

Schofield&Sims

# Primary Catalogue



2020



## Welcome to the 2020 Catalogue

Education is full of divergent opinions, but there is one aspect of learning that most educators do seem to be able to agree on and that is the idea that to become an expert in a particular skill or technique you need to practise it.

### The power of practice

According to the Swedish academic Anders Ericsson, whose research into expertise formed the basis for Malcolm Gladwell's often-cited 10,000-hour rule, practice is the single most important factor in determining a person's ultimate achievement in a given field. There is an important caveat, however. To truly improve, learners must engage in what Ericsson calls 'deliberate practice'. While regular practice might include mindless repetitions, 'deliberate practice' involves putting sustained effort into improving your performance in a specific area. It requires focused attention, constant monitoring and feedback and should be pitched just beyond one's current capabilities.

### Building fluency and automaticity

It is easy to see how Ericsson's theories might apply to the classroom. Focused practice, both guided and independent, is a key part of how children learn. Without it, pupils can have little hope of developing the fluency and automaticity necessary to progress to more challenging tasks. Moreover, practice significantly increases the likelihood that children will permanently remember new information.

### The right tools for the job

Not surprisingly, practice also lies at the heart of much of what we do at Schofield & Sims: in the sustained repetition of **WriteWell**; the subtle progression of **Mental Arithmetic**; and the targeted focus of our **SATs** and **11+** resources. It's also an important feature of our new comprehension programme, **Complete Comprehension**, which aims to develop children's reading skills through intensive practice of key comprehension strategies.

The evidence is clear: the more we practise, the better our performance. With this in mind, I hope you will take the opportunity to browse the wide range of practice materials – many of them accompanied by high-quality teacher support – in this year's catalogue, in order to find the tools you need to improve your pupils' performance.

Kind regards,

Nick Platts  
**Chairman**

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### 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)

#### Key to icons:



EY = Early Years Foundation Stage



KS1 = Key Stage 1



KS2 = Key Stage 2



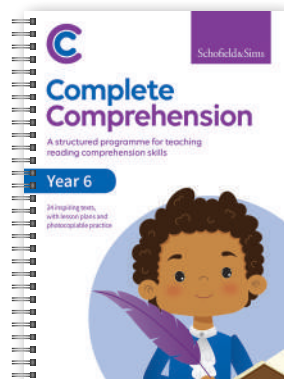
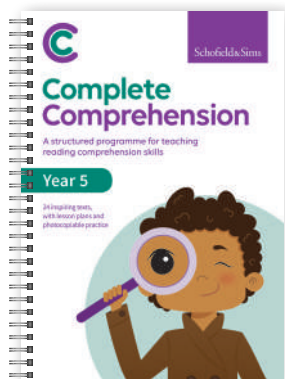
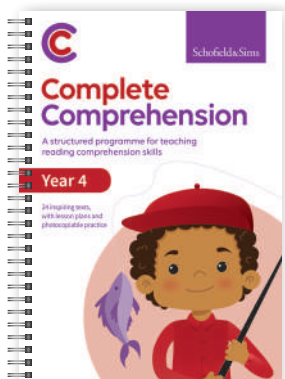
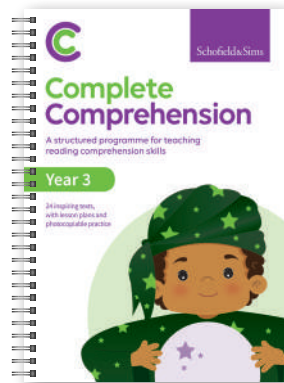
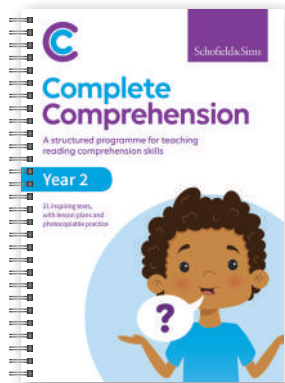
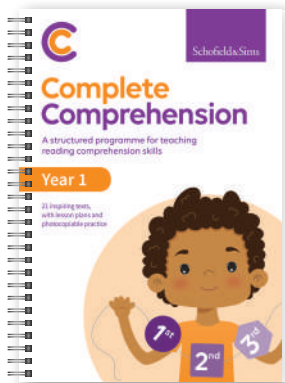
KS3 = Key Stage 3



# Complete Comprehension

The essential companion for teaching reading comprehension in your school, combining a skills-based approach with explicit vocabulary instruction and stimulating enrichment activities (see pages 40–41).

- ✓ In-depth teaching support to help you model each comprehension skill in context
- ✓ Skills-focused practice to prepare children for the KS1 and KS2 SATs Reading papers
- ✓ A wide variety of texts to spark pupils' interests and encourage a love of reading.



Includes high-quality, contemporary fiction by authors such as Katherine Rundell, Abi Elphinstone, Pádraig Kenny, Michael Morpurgo and Malorie Blackman.

## Unit 1 Lions, Lions, Lions

by Laura Lodge

22 Introduction | Skills checklist overview | 23 Personal goals and outcomes | page 20-21

Clear an area of the most recognizable wild animals and one that children often come from when asked. This text is a non-fiction text about lions, but it also includes a short story about a lion's life. The children will probably know both about lions, but it is interesting to read about a lion's life from a lion's perspective.

**1 Get ready**

Discuss the key vocabulary presented in the Language toolkit on their copy of the text. Encourage them to use the words in their writing and to use the words in their writing to describe the lion's life. Encourage them to use the words in their writing to describe the lion's life. Encourage them to use the words in their writing to describe the lion's life.

**Language toolkit**

**Key vocabulary**

conquer | threaten | extinction | savannah | pride | vulnerable

**Non-fiction discussion questions**

- What is the difference between a lion and a lioness?
- What is the difference between a lion and a lioness?
- What is the difference between a lion and a lioness?
- What is the difference between a lion and a lioness?

**Non-fiction activities**

- Ask the children to prepare to write a lion's life.
- Ask the children to prepare to write a lion's life.
- Ask the children to prepare to write a lion's life.

**Non-fiction activities**

- Ask the children to prepare to write a lion's life.
- Ask the children to prepare to write a lion's life.
- Ask the children to prepare to write a lion's life.

**1 First steps**

Read the text together and then encourage the children to answer the following questions.

**1 What are your favourite lion facts about lions? Write them in your notebook.**

**2 What do you think is the most interesting fact about lions? Write it in your notebook.**

**3 What do you think is the most interesting fact about lions? Write it in your notebook.**

**4 Skills focus**

Read the text and underline the following words in the text. These words are also available in a glossary on page 20.

**5 Where next?**

Reading list

1. The Lion King

2. The Lion King

3. The Lion King

4. The Lion King

5. The Lion King

**Unit 1**

**Retrieval**

**1** Look at the sentence beginning 'Known for...' What are lions known for?

**2** Look at the section 'How do lions behave?'. Why do lions roar?

**3** Look at the section 'What do lions look like?'. What happens to its mane as a lion gets older?

**4** Look at the section 'Where do lions live?'. Which parts of the world do lions live in now? Tick two.

**5** What do lions eat? Give two things.

Detailed lesson plans help to cut down planning time.

'Let's try' questions, also available as downloadable PowerPoint® slides, allow you to model the target skill for your class.

**Unit 1**

**Retrieval**

**1** Look at the sentence beginning 'Known for...' What are lions known for?

**2** Look at the section 'How do lions behave?'. Why do lions roar?

**3** Look at the section 'What do lions look like?'. What happens to its mane as a lion gets older?

**4** Look at the section 'Where do lions live?'. Which parts of the world do lions live in now? Tick two.

**5** What do lions eat? Give two things.

A Language toolkit facilitates the pre-teaching of key or unfamiliar vocabulary.



**Unit 1**

**Modelling retrieval**

Read the text and underline the following words in the text. These words are also available in a glossary on page 20.

**1 What are your favourite lion facts about lions? Write them in your notebook.**

**2 What do you think is the most interesting fact about lions? Write it in your notebook.**

**3 What do you think is the most interesting fact about lions? Write it in your notebook.**

**4 Skills focus**

Read the text and underline the following words in the text. These words are also available in a glossary on page 20.

**5 Where next?**

Reading list

1. The Lion King

2. The Lion King

3. The Lion King

4. The Lion King

5. The Lion King

**Unit 1**

**Retrieval questions mark scheme**

**1** Look at the sentence beginning 'Known for...' What are lions known for?

**2** Look at the section 'How do lions behave?'. Why do lions roar?

**3** Look at the section 'What do lions look like?'. What happens to its mane as a lion gets older?

**4** Look at the section 'Where do lions live?'. Which parts of the world do lions live in now? Tick two.

**5** What do lions eat? Give two things.

Mark schemes are provided for all the pupil practice questions, including guidance on possible areas of difficulty.

## Unit 1 Lions, Lions, Lions, by Laura Lodge

This is a text about the king of the jungle, the lion. It tells the reader lots of facts about how lions live.

Lions (*Panthera leo*) are the second biggest members of the 'big cat' family. Known for their ferocious roar, lions are known as the kings of the beasts. Sadly, the number of lions in the world is declining and they are vulnerable to extinction.

**How do lions behave?**

Lions live in prides, which are groups of between 10 and 15 lions. They communicate by roaring and their roars can be heard up to 5 miles away! When a lion is born, it is called a cub. Female cubs will stay with the same pride their whole lives, but male cubs are forced to leave when they are about 2 years old. They then form their own pride of males who look for a bigger pride to join. Lions spend most of their day sleeping – sometimes for up to 20 hours. They usually live until they are about 12 years old in the wild but a lion called Zenda lived in captivity until she was 25!

**What do lions look like?**

Lions are known for their sandy fur, sharp teeth and claws, and funny tufts at the ends of their tails. Males are noticeable due to their long manes which get darker as a lion gets older. The length of an adult lion can be up to 3.5m from nose to tail and they can weigh up to 250kg!

## Unit 1 Lions, Lions, Lions, by Laura Lodge

**Where do lions live?**

Lions live in grasslands (or savannahs) that have acacia trees for shade. Thousands of years ago, lions lived in many parts of the world, however they now only live in some parts of Africa and West India. Many live in protected areas such as national parks where people are working to conserve their numbers.

**What do lions eat?**

Lions are carnivores, which means they eat meat. They are skilled hunters and the females work together to catch medium-sized animals such as zebras, buffalo and wildebeest. They can run up to 81km/h, which is very helpful for catching their dinner! They are also scavengers, which means they eat animals that have already died, either from illness or by being killed by other predators. Did you know, lions need to eat up to 7kg of meat every day!

**Unit 1**

**Retrieval**

**1** Look at the sentence beginning 'Known for...' What are lions known for?

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**3** Look at the section 'What do lions look like?'. What happens to its mane as a lion gets older?

**4** Look at the section 'Where do lions live?'. Which parts of the world do lions live in now? Tick two.

**5** What do lions eat? Give two things.

**Unit 1**

**Mix it up!**

**1** Look at the section 'How do lions behave?'. How do you think the male lions feel when they are forced to leave? Why?

**2** Male lions have a different life to female lions. Number the events to show the order that they happen in a male lion's life. Use the text to help you.

They are a cub.

They join up with other males.

They look for a new pride together.

They have to leave.

**3** Look at the section 'How do lions behave?'. What age do lions usually live to?

**4** Look at the section 'Where do lions live?'. What is another word for savannah?

**5** Do you think lions will go extinct? Tick one.

Yes  No

Why? \_\_\_\_\_

The text passages cover a broad range of topics allowing you to make links with other areas of the curriculum.

Target skill questions allow children to practise answering questions on the target skill independently.



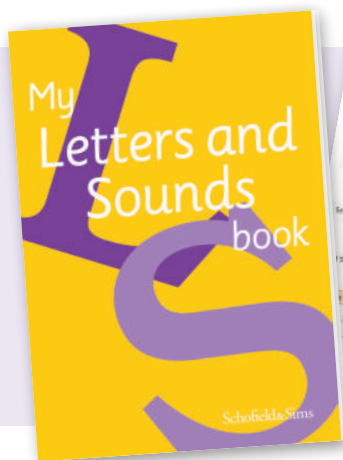
# My record books

To boost skills and promote strong home-school communication



Prepare for the new Multiplication Tables Check with timed practice tests and personalised learning targets. (See page 51)

Encourage pupils to record and learn new spellings – perfect for weekly spelling practice! (See page 93)

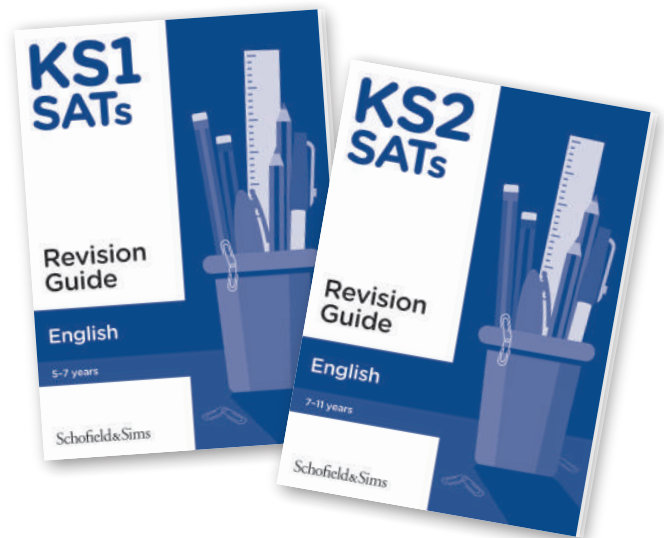


Track children's progress in phonics with this handy *Letters and Sounds* phonic learning log. (See page 94)

# SATs

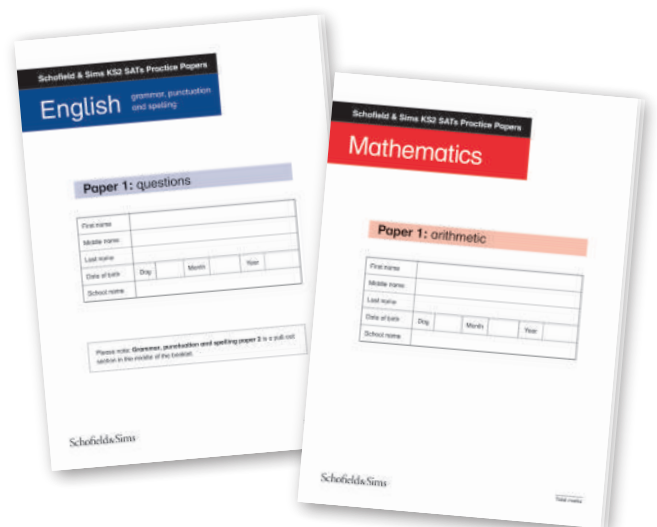


Targeted revision and practice for the 2020 national tests and beyond



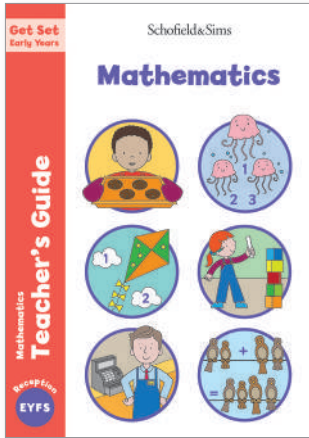
New editions of our popular revision guides providing clear explanations of all the topics that could appear in the tests.

(See page 86)



Up-to-date and realistic SATs practice for both key stages, complete with detailed answers and marking support.

(See page 87)



## Get Set Teacher's Guides EY

Sophie Le Marchand and Sarah Reddaway

**Get Set Early Years** is a comprehensive and engaging early years programme 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 inspiring 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.

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.


### 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

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

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*.



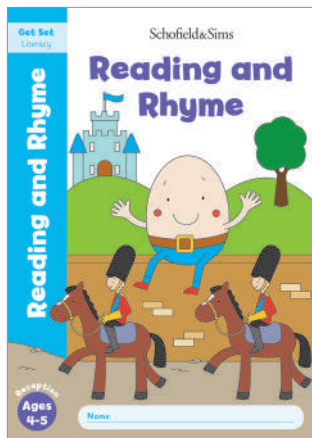
### AGES 4-5

RRP £15.00  
TEACHER PRICE £13.00

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 EY

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 of strengthening links between school staff and parents, and 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 and carers with a clear understanding of the topics and vocabulary that their children are learning in school, as well as an idea of the expectations for children at this age.

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.

16 Reading and Rhyme Get Set Literacy

Pages are clear 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.

Page	Teaching tip	Key vocabulary	Extension activity
Page 1	Key tip: In 'to', encourage your child to recognise the sound of the letter 't'.	to, too, two, three, four, five, six, seven, eight, nine, ten	Make a snake and number up to 10. Use the numbers for 't' in the word 'to'.
Page 2	Key tip: In 'to', encourage your child to recognise the sound of the letter 't'.	to, too, two, three, four, five, six, seven, eight, nine, ten	Make a snake and number up to 10. Use the numbers for 't' in the word 'to'.
Page 3	Key tip: In 'to', encourage your child to recognise the sound of the letter 't'.	to, too, two, three, four, five, six, seven, eight, nine, ten	Make a snake and number up to 10. Use the numbers for 't' in the word 'to'.
Page 4	Key tip: In 'to', encourage your child to recognise the sound of the letter 't'.	to, too, two, three, four, five, six, seven, eight, nine, ten	Make a snake and number up to 10. Use the numbers for 't' in the word 'to'.
Page 5	Key tip: In 'to', encourage your child to recognise the sound of the letter 't'.	to, too, two, three, four, five, six, seven, eight, nine, ten	Make a snake and number up to 10. Use the numbers for 't' in the word 'to'.
Page 6	Key tip: In 'to', encourage your child to recognise the sound of the letter 't'.	to, too, two, three, four, five, six, seven, eight, nine, ten	Make a snake and number up to 10. Use the numbers for 't' in the word 'to'.
Page 7	Key tip: In 'to', encourage your child to recognise the sound of the letter 't'.	to, too, two, three, four, five, six, seven, eight, nine, ten	Make a snake and number up to 10. Use the numbers for 't' in the word 'to'.
Page 8	Key tip: In 'to', encourage your child to recognise the sound of the letter 't'.	to, too, two, three, four, five, six, seven, eight, nine, ten	Make a snake and number up to 10. Use the numbers for 't' in the word 'to'.
Page 9	Key tip: In 'to', encourage your child to recognise the sound of the letter 't'.	to, too, two, three, four, five, six, seven, eight, nine, ten	Make a snake and number up to 10. Use the numbers for 't' in the word 'to'.
Page 10	Key tip: In 'to', encourage your child to recognise the sound of the letter 't'.	to, too, two, three, four, five, six, seven, eight, nine, ten	Make a snake and number up to 10. Use the numbers for 't' in the word 'to'.
Page 11	Key tip: In 'to', encourage your child to recognise the sound of the letter 't'.	to, too, two, three, four, five, six, seven, eight, nine, ten	Make a snake and number up to 10. Use the numbers for 't' in the word 'to'.
Page 12	Key tip: In 'to', encourage your child to recognise the sound of the letter 't'.	to, too, two, three, four, five, six, seven, eight, nine, ten	Make a snake and number up to 10. Use the numbers for 't' in the word 'to'.
Page 13	Key tip: In 'to', encourage your child to recognise the sound of the letter 't'.	to, too, two, three, four, five, six, seven, eight, nine, ten	Make a snake and number up to 10. Use the numbers for 't' in the word 'to'.
Page 14	Key tip: In 'to', encourage your child to recognise the sound of the letter 't'.	to, too, two, three, four, five, six, seven, eight, nine, ten	Make a snake and number up to 10. Use the numbers for 't' in the word 'to'.
Page 15	Key tip: In 'to', encourage your child to recognise the sound of the letter 't'.	to, too, two, three, four, five, six, seven, eight, nine, ten	Make a snake and number up to 10. Use the numbers for 't' in the word 'to'.
Page 16	Key tip: In 'to', encourage your child to recognise the sound of the letter 't'.	to, too, two, three, four, five, six, seven, eight, nine, ten	Make a snake and number up to 10. Use the numbers for 't' in the word 'to'.
Page 17	Key tip: In 'to', encourage your child to recognise the sound of the letter 't'.	to, too, two, three, four, five, six, seven, eight, nine, ten	Make a snake and number up to 10. Use the numbers for 't' in the word 'to'.

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.

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

pen    then    thin    dog

pet    hen    men

ten    pan    den    this

Get Set Literacy      Reading and Rhyme 17

<b>AGES 4-5</b>	
RRP	£3.95
TEACHER PRICE	£3.50
<b>CLASS SET PRICE</b>	<b>£3.00</b>
<i>10 or more copies of the same book</i>	

- Counting  
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- Adding and Subtracting  
978 07217 1437 0
- Shape and Pattern  
978 07217 1438 7
- Space and Measure  
978 07217 1439 4
- 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
- People  
978 07217 1447 9
- The World  
978 07217 1448 6
- Technology  
978 07217 1449 3



## Daisy Lane Home-School Readers EY

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 books 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.

### AGES 3-4

RRP £2.95

TEACHER PRICE £2.50

**CLASS SET PRICE £2.00**

**10 or more copies of the same book**

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.

### AGES 4-5

RRP £2.95

TEACHER PRICE £2.50

**CLASS SET PRICE £2.00**

*10 or more copies of the same book*

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

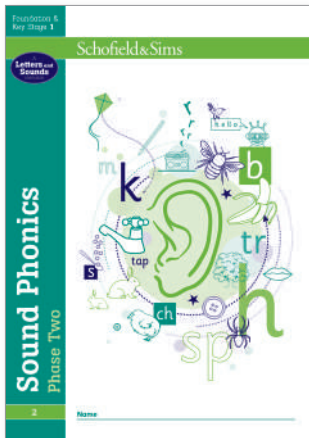
What a laugh! (Sound Story)  
978 07217 1109 6

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 EY KS1

Carol Matchett

**Sound Phonics** is a complete synthetic phonics programme comprising 10 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.


Prepare for the Year 1 phonics screening check

Pictures help elicit letter sounds.

Schofield & Sims Sound Phonics: Phase Two

### The letter n


Say the letter sound.



Point to each letter and say the sound.

n n n

Draw a ring round each thing that begins with this sound.



**FOCUS**

- recognise the letter n and say the sound that it represents
- select words that start with that sound

9

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

### AGES 4-7

RRP £3.95

TEACHER PRICE £3.50

CLASS SET PRICE £3.00

10 or more copies of the same book

Sound Phonics Phase One  
978 07217 1144 7

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

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 14) 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*.

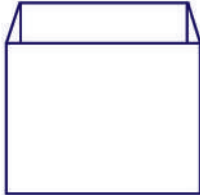

Phonic terms are defined in a glossary at the back of each book.

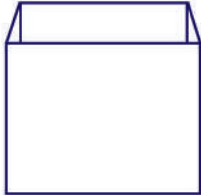

Revising Sets 1 to 7 and Phase Three graphemes Schofield & Sims Sound Phonics: Phase Four

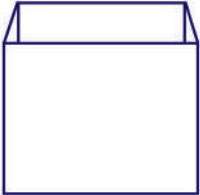

## Blending CVC words

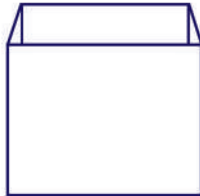

Help Tog the robot to **sound talk** each word. Press the **sound button** as you say the sound. Then **blend** the sounds to say the word.

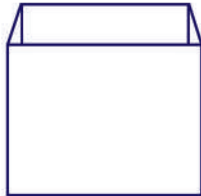

Draw a picture to show what is in each box.

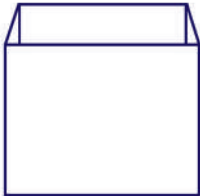

  
 hat  


  
 ring  


  
 shell  


  
 fork  


  
 book  


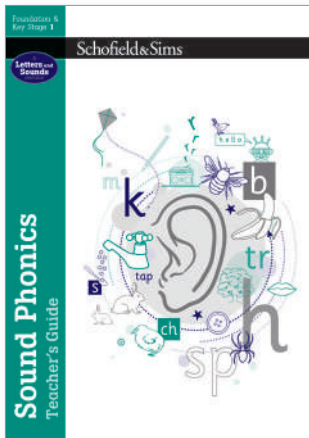
  
 soap  


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 EY KS1

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.



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.

AGES 4-7	
RRP	£10.00
TEACHER PRICE	£8.00

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 patter 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

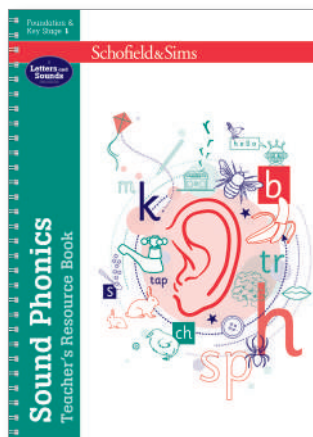
Both **decodable** and **tricky high-frequency words** need to be practised so that the children can read them automatically as early as possible. They should regularly practise reading groups of decodable high-frequency words (and familiar tricky words) as they proceed through Phase Four, so that they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

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

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





## Sound Phonics Teacher's Resource Book

EY KSI

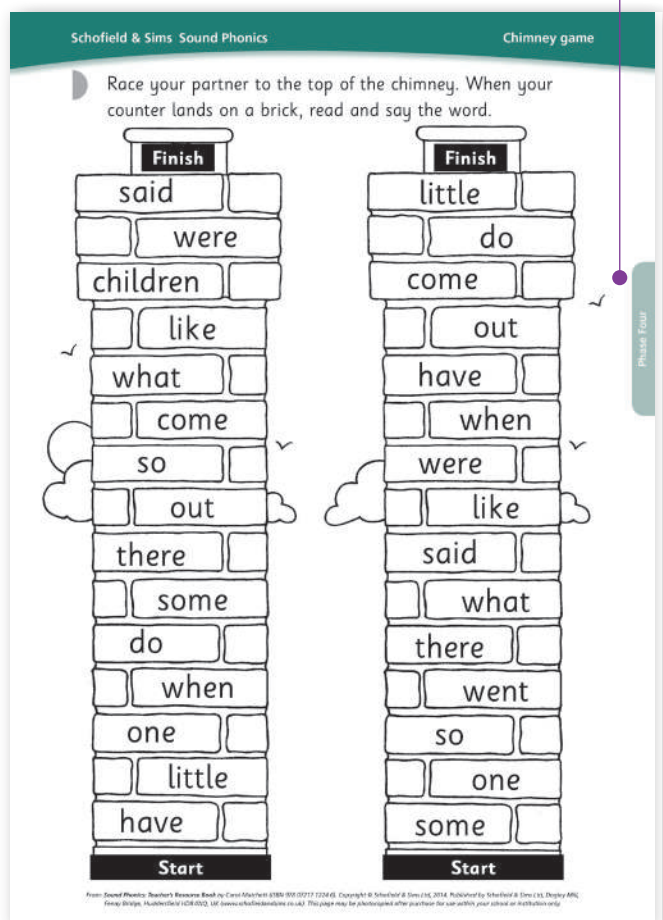
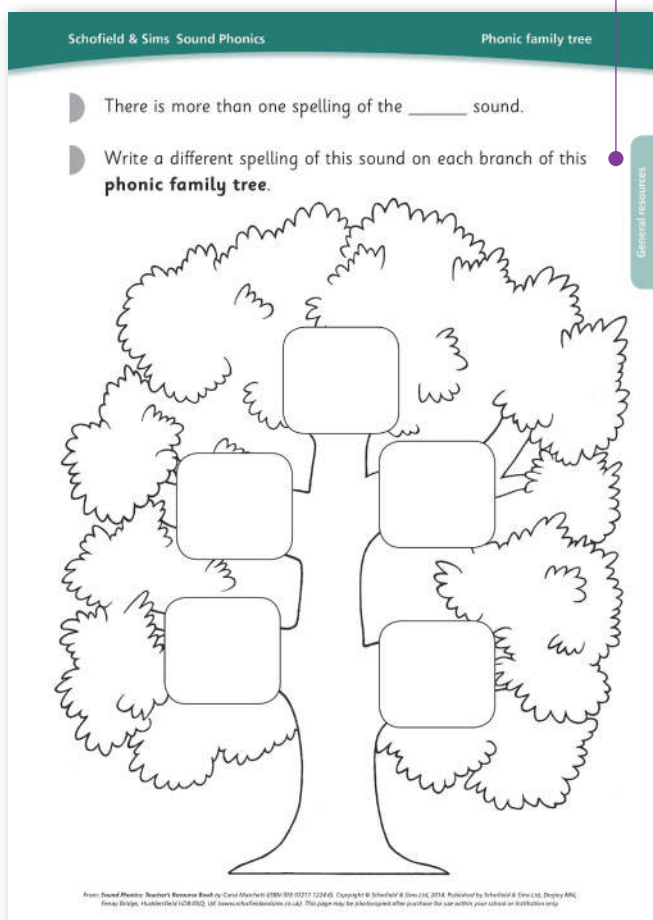
Carol Matchett

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.



AGES 4-7

RRP £15.00  
TEACHER PRICE £13.00

Sound Phonics Teacher's Resource Book  
978 07217 1224 6



## Sound Phonics Rhymes for Reading EY KS1

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.

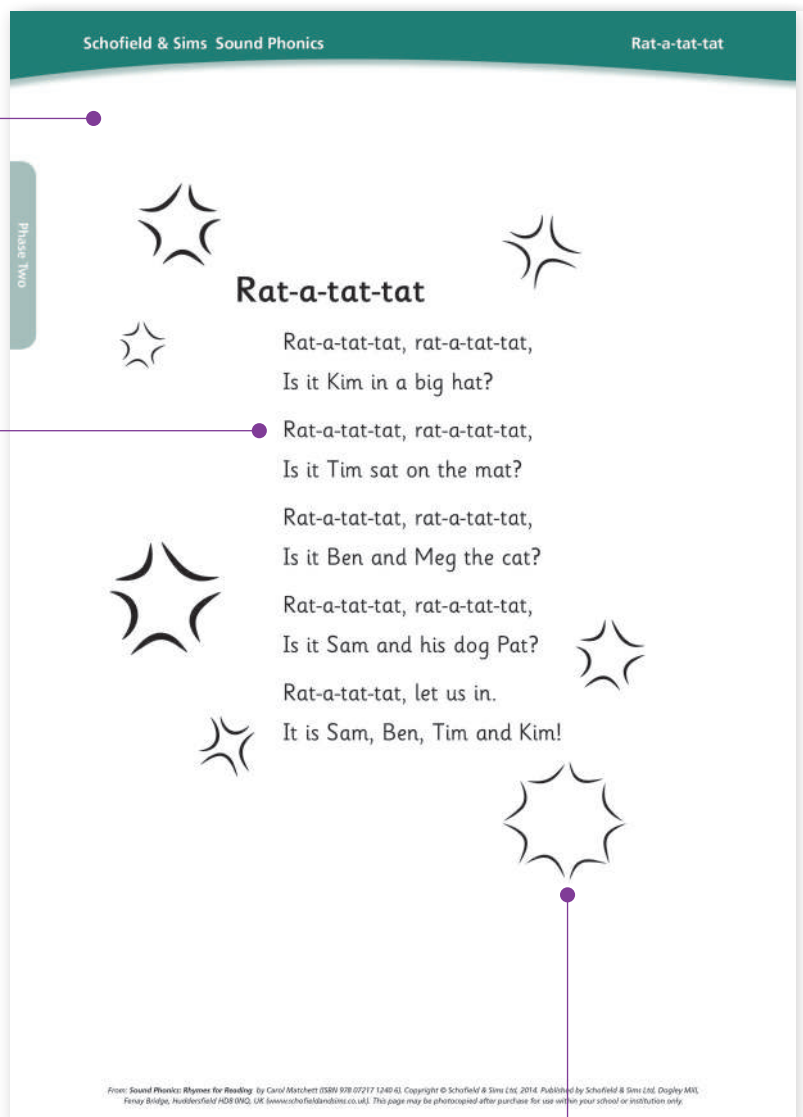
Accompanying *Teaching notes* focus on phonic skills, vocabulary and comprehension, and help you to use the rhymes in your phonics teaching. They include:

- advice on using the rhymes in shared and guided reading
- suggestions for practical follow-up activities, including 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.

One rhyme is presented per page, allowing you to photocopy or enlarge a single text.

Tabs help you to find a suitable rhyme for children's level of phonic knowledge.

A range of simple poetry forms are used, including action rhymes, riddles and rhymes with repeating patterns.

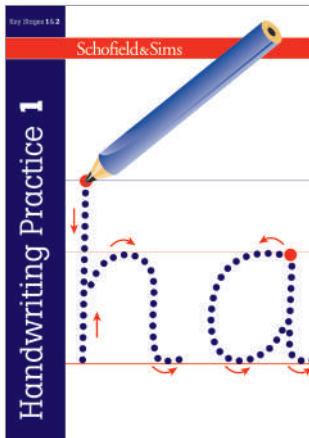


Simple graphics add interest but do not encourage children to guess words when reading.

### AGES 4-7

RRP	£10.00
TEACHER PRICE	£8.00

Sound Phonics Rhymes  
for Reading  
978 07217 1240 6



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

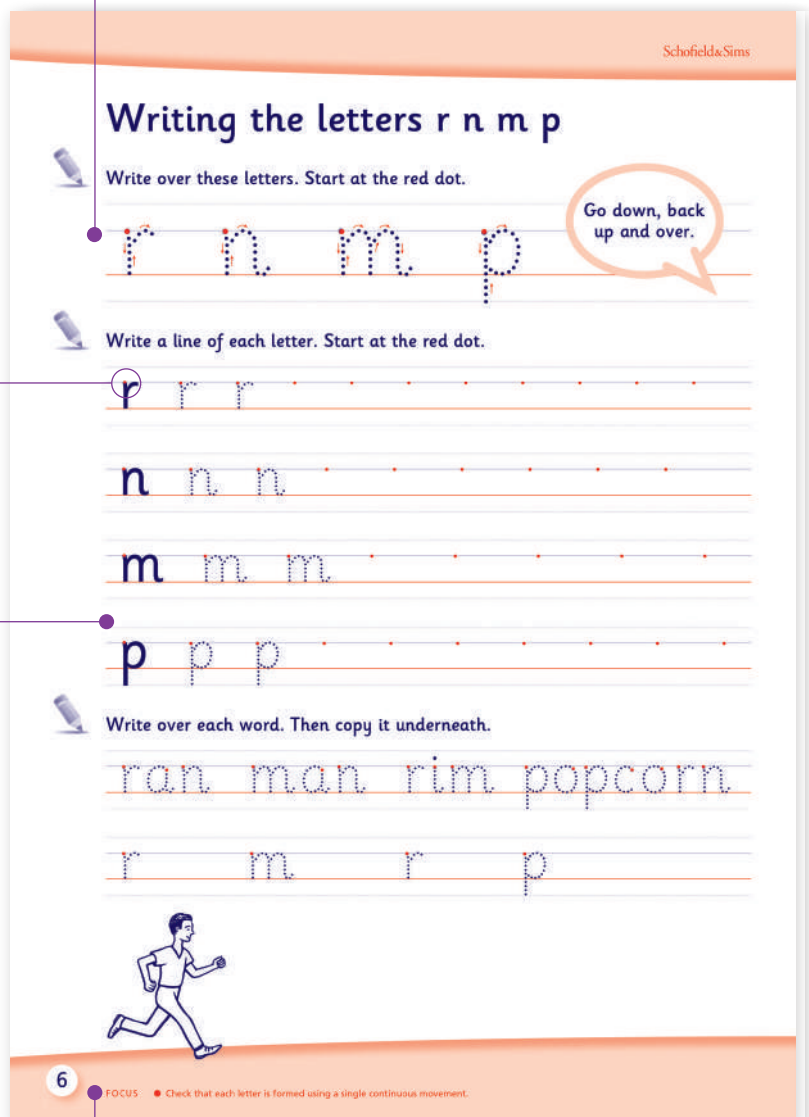
**Handwriting Practice 2** gives pupils practice in joining letters to form words. By the end of the book, pupils should be able to write fluently on lined paper.

## Handwriting Practice KS1 KS2

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.



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.

AGES 5-11	
RRP	£3.95
TEACHER PRICE	£3.50
<b>CLASS SET PRICE</b>	<b>£3.00</b>
<i>10 or more copies of the same book</i>	

Handwriting Practice 1  
978 07217 1203 1

Handwriting Practice 2  
978 07217 1204 8

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



## WriteWell Pupil Books EY KS1 KS2

Carol Matchett

**Schofield & Sims WriteWell** is a complete handwriting programme designed to guide children from their first steps in mark-making towards the development of secure, fluent and comfortable joined handwriting that can be adapted for a range of purposes. As handwriting is a complex process involving the simultaneous use of cognitive, physical and perceptual skills, and progress often varies greatly within a year group, **WriteWell** follows a developmental model that splits learning into four discrete Stages.

- *Stage 1: Shape* – teaches children to form lowercase letters, capital letters, numbers and punctuation marks correctly.
- *Stage 2: Space, size and sitting on the line* – helps children to form letters of the correct relative size and to position them correctly on the baseline.
- *Stage 3: Stringing together and slant* – introduces children to the basic diagonal and horizontal joins, as well as more difficult joins and break letters.
- *Stage 4: Speed and style* – encourages children to develop a style of handwriting that is both fast and legible.

Lowercase letters are introduced in five letter families designed to highlight shared formation movements.



Free downloads available

The correct letter formation is modelled with a red starting dot and directional arrows.

AGES 4-11	
RRP	£3.95
TEACHER PRICE	£3.50
<b>CLASS SET PRICE</b>	<b>£3.00</b>
<i>10 or more copies of the same book</i>	

Book 1: Patterning  
978 07217 1633 6

Book 2: First Letters  
978 07217 1634 3

Book 3: More Letters  
978 07217 1635 0

Book 4: Capital Letters and Numbers  
978 07217 1636 7

Book 5: Letter Size and Position  
978 07217 1637 4

Book 6: First Joining  
978 07217 1638 1

Book 7: More Joining  
978 07217 1639 8

Book 8: Confident Joining  
978 07217 1640 4

Book 9: Fluency  
978 07217 1641 1

Book 10: Speed  
978 07217 1642 8

Book 11: Style  
978 07217 1643 5

### The letter q



The letter **q** is in the cog family.

To write the letter **q**, start at the top, curl all the way round the cog, go straight down, keep going and then make a straight flick.



#### Try it

Finger trace and then pencil trace the letter **q**.



The **WriteWell** pupil books provide carefully structured progression and a consistent approach to teaching and learning across all four handwriting Stages. There are 11 pupil books in total and the number of pupil books in each Stage varies according to the complexity of the processes involved.

Each book contains 15 units, together with a child-friendly introduction and at least one longer writing task. Each unit provides a clear handwriting focus, explained in the information panel at the beginning of every spread, followed by targeted activities that enable pupils to practise and apply each new handwriting skill.

Children can progress through each Stage at their own pace depending on the time they take to achieve each handwriting milestone. The books may also be used in line with the requirements set out for each year group in the National Curriculum as outlined below.

Early Years	Key Stage 1	Key Stage 2
Reception: Books 1–3	Year 1: Books 4–5 Year 2: Books 6–7	Year 3: Book 8 Year 4: Book 9 Year 5: Book 10 Year 6: Book 11



WriteWell challenges encourage children to take pride in their handwriting skills.

An information panel at the beginning of each unit explains the handwriting focus.

Practise it activities allow children to practise the focus with less scaffolding.

## The horizontal join to p and y

Take the horizontal join across to the start of the letters **p** and **y**. Then go down to form the letter.  
Make sure the body sits on the baseline and the tail hangs below.

**Try it**

- Trace and then write the joined letters.

op op  
oy oy  
vy vy  
wy wy

- Trace and then continue the joined patterns.

wpwp wpwp  
oyop oyop

18 Schofield & Sims WriteWell

Try it activities enable children to try out the handwriting feature with plenty of support.

**Practise it**

Trace and then write the joined words.

tay flop  
joy stop  
ivy boy  
hop loop

**Apply it**

Write an adjective to complete each sentence. Then copy the sentences.

chewy snowy wavy navy

The meat is far too \_\_\_\_\_.

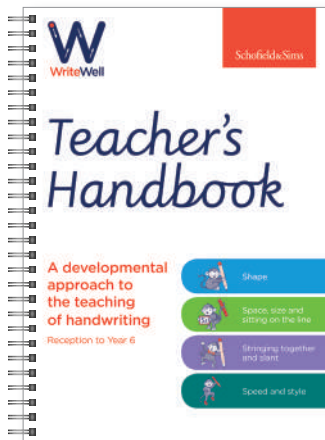
It was a cold and \_\_\_\_\_ day.

Davy wore a \_\_\_\_\_ blue top.

The boy had \_\_\_\_\_ hair.

19 Book 7 | More Joining

Apply it activities encourage children to use each new focus in context.



## WriteWell Teacher's Handbook EY KS1 KS2

Carol Matchett

The **WriteWell Teacher's Handbook** provides in-depth support to help you teach the skills needed for children to master handwriting. Suitable for use either as a stand-alone resource or alongside the **WriteWell pupil books**, it follows a developmental model based on the National Handwriting Association's eight 'S Factors for Success', while also covering all the National Curriculum handwriting requirements.

**WriteWell** organises learning into four key developmental Stages. For each of these Stages there is a detailed set of teacher's notes, providing:

- an overview of the developmental Stage and corresponding pupil books
- general guidance on teaching the Stage, including ideas for practical activities
- charts describing the correct formation of individual letters and joins, as well as other common difficulties
- photocopiable assessment and intervention materials to help you monitor progress.

An **Overview box** at the start of each Stage chapter summarises the contents of the section.

A simple tab system enables you to quickly navigate to the relevant Stage chapter.

Teaching notes | Schofield & Sims WriteWell Teacher's Handbook

### STAGE 1 Shape

#### Contents

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The rubber ball family	54	Formation of the cog cousins	85
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#### Overview

Stage 1 comprises Books 1 to 4 and covers Reception and the first half of Year 1.

Stage 1 focuses on learning the correct letter shapes and letter formation. Not only should the letters be the right shape, they must also be formed in the correct direction, starting and finishing in the right place. This is the key to all handwriting.

In Book 1, children learn to draw pre-writing shapes and patterns. Through these patterns, they learn the directional movements needed to form letters and are introduced to the language associated with forming letter shapes. They also continue to develop fine-motor skills, left-to-right orientation and pencil control.

In Books 2, 3 and 4, children learn to form letters correctly. They first learn to form the lowercase letters, which are introduced and practised in their handwriting families. They then learn to form capital letters and numbers.

(Note: Throughout Stage 1, children should continue to develop fine-motor control, learn how to sit correctly when writing and learn how to hold a pencil correctly.)

#### P checks for Stage 1

Good writing habits need to be developed early. When children are physically ready, show them how to sit correctly at a table to write, how to place and hold their paper, and how to hold a pencil. Observe the children as they write and give individual guidance to help prevent bad habits being formed. Introduce a simple version of the **P checks** and refer to this in all handwriting sessions as part of preparing to write (see pages 26 to 27 for an introduction to the **P checks**). You could download the **P checks reminder** from the Schofield & Sims website.

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'P checks' focus teachers and pupils on the physical writing process and help to establish good habits.

Schofield & Sims WriteWell Teacher's Handbook | Teaching notes

#### Practise it

Encourage the children to look carefully at the patterns before they begin. Talk about the different variations.

- Ask the children to pick up their pencil. Check their writing hand and pencil grip.
- Prompt the children to pencil trace the pattern, starting at the red dot and following the direction arrow.
- Encourage them to say the pattern as they write, or use a repeated word or rhythmical sound to accompany the making of a pattern (e.g. 'boing, boing, boing' for the arches pattern; 'swish, swish, swish' for the waves pattern). (See the **Pattern formation chart** for suggestions.)
- Watch the children trace the patterns to check they form them correctly. Also check pencil grip and paper position when tracing.
- Encourage the children to trace the patterns at an appropriate speed (not too slow) so they get a feel for the flow of writing and the smooth movement of the hand that is required.
- Encourage the children to try and stay within the blue line. However, if they do not yet have the necessary control, the main focus should be on using the correct movements.
- If there are spaces between repetitions of the pattern, children could count repetitions as they trace the patterns to give a sense of rhythm (e.g. 'one, two, three, pencil off, one, two, three ...').
- If the pattern is continuous across a whole line, encourage the children to keep moving their hand across the page. This helps to develop the sense of fluency and flow needed in writing.
- For reinforcement, children could trace over the patterns again using a coloured crayon.
- Finally, children could copy the patterns on to plain paper or they could make up their own version of the pattern to draw.

(Note: Children do not need to proceed directly to the **Apply it** activity. The second page of each unit [which involves more drawing] could be completed in a later session, with additional practice at drawing and making the patterns between the sessions, such as copying the patterns from the **Practise it** activity on to plain paper or trying the activity suggested in the speech bubble at the top of the page.)

#### Apply it

If returning to the unit, revisit some of the activities used to introduce the focus pattern. Encourage the children to practise the pattern on plain paper or individual whiteboards before they start the **Apply it** activity.

Introduce the activity. Talk about the picture and the patterns needed to complete it.

- Check the children's seated posture, the position of their pupil books and their pencil grip.
- Prompt the children to trace the given patterns, making sure they start in the correct place.
- Encourage the children to draw their own patterns to complete the picture.
- Observe the children to check they form the patterns correctly – starting in the correct place, going in the correct direction and using the correct movements.
- Encourage the children to draw the patterns with appropriate control. Not all children will be able to reproduce the patterns at the exact size, but they should use the correct movements.
- If appropriate, you could prompt the children to count the number of lines or shapes they draw (e.g. how many windows they add to a building or how many lines they draw on a T-shirt).
- Encourage the children to look at their patterns and compare them to the ones in blue. Do they look the same?
- Once the patterns are completed, children could colour parts of the pictures. Encourage them to try to stay within the lines.

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Detailed teaching notes for each pupil book ensure that each focus is understood, attempted, practised and then applied.

As well as providing full teaching notes for each Stage, the **WriteWell Teacher's Handbook** also includes a detailed *Scope and sequence chart* summarising the contents of each of the 11 pupil books and an extended *Introduction*, offering essential information on using the programme, alongside general guidance on improving the teaching of handwriting in your school. Featured topics include supporting left-handers; the 'P checks' (posture, pencil grip, paper position and pressure); writing readiness; assessment; and creating a whole-school handwriting policy.

Further *General resources* are provided at the back of the book in the form of a photocopiable *Writing mat* (left-handed and right-handed versions), *Handwriting lines* templates and a *Handwriting pupil checklist* for each Stage. There is also a range of free downloadable materials available from the Schofield & Sims website, including a wide variety of animations demonstrating the correct formation of lowercase and capital letters, numbers, punctuation marks and joins. Ideal for introducing or recapping the focus of a teaching unit, the animations can be displayed on an electronic whiteboard for the class or accessed independently by pupils using individual devices.

Letter	Formation	Difficulties	Stages
j	1. Downstroke from the top line to the bottom line. 2. Curve to the left and down to the bottom line. 3. Dot above the top line.	• The dot is not placed above the top line. • The curve is not to the left. • The dot is not placed above the top line.	Stage 1 Stage 2 Stage 3
u	1. Downstroke from the top line to the bottom line. 2. Curve to the left and up to the top line.	• The curve is not to the left. • The curve is not up to the top line.	Stage 1 Stage 2 Stage 3
y	1. Downstroke from the top line to the bottom line. 2. Curve to the left and down to the bottom line. 3. Dot above the top line.	• The dot is not placed above the top line. • The curve is not to the left. • The curve is not down to the bottom line.	Stage 1 Stage 2 Stage 3

Formation charts provide a summary of the difficulties associated with each letter and join.

Intervention sheets encourage children to analyse letter shapes carefully.

Assessments vary depending on the Stage, but typically involve copying and dictation exercises.

Schofield & Sims WriteWell Intervention

### STAGE 1 Reversal of b and d

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

**Look**

Circle the word that matches the picture. Make sure **b** and **d** are the correct shape.

	bed	deb
	dib	bib
	bag	dag
	bab	dad
	dub	bud
	baby	dady

**Write**

Write the correct word next to each picture.

	_____		_____
	_____		_____

This is a photocopiable resource © Schofield & Sims Ltd, 2019.

Schofield & Sims WriteWell Teacher's Handbook Assessment notes

### STAGE 2 Ready to Go assessment

**Task 1: Copy task**

Instructions for pupils: Copy the sentence below.

Guidance: Read the sentence aloud and explain that every letter of the alphabet appears at least once in the sentence. Ask the children to copy the sentence on the lines underneath. Remind the children that if they cannot fit all the words on one line they should go on to the line underneath.

**Exemplification: Ready to go**

The quick brown fox jumps over the lazy dog.

Comments:

- All the letters are formed and shaped correctly.
- The letters are the correct size relative to one another, including ascenders and descenders.
- Letters are correctly positioned on the baseline with descenders hanging below the line.
- Spacing within words is even.
- Spacing between words is even and is appropriate for the size of the letters.

**Exemplification: Requires intervention**

The quick brown fox jumps over the lazy dog.

Comments:

- All letters are formed and shaped correctly, although letters ending on the baseline do not have the necessary flicks.
- The letters are not all the correct size relative to one another: some ascenders are too short and there are inconsistencies in short letter size (e.g. 'i' in 'quick'; 'r' and 'n' in 'brown').
- Writing tends to float above the line.
- Spacing within words is generally even, although occasionally there are larger gaps (e.g. 'lazy'). Spacing between words is mainly even.

**Task 2: Copy task**

Instructions for pupils: Copy the date below.

Guidance: Read the date aloud. (Explain that it is not today's date.) Ask the children to copy the date on to the line below.

**Exemplification: Ready to go**

Wednesday 25th October

Comments:

- All capital letters, lowercase letters and numbers are formed and shaped correctly.

Stage 2: Space, size and sitting on the line

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Formal assessments help you to decide whether or not a child is ready to move on to the next Stage of the programme.

AGES 4-11

RRP £30.00  
TEACHER PRICE £25.00

WriteWell Teacher's Handbook  
978 07217 1644 2



## Spelling Pupil Books KS1 KS2

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.

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

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.

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**.



**knitting**

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.

31

AGES 5-11	
RRP	£3.95
TEACHER PRICE	£3.50
<b>CLASS SET PRICE</b>	<b>£3.00</b>
<i>10 or more copies of the same book</i>	
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.

\_\_\_\_\_

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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 KS1 KS2

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.



Free downloads available

See pages 26–29 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.

Teaching notes: Spelling 5 Schofield & Sims Spelling | Te...

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**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 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 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 19

**FOCUS** Silent letters

**TEACH** ▶ Ask pupils to write and show: **wreck, knock, 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.**

66

AGES 5–11	
RRP	£10.00
TEACHER PRICE	£8.00

Spelling Teacher's Guide  
978 07217 1218 5



## Spelling Teacher's Resource Book KS1 KS2

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 \_\_\_\_\_.

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Schofield & Sims Spelling

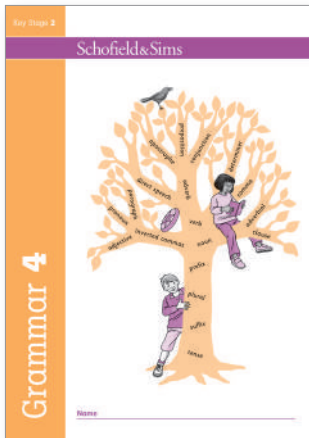
**Spelling 6: Test 1 – Error analysis sheet**

Teacher's name:							
Class:						Date:	
Word	Focus	Pupils' names				Total errors per focus	
enough	ough letter string						
wardrobes	(w)ar spelling of 'er'						
interview	inter prefix						
	view						
majesty	unstressed vowel						
	link to majestic						
guarantee	gu spelling of 'g'						
	unstressed vowel						
truly	ly suffix (exception)						
original	unstressed vowel						
	origin + al						
	g spelling of 'g' (qu)						
mischievous	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						
	lor ending						
appearance	appear						
	ance ending						
particularly	unstressed consonant						
	(link to part)						
	cu = 'c' 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'						
	'e' spelt ei after c						
	silent letter p						
Total errors per pupil							

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AGES 5-11	
RRP	£10.00
TEACHER PRICE	£8.00

Spelling Teacher's Resource Book  
978 07217 1219 2



## Grammar and Punctuation Pupil Books KS1 KS2

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 22–25 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 highlighted in bold and defined in the *Glossary* at the back of the book.

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


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**

1 **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.



2 **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**.

\_\_\_\_\_

\_\_\_\_\_

Pupils write their own sentences using the learning point.

Activities feature a wide range of vocabulary.

AGES 5-11	
RRP	£3.95
<b>TEACHER PRICE</b>	<b>£3.50</b>
<b>CLASS SET PRICE</b>	<b>£3.00</b>
<i>10 or more copies of the same book</i>	

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 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.

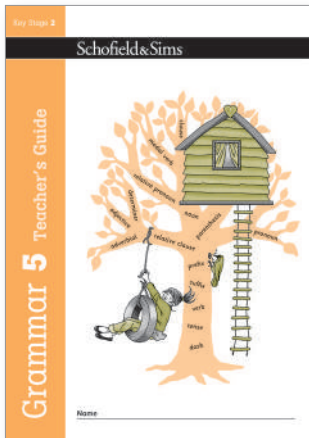


Engaging *Writing tasks* encourage pupils to apply what they have learnt in their own writing.

*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 KS1 KS2 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 cross-curricular links
- answers to all the questions in the corresponding pupil book
- 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 provides 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 ways that you can extend the focus for pupils who 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.

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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

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

### 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 is just an example. Any sentence is acceptable if it uses three different determiners. In this sentence, the determiners are used to specify the nouns as known.

35

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

### AGES 5-11

RRP	£10.00
TEACHER PRICE	£8.00

**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

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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 KS2 KS3

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.

AGES 7-12	
RRP	£3.95
TEACHER PRICE	£3.50
CLASS SET PRICE	£3.00
10 or more copies of the same book	

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. \_\_\_\_\_

1 There is only one correct answer. 
 X 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 working below expectations	Pupils meeting expectations	Pupils exceeding 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 harmful 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 swollow 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 dramatically a uneeq 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 to develop children's creative writing skills.

AGES 7-12	
RRP	£4.95
<b>TEACHER PRICE</b>	<b>£4.00</b>

**English Skills Introductory Book Answers**  
978 07217 1403 5

**English Skills 1 Answers**  
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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 KS2 KS3

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.



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 ecko \_\_\_\_\_  
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  
**when** I saw him \_\_\_\_\_ **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 elegend \_\_\_\_\_

Write the correct spelling of the underlined word.

- a school dictionary \_\_\_\_\_
- a new category \_\_\_\_\_
- a strange substance \_\_\_\_\_
- a good influance \_\_\_\_\_

Punctuate the sentence by adding a comma and a dash.

- Although desperate to finish he couldn't walk any further the pain was too bad.
- When he heard this Joe began to laugh he knew the truth at last.

Add the missing colon. Explain why it is used.

- He couldn't read the note it was written in code. \_\_\_\_\_

Add a semi-colon.

- There was a loud scream everyone leapt to their feet.
- He waved enthusiastically we smiled back.

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

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AGES 7-12	
RRP	£10.00
TEACHER PRICE	£8.00

English Skills Teacher's Guide  
978 07217 1416 5



## Picture Dictionary EY KS1

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.



AGES 4+

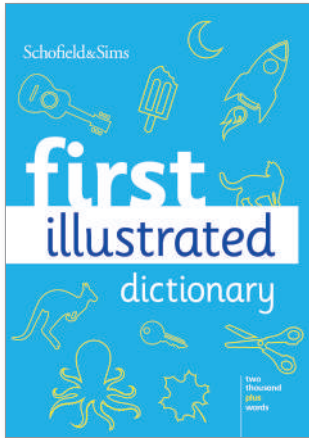
RRP £5.00

TEACHER PRICE £3.00

CLASS SET PRICE £2.00

10 or more copies of the same book

Picture Dictionary  
978 07217 1131 7



## First Illustrated Dictionary KS1

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 2,000 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  
b  
c  
d  
e  
**f F**  
g  
h  
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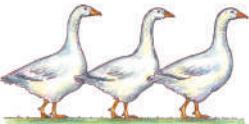
**foal**  
a young horse

**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**

- to trick somebody
- a person who behaves in a silly way

**foolish**  
slightly stupid; silly


g  
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n  
o  
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r  
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t  
u  
v  
w  
x  
y  
z

**foot** feet



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

**football**



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

**force**

- to make somebody do something; to make something happen
- strength

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

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

a  
b  
c  
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**f F**  
g  
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m  
n  
o  
p  
q  
r  
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t  
u  
v  
w  
x  
y  
z

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


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

**forget**

- not to remember
- to leave something behind

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

**fork**



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

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


**fortnight**  
two weeks

**fortunate**  
lucky

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**f F**  
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v  
w  
x  
y  
z

**forward**  
towards the front

**fox**



a wild animal like a dog with a long thick tail

**free**

- able to do as you wish
- 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**

- new; newly picked or collected; just made
- not tired

**fridge**  
short for refrigerator

**friend**



somebody you like and can trust and enjoy doing things with

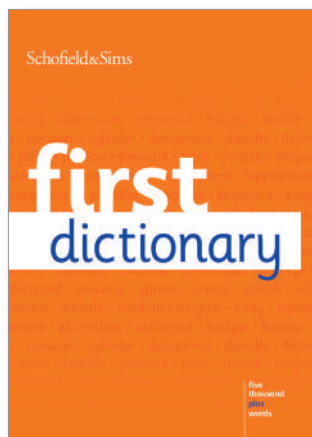
Additional meanings are numbered in blue.

AGES 5-7	
RRP	£10.00
TEACHER PRICE	£8.00
<b>CLASS SET PRICE</b>	<b>£5.00</b>
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First Illustrated Dictionary  
978 07217 1132 4

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To order call **01484 607080** or email [sales@schofieldandsims.co.uk](mailto:sales@schofieldandsims.co.uk)



## First Dictionary KS1 KS2

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 5,000 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

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**vacant**  
empty

**vacuum vacuums**  
1 a space with no air in it  
2 **vacuum cleaner** a machine for lifting dirt (from carpets, for example)  
3 **vacuum flask** a container for keeping liquids hot

**vague**  
not certain or clear

**vain**  
vainer, vainest  
1 proud; conceited  
2 **in vain** uselessly; without any chance of success

**valley valleys**  
low ground between two hills or mountains

**valuable**  
1 very useful  
2 worth a lot of money

**value values**  
1 the importance or usefulness of something  
2 how much money you would get for something if you sold it

**valve valves**  
an instrument that controls a flow of water, air or electricity

**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

**vehicle(vehicles)**  
a machine used for carrying people or things (for example, a car or a van)

**veil veils**  
a thin covering for the face or head, usually to hide it

**vein veins**  
one of the thin tubes that carry blood into your heart

**velvet**  
a kind of cloth that is soft and smooth on one side

**verb verbs**  
a word that says what someone or something does

**verdict verdicts**  
what is decided, especially in a law court

**verge verges**  
the edge of a road or path

**vermin**  
small harmful animals or insects

**verse verses**  
1 a poem  
2 one part of a poem

**version**  
one person's description of what has happened; another person's description may be different

**versus (v)**  
against (another team, for example)

205 Schofield & Sims First Dictionary

Guidance on pronunciation is given where appropriate.

AGES 5-9	
RRP	£10.00
TEACHER PRICE	£8.00
CLASS SET PRICE	£5.00
10 or more copies of the same book	

First Dictionary  
978 07217 1141 6



## First Thesaurus KS1 KS2

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 2,000 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

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Synonyms are given for each different meaning.

**fidjet**

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

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

Schofield & Sims First Thesaurus 31

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

### AGES 5-9

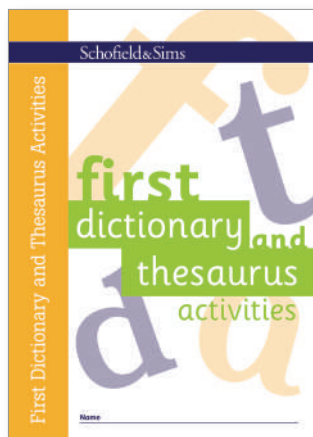
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## First Dictionary and Thesaurus Activities

KS1 KS2

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 thesaurus on pages 34-36

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.

Schofield & Sims First Dictionary and Thesaurus Activities 9

'I can' statements encourage children to take pride in their learning.

AGES 5-11

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## The Complete Primary Dictionary KS2 KS3

Michael Janes

Aimed at pupils in Key Stage 2 and above, **The Complete Primary Dictionary** features more than 75,000 words, meanings and examples. As well as offering precise definitions written in clear and accessible language, it also provides a wealth of additional information to enhance children's appreciation of the English language, including:

- explanations of letter shape origins and word etymologies
- fascinating facts about history, traditions and other topics
- language extras, such as alternative spellings and grammatical points
- relevant examples of words with the same or opposite meaning
- examples of common similes and idioms
- definitions of older words, including nature words, found in children's classics.

Relevant synonyms and antonyms help to build word power.

A wide range of proper nouns are included to boost children's general knowledge.

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

Clear examples are provided to show children how words may be used in their own writing.

Common interjections are included as headwords.

The third-person singular, and present and past participle forms are provided for all verbs.

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

**ardwork** *noun ardworks*  
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*

**Aborigine** *adjective*  
*Aborigine* ['ab-er-ij-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.*

**abound** *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 *abracadabra*, 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.*

Important suffixes and prefixes are given as headwords.

Interesting etymologies are frequently highlighted.

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## Early Comprehension KS1

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.

### 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

Simple matching, drawing, colouring and sequencing activities develop children's early comprehension skills.

#### AGES 5-7

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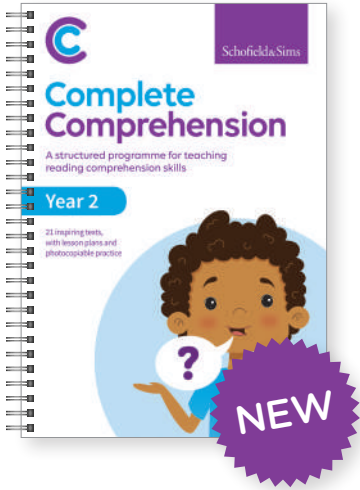
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### A rainy day

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



10



## Complete Comprehension KS1 KS2

Jo Gray, Laura Lodge and Jane Sowerby

Schofield & Sims **Complete Comprehension** is the essential companion for teaching reading comprehension in your school. Written by a team of expert authors, it provides you with everything you need to develop the individual comprehension skills identified in the National Curriculum, alongside the broader vocabulary and background knowledge required for effective reading comprehension.

Each **Complete Comprehension** unit focuses on developing a single comprehension skill through in-depth modelling and practice of test-style questions. A *Skills guide* at the beginning of each **Complete Comprehension** book explains each skill in detail and offers helpful guidance on how to model the skills for your class.

As well as developing the individual skills required for successful reading comprehension, such as inference and retrieval, the resource also aims to make reading a positive experience for all pupils by providing extensive opportunities for classroom discussion and wider exploration of the subject or theme.

All of the texts are available to download in a printable format.

Each skill has its own icon that children will quickly learn to recognise.

Answers to all the questions are provided in the teaching notes for each unit.

### Unit 8

#### ● Sir Charlie Stinky Socks: The Really Big Adventure, by Kristina Stephenson

*Sir Charlie Stinky Socks: The Really Big Adventure* is the story of a brave knight who goes on an epic adventure through the deep, dark forest. What dangers await Sir Charlie and his faithful pet cat, Envelope?

Sir Charlie picked his best sword, packed some sandwiches, a big bottle of water and a favourite little something for the journey (just in case). And with a song in his heart he mounted his good grey mare. Over the hills and far away rode Sir Charlie and his cat. (Oh, and a wily witch with a watch followed behind on a broom.)

At last they came to a deep, dark forest, where monstrous trees groaned and terrible beasties moaned. Envelope shivered. The good grey mare quivered. (While the witch with the watch covered her eyes.) But brave Sir Charlie stood steady in his boots. "Sssshhhhh!" he whispered into the woods. "Tis I... Sir Charlie Stinky Socks with a song to soothe you." And as Sir Charlie sang his lullaby the trees stopped groaning. But the terrible beasties went on moaning.



Photocopiable resource from Complete Comprehension 2 © Schofield & Sims Ltd, 2020.

Attractive illustrations help to stimulate pupils' interest in the text.

### Unit 9

#### ● Inference

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

1 Why do you think Maud didn't think she was a real night dragon?

\_\_\_\_\_

\_\_\_\_\_

1 mark

2 How do you think the other dragons felt about Maud? Tick **one**.

She was a special dragon.

She was not a real night dragon.

She was the same as them.

1 mark

3 Look at the paragraph beginning *As the day drew on ...*. Why was it a problem that all the night dragons were asleep?

\_\_\_\_\_

1 mark

4 Maud stepped off the edge of the mountain, and began tumbling through the air. How do you think Maud felt at this point in the story?

\_\_\_\_\_

\_\_\_\_\_

1 mark

5 At the end of the story, Maud was flying in the air. How do you think Mouse felt when he saw this? Tick **one**.

upset

scared

proud

alone

1 mark

The Night Dragon, by Naomi Howarth

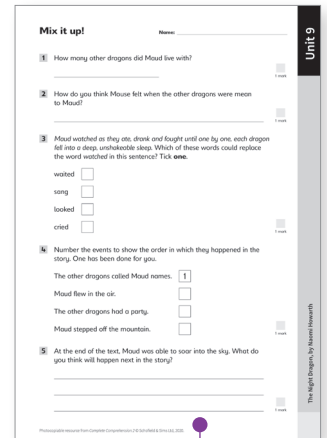
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All the pupil materials are fully photocopiable allowing for year-on-year use.

There are six **Complete Comprehension** books in total – one for each primary school year group – comprising between 18 and 21 units. Each unit includes a photocopiable passage with accompanying pupil questions, detailed teaching notes and marking support. All the units follow a consistent structure based on the following five steps:

1. *Get ready* – prepares children to engage with the text by introducing them to key vocabulary and activating background knowledge
2. *First steps* – uses straightforward questions to check children’s initial understanding
3. *Explore* – helps children to appreciate the literary features and broader themes of the passage
4. *Skills focus* – builds pupils’ confidence through intensive modelling and independent practice of skill-specific questions
5. *Where next?* – encourages children to discover more through activities and further reading about the topic.

Great care has been taken to source engaging text passages, covering a range of subjects, experiences and genres in order to spark pupils’ interests and promote a love of reading.



The *Language toolkit* includes vocabulary activities and a summary of relevant phonics knowledge.

Modelling questions help you to demonstrate the target skill in context.

*Mix it up!* activities allow pupils to practise a variety of skills in combination.

**Unit 1**  
**Lions, Lions, Lions**  
by Laura Lodge

Printable text • Skills modelling PowerPoint • Photocopiable text and questions • pages 30 to 33

Lions are one of the most recognisable wild animals and one that children often name first when asked. This text summarises key facts about lions in an easy-to-understand and report format with clear subheadings. The children will probably know basic facts about lions, but this interesting text should engage them and make them want to find out more.

**1 Get ready**

Discuss the **Key vocabulary** identified in the **Language toolkit** and then complete the vocabulary and phonics activities as desired. Please note that the selected vocabulary is a guide. Depending on the needs of your cohort, additional vocabulary discussion may be beneficial before, during and after reading. Next, display the text (pages XXX to XXX) so the children can see the title and any illustrations, and encourage the children to answer the following questions before reading.

1. **What type of text is this? How do you know?**  
An information text/non-fiction. Answers will vary regarding "how do you know?" (e.g. I know this because it tells us facts about lions. Some children may refer to the subheadings; these will be discussed in **First steps**).
2. **What do you already know about lions?**  
Answers will vary, though it is likely that discussion will focus on basic facts about lions (e.g. they have manes; they live in Africa; they roar).
3. **Have you read any other books about lions?**  
Answers will vary but should link to other texts the children have read. You may wish to encourage the children to think about both non-fiction and fiction.
4. **What is one new thing you would like to find out about lions from this text?**  
Answers will vary. Try to come back to this question during **Explore** on page XXX. At that point, you could ask the children whether the text taught them the new things they were hoping to find out.

**Language toolkit**

Key vocabulary		
conserve	declining	extinction
ferocious	skilled	vulnerable

**Vocabulary discussion questions**

- What is the difference between a ferocious lion and a friendly one?
- Which animals are at risk of extinction? What can we do to conserve them?
- What are you skilled at?

**Vocabulary activities**

1. Ask the children to pretend to be ferocious lions.
2. Use one of the activities on pages XXX to XXX to investigate some of the key words above.

**Phonics**

Decoding support words	acacia, communicate, ferocious, national, noticeable, scavengers
High frequency words	Decodable about, by, day, old, very called, people, there Tricky
Common exception words	every, grass, many, most, old, only, our, people, who, whole, wild

**Phonics activity**

How many words can the children spot that have the split digraph 'a-e'?

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**Unit 1**

**2 First steps**

Read the text together and then encourage the children to answer the following questions.

1. **What was your favourite fact you learnt about lions from the text?**  
Answers will vary. Ensure the children justify their opinions using the text.
2. (Point to the first subheading.) **What is this called? It is a subheading. The children may call it a title or a heading instead. Ask the children to point to each subheading in turn. You could point out the main text heading to highlight the difference.**
3. **The first subheading is about how lions behave. What does this section tell us?**  
Answers will vary but should be found within this section only. Encourage the children to use their own words (e.g. what lions do; who they live with; what their families are like; what their babies are called).
4. **In which section would I find information about the food that lions like best?**  
In the **What do lions eat?** section.
5. **Did you like the text? Why? Why not?**  
Answers will vary but encourage the children to explain their answers (e.g. I liked it because it told me lots of new facts).

**3 Explore**

3. Compare the text to another example of a non-fiction text about lions (you may want to use the **Reading list** suggestions). Discuss the similarities and differences. Are there any features the children could add to make the unit text more engaging or useful (e.g. illustrations, diagrams, tables, photographs, glossary)? The children could work together in groups to improve sections of the text and present these to the class.
- Watch a video clip of lions. Together, compare this with the text – does it match? If it is different, discuss what they might want to find out more about and which section of the text they could add this to.
- Discuss where else lions live (try to elicit zoos/animal sanctuaries). Have the children ever been to a zoo? What are the children's feelings about zoos? Discuss their opinions together.

**4 Skills focus** See pages 28–29

1. Model the skill using the **Modelling retrieval** questions on page 28. These questions are also available as a downloadable resource.
2. The children can then attempt the **Retrieval** questions on page 32.
3. Finally, for practice in a range of comprehension skills, the children can complete the **Mix it up!** questions on page 33.

Answers and marking guidance for all questions are included on pages 28 to 29.

**5 Where next?**

- **Speaking and listening task:** Model using the text to draw an illustration of a lion family in their natural habitat. The children could work independently or in pairs to draw their own illustrations, using only the information in the text. They could then verbally compare their drawings with each other, as well as looking at further illustrations of lions, discussing their similarities and differences.
- **Writing task:** Children could create their own 'Look after the lions' posters to encourage conservation and avoid extinction. They could also find out about other animals at risk of extinction.

**Reading list**

**Fiction**

- ▶ How to Be a Lion by Ed Vere
- ▶ There's a Lion in My Classroom by Michelle Robinson (Linked text: [Unit 2](#))

**Class reads**

- ▶ We're Going on a Lion Hunt by David Atwell

**Non-fiction**

- ▶ National Geographic Kids Readers: Lions by Laura Marsh

**Poetry**

- ▶ The Lion Child's Book of Boosts by Hilary Bellac
- ▶ National Geographic Kids Book of Animal Poetry by J. Patrick Lewis

**Films**

- ▶ The Wild (Walt Disney Pictures, 2006)

**TV series**

- ▶ The Zoo (BBC, 2017–)

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## First Comprehension Pupil Books KS1 KS2

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.



### 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**

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

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

along a city street
in a supermarket
down a country lane

1 mark
- 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
- Name two noises that the boots make again and again. 2 marks

**Part 2**

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

scratch
squelch
thud
sink
shake

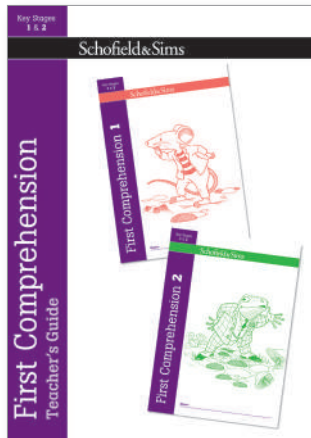
1 mark
- Why do you think the poet writes 'SPLOSH!' in capital letters? 1 mark

page 5  
total out of 12  
5

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

AGES 6-8	
RRP	£3.95
TEACHER PRICE	£3.50
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First Comprehension 1	978 07217 1220 8
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## First Comprehension Teacher's Guide

KS1 KS2

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 AABB, 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:) yowling, 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

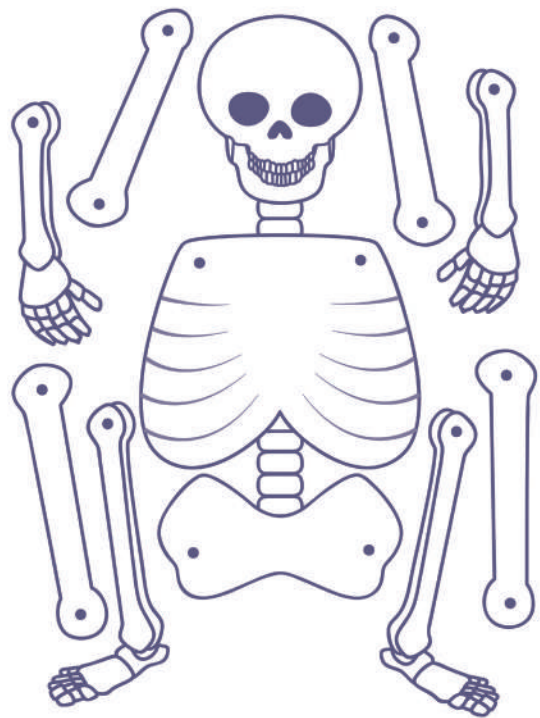
**Introduction** The birds in this passage introduce themselves through simple factual statements in the first person. Make sure that the children are aware that all the birds in the extract are common garden birds. Talk about the birds that do not appear in this extract, such as penguins, eagles and 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

24 Teaching notes Book 1 Schofield & Sims First Comprehension Teacher's Guide

### Skeleton

What makes me move? Book 1 (page 24)



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

AGES 6-8

RRP £10.00  
TEACHER PRICE £8.00

First Comprehension Teacher's Guide  
978 07217 1222 2



## KS2 Comprehension Pupil Books KS2

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.

I must go down to the sea again, to the vagrant gypsy life,  
10 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 (1878–1907)

**Glossary**

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

Schofield & Sims Key Stage 2 Comprehension Book 3

- 1 Which phrases are repeated in every verse? What is the effect of this repetition?  
\_\_\_\_\_  
\_\_\_\_\_ 2 marks
- 2 Give an example of personification in the first verse.  
\_\_\_\_\_ 1 mark
- 3 What does the speaker mean by a 'tall' ship?  
\_\_\_\_\_ 1 mark
- 4 Which phrase tells you what helped sailors to navigate at sea?  
\_\_\_\_\_ 1 mark
- 5 In the speaker's imagination, what signs of the wind are visible?  
\_\_\_\_\_ 2 marks
- 6 If a knife is 'whetted' it is (ring one):  
dampened oiled sharpened unsheathed. 1 mark
- 7 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?  
\_\_\_\_\_  
\_\_\_\_\_ 2 marks
- 8 Give two examples of sounds referred to in the poem.  
\_\_\_\_\_  
\_\_\_\_\_ 2 marks

Review:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

page 21  
total out of 12

Schofield & Sims Key Stage 2 Comprehension Book 3

Glossaries define potentially unfamiliar words.

AGES 7–11	
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<b>CLASS SET PRICE</b>	<b>£3.00</b>
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KS2 Comprehension 3	978 07217 1156 0
KS2 Comprehension 4	978 07217 1157 7



## KS2 Comprehension Teacher's Guide KS2

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.



### 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

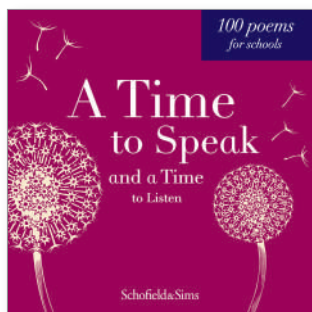
	Family	School/childhood	Friendship	City	Country	Transport	Night time	Travel/adventure	Courage	Celebration	Danger	Nature	Conflict	Magic/mystery
<b>KS2 Comprehension Book 1</b>														
The baby of the family	✓	✓												
Invasion	✓	✓												
Octocare													✓	
Odd girls			✓	✓										
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						✓							✓	

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Theme and Genre charts aid comparisons between the texts.

AGES 7-11	
RRP	£10.00
TEACHER PRICE	£8.00

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**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 Masefield, Roger McGough, Ogden Nash, Gervase Phinn, Christina Rossetti, William Shakespeare, Percy Bysshe Shelley, James Stephens, Robert Louis Stevenson, Edward Thomas, William Wordsworth.

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## A Time to Speak and a Time to Listen KS2 KS3

Edited by Celia Warren, Foreword by Wendy Cope

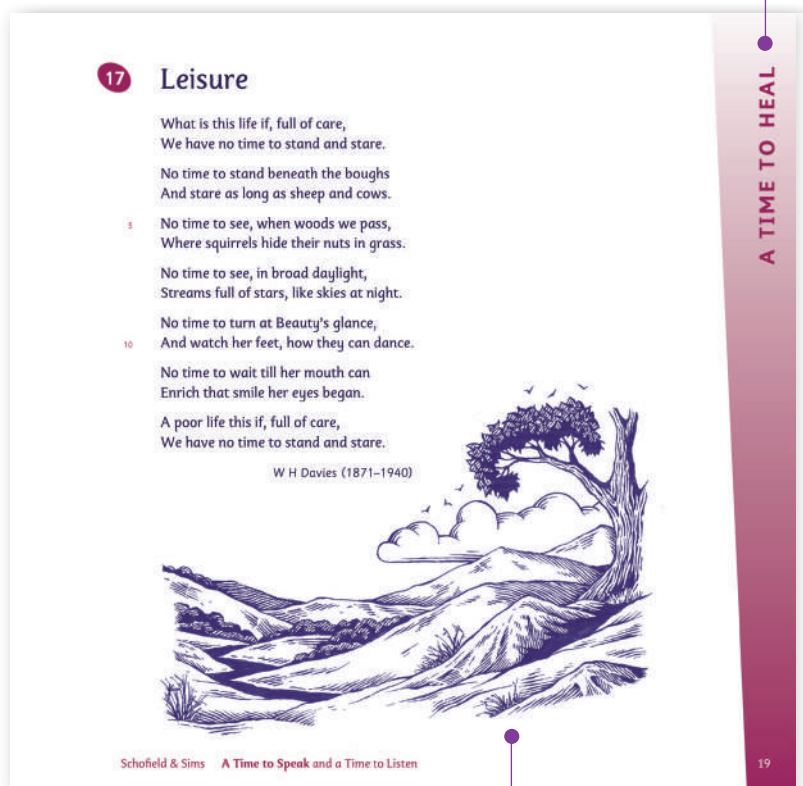
An illustrated poetry anthology for Key Stage 2 and above, structured around the verses beginning, 'There is a time for everything, and a season for every activity under heaven'. Written by more than 70 poets, the poems reflect with thoughtfulness, candour and, where appropriate, humour on the 28 contrasting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

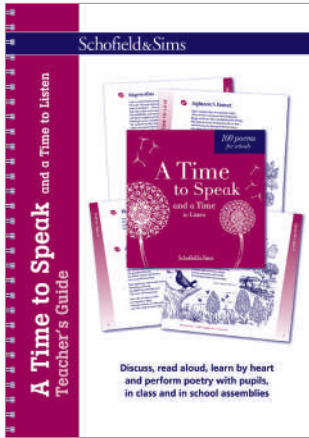
- give pupils an unforgettable introduction to the richness and variety of poetry
- provide ideal opportunities for speaking and listening, especially if used with the accompanying teacher's guide (see opposite)
- are perfect for reading aloud, learning by heart and performing
- improve pupils' fluency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





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

KS2 KS3

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.

See page 82 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.

AGES 7-13

RRP £30.00  
TEACHER PRICE £25.00

A Time to Speak and a Time to Listen Teacher's Guide (Hardback)  
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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'.

Schofield & Sims A Time to Speak and a Time to Listen Teacher's Guide
23

Free downloads available

PART ONE



## Mental Maths KS1

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.

3. Finish the bills.

4. Add and Take  
 $29 + 10 - 9 = \square$     $32 + 16 - 18 = \square$     $36 + 18 - 14 = \square$   
 $42 + 20 - 11 = \square$     $56 + 14 - 25 = \square$     $62 + 15 - 13 = \square$   
 $65 + 15 - 20 = \square$     $81 + 15 - 12 = \square$     $76 + 18 - 16 = \square$

5.

### AGES 5-7

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## Number Book KS1

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.

### Adding

### Taking away

### AGES 5-7

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Number Book 4  
978 07217 0791 4

Number Book 5  
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**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.

### AGES 5-9

RRP £3.95

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**CLASS SET PRICE £3.00**  
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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 KS1 KS2

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 in red and blue 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 at the top of each page.

Supporting wipe-clean poster available on page 96

### 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  $13 \times 13$ .

## Times Tables Tests KS1 KS2

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**.

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

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 $\frac{1}{2}$ of 21 and $\frac{1}{3}$ 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
1 Share £36 equally among 6 boys. How much each?	£ _____
2 Find the remainder when 29 is divided by 3.	_____
3 What must 5m be multiplied by to give 45m?	_____
4 How many millimetres are there in 10cm?	_____
5 Divide 72 by 9.	_____
6 What is the product of 6 and 3?	_____
7 How many times smaller is 4 than 36?	_____
8 What are eight groups of 5?	_____
9 7kg multiplied by 9 is	_____ kg
10 $\frac{1}{8}$ of 32 is	_____

10

### AGES 5-11

RRP £3.95

TEACHER PRICE £3.50

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**Times Tables Tests 2**  
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### AGES 5-11

RRP £10.00

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



## My Times Tables Book KS2

**My Times Tables Book** helps to build fluency and confidence in times tables. Matching the pace and coverage of the Year 4 Multiplication Tables Check, the book contains 40 sets of times tables questions, each of which is designed to be completed in two-and-a-half minutes.

This A5 book also contains:

- useful tips for parents and carers about how to help children to practise times tables at home, written by experienced teacher John Dabell
- a colour-in *Progress Chart* for tracking children's progress and celebrating achievement
- space for the teacher to note the child's specific learning targets in times tables, and for any adult working with the child to note the child's progress towards meeting them
- a handy *Multiplication Square*, which children can use to mark their own answers.

Once children are confident that they have mastered a particular table, they can tick it off on the *Times Tables Checklist* on the inside back cover of the book.

Questions are presented in the same style and proportion as in the actual check.

Space is provided for personalised times tables learning targets.

### Set 40

2.5 minutes

$2 \times 4 =$	$7 \times 12 =$
$8 \times 9 =$	$6 \times 6 =$
$12 \times 12 =$	$11 \times 2 =$
$7 \times 9 =$	$2 \times 9 =$
$7 \times 11 =$	$7 \times 7 =$
$12 \times 5 =$	$3 \times 10 =$
$7 \times 8 =$	$7 \times 4 =$
$9 \times 5 =$	$8 \times 12 =$
$5 \times 8 =$	$9 \times 3 =$
$10 \times 7 =$	$7 \times 6 =$
$11 \times 11 =$	$5 \times 6 =$
$7 \times 5 =$	$8 \times 3 =$
$9 \times 9 =$	

Marks out of 25
Time taken

Schofield & Sims • My times tables book 43

### My times tables targets

Date set	Target

44 Schofield & Sims • My times tables book

#### AGES 7-11

RRP £3.00

TEACHER PRICE £2.00

**CLASS SET PRICE £1.00**

*10 or more copies of the same book*

My Times Tables Book  
978 07217 1655 8



**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 KS1 KS2

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.

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

Schofield & Sims - Learn Your Times Tables 2
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#### AGES 5-11

RRP £4.95

TEACHER PRICE £4.00

**CLASS SET PRICE £3.50**

*10 or more copies of the same book*

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.

Each page features activities on a different theme.

## Times Tables Practice KS1 KS2

*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.

### 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.

'. The page footer includes 'Schofield & Sims Times Tables Practice 1' and the page number '7'."/>

10 ÷ 2 =      14 ÷ 2 =      18 ÷ 2 =      24 ÷ 2 =

16 ÷ 2 =      12 ÷ 2 =      8 ÷ 2 =      6 ÷ 2 =

20 ÷ 2 =      22 ÷ 2 =      4 ÷ 2 =

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

Schofield & Sims Times Tables Practice 1 7

#### AGES 5-11

RRP      £3.95

TEACHER PRICE      £3.50

**CLASS SET PRICE      £3.00**  
10 or more copies of the same book

**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 KS1

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.

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



AGES 5-7	
RRP	£3.95
TEACHER PRICE	£3.50
<b>CLASS SET PRICE</b>	<b>£3.00</b>
<i>10 or more copies of the same book</i>	

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


### Section 2 Session 5

**A** ANSWER



1  $5 \times 5 = \square$

2  $7 \times 5 = \square$



3  $3 \times 5 = \square$

4  $6 \times 5 = \square$

5  $10 \times 5 = \square$

6  $20 \div 5 = \square$

7  $15 \div 5 = \square$

8  $10 \div 5 = \square$

9  $25 \div 5 = \square$

10  $40 \div 5 = \square$

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.

22



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.

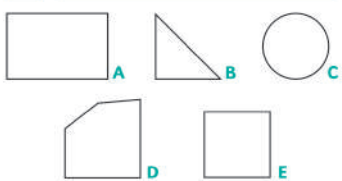
## Free downloads

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



Name these 2-D shapes.

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

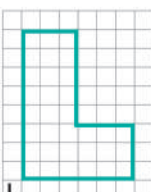
Write how many right angles.

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


**Session Focus:**  
Matching shapes to their pictures  
Right angles.

Write the names of the 3-D shapes.

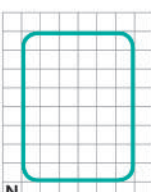
1 F	cube
2 G	cuboid
3 H	pyramid
4 I	sphere
5 J	cone
6 K	cylinder




L



M



N



O

How many right angles inside these shapes?

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

43

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

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

### AGES 5-7

RRP	£4.95
TEACHER PRICE	£4.00

**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



## Mental Arithmetic Pupil Books KS2 KS3

*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.

See pages 54–55 for **First Mental Arithmetic**.

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.



AGES 7-12	
RRP	£3.95
<b>TEACHER PRICE</b>	<b>£3.50</b>
<b>CLASS SET PRICE</b>	<b>£3.00</b>
<i>10 or more copies of the same book</i>	

<b>Mental Arithmetic Introductory Book</b> 978 07217 0798 3
<b>Mental Arithmetic 1</b> 978 07217 0799 0
<b>Mental Arithmetic 2</b> 978 07217 0800 3
<b>Mental Arithmetic 3</b> 978 07217 0801 0
<b>Mental Arithmetic 4</b> 978 07217 0802 7
<b>Mental Arithmetic 5</b> 978 07217 0803 4
<b>Mental Arithmetic 6</b> 978 07217 0804 1

**SECTION 1 | Test 1**

A	C
<p>1 <math>6 + 4 + 8 =</math> _____</p> <p>2 <math>15p - 8p =</math> _____ p</p> <p>3 <math>\frac{1}{2}</math> hour = _____ min</p> <p>4 <math>5p + 5p + 2p + 2p =</math> _____ p</p> <p>5 <math>\frac{1}{2}</math> of 14 = _____</p> <p>6 five 2ps = _____ 5ps</p> <p>7 <math>5 + 9 = 10 +</math> _____</p> <p>8 <math>3 +</math> _____ <math>= 12</math></p> <p>9 <math>7cm + 8cm = 10cm +</math> _____ cm</p> <p>10 <math>6 \times 2 = 3 \times</math> _____</p>	<p>1 What is the sixth letter of the alphabet? _____</p> <p>2 How many days are there in three weeks? _____</p> <p>3 A piece of spaghetti 18cm long is cut in half. How long is one of the pieces? _____ cm</p> <p>4 Six chocolate truffles are taken from a box of 20. How many are left? _____</p> <p>5 If one coin is taken from the coins below, 11p is left. Write the value of the coin. _____ p</p> <div style="text-align: center;"> </div> <p>6 Which two coins must be added to the five coins above to make a total of 20p? _____ p _____ p</p> <p>7 Find the difference in length between the longest and the shortest of the lines below. _____ cm</p> <div style="text-align: center;"> </div> <p>8 Amy had 18p. She spent 9p and 5p. How much had she left? _____ p</p> <p>9  The dial shows the amount of petrol left in a tank. What fraction of the full tank has been used? _____</p> <p>10 Josh has 12p. How much more does he need to buy four boxes at 5p each? _____ p</p>

**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  
a 1km a \_\_\_\_\_ m  
b  $\frac{1}{2}$  km? b \_\_\_\_\_ m

4

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 working below expectations	Pupils meeting expectations	Pupils exceeding 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.

Each answer book is presented as a correctly completed pupil book to speed up marking.

Mental Arithmetic 4 Answers

**A Answer**

- $45p + 35p + £1.20 = £$  £2.00
- $63 \div 8 =$  7 r 7
- Write as a decimal 708 hundredths. 7.08
- $\frac{1}{2} \text{kg} - \text{g} = 125\text{g}$  375g
- $£1.05 \times 6 =$  £6.30
- $0.8 + \square = 1$  0.2
- How many minutes from 9.27 a.m. to 11.15 a.m.? 108min
- $\square \text{ml} + 4050\text{ml} = 5\text{l}$  950ml
- $60.4 + 10 =$  6.04
- $\frac{3}{5} = \frac{\square}{100}$  60
- 0.5 of  $£17.20 =$  £8.60
- $\angle A + \angle B + \angle C = \square^\circ$  180^\circ

**B Answer**

- Write the part which is shaded
  - as a simple fraction  $\frac{3}{5}$
  - as a decimal fraction. 0.6
- From 9 times 7 take 5. 58
- Write the 24-hour clock time for 12min before midnight. 23:48
- Find the cost of 20cm at 75p per metre. 15p
- Write 9kg 870g to the nearest  $\frac{1}{2}$ kg. 10kg
- Find the difference between 3.8l and 6l. 2.2l
- What length in centimetre is  $\frac{1}{5}$  of 3m? 60cm
- Find the total of  $2\frac{1}{4}$ ,  $3\frac{2}{5}$  and 5.  $10\frac{7}{10}$
- How many 2ps are worth £2.48? 124 2ps
- A square has sides measuring 10cm. Find
  - its perimeter 40cm
  - its area.  $100\text{cm}^2$
- Complete the number sequence. 0.01, 0.1, 1, 10, 100
- Which of these triangles is
  - a right-angled triangle B
  - an acute-angled triangle C
  - an obtuse-angled triangle? A

**SECTION 1 | Test 6**

**C Answer**

- Find the total of  $\frac{3}{4}$ kg, 400g and 200g. Write the answer in kilograms and grams. 1kg 350g
- What is the value of the digit underlined in each of these numbers?
  - 6037 30
  - 49.08 8 hundredths
- Find the mean average number of dots in a row. 5
- Samina bought eight sweets at 4p each. How much change had she from 50p? 18p
- How many degrees are there in the angle marked A? 115^\circ
- The population of a town is 18968. Write the number
  - to the nearest 1000 19000
  - to the nearest 100. 19000
- Find the smallest number which can be added to 40 to make a number which is exactly divisible by 7. 2
- Five balloons cost 45p. Find the cost of three balloons. 27p
- 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
- Two angles of a triangle each measure  $45^\circ$ . Find the size in degrees of the third angle.  $90^\circ$
- What liquid measure is equal to 0.1 of 20l? 2l
- Find the length of
  - the side AB 6.5cm
  - the side BC. 2.7cm

## 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.

## AGES 7-12

RRP £4.95  
TEACHER PRICE £4.00

**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 KS1

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: \_\_\_\_\_

<p>1 Count the dots.</p> <p>ANSWER <input type="text"/></p> <p>2 Write these numbers in order.</p> <p>10 4 7</p> <p><input type="text"/></p> <p>3 1 more than 8 is <input type="text"/></p> <p>4 1 less than 10 is <input type="text"/></p> <p>5 <math>7 + 3 =</math> <input type="text"/></p> <p>6 <math>4 + \square = 10</math> <input type="text"/></p> <p>7 Write the missing numbers.</p> <p>5 6 7 <input type="text"/> <input type="text"/> <input type="text"/></p> <p><input type="text"/></p> <p>8 Write the missing numbers.</p> <p>0 5 <input type="text"/> <input type="text"/> 20</p> <p><input type="text"/></p> <p>9 <math>4 + 6 =</math> <input type="text"/></p> <p>10 <math>7 + \square = 9</math> <input type="text"/></p>	<p>11 <math>8 - 3 =</math> <input type="text"/></p> <p>12 <math>7 - \square = 4</math> <input type="text"/></p> <p>13 Draw a triangle.</p> <p><input type="text"/></p> <p>14 Draw a line longer than this line.</p> <p></p> <p><input type="text"/></p> <p>Draw a line shorter than the printed line above.</p> <p><input type="text"/></p> <p>15 Here are some vegetables.</p> <p>Carrots Sprouts Leeks</p> <p>(a) How many more carrots than leeks are there? (a) <input type="text"/></p> <p>(b) How many fewer sprouts than leeks are there? (b) <input type="text"/></p>
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Schofield & Sims First Mental Arithmetic

### Diagnostic Check: First Mental Arithmetic 1

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

<p>1 Write how many dots.</p> <p>ANSWER <input type="text"/></p> <p>2 Write these numbers in order.</p> <p>9 6 10</p> <p><input type="text"/></p> <p>3 Write the number that is 1 more than 7. <input type="text"/></p> <p>4 Write the number that is 1 less than 8. <input type="text"/></p> <p>Write the answers.</p> <p>5 <math>2 + 2 =</math> <input type="text"/></p> <p>6 3 and 2 is <input type="text"/></p> <p>7 5 take away 2 leaves <input type="text"/></p> <p>8 4 take away 4 leaves <input type="text"/></p> <p>9 6 add 4 equals <input type="text"/></p> <p>10 <math>9 + 1 =</math> <input type="text"/></p>	<p>11 3 add 7 makes <input type="text"/></p> <p>12 5 and <input type="text"/> equals 10. <input type="text"/></p> <p>13 Join the shapes to their label.</p> <p>Square </p> <p>Rectangle </p> <p>Triangle </p> <p>Circle </p> <p>14 Draw 13 dots.</p> <p><input type="text"/></p> <p>15 Write the missing numbers.</p> <p><input type="text"/> 6 7 <input type="text"/> <input type="text"/> 10</p> <p><input type="text"/></p>
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**AGES 5-7**

RRP £10.00  
TEACHER PRICE £8.00

First Mental Arithmetic Teacher's Guide  
978 07217 1210 9



## Mental Arithmetic Teacher's Guide KS2 KS3

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.

Schofield & Sims Mental Arithmetic

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

Class/Set: \_\_\_\_\_ Date: \_\_\_\_\_

### Entry Test B


**Answer**


1.  $200 - 96 =$  \_\_\_\_\_

2. Increase 250 by  $\frac{1}{3}$  of 90. \_\_\_\_\_

3. £50.00 – five 5ps = £ \_\_\_\_\_

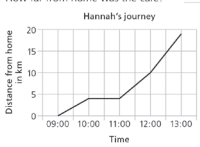
4.  $5.07 \times 100 =$  \_\_\_\_\_

5. Write the number shown on the abacus in words.  
 \_\_\_\_\_

6. Find the perimeter and area of the square.  

 a. \_\_\_\_\_ cm  
 b. \_\_\_\_\_ cm<sup>2</sup>


7.  $474563 + 403003 =$  \_\_\_\_\_

8. Which year is represented by the Roman numerals MCMLXXXVII? \_\_\_\_\_

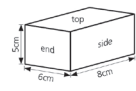
9. Hannah left home at 09:00. She stopped for coffee at a café. How far from home was the café?  

 \_\_\_\_\_ km

10. A jug when  $\frac{3}{4}$  full holds 600ml. How many millilitres does it hold when it is  $\frac{1}{8}$  full? \_\_\_\_\_ ml

11. Find the two missing numbers in the sequence.  
 80, 8, \_\_\_\_\_, 0.08, \_\_\_\_\_


12. How many hours and minutes from time X to time Y?  
 \_\_\_\_\_ h \_\_\_\_\_ min

13.  $5l + 4 =$  \_\_\_\_\_ ml

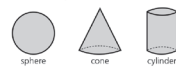
14. The measurements of the box are given. Find the area of  

 a. both the sides \_\_\_\_\_ cm<sup>2</sup>  
 b. both the ends \_\_\_\_\_ cm<sup>2</sup>  
 c. the top and bottom. \_\_\_\_\_ cm<sup>2</sup>

15. How many degrees in one-eighth of a full turn? \_\_\_\_\_ °

16. Increase £8.50 by 10%. £ \_\_\_\_\_

17. Which of these are equivalent to 80%?  
 \_\_\_\_\_

18.  $0.07 \times 8 =$  \_\_\_\_\_

19. Which of these shapes will have a circular face when cut horizontally and a triangular face when cut vertically?  

 sphere cone cylinder

20. Change this improper fraction to a mixed number.  $\frac{37}{8}$  \_\_\_\_\_

21. What percentage of 24p is 6p? \_\_\_\_\_ %

22.  $102 - 87 =$  \_\_\_\_\_

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Activity prompts help to draw out misconceptions.

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.

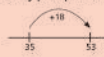
**Numbers to 1000**

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  $6 \times 4 = 24$ ,  $4 \times 6 = 24$ ,  $24 \div 6 = 4$  and  $24 \div 4 = 6$  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.  $1\frac{3}{10}$     14.  $10\frac{1}{10}$  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

**AGES 7-12**

RRP £10.00  
**TEACHER PRICE £8.00**

**Mental Arithmetic Teacher's Guide**  
 978 07217 1389 2



## Written Calculation Pupil Books KS2

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 to 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.

An explanation of the procedure is given alongside a worked example.

A clear description of the key learning point 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)

- 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.
- 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.
- 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.
- 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

#### AGES 7-11

RRP £3.95

TEACHER PRICE £3.50

CLASS SET PRICE £3.00

10 or more copies of the same book

#### 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

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.

Promotes a mastery approach to formal written methods

As pupils progress they are encouraged to set out the calculation themselves.

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

AGES 7-11	
RRP	£4.95
TEACHER PRICE	£4.00

**Addition Answers**  
978 07217 1272 7

**Subtraction Answers**  
978 07217 1273 4

**Multiplication 1 Answers**  
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**Multiplication 2 Answers**  
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**Division 1 Answers**  
978 07217 1276 5

**Division 2 Answers**  
978 07217 1277 2



## Written Calculation Teacher's Guide KS2

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.

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.

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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	0
+	6	0	0	
	7	2	7	

AGES 7-11

RRP £10.00  
TEACHER PRICE £8.00

Written Calculation  
Teacher's Guide  
978 07217 1278 9





## Written Calculation Teacher's Resource Book KS2

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.

Further practice questions are ideal for extension activities and homework.

Photocopiable questions can be set as either one- or two-step practice.



Free downloads available

### Written Calculation

#### 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, Foxg, Bridge, Huddersfield HD6 0RQ, UK. (www.schofieldandsims.co.uk). This page may be photocopied after purchase for use within your school or institution only.

AGES 7-11

RRP £10.00  
TEACHER PRICE £8.00

Written Calculation  
Teacher's Resource Book  
978 07217 1300 7



## Fractions, Decimals and Percentages Pupil Books

KS1 KS2

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

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? \_\_\_\_\_  


10

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 the 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

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
**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.

1

of 6 is 


**15** Fill in the missing numbers to show 'one-half of twenty equals ten'.


 of  = 

**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.

### AGES 5-11

RRP £3.95

TEACHER PRICE £3.50

**CLASS SET PRICE £3.00**

**10 or more copies of the same book**

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 KS1 KS2 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 analyse 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  $\frac{1}{2}$ .

**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).

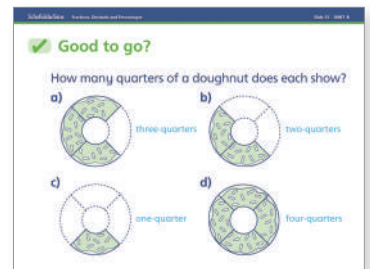
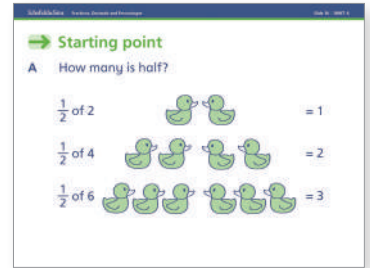
12

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 & 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.



Clear and accurate representations provide insights into the concepts being taught.

Fractions, Decimals and Percentages    Fractions 1 Teacher's Guide Unit 2

**Starting point**

two-halves    one-half

$\frac{1}{2}$      $\frac{1}{2}$   
 $\frac{1}{2}$      $\frac{1}{2}$   
 $\frac{1}{2}$      $\frac{1}{2}$

**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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AGES 5-11	
RRP	£10.00
TEACHER PRICE	£8.00

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### 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 KS1

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?

Mum      Dad      Barney      Gran      Grandpa

<p>How many years do Mum's and Dad's ages add up to?</p> $\boxed{38} + \boxed{42} = \boxed{\phantom{00}}$ <p>They add up to <math>\boxed{\phantom{00}}</math> years.</p>	<p>How old was Mum when Barney was born?</p> $\boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$ <p>She was <math>\boxed{\phantom{00}}</math> years old.</p>
<p>How much <b>older</b> is Dad than Mum?</p> $\boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$ <p>Dad is <math>\boxed{\phantom{00}}</math> years <b>older</b> than Mum.</p>	<p>Gran is 9 years <b>younger</b> than Grandpa. How old is Grandpa?</p> $\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$ <p>Grandpa is <math>\boxed{\phantom{00}}</math> years old.</p>

15

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### 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

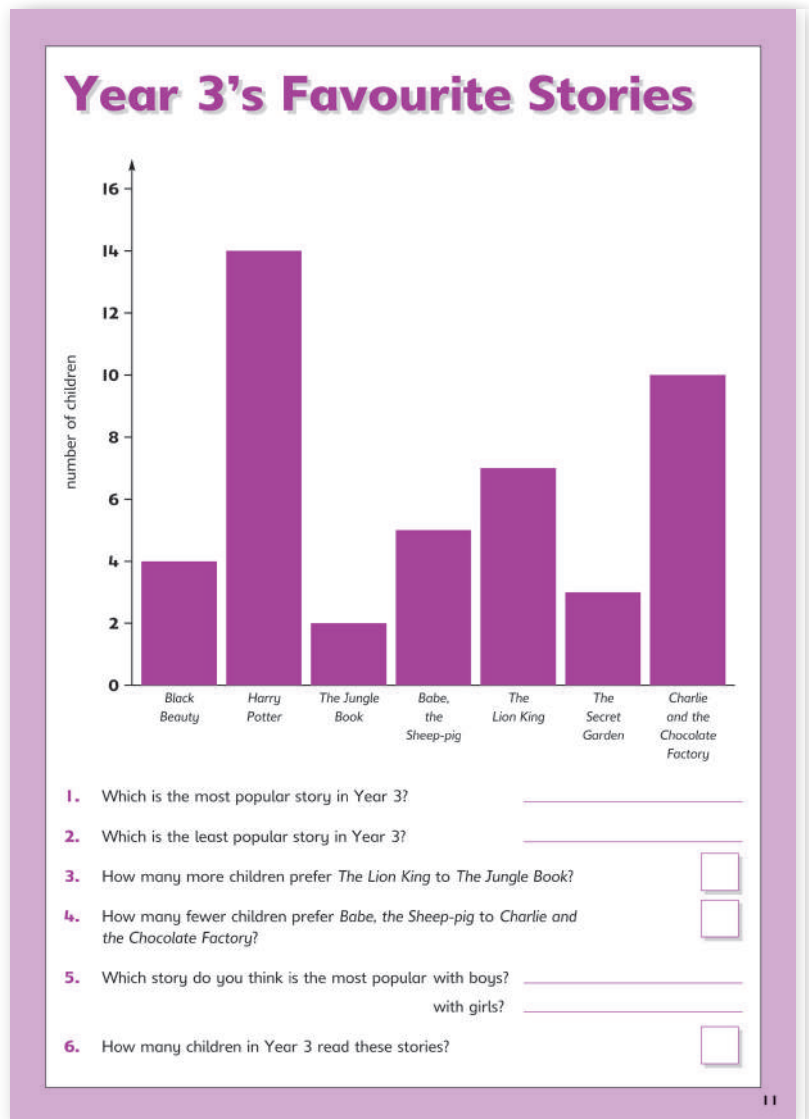
### KS2 Problem Solving 4

- 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 KS2

*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.



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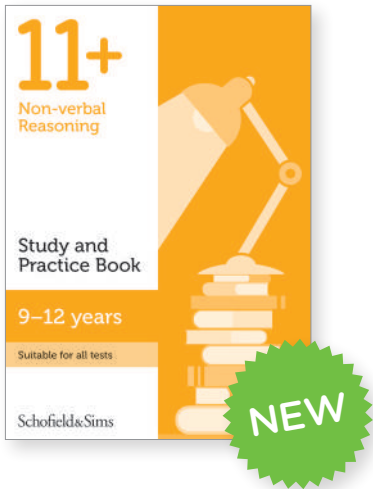
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## 11+ Study and Practice Books KS2 KS3

Rebecca Brant, Siân Goodspeed and Charlotte Watson

The **11+ Study and Practice Books** are the essential resource for 11+ success, providing child-friendly explanations for all the key question types that appear in the 11+, together with step-by-step techniques for tackling them, clear worked examples and a wealth of exam-style practice questions. Due to the continually changing format of the 11+, rather than trying to replicate the questions in any single providers' tests, the **11+ Study and Practice Books** focus on equipping children with knowledge, skills and strategies that can be used flexibly to tackle questions in a wide range of presentations and variations.

Ideal for use in the early stages of a child's 11+ journey, the **11+ Study and Practice Books** are designed to give children a thorough understanding of the key 11+ topics and question types, before they move on to practising them under timed conditions. A comprehensive contents page, glossary and index means that the books can also serve as an invaluable study tool for children and parents to refer back to at any point in their 11+ exam preparation.

Each page features a clear study focus to help structure learning.

'Tip' icons provide extra information about how to tackle a particular type of question.

### Odd one out

Now answer the following question.

9. Which picture is the odd one out? Circle the letter.

A

B

C

D

E

**Red herrings**

'Red herrings' are elements that are put in to try and trick you. Sometimes it might look as though there are lots of features to examine but actually there is a very simple answer.

A

B

C

D

E

There is a lot to look at in these pictures. However, the answer is much simpler than it appears. All the pictures except **D** have a small black circle, so **D** is the odd one out.

If a question has complex pictures, start by scanning the pictures to check that they all contain the same features before looking at the relationship between those features.

Now answer the following question.

10. Which picture is the odd one out? Circle the letter.

A

B

C

D

E

**Odd one out checklist**

- Look for common features in four of the five images to identify the odd one out.
- Sometimes the common feature will be the relationship between two features.
- If the images look complex, start by checking that all the features are present in each picture.
- If you spot a rotation, make sure that all the features have been rotated in the same way.

Tinted boxes provide step-by-step explanations of exam-style questions.

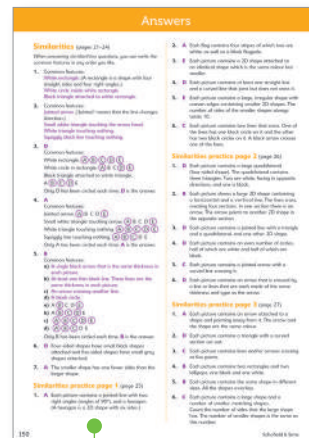
Checklists at the end of each section provide a useful summary of the key learning points.



There are four **11+ Study and Practice Books** in total, one for each of the core 11+ subject areas. Coverage of each question type follows the same basic format, consisting of:

- a clear explanation of the question type, including any definitions, vocabulary and rules children need to know
- a step-by-step technique for tackling the question type, presented as a worked example with annotations to show working
- focused practice questions giving children the opportunity to try out the techniques they have just learnt.

Other key features include an introduction written specifically for the child, offering helpful background information on the 11+ and a concise summary of how to use the book, as well as subject-specific guidance and tips. A full-length *Practice test*, to be completed by the child once they have worked through the entire book, is also provided at the back of the book, along with pull-out answers to both the general practice questions and the final *Practice test*, with full explanations to further enhance children's learning.



Practice pages at the end of each section give children the opportunity to apply what they have learnt by answering exam-style questions.

Answers include full explanations to all the practice pages and the final *Practice test*, as well as useful notes for parents.

## Codes practice page 1

Free downloads available

1. What is the code of the final picture? Circle the letter. If you get stuck, go back to pages 78 to 81 for some reminders.

1. 

R	P

 | 

D	P

 | 

D	S

 | 

?

 | 

A	D	R
B	R	S
C	R	P
D	D	S
E	P	S

2. 

F	T

 | 

F	W

 | 

L	W

 | 

?

 | 

A	F	T
B	L	W
C	F	L
D	L	T
E	L	X

3. 

L	W

 | 

N	A

 | 

M	W

 | 

L	H

 | 

?

 | 

A	L	A
B	N	W
C	M	A
D	M	H
E	N	H

4. 

D	T

 | 

H	S

 | 

D	Z

 | 

K	T

 | 

H	N

 | 

?

 | 

A	D	S
B	H	T
C	K	Z
D	H	Z
E	K	S

5. 

L	G

 | 

M	P

 | 

L	F

 | 

R	P

 | 

C	J

 | 

?

 | 

A	M	F
B	L	P
C	R	G
D	M	J
E	C	F

6. 

A	G

 | 

V	U

 | 

A	C

 | 

B	G

 | 

E	U

 | 

?

 | 

A	B	U
B	V	C
C	A	U
D	B	C
E	E	G

**AGES 7-12**

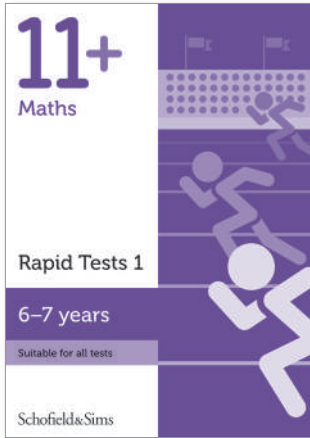
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## 11+ Maths Rapid Tests KS1 KS2 KS3

Rebecca Brant

The **11+ 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:

- varying target times for completion and space for recording times and scores
- separate pull-out answers with explanations and *Action* notes
- a *Progress chart* for tracking improvement.

Attractive illustrations are used in the earlier books to appeal to younger learners.

The target time is clearly shown at the start of each test.



Section 1 Test 1
Number

**Target time: 12 minutes**

- Write the next two numbers in the sequence on the blank beads.
  - 0 2 4 6
  - 0 3 6 9
- What is the value of each underlined digit?
  - 18
  - 28
- Write these numbers in order, smallest first.  
34 12 5 18 22
- Write  $<$  or  $>$  to make these statements correct.
  - 34 \_\_\_\_\_ 43
  - 25 \_\_\_\_\_ 27
- Write these numbers in words.
  - 27
  - 38
- Write these numbers in digits.
  - Thirteen
  - Twenty-eight
- What is the value of the 6 digit in each of these numbers?
  - 26
  - 63
  - 164
- What is the next odd number after 25? \_\_\_\_\_
- Circle the even numbers.
 

17

24

13

45

52

66
- Estimate these numbers on the number line.
 

0 \_\_\_\_\_ 10

a) \_\_\_\_\_ b) \_\_\_\_\_

0 \_\_\_\_\_ 10

c) \_\_\_\_\_ d) \_\_\_\_\_

Score: \_\_\_\_\_ Time taken: \_\_\_\_\_ Target met? \_\_\_\_\_

4

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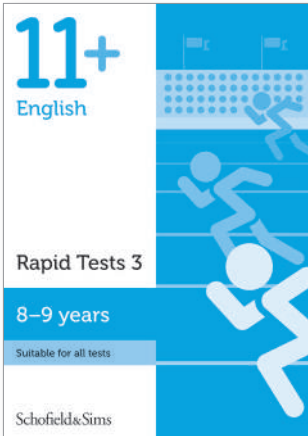
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Children are encouraged to record their time, score and whether or not they met the target.



## 11+ English Rapid Tests KS1 KS2 KS3

*Sian Goodspeed*

The **11+ 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:

- varying target times for completion and space for recording times and scores
- separate pull-out answers with explanations and *Action* notes
- a *Progress chart* for tracking improvement.



Free  
downloads  
available

### 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 had 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 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.

- 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

\_\_\_\_\_ /1
- What creatures have they just encountered?
  - A Oozy-woozy grobes
  - B Vicious Sids
  - C Knuckle bones
  - D Vermicious Knids

\_\_\_\_\_ /1
- 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.

\_\_\_\_\_ /1
- Which two words best describe the Vermicious Knids?
  - A fierce and intelligent
  - B friendly and kind
  - C timid and nervous
  - D cowardly and stupid

\_\_\_\_\_ /1

Comprehension

- Look at lines 8–10 and give two examples of alliteration in Mr Wonka's speech.
 

\_\_\_\_\_ and \_\_\_\_\_ /2
- Why did Mr Wonka say it was a good thing that Charlie had not realised what the Vermicious Knids were when he saw them?
 

\_\_\_\_\_ /4
- 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?
 

\_\_\_\_\_ /2
- What did Mr Wonka tell Charlie about the 'oozy-woozy grobes'?
 

\_\_\_\_\_ /2
- Which planet do the Vermicious Knids come from, and how far away is it?
 

\_\_\_\_\_ /2
- In line 18, Mr Wonka says, "The Vermicious Knid can turn itself into any shape it wants." How is it able to do this?
 

\_\_\_\_\_ /2
- How do you think Mr Wonka feels about the Vermicious Knids? Explain your answer.
 

\_\_\_\_\_ /4

Score: \_\_\_\_\_ Time taken: \_\_\_\_\_ Target met? \_\_\_\_\_

34
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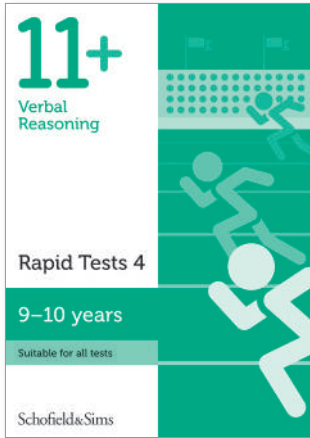
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## 11+ Verbal Reasoning Rapid Tests KS1 KS2 KS3

*Sian Goodspeed*

The **11+ 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 gradually reduces from 15 to 10 minutes, making them ideal for regular independent work sessions.

Key features of the series include:

- varying target times for completion and space for recording times and scores
- separate pull-out answers with explanations and *Action* notes
- a *Progress chart* for tracking improvement.

Clear directions at the start and end of each test 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.

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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.    do le

- How is his dog? \_\_\_\_\_
- Her train was the last arrival. \_\_\_\_\_
- Parachutists jump out of planes. \_\_\_\_\_
- My uncle answered the phone. \_\_\_\_\_
- Which one is yours? \_\_\_\_\_

---

Underline the **two** words that contain all the same letters.

**Example** plan   lamp   lame   palm   pale

- pore   role   poke   rope   roar
- pair   pale   leap   pile   lean
- lope   pole   loan   pore   loam
- line   mire   mile   mine   lime
- 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)

- 9 [ 45 ] 5   12 [ 144 ] 12   9 [ \_\_\_\_\_ ] 9
- 24 [ 8 ] 3   3 [ 1 ] 3   77 [ \_\_\_\_\_ ] 7
- 63 [ 21 ] 3   100 [ 20 ] 5   1 [ \_\_\_\_\_ ] 1
- 250 [ 100 ] 150   310 [ 140 ] 170   85 [ \_\_\_\_\_ ] 40

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Work out the answers. Write your answers on the lines.

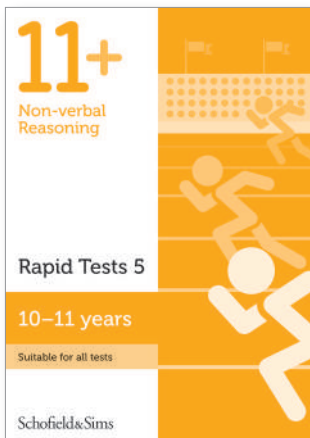
- Stacey is 5 years older than her sister Macey who is 6 years old. How old is Stacey?  
\_\_\_\_\_
- It was Tuesday 3 days ago. What day is it today? \_\_\_\_\_

End of test

Score:     Time taken:     Target met?

8

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## 11+ Non-verbal Reasoning Rapid Tests

KS1 KS2 KS3

Rebecca Brant

The **11+ 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:

- varying target times for completion and space for recording times and scores
- separate pull-out answers with explanations and *Action* notes
- a *Progress chart* for tracking improvement.



### 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**

1.

2.

3.

4.

5.

6.

Now go on to the next page →

Which picture is the odd one out? Circle the letter.

**Example**

7.

8.

9.

10.

11.

12.

End of test

Score: \_\_\_\_\_ Time taken: \_\_\_\_\_ Target met? \_\_\_\_\_

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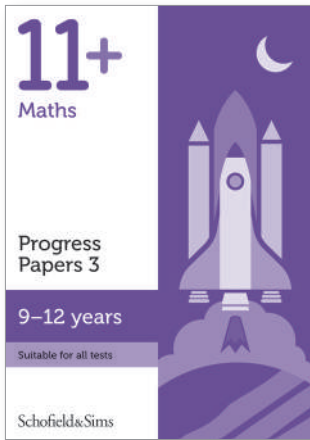
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## 11+ Progress Papers KS2 KS3

Patrick Berry, Rebecca Brant and Susan Hamlyn

The **11+ Progress Papers** provide rigorous and flexible practice for children preparing to sit 11+ tests – including those set by CEM and GL – and other school entrance examinations. There are 12 books in total, three for each of the four main 11+ subjects: maths, English, verbal reasoning and non-verbal reasoning.

The **11+ Maths** and **Non-verbal Reasoning Progress Papers** both contain 21 assessment papers, while the **English** and **Verbal Reasoning** papers contain 18 papers. Ideal for revision and consolidation in the final stages of a child's 11+ preparation, the **11+ Progress Papers** provide a wide range of practice questions that gradually increase in difficulty throughout the series, helping you to identify gaps in knowledge and providing a clear measure of progress.

Questions are grouped by topic to support targeted practice.



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Paper 15 • Page 2

MARK  
✓ or ✗

**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. 21

22 18 read both the Beano and Batman. Nobody reads all three comics. 22

23 7 read both Batman and the Avengers. 23

24 Nobody reads just the Avengers and 4 read only Batman. 24

25 How many children read only the Beano? 25

**Q. 26-30**  
fraction problems

26 Mr Hussain buys  $1\frac{3}{4}$  kg of onions,  $3\frac{1}{2}$  kg of potatoes and  $\frac{7}{8}$  kg of cabbage. What total mass does he carry home? 26

27 What fraction of 6 litres is 5 half litres? 27

28 Tom is nine years old and  $1\frac{1}{2}$  times as old as his sister, Zoe. How old is Zoe? 28

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? 29

30 How much is three-quarters of the product of seven-eighths and four-ninths? 30

**Q. 31-35**  
factors and multiples

31 What is the highest common factor of 23 and 69? 31

32 What is the highest common factor of 24 and 60? 32

33 What is the lowest common multiple of 2 and 10? 33

34 What is the lowest common multiple of 4 and 12? 34

35 What is the lowest common multiple of 12 and 16? 35

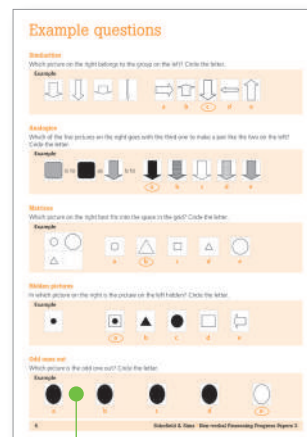
MARK

Schofield & Sims • Maths Progress Papers 3 5

Pupils can choose either to work through the papers systematically for all-round revision and consolidation, or to focus on specific questions from several tests at once for targeted practice of topics that they find particularly challenging. Suitable for use at home, in school or with a tutor, the papers are designed to take between 45 and 75 minutes, and pupils may need two or more sessions to complete one paper.

Key features of the series include:

- pull-out answers with detailed explanations and marking guidance
- a *Progress chart* for recording scores and tracking improvement
- a downloadable *Topics chart* showing topic coverage by paper
- an extra downloadable sample paper for all four subjects.



Each English paper includes a set of multiple-choice comprehension questions.

Short writing tasks on a range of themes allow children to practise completing timed creative writing exercises.

Example questions for all the main question types are provided at the start of each non-verbal reasoning book.

**Paper 14 • Page 7**  
Comprehension MARK

70 Which of the following words best describes the atmosphere in Ristorante Claudia?  
A cold  
B luxurious  
C family-friendly  
D posh

71 What does Ivor Plate suggest about three of the desserts (lines 32–36)?  
A that they are delicious  
B that they are awful  
C that they justify going to the restaurant  
D that they are homemade

72 Choose the most appropriate word from the list to fill the gap.  
The \_\_\_\_\_ appearance of the food in Ristorante Claudia surprised Ivor Plate.  
A casual  
B rapid  
C tired  
D messy

73 Lines 36–39 suggest that Ristorante Claudia is all but one of the following. Identify the word that does not apply.  
A draughty  
B romantic  
C cheerful  
D noisy

74 We are told that the meals at Ristorante Claudia are 'inexpensive' (line 39) – that is, the opposite of 'expensive'. Which one of the prefixes below goes in front of all the words in this list to make their opposites?  
natural, intelligent, savoury, promising  
A in  
B un  
C dis  
D mis

75 Which one of the following phrases do you feel best describes Ivor Plate's review?  
A straightforward and factual  
B highly critical  
C appreciative but gently humorous  
D unfair and ungenerous

MARK   
COMPREHENSION SUB-TOTAL  30

18 Schofield & Sims • English Progress Papers 3

The start and end of each paper are clearly labelled.

**Paper 14 • Page 8**  
Q. 76–85 Short writing task MARK

Write for 20–30 minutes on one of the following. Continue on a separate sheet if you need to.

a) The Day We Went Out to Eat  
b) Think of a dish or a meal that you know well and like. Write detailed instructions on how to make it. Try to include ingredients and quantities – you use grams as these if necessary!  
c) There are professional critics not only of restaurants but also of films, books, music, dance and theatrical productions. Would you like to do one of these jobs? Say which you would choose and how you would approach the job.

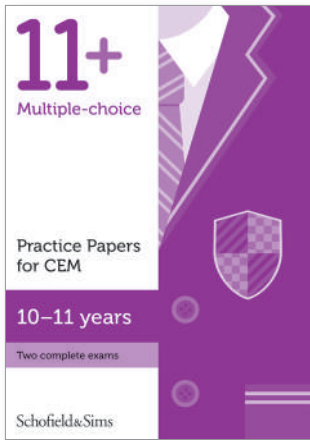
END OF TEST

SHORT WRITING TASK SUB-TOTAL  10  
English skills sub-total (from page 15)  60  
Comprehension sub-total (from page 18)  30  
Short writing task sub-total (from this page)  10  
PAPER 14 TOTAL MARK  100

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The total score for each paper is out of 100 for easy conversion to a percentage.

See pages 78–79 for full-length 11+ practice papers.



## 11+ Practice Papers for CEM KS2 KS3

Rebecca Brant and Siân Goodspeed

The **11+ Practice Papers for CEM** provide realistic test practice for children preparing to sit 11+ exams set by the Centre for Evaluation and Monitoring (CEM) at the University of Durham. Carefully designed to replicate the format and content of CEM papers, they help children to develop essential exam techniques while also building confidence and stamina.

Ideal for use in the final stages of your child's 11+ journey, the resource includes two complete CEM-style tests, each consisting of two separate test papers with a time limit of 45 minutes. Each complete test features a mixture of verbal reasoning (which, in CEM exams, also encompasses comprehension), numerical reasoning and non-verbal reasoning questions split into timed sections of varying lengths.

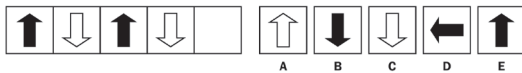
Separate multiple-choice answer sheets that closely match the format of the answer sheets used in the actual exam are provided for all the papers, allowing children to practise this crucial exam technique. Both the papers and answer sheets are published loose in a card wallet, together with guidance notes and full explanations to all the questions.

### Section 4: Non-verbal Reasoning

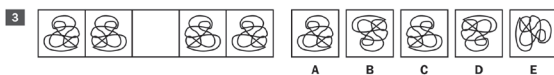
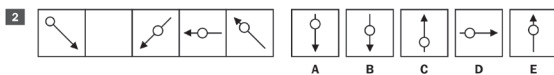
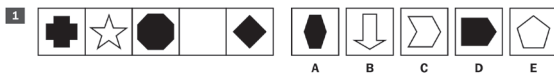
You have 12 minutes to complete this section. There are 36 questions in this section.

Which picture or pictures in the second group belong to the first group? Mark your answer in the answer booklet.

Example:

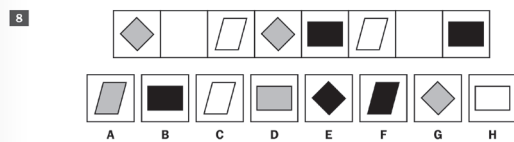
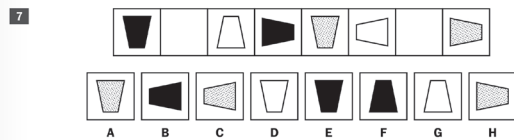
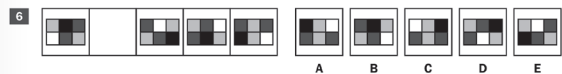


Answer: E



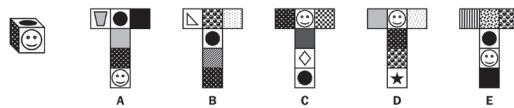
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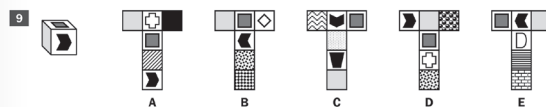


Which net can be made from the cube? Mark your answer in the answer booklet.

Example:



Answer: C



Test continues over the page ▶

13

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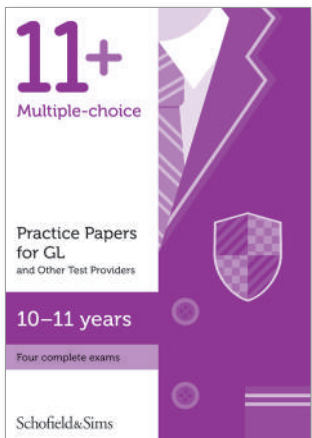
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## 11+ Practice Papers for GL and Other Test Providers

KS2 KS3

Rebecca Brant and Siân Goodspeed

The **11+ Practice Papers for GL and Other Test Providers** offer realistic test practice for children preparing to sit 11+ exams set by GL Assessment, as well as other school selection tests. Carefully designed to replicate the format and content of GL papers, they help children to develop essential exam techniques while also building confidence and stamina.

Ideal for use in the final stages of your child's 11+ journey, the resource includes four complete GL-style test papers – one each for English, maths, verbal reasoning and non-verbal reasoning. The English, maths and verbal reasoning papers have a time limit of 50 minutes and the non-verbal reasoning paper has a time limit of 35 minutes.

Separate multiple-choice answer sheets that closely match the format of the answer sheets used in the actual exam are provided for all the papers, allowing children to practise this crucial exam technique. Both the papers and answer sheets are published loose in a card wallet, together with guidance notes and full explanations to all the questions.

Read the passage below carefully and then answer the questions that follow.

The thing the Time Traveller held in his hand was a glittering metallic framework, scarcely larger than a small clock, and very delicately made. There was ivory in it, and some transparent crystalline substance. And now I must be explicit, for this that follows – unless his explanation is to be accepted – is an absolutely unaccountable thing. He took one of the small octagonal tables that were scattered about the room, and set it in front of the fire, with two legs on the hearthrug. On this table he placed the mechanism. Then he drew up a chair, and sat down. The only other object on the table was a small shaded lamp, the bright light of which fell upon the model. There were also perhaps a dozen candles about, two in brass candlesticks upon the mantel and several in sconces, so that the room was brilliantly illuminated. I sat in a low arm-chair nearest the fire, and I drew this forward so as to be almost between the Time Traveller and the fireplace. Filby sat behind him, looking over his shoulder. The Medical Man and the Provincial Mayor watched him in profile from the right, the Psychologist from the left. The Very Young Man stood behind the Psychologist. We were all on the alert. It appears incredible to me that any kind of trick, however subtly conceived and however adroitly done, could have been played upon us under these conditions.

15 The Time Traveller looked at us, and then at the mechanism. "Well?" said the Psychologist.

"This little affair," said the Time Traveller, resting his elbows upon the table and pressing his hands together above the apparatus, "is only a model. It is my plan for a machine to travel through time. You will notice that it looks singularly askew, and that there is an odd twinkling appearance about this bar, as though it was in some way unreal." He pointed to the part with his finger. "Also, here is one little white lever, and here is another."

The Medical Man got up out of his chair and peered into the thing. "It's beautifully made," he said.

"It took two years to make," retorted the Time Traveller. Then, when we had all imitated the action of the Medical Man, he said: "Now I want you clearly to understand that this lever, being pressed over, sends the machine gliding into the future, and this other reverses the motion. This saddle represents the seat of a time traveller. Presently I am going to press the lever, and off the machine will go. It will vanish, pass into future Time, and disappear. Have a good look at the thing. Look at the table too, and satisfy yourselves there is no trickery. I don't want to waste this model, and then be told I'm a quack."

25 There was a minute's pause perhaps. The Psychologist seemed about to speak to me, but changed his mind. Then the Time Traveller put forth his finger towards the lever. "No," he said suddenly. "Lend me your hand." And turning to the Psychologist, he took that individual's hand in his own and told him to put out his forefinger. So that it was the Psychologist himself who sent forth the model Time Machine on its interminable voyage. We all saw the lever turn. I am absolutely certain there was no trickery. There was a breath of wind, and the lamp flame jumped. One of the candles on the mantel was blown out, and the little machine suddenly swung round, became indistinct, was seen as a ghost for a second perhaps, as an eddy of faintly glittering brass and ivory; and it was gone – vanished! Save for the lamp the table was bare.

Everyone was silent for a minute. Then Filby said he was damned.

40 The Psychologist recovered from his stupor, and suddenly looked under the table. At that the Time Traveller laughed cheerfully. "Well?" he said, with a reminiscence of the Psychologist. Then, getting up, he went to the tobacco jar on the mantel, and with his back to us began to fill his pipe.

Extract from *The Time Machine* by H. G. Wells

Now answer the following questions. You may refer back to the passage if you need to. Mark your answers clearly and carefully in the answer booklet.

- 1 What object was the Time Traveller holding in his hand?
- A a clock
  - B a time machine
  - C a model of a time machine
  - D a compass
  - E a lamp

- 2 Which **two** of the following materials was the object made of?
- 1 wood 2 brass 3 ivory 4 gold
- A 1 and 2
  - B 2 and 4
  - C 1 and 3
  - D 3 and 4
  - E 2 and 3

- 3 How long did the object take to make?
- A one year
  - B two months
  - C six months
  - D two years
  - E six years

- 4 Who was to the left of the Time Traveller?
- A the Medical Man
  - B the Psychologist
  - C the Very Young Man
  - D Filby
  - E the Provincial Mayor

- 5 What did the others do when the Time Traveller first showed them the object?
- A They gathered round to take a closer look.
  - B They gasped in wonder.
  - C They laughed in disbelief.
  - D They sat down at the table.
  - E They turned on the lights.

Test continues over the page ▶

2

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3

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Understanding Verbal Reasoning includes the following question types:

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## Understanding Reasoning KS2 KS3

*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
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- answers to all the questions in the book.

### Analogyes

**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:

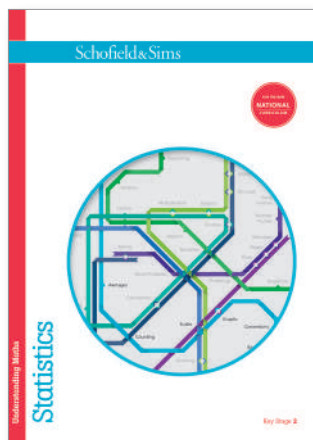
- are **homophones**  
**For example:** Sea is to (water, see, boat) as sent is to (parcel, spent, scent).
- are made by adding or removing a letter  
**For example:** Port is to (pot, ferry, wine) as bear is to (beer, bar, spider).
- have the same letters but in a different order  
**For example:** 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, spot) as dab is to (dot, bad, dip).
5. Tree is to (trunk, twigs, roots) as building is to (flat, foundations, home).

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Verbal Reasoning 29



## Understanding Maths KS2

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
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- 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 82–83 for topic-based English and science study books.

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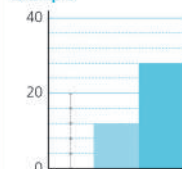
## Reading scales

### 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.

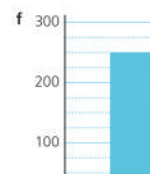
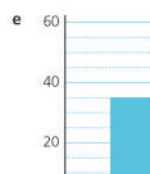
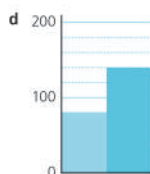
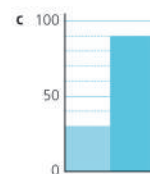
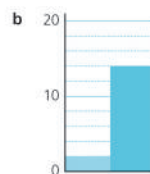
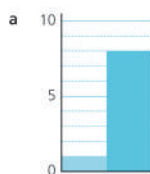
$20 \div 5 = 4$  so each interval is worth **4**.

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.





## Understanding English KS2

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.

See pages 81 and 83 for topic-based maths and science study books.

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## 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.

- a The \_\_\_\_\_ alligators snapped at the \_\_\_\_\_ monkeys.  
 b The \_\_\_\_\_ cat sat on a \_\_\_\_\_ hedgehog.  
 c The lion was \_\_\_\_\_ but the mouse was \_\_\_\_\_.  
 d A \_\_\_\_\_ wolf waited in the \_\_\_\_\_ wood.  
 e The \_\_\_\_\_ boy looked up at the \_\_\_\_\_ moon.  
 f The \_\_\_\_\_ alien thought the planet looked \_\_\_\_\_.  
 g The man was \_\_\_\_\_ at the thought of crossing the \_\_\_\_\_ river.  
 h 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.



## Understanding Science KS2

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.

See pages 81–82 for topic-based maths and English study books.

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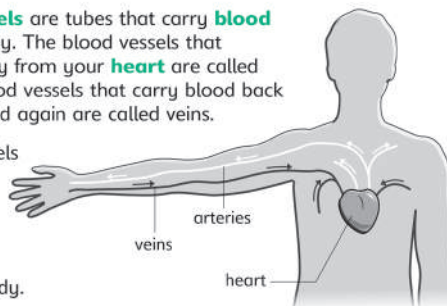
## Heart and blood



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**.

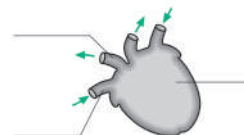
Your heart and blood vessels make up your **circulatory system**.

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

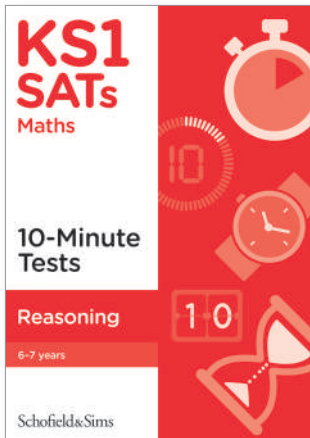
carries blood away from the heart

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.



## SATs 10-Minute Tests KS1 KS2

Carol Matchett, Rachel Lopiccolo, Steve Mills, Hilary Koll and Belle Cottingham

The **SATs 10-Minute Tests** are short, timed tests designed to build speed, accuracy and confidence. Ideal for independent work sessions at home, there are eight books in total, one for each of the four areas tested at the end of each key stage.

The **KS1 and KS2 SATs Grammar, Punctuation and Spelling 10-Minute Tests** provide targeted practice of the key language skills tested in the SATs. Each book contains 18 Grammar and Punctuation tests featuring a mixture of multiple-choice, matching and short- and long-answer questions. There are also regular Spelling tests presented as cloze sentences with an accompanying script for parents to read aloud to their child.

The **KS1 and KS2 SATs Reading 10-Minute Tests** allow children to practise exam-style comprehension questions in manageable 10-minute sessions, before progressing to full-length papers. Each book contains 22 tests based on high-quality texts covering a range of genres and subjects, from classic works by George Bernard Shaw and Dick King-Smith, to contemporary fiction from Cornelia Funke and a biography of Mo Farah.

### Grammar and Punctuation Test 1

**1** Tick **one** word to complete the sentence below.  
Vijay peeled the banana ..... ate it.  
but  or  and  when  1 mark

---

**2** Which punctuation mark completes the sentence below?  
What a really amazing story that was  
Tick **one**.  
a full stop  a comma   
a question mark  an exclamation mark  1 mark

---

**3** Circle the **noun** in the sentence below.  
I wore a scarf to keep warm. 1 mark

---

**4** Add a **suffix** to the word paint to complete the sentence below.  
The children were paint..... pictures of the sea. 1 mark

---

**5** What type of word is underlined in the sentence below?  
I put the note in my pocket.  
Tick **one**.  
a noun  an adjective  a verb  an adverb   1 mark

### Grammar and Punctuation Test 1 continued

**6** Why does the underlined word start with a **capital letter** in the sentence below?  
Mum had a cup of coffee and Adam had some milk.  
..... 1 mark

---

**7** Tick **one** box to show where a **comma** is needed in the sentence below.  
Katie saw ants butterflies and bees in the garden.  
                                        1 mark

---

**8** Which sentence is a **command**? Tick **one**.  
This is the cloakroom.   
Lunch boxes go on the trolley.   
Hang your coat on the peg.   
Is this your bag?  1 mark

---

**9** Circle the correct **verbs** so that the sentence below is in the **past tense**.  
Mum smiles smiled and calls called Raj's name. 1 mark

---

**10** Write **one** sentence with the word apple in it.  
Remember to use correct punctuation.  
..... 2 marks

---

Total marks ..... Time taken .....

AGES 6-11	
RRP	£4.95
TEACHER PRICE	£4.00
<b>CLASS SET PRICE</b>	<b>£2.50</b>
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KS1 SATs Grammar, Punctuation and Spelling 10-Minute Tests  
978 07217 1499 8

KS2 SATs Grammar, Punctuation and Spelling 10-Minute Tests  
978 07217 1495 0

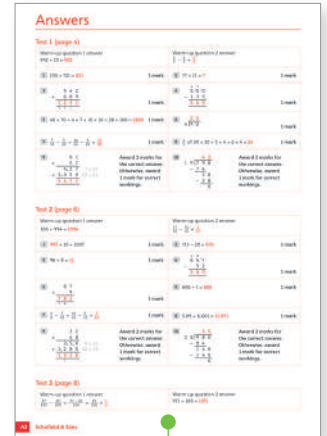
KS1 SATs Reading 10-Minute Tests  
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KS2 SATs Reading 10-Minute Tests  
978 07217 1497 4

The **KS1 and KS2 SATs Arithmetic 10-Minute Tests** provide short, sharp bursts of practice to develop children's mental calculation skills and number fluency. Each test begins with two warm-up questions, followed by a set of context-free, timed calculations covering a range of mathematical operations, including addition, subtraction, multiplication, division, fractions, decimals and percentages.

The **KS1 and KS2 SATs Reasoning 10-Minute Tests** allow children to practise their mathematical reasoning and problem-solving skills in a wide variety of contexts spanning all areas of the primary maths curriculum. Both books contain a mixture of topic-specific tests and mixed tests: 12 topic tests and 8 mixed tests at Key Stage 1, and 16 topic tests and 8 mixed tests at Key Stage 2.

All the books feature a child-friendly introduction, *Progress chart* for recording test scores and pull-out answer booklet containing answers to all the questions in the book, as well as full instructions for using the tests and guidance on marking.



Questions are presented in a similar style and format to those in the actual tests.

Questions increase in difficulty both within each test and as children progress through the book.

Answers include workings and explanations where appropriate.

### Test 2

<p>Warm-up question</p> $100 + 994 =$	<p>Warm-up question</p> $\frac{11}{12} - \frac{10}{12} =$
<p>1 <math>\square + 10 = 1,007</math></p>	<p>2 <math>713 - 20 =</math></p>
<p>3 <math>96 \div 8 =</math></p>	<p>4 <math>641 - 52 =</math></p>
<p>5 <math>87 \times 9 =</math></p>	<p>6 <math>606 \div 1 =</math></p>

6 Schofield & Sims

### Test 2 continued

<p>7 <math>\frac{5}{6} - \frac{5}{12} =</math></p>	<p>8 <math>5.09 + 6.001 =</math></p>
<p>9 Show your method.</p> $\begin{array}{r} 32 \\ \times 48 \\ \hline \end{array}$	<p>10 Show your method.</p> $28980$
<p>Total marks .....</p>	<p>Time taken .....</p>

KS2 SATs Arithmetic 10-Minute Tests 7

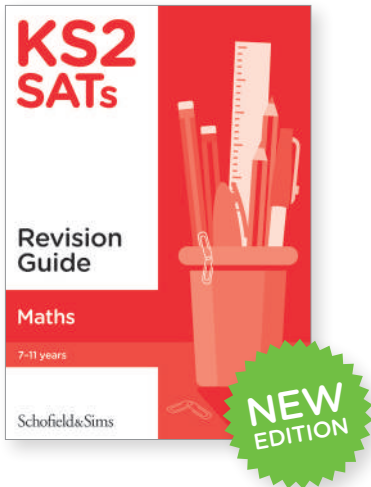
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KS2 SATs Reasoning 10-Minute Tests  
978 07217 1496 7



## SATs Revision Guides KS1 KS2

Hilary Koll, Steve Mills and Carol Matchett

The **SATs Revision Guides** are closely matched to the National Curriculum and help children to revise what they have learnt at school, in preparation for the end-of-key-stage tests. Clear explanations, worked examples and colourful illustrations help to keep children engaged, while also ensuring that information is presented in a way that is easy for them to understand and remember. The accessible format and index enable children either to work through the topics in order, or to focus on a particular subject area.

There are four **SATs Revision Guides** available, covering maths and English at both Key Stage 1 and Key Stage 2. Additional features of the guides include:

- helpful *Tips for tests* and general 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 subject vocabulary.

Key terms are highlighted in bold and defined in a child-friendly *Glossary*.

Answers to all the *Test yourself* questions are provided at the back of the book.

### 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.

KS1 SATs English Revision Guide 31

### 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.

$\frac{2}{3} \xrightarrow{\times 2} \frac{4}{6}$       $\frac{12}{15} \xrightarrow{\div 3} \frac{4}{5}$

**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.

$\frac{1}{6} \xrightarrow{\times 5} \frac{5}{30}$       $\frac{20}{24} \xrightarrow{\div 4} \frac{5}{6}$       $\frac{300}{500} \xrightarrow{\div 100} \frac{3}{5}$

**Remember**  
If you can multiply the numerator and the denominator by the same number to make another fraction, then both fractions are equivalent.

**Test yourself**

1. Which of these pairs of fractions are equivalent?
  - a.  $\frac{1}{3}$  and  $\frac{15}{15}$
  - b.  $\frac{1}{10}$  and  $\frac{12}{12}$
  - c.  $\frac{1}{10}$  and  $\frac{2}{20}$
  - d.  $\frac{1}{10}$  and  $\frac{1}{5}$
  - e.  $\frac{1}{10}$  and  $\frac{2}{5}$
2. Cancel these fractions to their simplest form.
  - a.  $\frac{1}{24}$
  - b.  $\frac{1}{18}$
  - c.  $\frac{2}{22}$
  - d.  $\frac{30}{38}$
3. Give three fractions equivalent to:
  - a.  $\frac{1}{5}$
  - b.  $\frac{200}{500}$
  - c.  $\frac{100}{500}$
  - d.  $\frac{1}{10}$

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#### AGES 6-11

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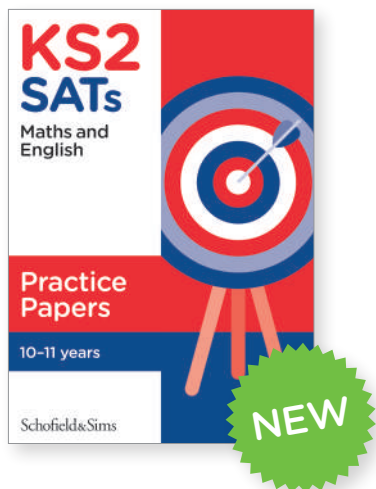
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KS2 SATs English Revision Guide  
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KS1 SATs Maths Revision Guide  
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KS2 SATs Maths Revision Guide  
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## SATs Practice Papers KS1 KS2

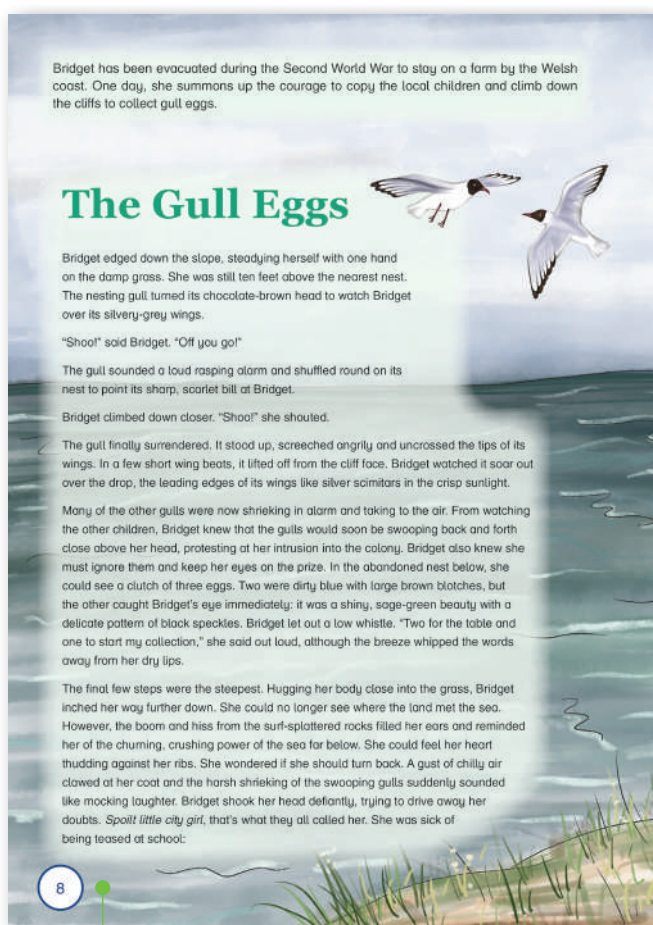
Hilary Koll, Steve Mills, Carol Matchett, Sarah-Anne Fernandes and Giles Clare

The **SATs Practice Papers** feature up-to-date practice material for pupils preparing to sit the national tests in 2020 and beyond. Closely matched to the National Curriculum test frameworks, the papers mirror both the appearance and content of the tests, providing realistic practice of exam-style questions.

Separate timed papers are provided for all of the individual components of the maths and English tests at each key stage, as follows:

- **KS1 SATs Practice Papers** comprises one Reasoning paper; one Arithmetic paper; two Reading papers; one Grammar and Punctuation paper; and one aural Spelling test
- **KS2 SATs Practice Papers** comprises one Arithmetic paper; two Reasoning papers; one Reading paper, one Grammar and Punctuation paper; and one aural Spelling test.

Each set of practice papers is published loose in a durable card folder in order to provide as authentic a test experience as possible. Each folder also includes a separate *Notes and answers* booklet containing instructions for using the papers and detailed mark schemes.

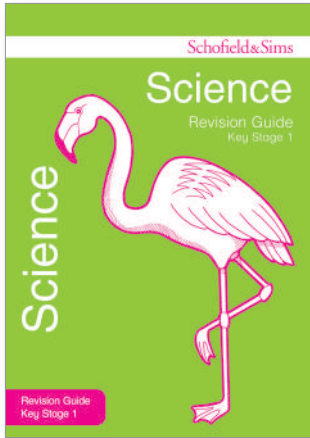


Both the Key Stage 1 and Key Stage 2 Reading papers feature a separate full-colour reading booklet.

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RRP	£9.95
TEACHER PRICE	£8.00
<b>CLASS SET PRICE</b>	<b>£5.00</b>
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KS1 SATs Maths and English Practice Papers  
978 07217 1652 7

KS2 SATs Maths and English Practice Papers  
978 07217 1651 0



## Science Revision Guides KS1 KS2

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.

```

    graph LR
      grass --> cow
      cow --> human
  
```

There are different food chains in different habitats. This food chain is for a garden.

```

    graph LR
      lettuce --> slug
      slug --> thrush
      thrush --> sparrowhawk
  
```

This food chain is for a pond.

```

    graph LR
      waterweed --> tadpole
      tadpole --> perch
      perch --> pike
  
```

**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 Archæopteryx. These animals changed over time, and eventually became the birds we see around us today.

This is a reconstruction of what an Archæopteryx 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.

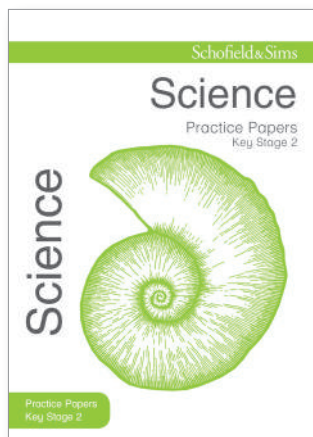
32 Evolution and inheritance Schofield & Sims • Key Stage 2 Science Revision Guide

See page 86 for maths and English revision guides.

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**Key Stage 1 Science Revision Guide**  
978 07217 1368 7

**Key Stage 2 Science Revision Guide**  
978 07217 1369 4



## Key Stage 2 Science Practice Papers KS2

*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.

See page 87 for maths and English practice papers.

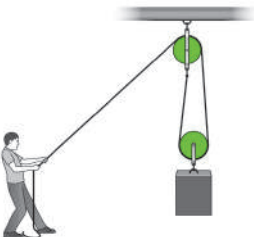
Physics Paper

5
Forces


a Name the mechanism being used in each picture.



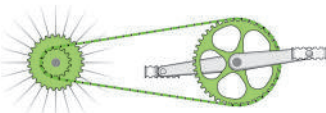
A .....



B .....



C .....



D .....

1 mark

b Name two of the above mechanisms that allow a smaller force to have a greater effect.

.....

1 mark

34
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### AGES 7-11

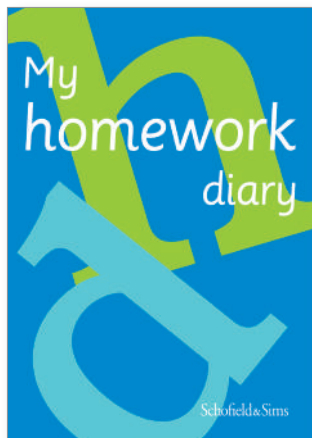
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Key Stage 2 Science  
Practice Papers  
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## My Homework Diary KS2

**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
- *English facts*, including punctuation and grammar rules
- a glossary of *Science facts*
- a list of *Useful words in French, Spanish and German*
- *History timelines* covering prehistory, early history and the history of Britain
- *Geography facts*, including continents and The Seven Wonders of the Ancient World.

### AGES 7-11

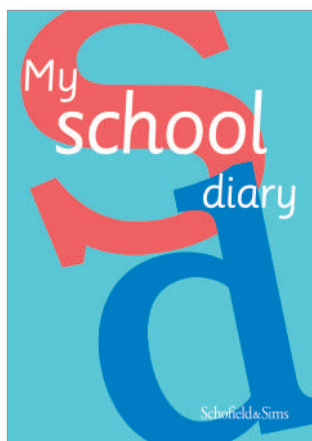
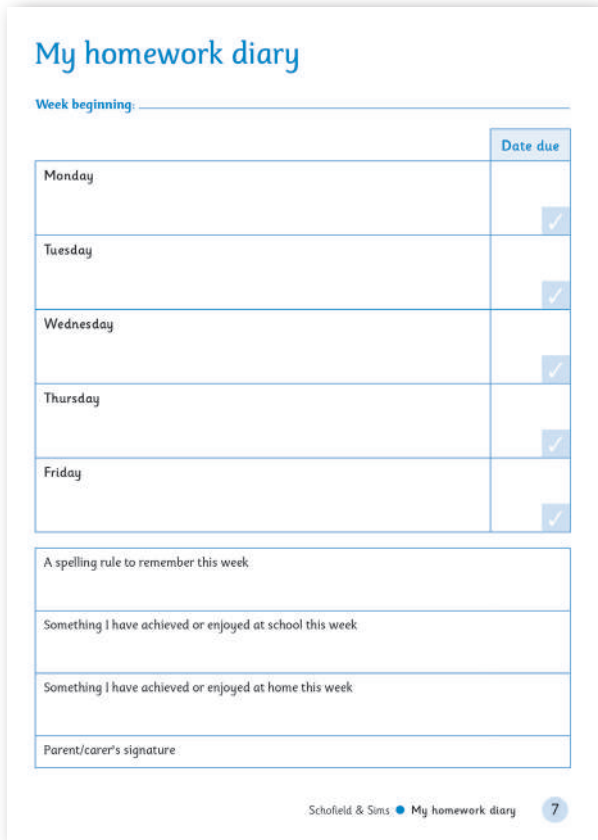
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My Homework Diary  
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## My School Diary KS2

**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
- useful reference pages, including a world map, multiplication square, punctuation pyramid and vocabulary lists.

### AGES 7-11

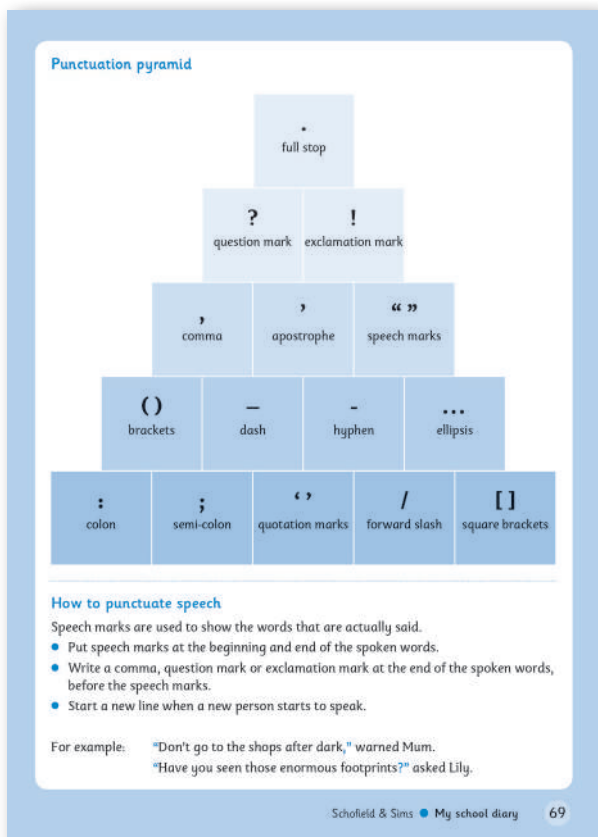
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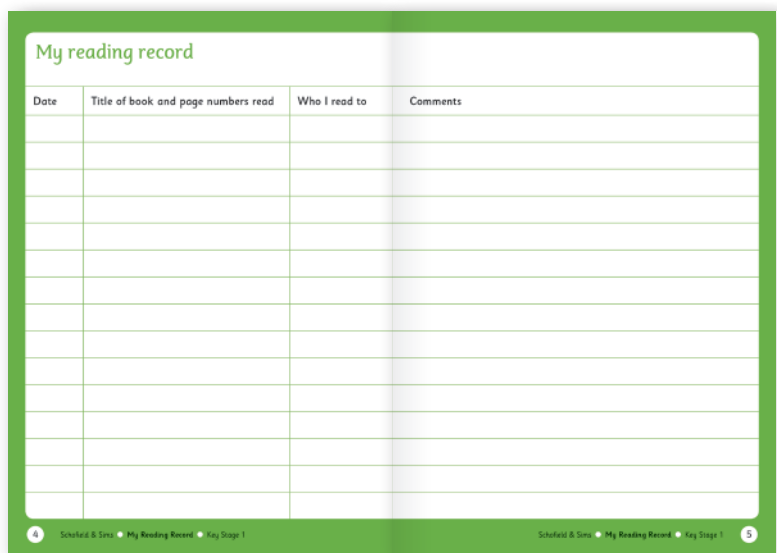
## My Reading Record for Key Stage 1 KS1

**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.

**AGES 5-7**

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## My Reading Record for Key Stage 2 KS2

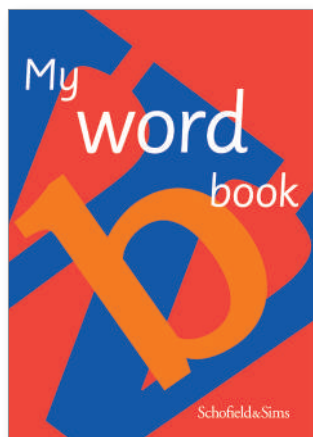
**My Reading Record for Key Stage 2** is a handy A5 book designed to help schools to ensure effective home-school communication. It includes structured fill-in pages, vocabulary checklists and a helpful list of *Words about reading*. Teachers can use the book to note specific reading targets and letter 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.

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RRP £3.00  
TEACHER PRICE £2.00  
**CLASS SET PRICE £1.00**  
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My Reading Record  
for Key Stage 2  
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## My Word Book KS1

**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
- more than 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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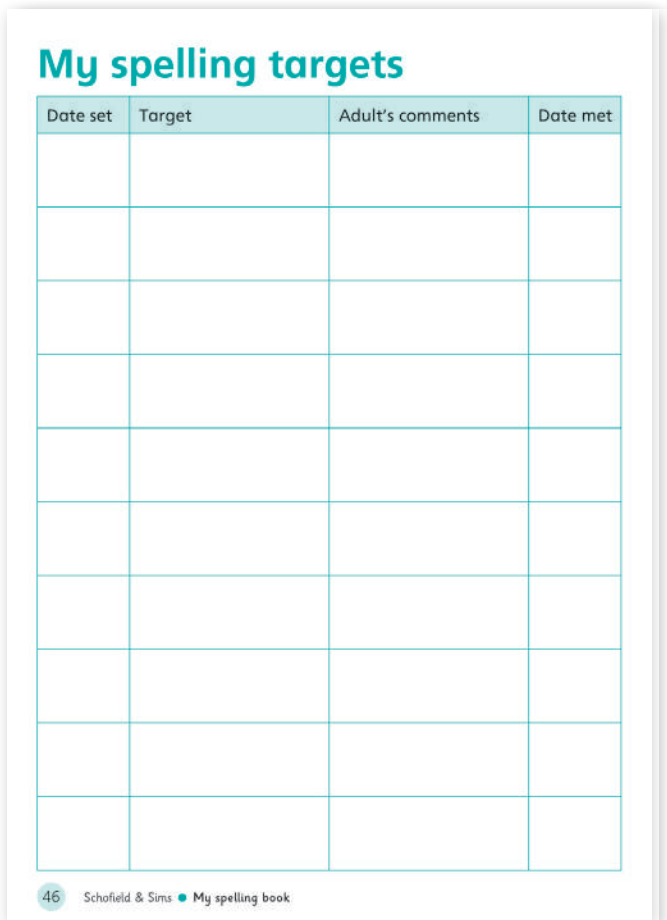
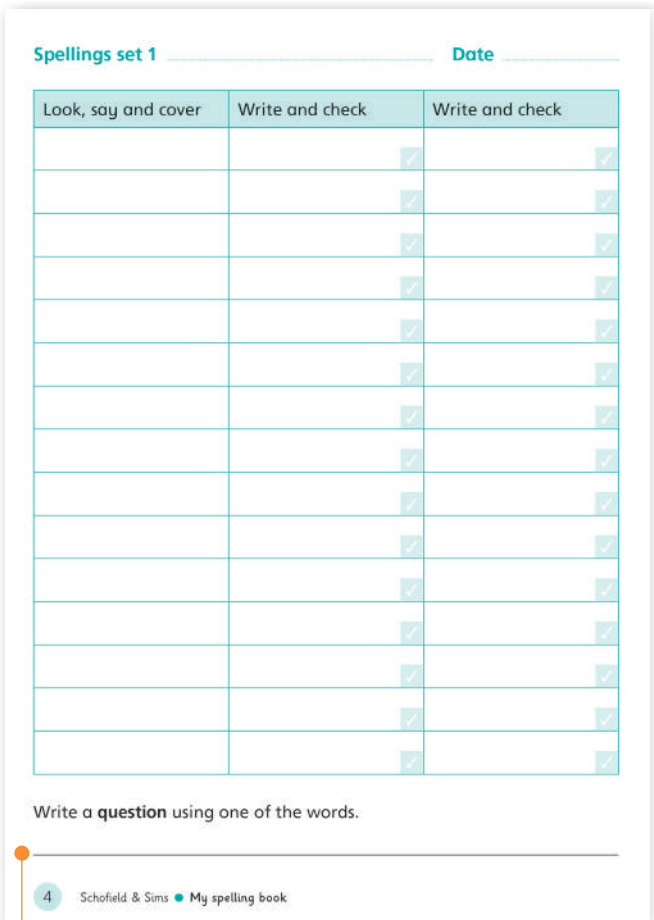
## My Spelling Book KS2

**My Spelling Book** allows children to record and practise new spellings using the strategy, 'Look, Say, Cover, Write, Check'. Perfect for weekly spelling practice, the book contains space for 40 sets of 15 spellings. After each set of spellings, a short writing activity encourages children to use the spellings in context.

This A5 book also contains:

- useful tips for parents and carers about how to help children to practise spelling at home
- a detachable card bookmark, which children can use to cover up spellings while they practise writing them
- space for the teacher to note the child's specific targets in spelling, and for any adult working with the child to note the child's progress towards meeting them
- handy copies of the statutory word lists for Years 3 to 6 for reference
- space for the child to note down any particularly tricky spellings requiring further practice.

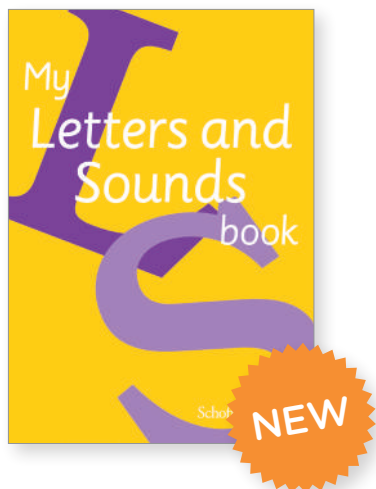
Replacement copies of the bookmark can be downloaded for free from the Schofield & Sims website.



Children are encouraged to apply the spellings in context at the end of each set.

AGES 7-11	
RRP	£3.00
TEACHER PRICE	£2.00
<b>CLASS SET PRICE</b>	<b>£1.50</b>
<i>10 or more copies of the same book</i>	

My Spelling Book  
978 07217 1653 4



## My Letters and Sounds Book EY KS1

**My Letters and Sounds Book** is a one-per-child learning log designed to accompany children from Reception through to Year 2 and provide a concise, at-a-glance record of their progress in phonics.

The easy-to-use book includes checks for each learning objective described in *Letters and Sounds* Phases One to Six. Each check includes space for the teacher or teaching assistant's comments, enabling them to easily identify learning that is already secure, as well as priorities for future teaching. Specific sounds or words requiring more practice may be highlighted for further consolidation.

This A5 book also contains:

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### Letter recognition for reading

The child:

- gives the letter-sound when you point to each letter.

Set 1	s	a	t	p
Set 2	i	n	m	d
Set 3	g	o	c	k
Set 4	ck	e	u	r
Set 5	h	b	f	l

Date	Observations	Date	Observations

12 Schofield & Sims • My Letters and Sounds book

### Oral blending

The child:

- orally blends CVC words spoken by the adult in sound-talk.

Words spoken in sound-talk	Tick if blended correctly	If blended incorrectly, make a note of what the child says
m-a-t		
c-u-p		
n-i-p		
p-e-n		
d-o-g		
b-e-d		
j-a-m		
s-o-ck		
f-ee-t		
c-oo-t		
b-oo-k		
sh-i-p		
p-l-ay		
m-ou-se		
sh-e-d		

Date	Observations

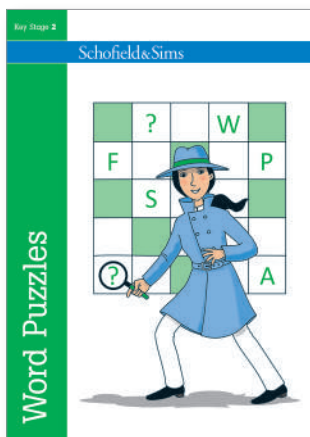
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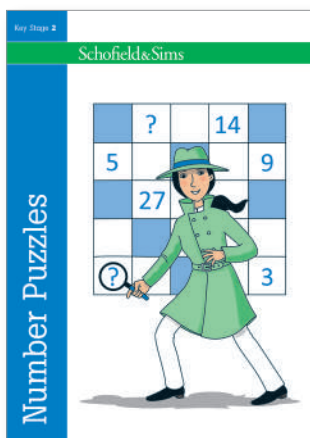
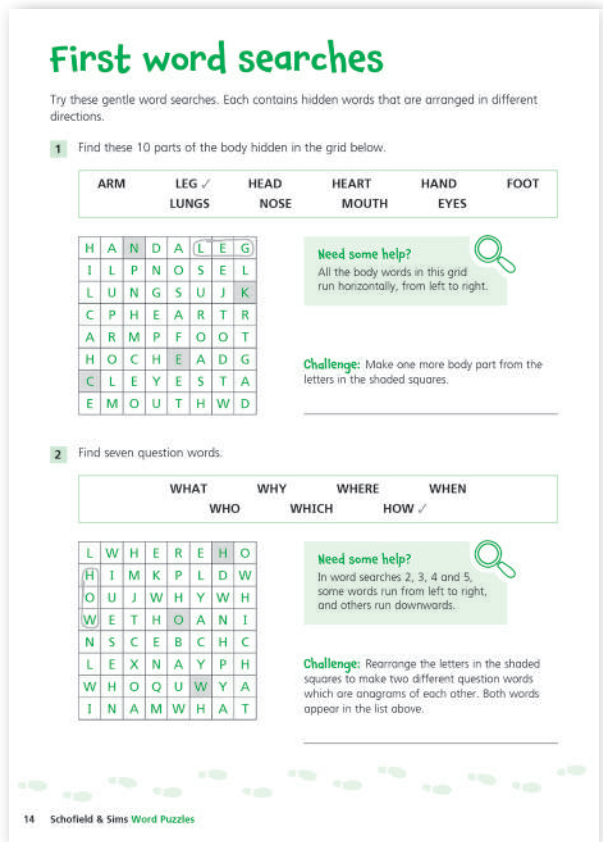
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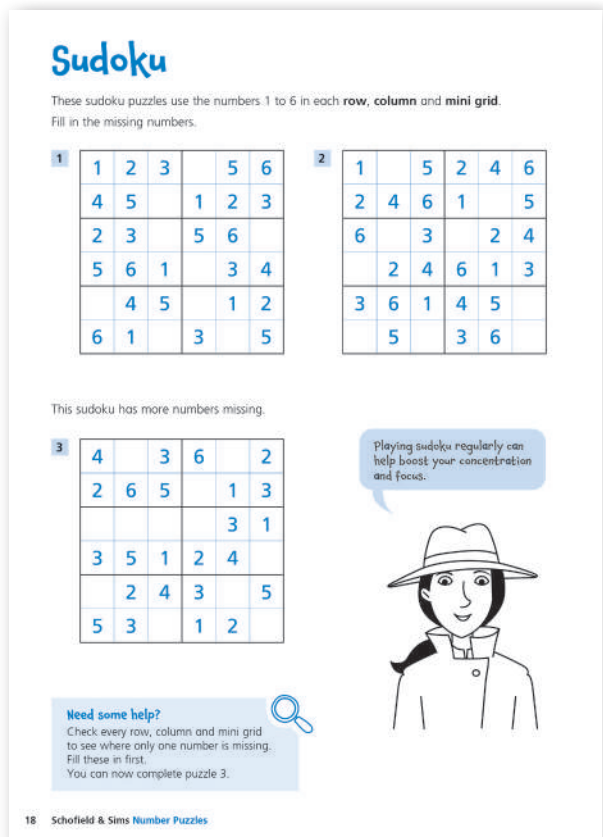
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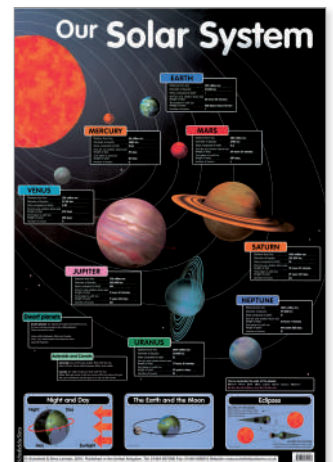
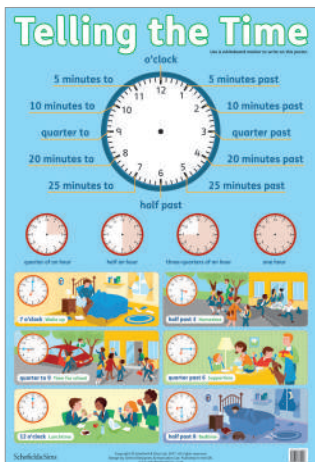
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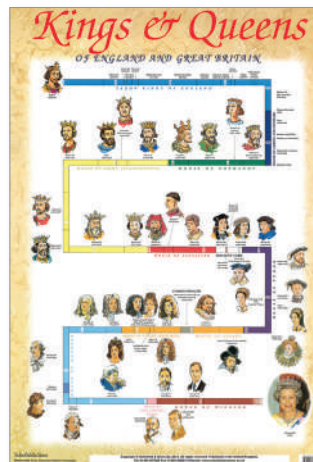
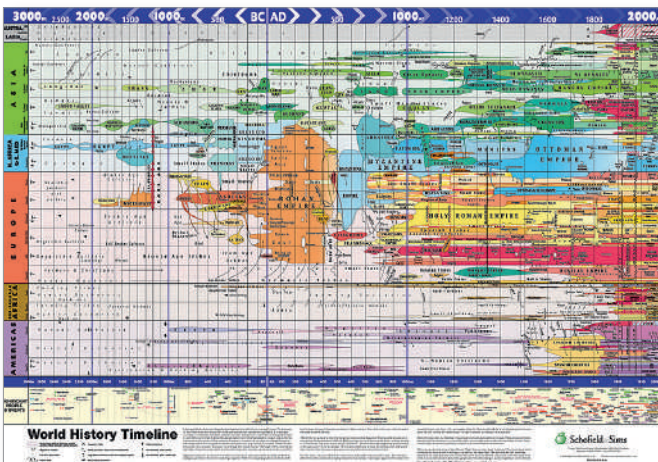
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