 to 6 in each row, column and mini grid. Fill in the missing numbers.

1

1	2	3		5	6
4	5		1	2	3
2	3		5	6	
5	6	1		3	4
	4	5		1	2
6	1		3		5

2

1		5	2	4	6
2	4	6	1		5
6		3		2	4
	2	4	6	1	3
3	6	1	4	5	
	5		3	6	

This sudoku has more numbers missing.

3

4		3	6		2
2	6	5		1	3
				3	1
3	5	1	2	4	
	2	4	3		5
5	3		1	2	

Need some help?  
Check every row, column and mini grid to see where only one number is missing.  
Fill these in first.  
You can now complete puzzle 3.

18 Schofield & Sims Number Puzzles

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