

Schofield&Sims

Primary Catalogue



2022



Welcome to the 2022 Catalogue

The war against COVID-19 is over. The battlefield has been cleared and the educational damage is being assessed and repairs have begun.

Catch Up

By now schools and teachers will know what knowledge and skills are missing and which will need to be intensively revisited and practised this year. With this in mind I would encourage you to browse the wide range of targeted revision and practice books in this year's catalogue, many of which are ideally suited to both whole class and independent catch-up.

Year 6 SATs

The May 2022 national tests are fast appearing over the educational horizon. Any missed ground needs to be covered quickly and our **SATs Ten-Minute Tests** and **Revision Guides** provide an ideal teacher-led or parent-led revision structure.

My Letters and Sounds

Almost two years in the making, we are delighted this year to launch our brand new systematic synthetic phonics programme, **My Letters and Sounds**. In devising the scheme we have taken the very best elements from *2007 Letters and Sounds* and developed them in line with the latest DfE criteria to create a brand new SSP programme. Alongside the detailed daily lesson plans, pupil books and a plethora of supporting resources, key to **My Letters and Sounds** are 110 phonics readers that are totally integrated into the programme and written and illustrated with loving care, ensuring children have extensive practice of all the letter sounds from Phase 2 to Phase 5. If you and your fellow teachers love letters and sounds then we believe **My Letters and Sounds** is the SSP for your school.

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

Maths resources 64

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Key to icons:



= Early Years Foundation Stage



= Key Stage 1



= Key Stage 3



= Reception



= Key Stage 2



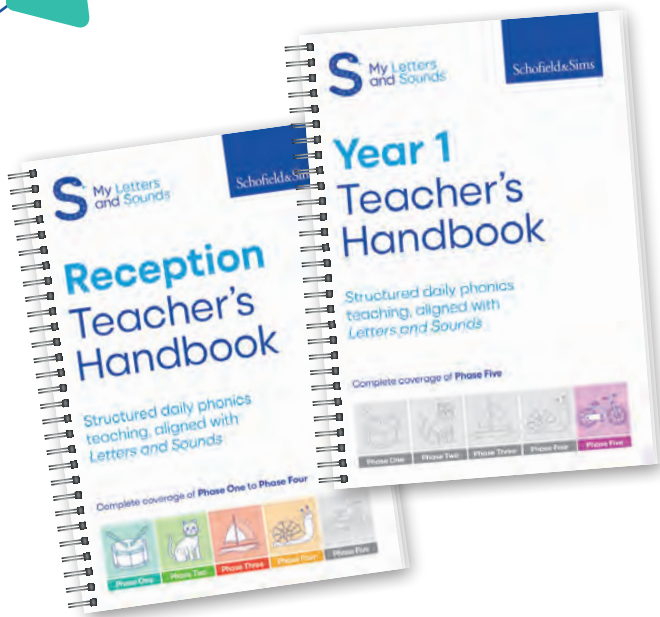
My Letters and Sounds

The exciting new SSP programme

My Letters and Sounds is a complete phonics teaching programme that builds upon the original *Letters and Sounds*. It has been carefully designed to provide schools that wish to use the Letters and Sounds framework with an up-to-date and comprehensive set of resources that meet the DfE's revised core criteria for effective phonics teaching.

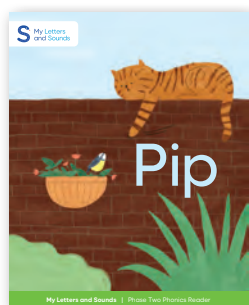


- Over 100 decodable readers fully aligned to My Letters and Sounds
- Daily lesson plans with supporting photocopiable and digital resources
- Write-in phonics workbooks that link directly to lesson plans
- High-quality online and in-person CPD training
- Handy classroom kit, packed with physical resources



Teacher's Handbooks full of high-quality phonics instruction. See pages 14–17

Workbooks to help children practise. See pages 18–19



Stunning, finely graded, fully decodable readers. See pages 20–27

SATs

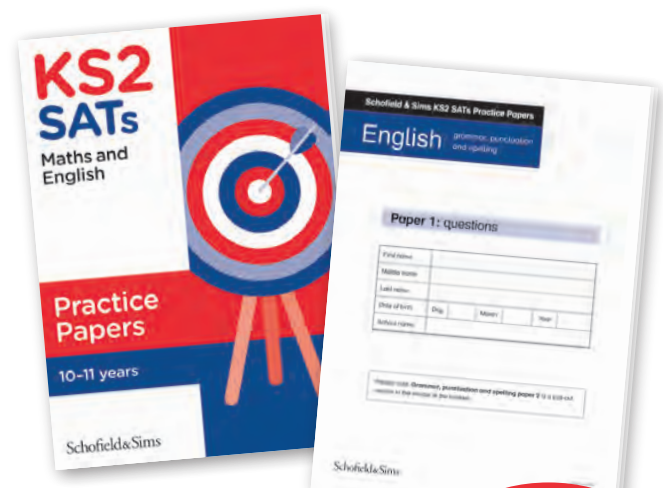


Targeted revision and practice for the 2022 national tests and beyond



See pages 100-101

Ideal for independent work sessions in class or at home, the SATs 10-Minute Tests will build speed, accuracy and confidence through timed practice.



See pages 102-103

SATs revision guides provide child-friendly explanations and worked examples, whilst practice papers deliver an authentic test experience.

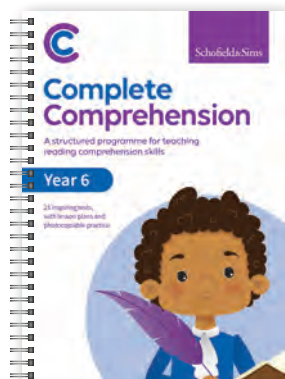
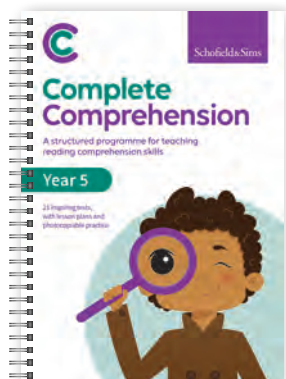
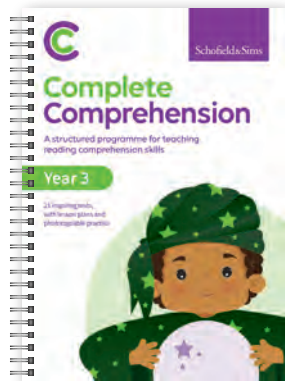
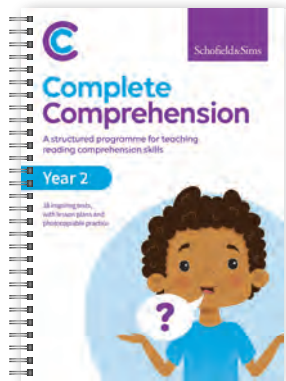
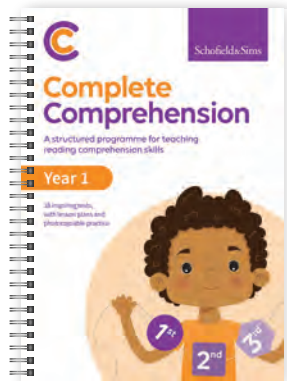


Complete Comprehension

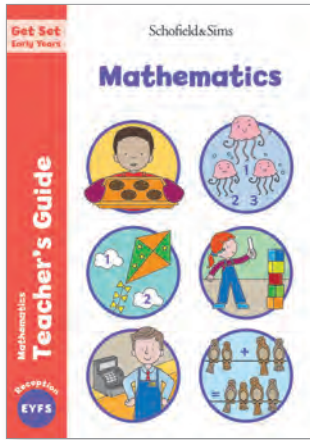
The essential companion for teaching reading comprehension in your school, combining a skills-based approach with explicit vocabulary instruction and stimulating enrichment activities.

- ✓ 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.

See pages 56-57



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



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, 2016. This page may be photocopied after purchase.

Big and small

Learning objectives: 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: 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.

Use: 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.

Go: 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 towards: The children can draw a giant bear and design and cut out objects for it.

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

Cross-curricular links

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

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

Home link

Activity book: *Space and Measure* page 4

Get Set Mathematics teacher's guide 55

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 an 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*.



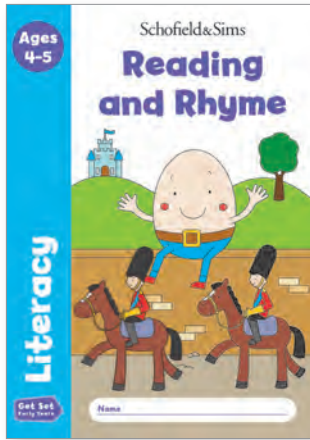
AGES 4-5

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



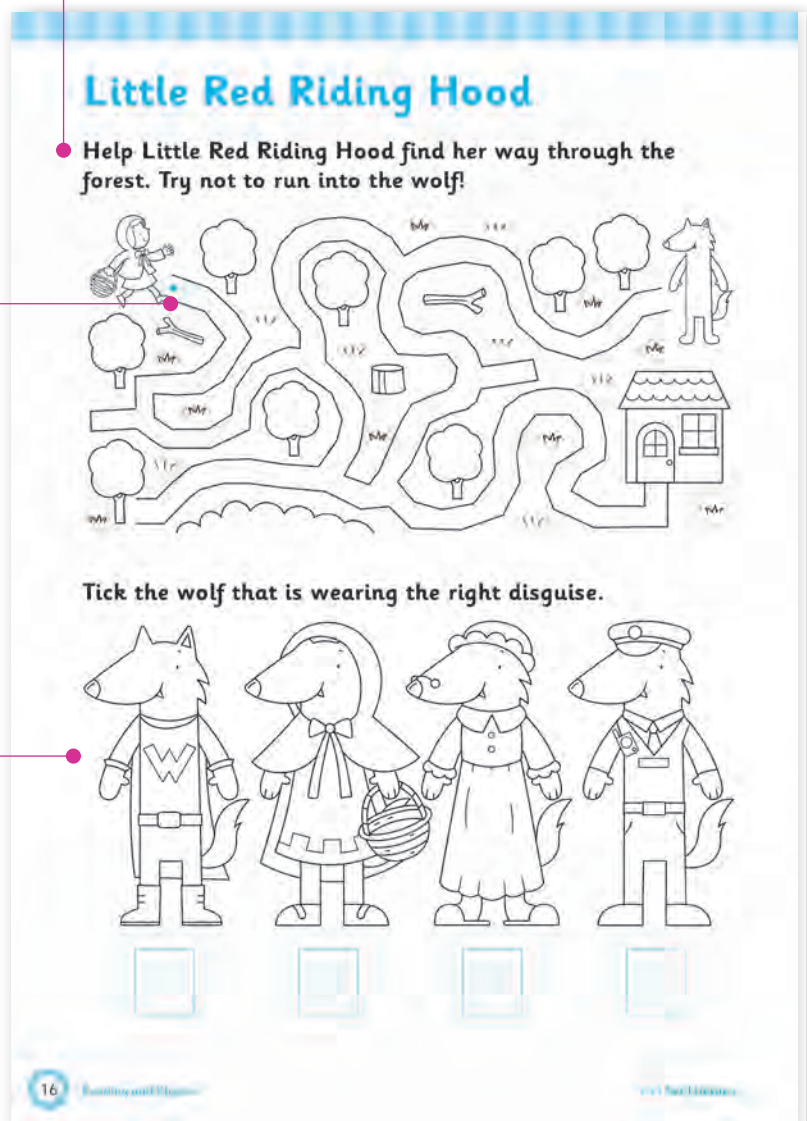
Get Set Activity Books EY

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.

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	Learning tip	Key vocabulary	Extension activity
page 1	Ask 'What is the name of the animal that lives on a farm?' and 'What is the name of the animal that lives in a house?' to introduce the topic of animals.	cat, cow, pig, sheep, horse, chicken, dog, rabbit, mouse, guinea pig	Ask your child to draw a picture of an animal and label it.
page 2	Ask 'What is the name of the animal that lives on a farm?' and 'What is the name of the animal that lives in a house?' to introduce the topic of animals.	cat, cow, pig, sheep, horse, chicken, dog, rabbit, mouse, guinea pig	Ask your child to draw a picture of an animal and label it.
page 3	Ask 'What is the name of the animal that lives on a farm?' and 'What is the name of the animal that lives in a house?' to introduce the topic of animals.	cat, cow, pig, sheep, horse, chicken, dog, rabbit, mouse, guinea pig	Ask your child to draw a picture of an animal and label it.
page 4	Ask 'What is the name of the animal that lives on a farm?' and 'What is the name of the animal that lives in a house?' to introduce the topic of animals.	cat, cow, pig, sheep, horse, chicken, dog, rabbit, mouse, guinea pig	Ask your child to draw a picture of an animal and label it.
page 5	Ask 'What is the name of the animal that lives on a farm?' and 'What is the name of the animal that lives in a house?' to introduce the topic of animals.	cat, cow, pig, sheep, horse, chicken, dog, rabbit, mouse, guinea pig	Ask your child to draw a picture of an animal and label it.
page 6	Ask 'What is the name of the animal that lives on a farm?' and 'What is the name of the animal that lives in a house?' to introduce the topic of animals.	cat, cow, pig, sheep, horse, chicken, dog, rabbit, mouse, guinea pig	Ask your child to draw a picture of an animal and label it.
page 7	Ask 'What is the name of the animal that lives on a farm?' and 'What is the name of the animal that lives in a house?' to introduce the topic of animals.	cat, cow, pig, sheep, horse, chicken, dog, rabbit, mouse, guinea pig	Ask your child to draw a picture of an animal and label it.
page 8	Ask 'What is the name of the animal that lives on a farm?' and 'What is the name of the animal that lives in a house?' to introduce the topic of animals.	cat, cow, pig, sheep, horse, chicken, dog, rabbit, mouse, guinea pig	Ask your child to draw a picture of an animal and label it.
page 9	Ask 'What is the name of the animal that lives on a farm?' and 'What is the name of the animal that lives in a house?' to introduce the topic of animals.	cat, cow, pig, sheep, horse, chicken, dog, rabbit, mouse, guinea pig	Ask your child to draw a picture of an animal and label it.
page 10	Ask 'What is the name of the animal that lives on a farm?' and 'What is the name of the animal that lives in a house?' to introduce the topic of animals.	cat, cow, pig, sheep, horse, chicken, dog, rabbit, mouse, guinea pig	Ask your child to draw a picture of an animal and label it.
page 11	Ask 'What is the name of the animal that lives on a farm?' and 'What is the name of the animal that lives in a house?' to introduce the topic of animals.	cat, cow, pig, sheep, horse, chicken, dog, rabbit, mouse, guinea pig	Ask your child to draw a picture of an animal and label it.
page 12	Ask 'What is the name of the animal that lives on a farm?' and 'What is the name of the animal that lives in a house?' to introduce the topic of animals.	cat, cow, pig, sheep, horse, chicken, dog, rabbit, mouse, guinea pig	Ask your child to draw a picture of an animal and label it.
page 13	Ask 'What is the name of the animal that lives on a farm?' and 'What is the name of the animal that lives in a house?' to introduce the topic of animals.	cat, cow, pig, sheep, horse, chicken, dog, rabbit, mouse, guinea pig	Ask your child to draw a picture of an animal and label it.
page 14	Ask 'What is the name of the animal that lives on a farm?' and 'What is the name of the animal that lives in a house?' to introduce the topic of animals.	cat, cow, pig, sheep, horse, chicken, dog, rabbit, mouse, guinea pig	Ask your child to draw a picture of an animal and label it.
page 15	Ask 'What is the name of the animal that lives on a farm?' and 'What is the name of the animal that lives in a house?' to introduce the topic of animals.	cat, cow, pig, sheep, horse, chicken, dog, rabbit, mouse, guinea pig	Ask your child to draw a picture of an animal and label it.
page 16	Ask 'What is the name of the animal that lives on a farm?' and 'What is the name of the animal that lives in a house?' to introduce the topic of animals.	cat, cow, pig, sheep, horse, chicken, dog, rabbit, mouse, guinea pig	Ask your child to draw a picture of an animal and label it.
page 17	Ask 'What is the name of the animal that lives on a farm?' and 'What is the name of the animal that lives in a house?' to introduce the topic of animals.	cat, cow, pig, sheep, horse, chicken, dog, rabbit, mouse, guinea pig	Ask your child to draw a picture of an animal and label it.

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

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

Counting	978 07217 1436 3
Adding and Subtracting	978 07217 1437 0
Shape and Pattern	978 07217 1438 7
Space and Measure	978 07217 1439 4
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.



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

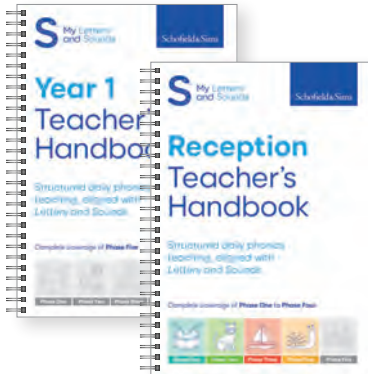
Lost and found (Key Word Story)
978 07217 1113 3



My Letters and Sounds SSP R KS1

Available from January 2022

Schofield & Sims **My Letters and Sounds** is a brand new, complete systematic synthetic phonics teaching programme that builds on the original *Letters and Sounds*. Packed with teaching guidance, lesson plans, pupil workbooks and stunning phonics readers, this phonics programme provides everything needed to teach phonics from Reception through to the end of Year 1.



Teacher's Handbooks

My Letters and Sounds Teacher's Handbooks provide you with everything needed to deliver high-quality phonics instruction. Two separate books for Reception and Year 1 include:

- detailed teaching guidance
- carefully sequenced lesson plans
- flexible, child-friendly resources and activities
- straightforward assessment and record-keeping materials.



Phonics Practice Pupil Books

Eight **My Letters and Sounds Phonics Practice Pupil Books** can be used alongside the **My Letters and Sounds Teacher's Handbooks** to help children practise their phonics knowledge at school or at home. The write-in workbooks include:

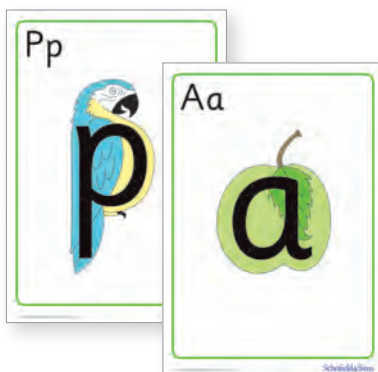
- targeted practice of each new learning point
- integrated revision of previous learning
- enjoyable, age-appropriate activities
- a helpful glossary of key phonics terms.



Fully Decodable Phonics Readers

110 **My Letters and Sounds Phonics Readers** have been carefully graded to match the **My Letters and Sounds** progression. The fully decodable stories have been written by a team of teachers and phonics experts to create engaging and stimulating story texts that young children will love to read. Each reader includes:

- new phonics learning introduced in small chunks
- child-friendly stories written in natural English
- stunning and varied illustrations
- tips for adults reading with children.



Digital resources and CPD

My Letters and Sounds is supported by a vast range of photocopiable, digital and audio resources, along with a range of assessment tools and CPD training to ensure that learning is embedded in your school. The phonics support includes:

- friezes, mnemonics and word cards for phonics practice
- audio resources that include sound discrimination and enunciation guides
- ongoing assessments embedded into daily lesson plans
- high-quality online and in-person CPD training.

The five phases of My Letters and Sounds

Phase One

Learning strong listening skills and practising recognising different types of sounds, including the separate sounds in words. Developing phonological awareness, oral blending and the segmenting of words.

Phase Two

Learning 19 single-letter graphemes and their sounds. Further understanding how to blend and segment simple VC and CVC words.

Phase Three

Learning the remaining seven graphemes including those with two and three letters. Improving the blending and segmenting of words to include some two-syllable words. By the end of this phase, children will know one grapheme for most of the phonemes found in the English language.

Phase Four

Revising all graphemes and their sounds learnt so far. Blending and segmenting longer words with adjacent consonants.

Phase Five

Learning new graphemes and alternative pronunciations for known graphemes. Developing word-specific knowledge of spelling by using the appropriate grapheme to represent a phoneme.

What happened to *Letters and Sounds*?

The standalone *Letters and Sounds* handbook is not considered to be a systematic synthetic phonics (SSP) programme by the Department for Education (DfE), because it does not include the support, guidance, resources or training needed for a phonics programme.

Whilst **My Letters and Sounds** is aligned to *Letters and Sounds*, it goes far beyond this document in its scope by providing comprehensive guidance, lesson planning and classroom resources. It is based on a rigorous progression that has been carefully developed to support your school to teach phonics accurately and effectively.

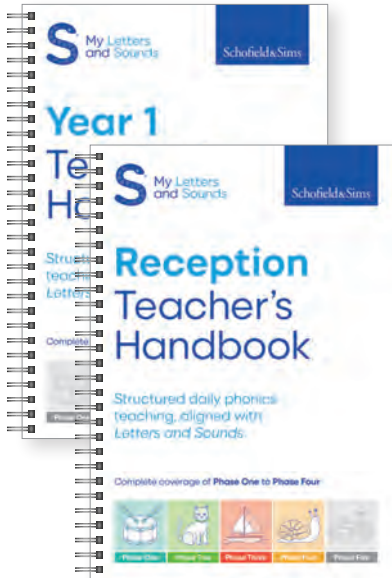
My Letters and Sounds packages

My Letters and Sounds is an affordable phonics programme, with special prices for schools across the programme. There is no complicated subscription required, making it easy for schools to adopt and use, with each of the phonics resources available individually or as a complete package.

Example packages

Reception package	RRP	TEACHER PRICE
One Teacher's Handbook	£70.00	£50.00
Six sets of 25 Phase Two Readers	£592.50	£300.00
Six sets of 30 Phase Three Readers	£711.00	£360.00
Six sets of 20 Phase Four Readers	£474.00	£240.00
35 sets of Pupil Practice Book 1	£138.25	£105.00
35 sets of Pupil Practice Book 2	£138.25	£105.00
35 sets of Pupil Practice Book 3	£138.25	£105.00
35 sets of Pupil Practice Book 4	£138.25	£105.00
TOTAL	£2,400.50	£1,370.00

Year 1 package	RRP	TEACHER PRICE
One Teacher's Handbook	£70.00	£50.00
Six sets of 35 Phase Five Readers	£829.50	£420.00
35 sets of Pupil Practice Book 5	£138.25	£105.00
35 sets of Pupil Practice Book 6	£138.25	£105.00
35 sets of Pupil Practice Book 7	£138.25	£105.00
35 sets of Pupil Practice Book 8	£138.25	£105.00
TOTAL	£1,452.50	£890.00



My Letters and Sounds Teacher's Handbooks

Carol Matchett

The **My Letters and Sounds Teacher's Handbooks** include everything you need to teach systematic synthetic phonics with confidence. Based on a more robust and fully resourced version of the well-known *Letters and Sounds* progression, the Handbooks provide a high level of support, both for teachers that are new to phonics teaching and for more experienced practitioners looking for planning that matches the latest best practice.

There are separate handbooks for Reception and Year 1. Each one follows a simple structure, with content divided into teaching guidance (including advice on assessment), lesson plans and photocopiable resources, with additional resources available to download. In addition, an extended introduction provides a helpful overview of the programme, which is split into five phases, and an explanation of the separate skills involved in phonics instruction.

The **Notes** include strategies to use if some children struggle to grasp the new concepts.



Step-by-step instructions guide you through key teaching processes.

Banks of activities are provided to facilitate regular practice of each phonics skill. These activities are also used in the weekly *Lesson plans*.

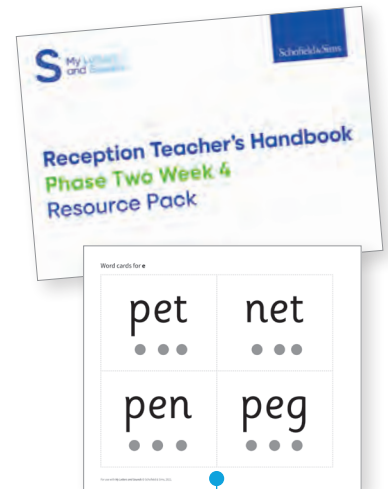
Teaching guidance

The teaching guidance provides essential information about teaching phonics. It summarises the knowledge and skills that are introduced or developed at each phase, and provides detailed advice on how to teach them effectively.

Lesson plans

My Letters and Sounds provides a lesson plan for every day of your phonics teaching. The daily plans, which follow a consistent teaching sequence – ‘Revisit and review, Teach, Practise, Apply, Assess’ – are designed to take around twenty minutes (extending to slightly longer as the children move through the programme). The materials required are all either included in the Handbook or available to download.

The activities are engaging, multi-sensory and deliberately limited in number: this promotes an efficient pace of delivery, as they become familiar to both teacher and pupils.



The digital *Resource Packs* contain all the handbook resources you need to teach a week of lesson plans, in order, making preparing for lessons quick and easy.

The resources needed for the week are given in order of use. The relevant **Phonics Practice Pupil Book** and **Phonics Reader(s)** are also listed.

Teaching is focused, with clear weekly and daily objectives.

Monday	The letter 'j'; blending to read words Page 4
Revisit and review	Use the Alphabet frieze and the Follow the pointer activity (p.151) to practise quick recognition of Phase Two letters L, D, H.
Teach	Teach the letter 'j' using the Introducing a letter guidance (pp.144–146). Use the multi-sensory activities described and the Mnemonic for 'j' to introduce the /j/ sound, the letter 'j' and the letter formation. Help the children to read one or two of the Word cards for 'j' without sound buttons.
Practise	Practise blending to read words using the Word cards for 'j' and a few Phase Two Word cards (such as, fog, lid, hum, bug). Display the words for the children to sound-talk and read in pairs. Check they sound-talk and read the 'j' words without sound buttons correctly.
Apply	Practise reading sentences using the Question cards for 'j' . Give each pair of children a Phase Two Voting paddle with 'red' written on one side. Display one or more questions for pairs to read and discuss. Ask them to hold up the paddle if their answer is 'red'.
Assess	Assess how well the children blend the 'j' words without sound buttons.
Tuesday	The letter 'v'; blending to read words Page 6
Revisit and review	Use the Grapheme card for 'j' and a selection of Phase Two Grapheme cards in a Quick-fire phonemes activity (p.151), practising recognition of graphemes identified as needing further reinforcement at the end of Phase Two.
Teach	Teach the letter 'v' by adapting the Introducing a letter guidance (pp.144–146). Use the multi-sensory activities and the Mnemonic for 'v' to introduce the /v/ sound, the letter 'v' and the letter formation. Model reading the names Vic, Val, Dev from the Word cards for 'v' .
Practise	Practise blending to read words using the Word cards for 'v' and the Word cards for 'j' (e.g. job, jet). Ask the children to read each word in pairs and decide if they know the meaning of the word. Discuss the meaning of the unfamiliar words.
Apply	Practise reading captions using the Captions and matching pictures for 'v' . Ask the children to read each caption with a partner and match each one with the correct picture.
Assess	Assess recognition of 'v' and other letters on the grapheme cards and in words. Assess blending to read words.

Wednesday	The letter 'w'; segmenting to spell words Page 8
Revisit and review	Practise recall of Phase Two letters that need revising using the Phase Two Sound mat and the Show me activity (p.151). Say a sound and ask the children to point to the letter on their copy of the mat.
Teach	Teach the letter 'w' by adapting the Introducing a letter guidance (pp.144–146). Use the multi-sensory activities and the Mnemonic for 'w' to introduce the /w/ sound, the letter 'w' and the letter formation. Ask the children to help you segment and spell win, wit, wig.
Practise	Practise segmenting to spell words using the Phase Two Three-box phoneme frame , Phoneme frame letters w, j, v, e, l, b, t and the Introducing segmenting to spell CVC words guidance (p.153). Say words for the children to sound-talk and build (for example, well, bell, web, jet, wet, yet).
Apply	Ask the children to help you write a sentence (I will win, I will win, I will get wet, I will get fit, I jog.). Model writing the first words of the sentence. Ask the children to try writing the final word.
Assess	Assess recognition and recall of 'w' and segmenting to spell words.
Thursday	The letter 'x'; blending to read words Page 10
Revisit and review	Use the Grapheme cards for 'j', 'v', 'w' and the Quick-fire phonemes activity (p.151) to practise recognition of these letters. Then use the Point to it activity (p.151) to practise recall of the letters.
Teach	Teach the letter 'x' by adapting the Introducing a letter guidance (pp.144–146). Use the multi-sensory activities and the Mnemonic for 'x' to introduce the /x/ sound, the letter 'x' and the letter formation. Help the children to read the Word cards for 'x' .
Practise	Practise blending to read words using the Matching words and pictures activity (p.152). Use the remaining Word cards for 'x' , the Word cards for 'w' , Word cards for 'v' , well , and the Matching pictures for 'w' and 'x'. The children sound-talk, blend and read each word and then match them to the pictures. Leave the pictures on the board for Apply .
Apply	Practise reading sentences using the Read and find sentences for 'x' . Read a sentence together or in pairs. Then ask the children to find the matching picture that goes in the box.
Assess	Assess recognition of 'x' and 'w' and blending to read words.
Friday	Learning an alphabet song; reading high-frequency words Page 12
Revisit and review	Use the Alphabet frieze and the Follow the pointer activity (p.151) to practise recognition of A, W, V, J.
Teach	Teach an alphabet song using the Teaching letter names guidance (p.147). Play the song a number of times and encourage the children to join in with singing the names of the letters. Point to letters on the Alphabet frieze while singing the song.
Practise	Practise reading high-frequency words using eight Phase Two High-frequency word cards and the Against the clock activity (p.155).
Apply	Practise reading sentences with high-frequency words using the Word swap activity (p.154). Write the starter sentence on the whiteboard, 'I will go to get the jam'. Swap the word 'jam' for new words (for example, box, bus, yes, let, job, wig, box, do!) to create more sentences for the children to read.
Assess	Assess knowledge of letter names and reading of high-frequency words.

References to relevant sections of the *Teaching guidance* allow teachers to easily access more detailed instructions and support for each lesson.

Teaching resources

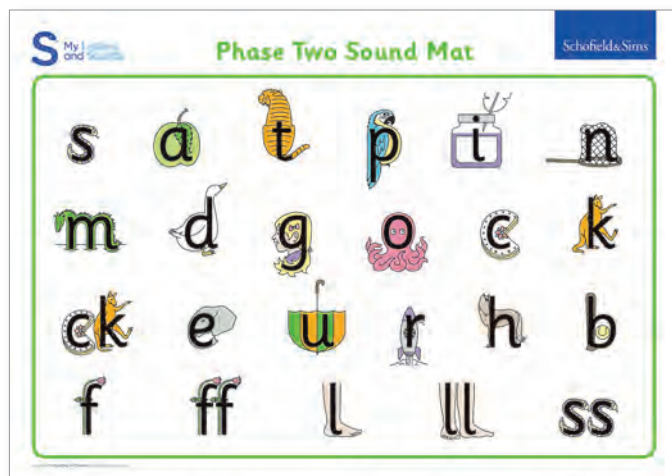
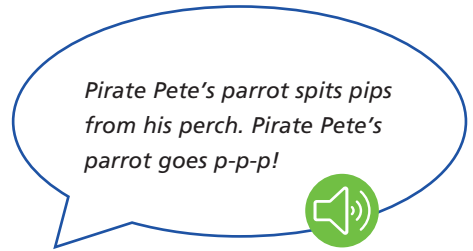
The **My Letters and Sounds Teacher's Handbooks** provide a huge range of photocopiable resources to support your phonics teaching. Most resources are used in one or more of the activities in the lesson plans and teaching guidance, but they can also be used flexibly for extra reinforcement, according to your pupils' needs.

An extensive range of photocopiable resources, including word cards and sentences for matching, is provided in the **Teacher's Handbooks**.



Downloadable digital resources

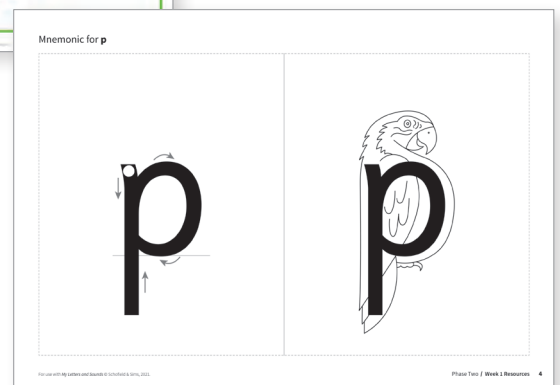
Larger-format versions of these resources are also available as downloads from the **Schofield & Sims** website. These can be printed or used digitally both in the classroom and at home.



Each new GPC is taught using a child-friendly mnemonic and alliterative sentence. Frieze displays, sound mats and audio files help to consolidate this new learning.

Coming soon

The **My Letters and Sounds Classroom Kit** will offer durable, physical versions of all of the most commonly used **My Letters and Sounds** resources, including friezes, sound mats, grapheme and word flashcards, mnemonics and phoneme frames. Cost-effective and time-saving, these attractive resources will further facilitate your school's phonics teaching.



Assessment and further guidance

Effective assessment of children's learning is essential for monitoring progress and informing future planning. It also helps to identify any difficulties at an early stage so that they can be tackled immediately. **My Letters and Sounds** helps you to track your children's understanding over the course of each phase.

- Daily *formative assessment* is made manageable using 'snapshot' assessments of a different group of children during each phonics teaching session.
- Advice on *summative assessment* is also given at the end of each phase, helping you to choose appropriate next steps.

In addition, optional *Assessment checks* enable you to assess a particular aspect of a child's phonics knowledge, such as recognition and recall of graphemes, or spelling of tricky words. The summative assessment guidance in the **Teacher's Handbooks** suggests when to use these checks with the whole class, but they can also be used with individual children as required.

Training

To help ease the transition to **My Letters and Sounds** in your school, we offer flexible training packages, including full-day, half-day and remote (online) training sessions, all delivered by a phonics expert and former teacher. Contact our Customer Service team on 01484 607080 for more information.

Daily assessment schedule

It is important to monitor each child's progress in the key areas of grapheme recognition, blending to read and segmenting to spell throughout Phase Two.

To make daily assessment manageable, you could divide your class into four groups (for example, based on where they sit during the daily phonics session) and then assess the learning of the individual children in one group each day. The fifth day of the week can be used to focus on any children identified as requiring particular attention (the Focus group).

The schedule below provides a plan for the group and the skills to assess in each day of Phase Two. Weeks 1 to 4 in Weeks 7 to 9, choose the children you wish to focus on each day. Update your assessment of letter recognition and recall. Assess progress in blending to read words in Weeks 7 and 8 and segmenting to spell words in Week 9.

Phase Two Week 1

Day	Group	Skills to assess
Monday	Group 1	Recognition and recall of letters c, e, i, o, u, v, w, x, y, z (not segmenting)
Tuesday	Group 2	Recognition and recall of letters b, d, f, g, h, j, k, l, m, n, p, q, r, s, t (not segmenting)
Wednesday	Group 3	Recognition and recall of letters a, i, e, o, u, y (not segmenting)
Thursday	Group 4	Recognition and recall of letters c, e, i, o, u, v, w, x, y, z (not segmenting)
Friday	Focus group	Recognition and recall of letters b, d, f, g, h, j, k, l, m, n, p, q, r, s, t (not segmenting)

Phase Two Week 2

Day	Group	Skills to assess
Monday	Group 1	Recognition and recall of letters a, i, e, o, u, y (not segmenting)
Tuesday	Group 2	Recognition and recall of letters c, e, i, o, u, v, w, x, y, z (not segmenting)
Wednesday	Group 3	Recognition and recall of letters b, d, f, g, h, j, k, l, m, n, p, q, r, s, t (not segmenting)
Thursday	Group 4	Recognition and recall of letters a, i, e, o, u, y (not segmenting)
Friday	Focus group	Blending to read words

Phase Two Week 3

Day	Group	Skills to assess
Monday	Group 1	Recognition of letters c and d letters and 'g'
Tuesday	Group 2	Recognition of letters e and i letters and the letters 'l' and 'r'
Wednesday	Focus group	Oral segmenting
Thursday	Group 3	Recognition of letters f and j letters and letters g, u, v
Friday	Group 4	Recognition and recall of letters a and b letters

Phase Two Week 4

Day	Group	Skills to assess
Monday	Group 1	Recognition of letters d and k letters and the digraph 'ck'
Tuesday	Group 2	Recognition of letters g and h letters, 'x' and 'z'
Wednesday	Group 3	Recognition of letters j and k letters and letters 'l' and 'r'
Thursday	Group 4	Recognition and recall of letters d and k letters
Friday	Focus group	Recognition of letters g and h letters

Phase Two Week 5

Day	Group	Skills to assess
Monday	Group 1	Recognition of letters b and d letters and the letter 't'
Tuesday	Group 2	Recognition and recall of letters g and h letters and the letters 'l' and 'r'
Wednesday	Group 3	Recognition of letters j and k letters and letters 'l' and 'r'
Thursday	Focus group	Blending to read words
Friday	Group 4	Recognition of letters b and d letters

Phase Two Week 6

Day	Group	Skills to assess
Monday	Group 1	Recognition of letters k and s letters
Tuesday	Group 2	Recognition and recall of letters g and h letters
Wednesday	Group 3	Recognition of letters a and i letters
Thursday	Focus group	Recall and spelling of letters
Friday	Group 4	Recognition of letters k and s letters

A *Daily assessment schedule* helps you to divide your class into groups and focus on certain phonics skills each day.

Segmenting check

Say the word that goes with each picture. Ask the child to say the word in sound bits and then write the letters in the phoneme frame. Alternatively, the child could write the words on a separate piece of paper.

For use with *My Letters and Sounds* © Scholfield and Sims, 2015. Phase Four / Assessments 7

Segmenting check analysis sheet

Name: _____ Date: _____

For each assessment, tick to show whether the child's response is correct or incorrect. Record any inaccuracies in the comments box.

Word	Correct	Incorrect	Comments
ant			
bat			
step			
crab			
plug			
crust			
snail			
spoon			
sweet			
boat			
spider			
tree			

For use with *My Letters and Sounds* © Scholfield and Sims, 2015. Phase Four / Assessments 8

At each phase, there are separate assessments to evaluate children's developing phonics skills. Each *Assessment check* includes clear instructions and a helpful analysis sheet.

AGES 4-6	
RRP	£70.00
TEACHER PRICE	£50.00

My Letters and Sounds Reception Teacher's Handbook
978 07217 1660 2

My Letters and Sounds Year 1 Teacher's Handbook
978 07217 1661 9



My Letters and Sounds Phonics Practice Pupil Books

Carol Matchett


The **My Letters and Sounds Phonics Practice Pupil Books** can be used flexibly, at school or at home, to consolidate the work done in the daily phonics teaching session. They provide practice in the key phonics skills of grapheme recognition and recall, blending to read and segmenting to spell, and build children's confidence in reading and writing captions and sentences. With a page or double-page spread for every new learning point in **My Letters and Sounds**, the books provide highly targeted practice and integrated revision of recently learnt GPCs and tricky words.

Designed for young learners, the activities are consistent and predictable, and, as the children do not need to complete all the activities in one go, the books are easy to fit into your school timetable. The first few sections should be completed with an adult, in order to introduce the children to the activities. Once they are familiar with the format, most children should be able to work more independently – although it is important that an adult checks their work. Answers for each book are available to download.

Each new GPC is introduced in a predictable way to encourage greater independence in the children.

The letter p


▶ Say the letter sound.



▶ Copy the letter p.


p _____

▶ Join the letter p to the things that **begin** with the /p/ sound.

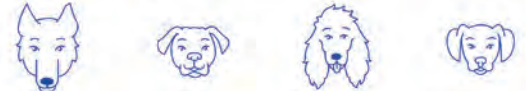


Scholfield & Sims - My Letters and Sounds

▶ Look for the letter **p**. Colour in the pots with the letter **p** on them.




▶ Look at the names of the dogs. Draw a ring round the name if you see a letter **p** in it.



Chip Pat Bella Pippa

▶ Say each word in sound-talk. Tick the box if you hear a /p/ sound at the **end** of the word.



Phonics Practice Pupil Book 1

Spelling tricky words they, all and are

▶ Read the tricky words.

they all are

▶ Copy the words.

they _____

all _____

are _____

▶ Write the tricky word **they, all or are** to complete each sentence.

Are _____ on the flight?


Jamil had _____ the sweets.


I like art best of _____.


Some cows _____ brown.


The rocks _____ smooth.


▶ Look at the pictures. Write the tricky words **they, all and are** to complete the sentences.

 They _____ all soft.

 They are _____ hard.

 They _____ all clear.

 _____ foods.

 _____ sweet.


Writing opportunities become increasingly challenging as children move through the programme.

Answers for each **Phonics Practice Pupil Book** are available to download from the **Schofield & Sims** website.


Regular letter-formation reinforcement activities are provided.


The digraph ea


▶ These two letters together make the /ee/ sound. Say the sound.


 sea ea


▶ Use sound-talk to read the three words on each line. Draw a ring round the word that goes with the picture.

 pies pays peas


 steam stream seat


 peach pouch peak


 beads beans beats


 teacher teabag teapot


▶ Say the words in sound-talk. All of the words have an /ee/ sound that is spelt **ea**. Write in the letters needed to complete each word.











At Phase Five, familiar activities are used to introduce new graphemes, but there are more words to read to reflect the children's growing stamina.

AGES 4-6	
RRP	£3.95
TEACHER PRICE	£3.00

- My Letters and Sounds Phonics Practice Pupil Book 1
978 07217 1662 6

- My Letters and Sounds Phonics Practice Pupil Book 2
978 07217 1663 3

- My Letters and Sounds Phonics Practice Pupil Book 3
978 07217 1664 0

- My Letters and Sounds Phonics Practice Pupil Book 4
978 07217 1665 7

- My Letters and Sounds Phonics Practice Pupil Book 5
978 07217 1666 4

- My Letters and Sounds Phonics Practice Pupil Book 6
978 07217 1667 1

- My Letters and Sounds Phonics Practice Book 7
978 07217 1668 8

- My Letters and Sounds Phonics Practice Book 8
978 07217 1669 5

My Letters and Sounds Phonics Readers R KS1

Kasia Reay, Isabel Thomas, Hawys Morgan and Clare Helen Welsh

The **My Letters and Sounds Phonics Readers** are exciting, fully decodable stories that perfectly match the progression of the **My Letters and Sounds** SSP programme. Designed to be used from the second week of Phase Two, they allow children to apply their phonics skills to reading 'real' books from a very early stage.

New grapheme-phoneme correspondences (GPCs) and tricky words are generally introduced in the story texts one or two at a time, giving children focused practice of them in the weeks they are initially taught. Ongoing revision of previously learnt GPCs and tricky words is carefully built into the story texts so that children review them on a regular basis.

A variety of attractive, contemporary illustration styles give the **My Letters and Sounds Readers** the look and feel of real, high-quality children's picture books. Written in natural language, with plenty of humour, the story texts focus on themes and experiences that will appeal to young children from a variety of different backgrounds.

Phase Two Phonics Readers

The Phase Two **My Letters and Sounds Readers** introduce the first 23 GPCs as well as tricky words 'the', 'to', 'I', 'go' and 'no'. The earliest books in Phase Two have just one or two words on each page, ensuring that children are secure in sounding and blending single words before they move on to reading story texts with simple captions and sentences.

A handy Readers phonics coverage chart summarising the phonics coverage of each story text is included in the **My Letters and Sounds Teacher's Handbook** and can also be downloaded from the **Schofield & Sims** website. The chart enables teachers to select exactly the right book for each child in any given week of teaching and to see at a glance how the **My Letters and Sounds Readers** dovetail with books from other phonics reading schemes.

AGES 4-5	
RRP	£3.95
TEACHER PRICE	£2.00

Large font sizes with clear spaces between words.

Vibrant illustrations fully and directly support the story texts.



Pip sat on a mop.

4






Simple, repetitive story texts presented in the same position on each page.








Pip sat on a dog.

5

By the end of Phase Two, the story texts feature whole sentences with simple punctuation.

Pink A Book Band				8pp
 Sam 978 07217 1744 9 s, a, t, p, i, n, m, d	 Sit 978 07217 1697 8 s, a, t, p, i, n, m, d	 Tim 978 07217 1694 7 s, a, t, p, i, m, d	 Dig It 978 07217 1746 3 s, a, t, p, i, n, d, g, o	
 Man and Dog 978 07217 1747 0 a, t, n, m, d, g, o	 A Gap 978 07217 1745 6 s, a, t, p, i, n, d, g, o	 Min and Sid 978 07217 1715 9 s, a, t, i, n, m, d, g, o	 Cam and Kat 978 07217 1680 0 s, a, t, p, i, n, m, d, g, o, c, k	
 Pip 978 07217 1685 5 s, a, t, p, i, n, m, d, g, o, c, k	 Pick and Pack 978 07217 1716 6 s, a, t, p, i, n, m, o, c, k, ck	 In the Net 978 07217 1717 3 s, a, t, p, i, n, m, g, o, k, ck, e	 The Kit 978 07217 1718 0 s, a, t, p, i, n, m, d, g, o, c, k, e, u	
 On the Red Rug 978 07217 1719 7 s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r	 Peck, Peck, Peck 978 07217 1705 0 s, a, t, p, i, n, m, d, g, o, c, ck, e, u, r	 <p>For a more detailed overview of the phonics coverage in Phase Two, download the Readers phonics coverage chart from the Schofield & Sims website.</p>		

Pink B Book Band				8pp
 Top Hat 978 07217 1699 2 s, a, t, p, i, n, d, g, o, c, ck, e, u, r, h	 The Big Hug 978 07217 1683 1 s, a, t, p, i, n, m, d, g, o, e, u, r, h, b	 It is Fun 978 07217 1695 4 s, a, t, p, i, n, g, o, ck, e, u, b, f, ff	 Go Get Nan 978 07217 1748 7 a, t, p, i, n, d, g, o, c, e, u, h, b, f	
 On the Hill 978 07217 1696 1 s, a, t, i, n, m, d, g, o, e, u, h, b, f, ff, l, ll	 Run, Bug, Run 978 07217 1720 3 s, a, t, p, n, m, d, g, o, c, ck, e, u, r, h, b, l	 The Big Pot 978 07217 1721 0 s, a, t, p, i, n, m, d, g, o, c, ck, e, u, r, h, b, f, l, ll, ss	 At the Till 978 07217 1722 7 s, a, t, p, i, n, m, d, g, o, k, ck, e, u, b, f, ll, ss	
 The Pet 978 07217 1700 5 s, a, t, p, i, n, m, d, g, o, e, u, r, h, b, f, l, ss	 The Cup 978 07217 1706 7 s, a, t, p, i, n, d, g, o, c, ck, e, u, r, h, b, f, ff, ll	 The Mess 978 07217 1723 4 s, a, t, p, i, n, m, d, g, o, k, ck, e, u, r, b, f, ff, l, ss		

Phase Three Phonics Readers R KS1

The Phase Three **My Letters and Sounds Readers** introduce a further 25 GPCs as well as tricky words 'he', 'she', 'we', 'me', 'be', 'was', 'my', 'you', 'they', 'her', 'all' and 'are'. The later books in Phase Three also include simple two-syllable words.

Non-fiction texts are introduced from Phase Three, where they consist of narrative texts on interesting non-fiction topics. These help to develop children's reading for information skills by providing a gentle introduction to simple non-fiction text devices, such as captions and labels.

AGES 4-5	
RRP	£3.95
TEACHER PRICE	£2.00

Non-fiction texts in Phase Three include simple labels and captions.

There is more variety in the position of text on the page in Phase Three.



pick



vat



pot



pack











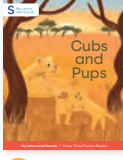




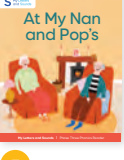






A lot of jam is in the van...

Digraphs and trigraphs are underlined to remind children that the group of letters makes one sound.

Tricky words are coloured blue to remind children that they contain a letter or letters that make an unexpected sound.

The **My Letters and Sounds Phonics Readers** have been written and reviewed by a team of teachers, children's authors and phonics experts, and trialled extensively in schools. As a result, the story texts are not only rigorous in their phonics coverage but are also engaging and stimulating story texts that young children will love to read.

Red Book Band				8pp	
 NF	The Jam Man 978 07217 1710 4 j, v	 F	The Mix-up 978 07217 1673 2 j, v, w, x	 F	Zak and His Set 978 07217 1686 2 j, w, x, y, z, zz
 NF	The Jazzman and His Dog 978 07217 1707 4 j, w, x, y, zz, qu	 F	Rush, Rush, Rush! 978 07217 1681 7 w, y, qu, ch, sh, th	 F	The King and the Ring 978 07217 1677 0 w, zz, sh, ng
 F	Chip Can Sit! 978 07217 1724 1 w, y, ch, th, ai	 F	I Can See... 978 07217 1675 6 w, zz, qu, ch, sh, th, ng, ai, ee	 NF	The Web 978 07217 1712 8 w, th, ng, ai, ee
 F	The Pet Goat 978 07217 1714 2 w, sh, ee, oa	 NF	Cubs and Pups 978 07217 1671 8 w, x, th, ng, ai, igh, oa	 F	My Coat 978 07217 1676 3 y, ch, th, ng, ee, igh, oa, long oo
 F	The Farm 978 07217 1689 3 w, sh, th, ee, igh, oa, long oo, short oo, ar	 F	This Boat 978 07217 1678 7 j, w, th, oa, ar, or	 F	Boatman Toad 978 07217 1688 6 w, sh, th, ng, ai, igh, oa, long oo, short oo, ar, or
 F	Look Down 978 07217 1702 9 w, ch, sh, th, ee, igh, oa, short oo, ar, ow	 F	This Coin 978 07217 1708 1 j, w, x, sh, th, ng, ee, short oo, ar, or, ow, oi	 F	In My Town 978 07217 1713 5 v, x, y, z, sh, ng, oa, long oo, ar, ow, ear
 F	At My Nan and Pop's 978 07217 1674 9 w, ch, th, ee, long oo, or, air	 F	The Pet-Sitter 978 07217 1727 2 j, ch, th, ng, ee, long oo, or, ow, ear, air, er	 F	Sal the Sow 978 07217 1692 3 j, w, zz, ch, th, long oo, ar, ow, ear, air, er
 F	The Right Number 978 07217 1687 9 j, w, z, sh, th, ng, ai, ee, igh, long oo, or, ow, er	 NF	A Good Job 978 07217 1709 8 j, v, w, x, sh, th, ng, ai, ee, igh, long oo, short oo, ar, or, ow, er	 <p>For a more detailed overview of the phonics coverage in Phase Three, download the Readers phonics coverage chart from the Schofield & Sims website.</p>	

Phase Four Phonics Readers R KS1

The Phase Four **My Letters and Sounds Readers** help to consolidate children’s knowledge of the GPCs taught so far and include words containing adjacent consonants as well as polysyllabic words. The tricky words ‘said’, ‘so’, ‘like’, ‘some’, ‘come’, ‘have’, ‘were’, ‘there’, ‘little’, ‘one’, ‘do’, ‘when’, ‘out’ and ‘what’ are also introduced in the Phase Four story texts.

AGES 4-5	
RRP	£3.95
TEACHER PRICE	£2.00

Storylines in fiction texts are more complex, following time sequences and including more characters.



Mum was on night shift, so Nan was with Mark for the week.

“Can we go to the moon tonight, Nan?” said Mark.

More text on each page helps to build children’s reading stamina and develop their eye-tracking skills.

An increased variation in sentence structure helps to develop children’s comprehension skills.

Direct speech is included from Phase Four onwards.

Yellow Book Band		12pp	
	The Best Dog 978 07217 1690 9 CVCC words		The Moon Landing 978 07217 1682 4 CVCC words
	The Trip 978 07217 1693 0 CVCC and CCVC words		The Crown 978 07217 1728 9 CVCC and CCVC words
	At the Swimming Pool 978 07217 1672 5 CVCC and CCVC words		The Dark Green Boots 978 07217 1698 5 Words with adjacent consonants
	The Little One 978 07217 1679 4 Words with adjacent consonants		The Gifts 978 07217 1703 6 Words with adjacent consonants
	What Am I? 978 07217 1691 6 Words with adjacent consonants		The Tent 978 07217 1729 6 Words with adjacent consonants



For a more detailed overview of the phonics coverage in Phase Four, download the Readers phonics coverage chart from the **Schofield & Sims** website.

The front and back covers of the **My Letters and Sounds Phonics Readers** feature useful information about the content of each book and its position in the overall scope and sequence.

Additional tips for reading with children can be downloaded from the **Schofield & Sims** website.



Short blurb to read to and discuss with children before they read the story text.

Handy colour-coded key showing the Phase, Book Band and genre.

Phonics panel listing the GPCs and tricky words included in the story text.

Phase colour appears on both the front and back covers, so you can easily select the right book.

The inside front and inside back covers of the **My Letters and Sounds Readers** include useful tips and activities to support parents as they read the story texts with their children.



Listing the GPCs and tricky words help children to practise them before reading the story text.

Questions about the cover illustration and title help to introduce the story text.

Child-friendly definitions are provided for any unfamiliar vocabulary.

Comprehension questions encourage children to talk about the story and check their understanding of it.

Ten more Phase Four My Letters and Sounds Readers will be available in April 2022.

Phase Five Phonics Readers R KS1

The Phase Five **My Letters and Sounds Readers** introduce a further 18 new GPCs as well as tricky words 'love', 'looked', 'oh', 'people', 'their', 'your', 'Mr', 'Mrs', 'asked', 'called', 'could', 'would', 'should', 'our', 'here', 'house', 'mouse', 'water', 'want', 'who', 'whole', 'where', 'any', 'many', 'two', 'school', 'work', 'different', 'thought', 'friend', 'through', 'once', 'eye', 'laughed', 'because', 'beautiful', 'hour', 'parent', 'shoe', 'move' and 'improve'. Alternative pronunciations of known graphemes and alternative spellings of phonemes are also introduced in the Phase Five story texts.

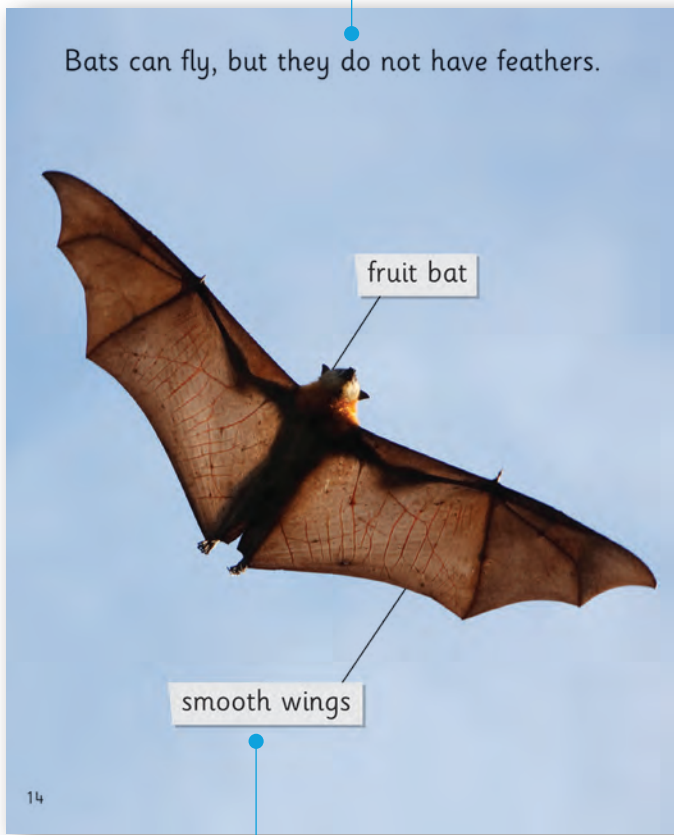
In Phase Five, the non-fiction texts include more sophisticated non-fiction devices, such as fact boxes and simple diagrams. Many of the non-fiction texts in this Phase also include photographs.

AGES 5-6	
RRP	£3.95
TEACHER PRICE	£2.00

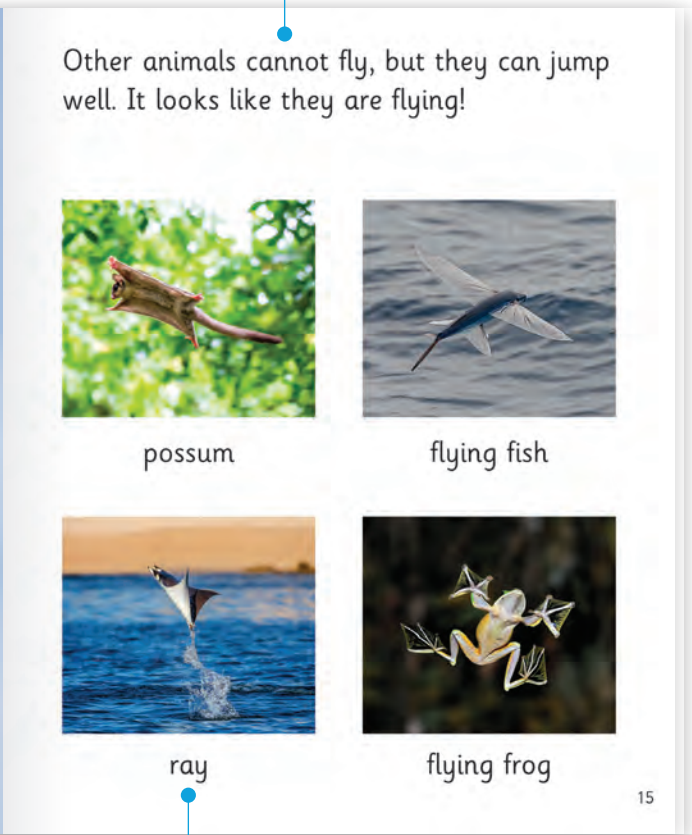
Additional tips for reading with children can be downloaded from the **Schofield & Sims** website.

Increased space allocated to text rather than pictures.

More lines of text on each page with varied and longer sentences.




Text may be located in simple labels, captions, fact boxes and diagrams in non-fiction.



Less familiar and some specialised vocabulary used and defined in the *Vocabulary check* panel on the inside front cover.

Blue Book Band			16pp
Waiting for Mum 978 07217 1749 4 F Revising Phase Three graphemes	The Garden 978 07217 1750 0 NF Revising Phase Three graphemes	Let's Have Lunch! 978 07217 1751 7 NF Words with contractions	The Twins 978 07217 1752 4 F Words ending -s (/s/ and /z/), -est and -ed (/ɪd/ and /d/)
Scout the Stray 978 07217 1753 1 F ay, ou, ie	The Compost Heap 978 07217 1754 8 NF ea, oy, ir	The New Teacher 978 07217 1755 5 F aw, ue, ew	Farmers are Fantastic! 978 07217 1756 2 NF oe, au, i-e
The Car Boot Sale 978 07217 1757 9 F a-e, o-e, u-e	The Light-Up Skates 978 07217 1758 6 F e-e, wh, ph	Games in the Rain 978 07217 1759 3 NF Revising phoneme families: /ai/ (ai, ay, a-e); /ee/ (ee, ea, e-e); /igh/ (igh, ie, i-e); /or/ (or, aw, au); /ur/ (ur, ir)	The Nest Box 978 07217 1760 9 NF Revising phoneme families: /oa/ (oa, oe, o-e); /oo/ and /yoo/ (oo, ue, ew, u-e); /ow/ (ow, ou); /oi/ (oy, oi)

Green Book Band			20pp
How to Spot a Tiger 978 07217 1761 6 NF Alternative pronunciations: i /igh/; o /oa/; a /ai/	The Sleepover 978 07217 1762 3 F Alternative pronunciations: u /yoo/ and short /oo/; e /eel/	The Rainbow Unicorn 978 07217 1763 0 F Alternative pronunciations: ow /oa/; ie /eel/; ea /el/	Your Amazing Body 978 07217 1764 7 NF Alternative pronunciations: er /ur/; y /eel/ and /igh/
Cousins in the Countryside 978 07217 1765 4 NF Alternative pronunciations: ou /oa/, /oo/ and /u/	The Messy Chef 978 07217 1766 1 F Alternative pronunciations: a /o/; ch /c/ and /sh/	The Magic Show 978 07217 1767 8 NF Alternative pronunciations: g /j/; c /s/	The Doll's House 978 07217 1768 5 F Alternative spellings: /v/ ve; /l/ or /ul/ le; /s/ -se and -ce; /z/ -ze and -se
The Badge 978 07217 1769 2 F Alternative spellings: /l/ or /ul/ al, el; /ch/ tch; /j/ dge, ge	How Do They Fly? 978 07217 1770 8 NF Alternative spellings: /u/ o and o-e; /eel/ ey; /oo/ ui	 <p>For a more detailed overview of the phonics coverage in Phase Five, download the Readers phonics coverage chart from the Schofield & Sims website.</p>	

Orange Book Band			24pp
Time Travel with Gran 978 07217 1771 5 NF Revising phoneme families: /oa/ (oa, ow, ou, oe, o-e); /igh/ (igh, ie, i-e, i, y)	When Dinosaurs Walked 978 07217 1772 2 NF Revising phoneme family: /or/ (or, aw, au, aur). Alternative spellings: /or/ ore, oor and a	The Walkie Talkie 978 07217 1773 9 F Revising phoneme family: /ur/ (ur, ir, er). Alternative spellings: /ur/ or, ear; /or/ al	The Lonely Bear 978 07217 1774 6 F Alternative spellings: /ear/ eer, ere; /air/ are, ear, ere
Beautiful Bees 978 07217 1775 3 NF Introducing new GPC ure. Alternative spellings: /ch/ ture; /ar/ a, al	The Lucky Card 978 07217 1776 0 F Spellings of schwa /er/ in the middle and at the end of words	Grans and Grandads 978 07217 1777 7 NF Alternative spellings: /n/ kn, gn; /r/ wr; /m/ mb	Let's Make Slime! 978 07217 1778 4 NF Alternative spellings: /s/ st, sc; /l/ y; /or/ augh, our, oar
Gymnastics Club 978 07217 1779 1 NF Alternative spellings: /ai/ eigh, ei, aigh, ey, ea	Eat the Rainbow 978 07217 1780 7 F Alternative spellings: /sh/ ti[on], ssi, si, ci	Treasures Under the Sea 978 07217 1781 4 NF Introducing new phoneme /zh/ and its spellings su, si	Furry Heroes 978 07217 1782 1 F Words with prefixes and suffixes



Sound Phonics Activity Books EY KS1

Carol Matchett

Sound Phonics comprises 10 activity books, a teacher's guide, a teacher's resource book and a collection of decodable rhymes. Based on *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.

AGES 4-7	
RRP	£3.95
TEACHER PRICE	£3.50
CLASS SET PRICE	£3.00
<i>10 or more copies of the same book</i>	

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

Pictures help elicit letter sounds.

Prepare for the Year 1 phonics screening check

The letter **n**

Say the letter sound.

Point to each letter and say the sound.

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.

The **Sound Phonics** activity books lie at the heart of the **Sound Phonics** series, 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 30) 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.

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

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.

Sound Phonics Phase Four

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

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

1 Revising graphemes

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

Introductory activities

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

Sound Phonics activities (pages 4, 5, 27)

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

Extension activities

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

2 Reading familiar high-frequency words

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

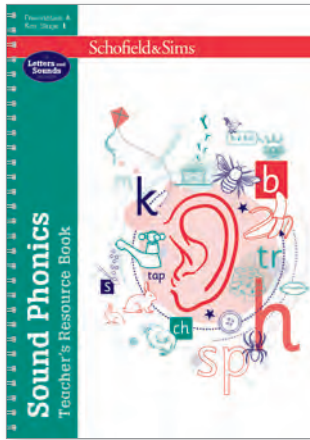
You will need: blank word cards (📄) Against the clock cards (📄)

39

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

AGES 4-7	
RRP	£10.00
TEACHER PRICE	£8.00

Sound Phonics Teacher's Guide
978 07217 1223 9



Sound Phonics Teacher's Resource Book

EY KST

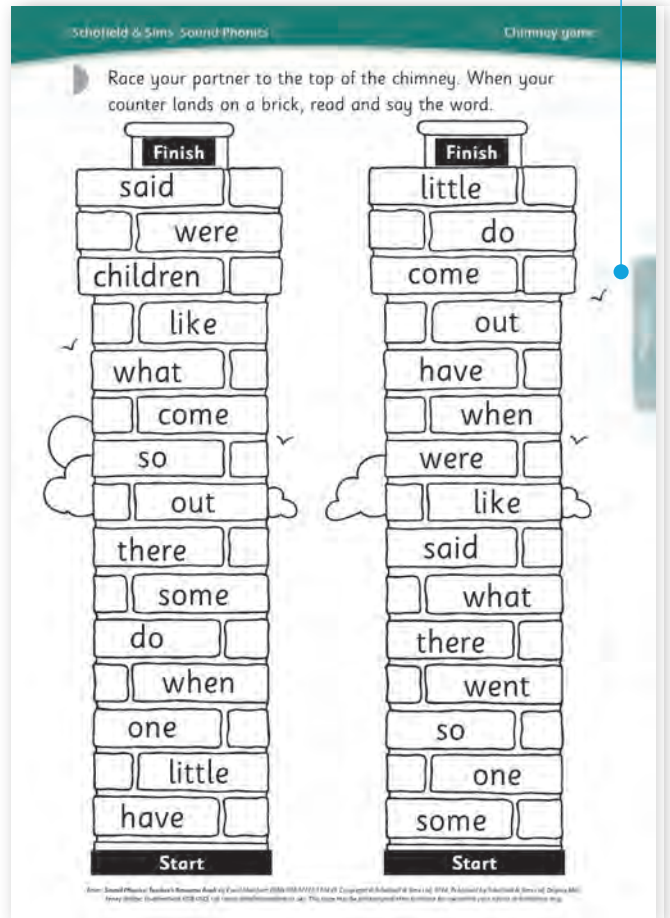
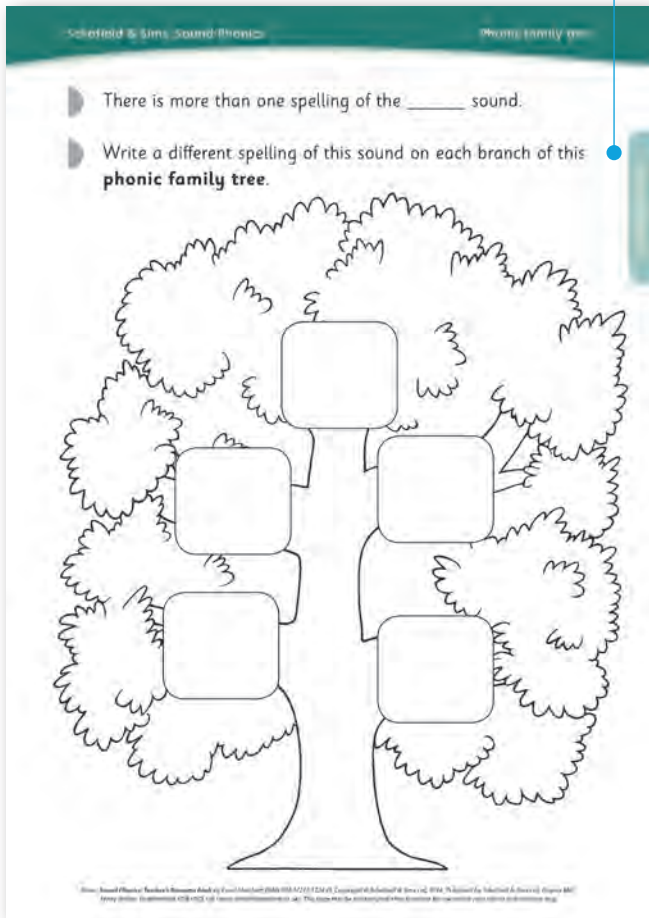
Carol Matchett

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.

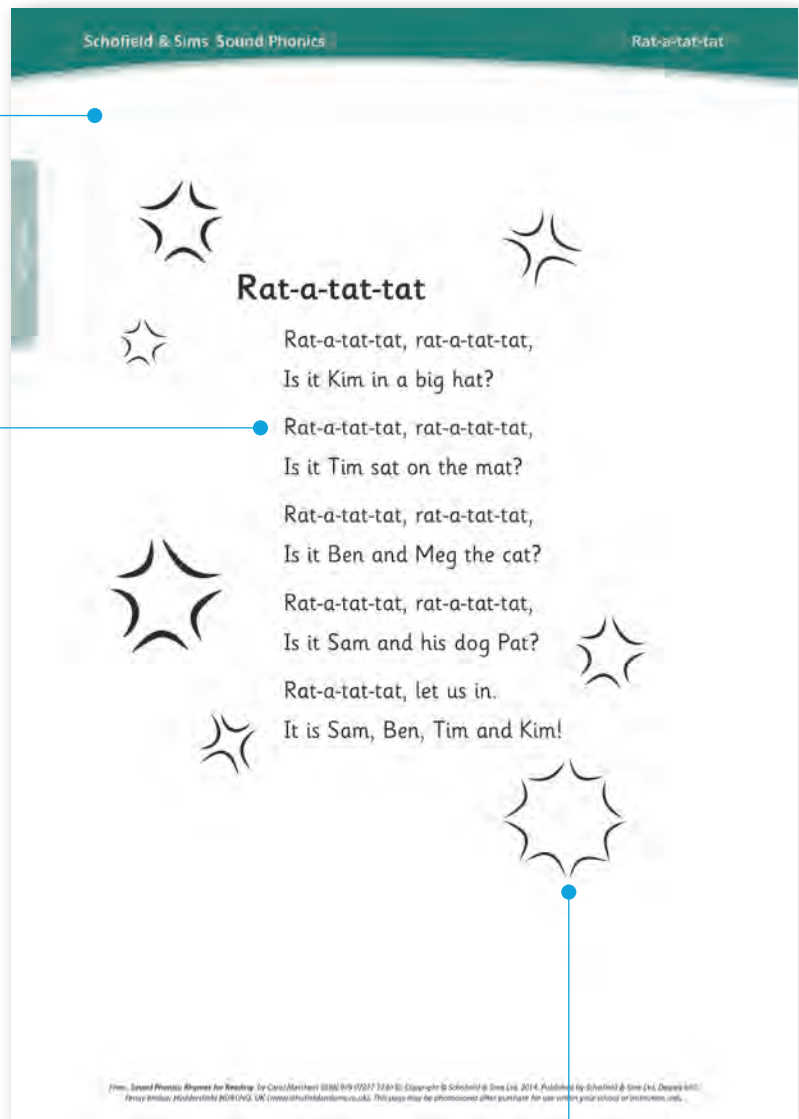
Accompanying *Teaching notes* focus on phonic skills, vocabulary and comprehension, and help you to use the rhymes in your phonics teaching. They include:

- 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.

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

Handwriting Practice 1
978 07217 1203 1

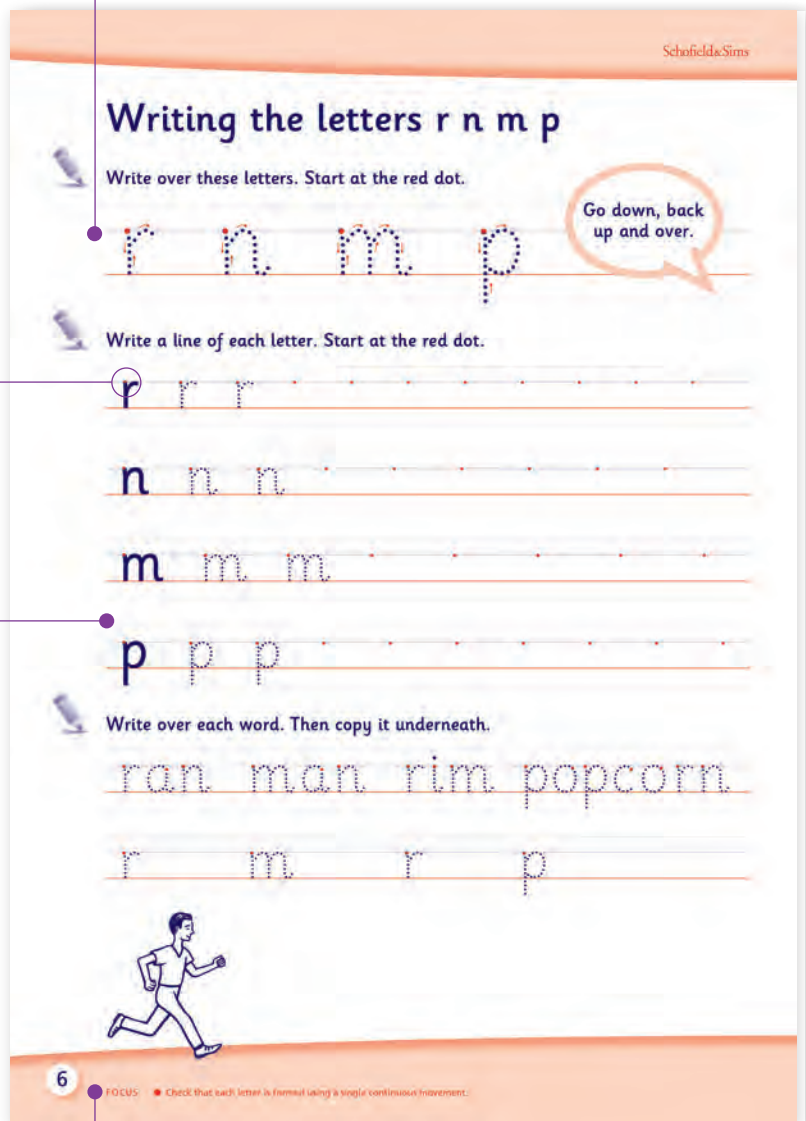
Handwriting Practice 2
978 07217 1204 8

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.



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.

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



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

- 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.

op oy

Try it

- Trace and then write the joined letters.

op op
oy oy
py py
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.

hey hey *stop stop*
py py *stop stop*
wy wy *hey hey*
hup hup *leap leap*

Apply it

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

cheery snowy wavy navy

The meat is far too _____.

It was a cold and _____ day. 

Davy wore a _____ blue top.

The boy had _____ hair. 

Book 7 | More Joining 19

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

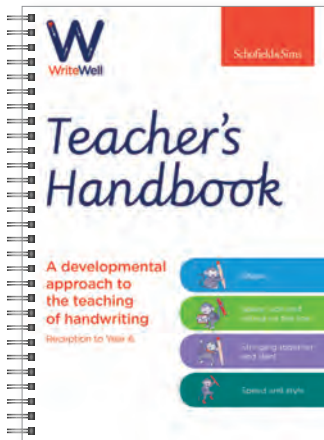
WriteWell Teacher's Handbook EY KS1 KS2

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.

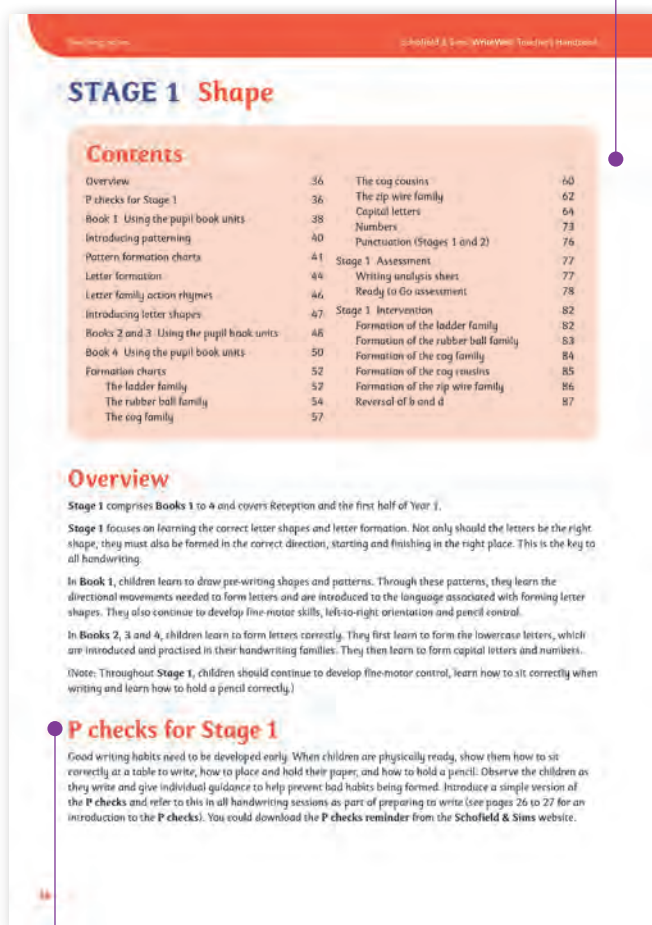
WriteWell organises learning into four key developmental Stages. For each of these Stages there is a detailed set of teacher's notes, providing:

- 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.



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

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	Comments
j	1. Start at the top right, go down, then curve to the left and up to form a hook. 2. Start at the top right, go down, then curve to the left and up to form a hook. 3. Start at the top right, go down, then curve to the left and up to form a hook.	• Letter is formed the wrong direction, starting the stroke from the wrong place. • Letter is not formed correctly, starting the stroke from the wrong place. • Letter is not formed correctly, starting the stroke from the wrong place.	Book 2, Unit 1 Book 4, Unit 1 Book 5, Unit 1
u	1. Start at the top right, go down, then curve to the left and up to form a hook. 2. Start at the top right, go down, then curve to the left and up to form a hook. 3. Start at the top right, go down, then curve to the left and up to form a hook.	• Letter is formed the wrong direction, starting the stroke from the wrong place. • Letter is not formed correctly, starting the stroke from the wrong place. • Letter is not formed correctly, starting the stroke from the wrong place.	Book 2, Unit 1 Book 4, Unit 1 Book 5, Unit 1
y	1. Start at the top right, go down, then curve to the left and up to form a hook. 2. Start at the top right, go down, then curve to the left and up to form a hook. 3. Start at the top right, go down, then curve to the left and up to form a hook.	• Letter is formed the wrong direction, starting the stroke from the wrong place. • Letter is not formed correctly, starting the stroke from the wrong place. • Letter is not formed correctly, starting the stroke from the wrong place.	Book 2, Unit 1 Book 4, Unit 1 Book 5, Unit 1

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.

Double-sided Poster available, see page 112

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.

	_____		_____
	_____		_____

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Schofield & Sims WriteWell Teacher's Handbook Assessment

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. 'l' 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.

AGES 4-11	
RRP	£30.00
TEACHER PRICE	£25.00

WriteWell Teacher's Handbook
978 07217 1644 2

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



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.

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

- Draw a circle round the words with a **n** sound spelt **kn**.
neat knee keep knob king knew
knife neck know noon nose kite
- Write the five **kn** words on the line below.

- Write in the missing **kn** words.
Kn _____ on the door. Bend your kn _____.
Cut with a kn _____. Kn _____ me a scarf.
Kn _____ to pray. Tie a kn _____.
Jack kn _____ the way. a kn _____ in shining armour

Read-cover-write

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

Now I know how to knit.

Check your spellings with the answers on page 44. Test yourself, or get a friend to test you.
I can spell some words that start **kn** not **n**.

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

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 to 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.

Topic words 3

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

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

Read–cover–write

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

How many perpendicular faces and vertices does the shape have?

Analyse the numerators and denominators in these equivalent fractions.

Measure the perimeter of the adjacent field.

33

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

Transcribing words in complete sentences builds vocabulary and consolidates learning.



Spelling Teacher's Guide 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.

Concise teaching notes make lesson planning easy.

See pages 42–45 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.

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 'or'		
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 'y' (gü)		
mischievous	mischiev (v)		
	ous ending		
demonstration	rifflables		
	adding ation		
dramatically	dramatic (ic)		
	ly suffix (ally not ly)		
majority	major (or ending)		
	adding ity		
wisdom	link to wise		
	dom ending		
superior	link to super		
	ior ending		
appearance	ap/pear		
	ance ending		
particularly	unstressed consonant (link to part)		
	ea = 'e' sound		
	or 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	c spelling of 's'		
	'ei' 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.

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

See pages 38–41 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.

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

TEACHER PRICE £3.50

CLASS SET PRICE £3.00

10 or more copies of the same book

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.

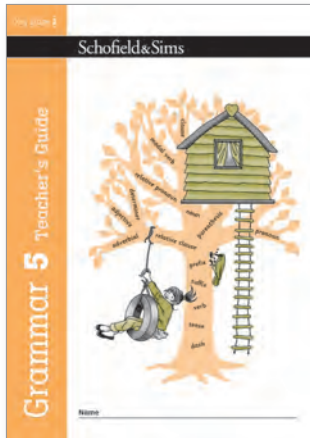


Engaging *Writing tasks* encourage pupils to apply what they have learnt in their own writing.

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.

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).

PROFITE

Pupil book page 18

PROFITE

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

ASSESS

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

Say: Underline all the determiners.

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

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

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

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

Free downloads

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

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

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

Free downloads available

Pupil book answers

Determiners

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

the report **the school** **our pupils** **sandwiches** (known)
to eat **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.

metals are hard but metals are safer and more flexible.
mole uses front feet to loosen earth when it is digging.
Behind us, there was empty space with trees in the middle but grass.
seagulls just swooped down for crumbs left from sandwiches.
some animals such as chameleon can change colour to match background.

Sentence practice

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

The puppy was brown and black and white.

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.

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

Grammar 4 Teacher's Guide
978 07217 1397 7

Grammar 5 Teacher's Guide
978 07217 1399 1

Grammar 6 Teacher's Guide
978 07217 1401 1



English Skills Pupil Books 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.

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 | 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
Ⓛ	act	_____	_____	_____
Ⓜ	create	_____	_____	_____

Write a word that means

- a little alike _____
- very alike _____

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

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

C Sentence work

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

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

- _____ **moaned** _____
- _____ **suggested** _____
- _____ **demanded** _____
- _____ **shrieked** _____

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

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

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

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

Ⓛ There is only one correct answer.
 Ⓜ There is more than one correct answer.

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AGES 7-12

RRP £3.95

TEACHER PRICE £3.50

CLASS SET PRICE £3.00

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English Skills 6

978 07217 1414 1

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, photocopyable *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 natcherl 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 distroyed 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
TEACHER PRICE	£4.00

English Skills Introductory Book Answers
978 07217 1403 5

English Skills 1 Answers
978 07217 1405 9

English Skills 2 Answers
978 07217 1407 3

English Skills 3 Answers
978 07217 1409 7

English Skills 4 Answers
978 07217 1411 0

English Skills 5 Answers
978 07217 1413 4

English Skills 6 Answers
978 07217 1415 8



English Skills Teacher's Guide 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.

From: English Skills Teacher's Guide © Schofield & Sims Ltd, 2017. This page may be photocopied after purchase.

Schofield & Sims English Skills

Diagnostic check: English Skills 5

Name: _____ Class/Set: _____
Teacher's name: _____ Date: _____

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

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

From: English Skills Teacher's Guide © Schofield & Sims Ltd, 2017. This page may be photocopied after purchase.

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 K1

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
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

foal
a young horse

foam
bubbles on the top of a liquid

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

fold
to bend something so that one part covers another

follow
to go after; to come after

fond
liking someone or something very much


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

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

foolish
slightly stupid; silly


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

foot feet



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

football



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

force

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

forecast
to say what is likely to happen

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

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


foreign (say 'forun')
belonging to another country

forest
a large area that is full of trees

forget
1 not to remember
2 to leave something behind

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

fork



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

fort
a strong building built to protect people from attack


fortnight
two weeks

fortunate
lucky

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

forward
towards the front

fox



a wild animal like a dog with a long thick tail

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


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

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

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

fridge
short for refrigerator

friend



somebody you like and can trust and enjoy doing things with

Additional meanings are numbered in blue.

AGES 5-7	
RRP	£10.00
TEACHER PRICE	£8.00
CLASS SET PRICE	£5.00
10 or more copies of the same book	

First Illustrated Dictionary
978 07217 1132 4



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.

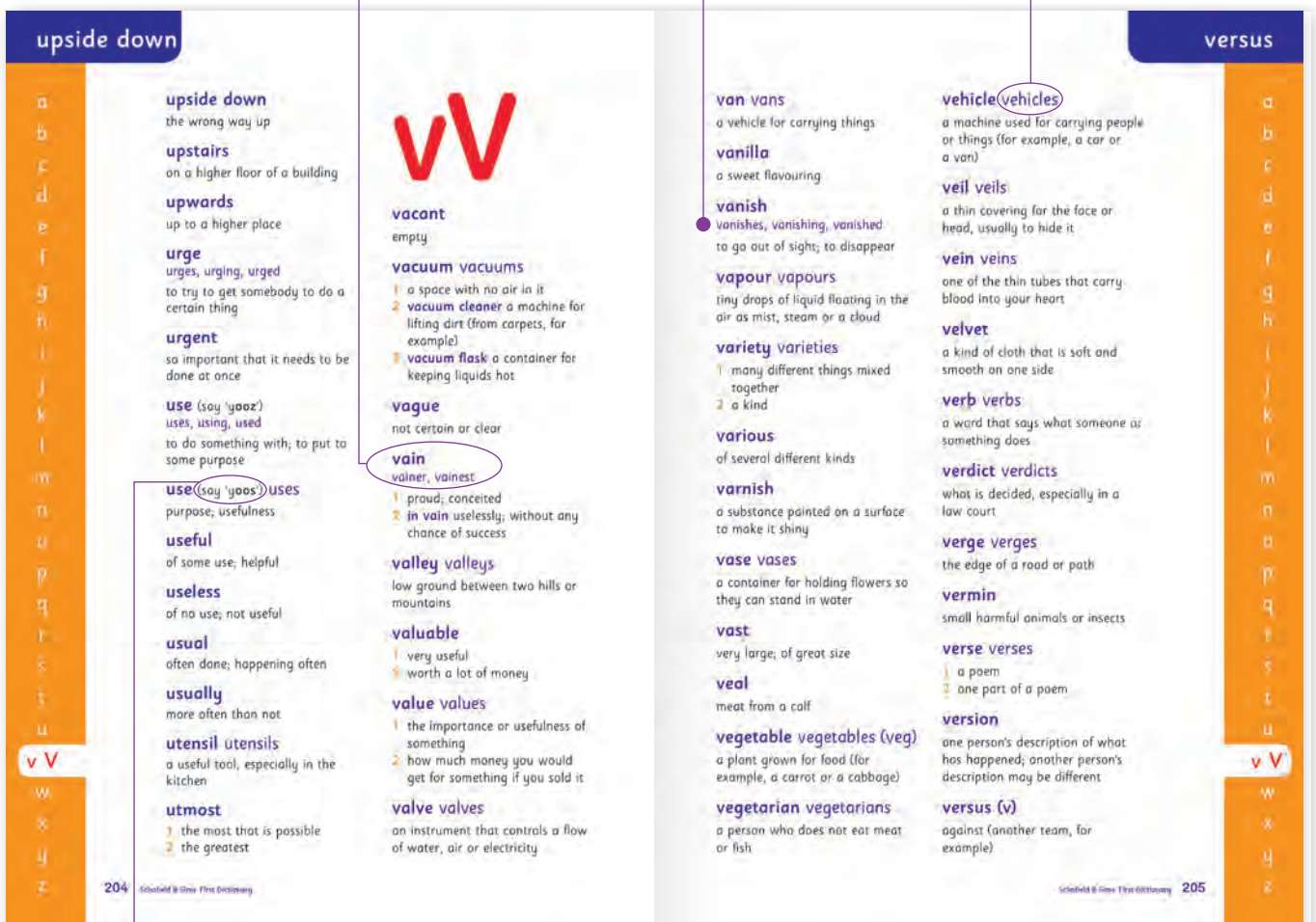
Key features of the **First Dictionary** include:

- 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.



Guidance on pronunciation is given where appropriate.

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

First Dictionary
978 07217 1141 6



First Thesaurus KS1 KS2

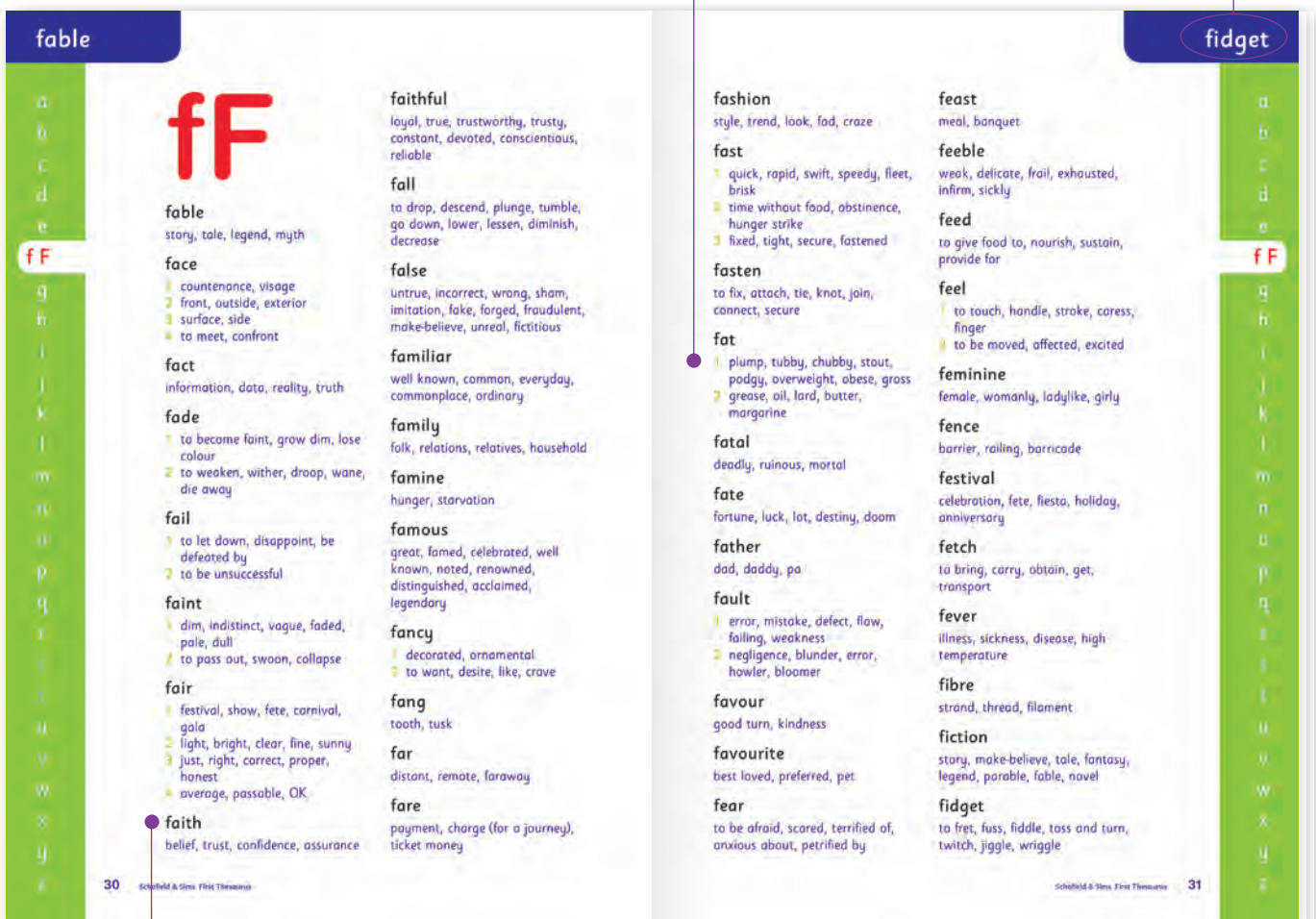
The **First Thesaurus** helps to widen children's vocabulary and develop their reading, writing and spelling skills as they transition from Key Stage 1 to Key Stage 2. Supporting the dictionary requirements of the National Curriculum, it includes more than 2,000 headwords and 10,000 synonyms to help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



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

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

First Thesaurus
978 07217 1142 3



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 50-52

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

RRP £3.95

TEACHER PRICE £3.50

CLASS SET PRICE £3.00

10 or more copies of the same book

First Dictionary and Thesaurus Activities
978 07217 1143 0



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.

'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.

Relevant synonyms and antonyms help to build word power.

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



AGES 7-13	
RRP	£30.00
TEACHER PRICE	£25.00
CLASS SET PRICE	£15.00
10 or more copies of the same book	

The Complete Primary Dictionary (Hardback)
978 07217 1371 7

Important suffixes and prefixes are given as headwords.

Interesting etymologies are frequently highlighted.



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

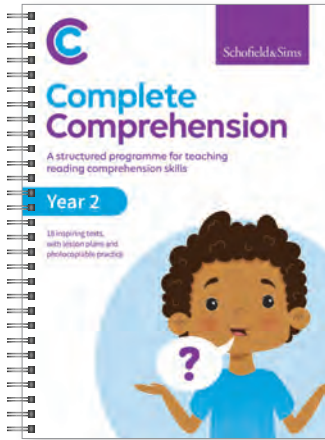
RRP	£3.50
TEACHER PRICE	£3.25
CLASS SET PRICE	£3.00
<i>10 or more copies of the same book</i>	

Early Comprehension 1
978 07217 0917 8

Early Comprehension 2
978 07217 0918 5

Early Comprehension 3
978 07217 0950 5





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

This is an extract from *Sir Charlie Stinky Socks: The Really Big Adventure*, a 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. "Sssshhhhhh!" 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

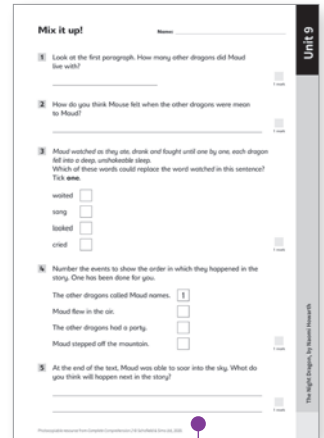
Photocopiable resource from Complete Comprehension 2 © Schofield & Sims Ltd, 2020.

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 pupils to demonstrate the target skill in context.

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

AGES 5-11	
RRP	£70.00
TEACHER PRICE	£50.00

Complete Comprehension 1
978 07217 1645 9

Complete Comprehension 2
978 07217 1646 6

Complete Comprehension 3
978 07217 1647 3

Complete Comprehension 4
978 07217 1648 0

Complete Comprehension 5
978 07217 1649 7

Complete Comprehension 6
978 07217 1650 3



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.
 - Which of the words below describe how the boots move? (ring two) 2 marks

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

along a city street in a supermarket down a country lane

- 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) 1 mark

scratch squelch thud sink shake

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

First Comprehension 1 978 07217 1220 8

First Comprehension 2 978 07217 1221 5



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) young, happy, energetic, excited, maddy 5. 'squeaks', 'toots'
Part 2: 6. because they are happy that the boots are muddy 7. jumping in a puddle 8. squeelch 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)

First Comprehension Teacher's Guide by Celia Warren ISBN 978 0277 1222 2 Copyright © Schofield & Sims Ltd 2019. Published by Schofield & Sims Ltd, Droyay Hill, Derby, Derbyshire DE19 4SD. UK. www.schofieldandsims.co.uk. This page may be photocopied after purchase for use within your school or class only.

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 flang spray and the blown spume, and the sea-gulls crying.

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

John Massfield (1878-1967)

Glossary

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

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

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



KS2 Comprehension Teacher's Guide 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.

Free downloads available

Teaching notes

BOOK 1 **The Green Cross Code**

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

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

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

Answers

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

Further activities

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

Games glossary

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

Schofield & Sims: Key Stage 2 Comprehension Teacher's Guide Teaching notes Book 1 17

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

Theme charts

	Family	School/childhood	Friendship	City	Country	Transport	Night/line	Travel/adventure	Courage	Celebration	Danger	Nature	Conflict	Magic/mystery
KS2 Comprehension Book 1														
The baby of the family	✓	✓												
Invasion	✓	✓												
Octopus														✓
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	✓													✓
KS2 Comprehension Book 2														
Why?								✓				✓		
Robin Hood			✓	✓					✓		✓	✓		
The veiled lady														✓
The thrill of wartime work	✓					✓								✓
Arthur's sister stoned to stone	✓										✓	✓	✓	✓
Overheard on a saltmarsh							✓							✓
The arrival of a rugged seaman								✓						✓
The scarecrow				✓										✓
De				✓							✓	✓		✓
Alice meets the Cheshire cat								✓						✓
The fox repaid in his own coin						✓	✓							✓
Digging				✓										✓

Schofield & Sims: Key Stage 2 Comprehension Teacher's Guide National Curriculum notes 13

Theme and Genre charts aid comparisons between the texts.

AGES 7-11	
RRP	£10.00
TEACHER PRICE	£8.00

KS2 Comprehension Teacher's Guide
978 07217 1158 4



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

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

A Time to Speak and a Time to Listen KS2 KS3

Edited by Celia Warren, Foreword by Wendy Cope

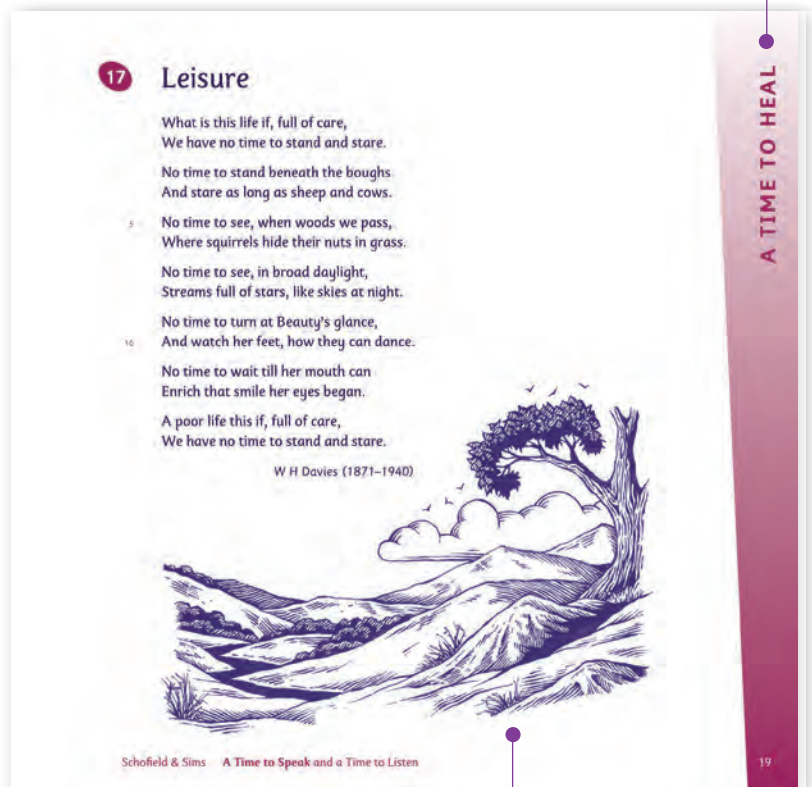
An illustrated poetry anthology for Key Stage 2 and above, structured around the verses beginning, 'There is a time for everything, and a season for every activity under heaven'. Written by more than 70 poets, the poems reflect with thoughtfulness, candour and, where appropriate, humour on the 28 contrasting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

AGES 7-13

RRP £10.00

TEACHER PRICE £8.00

CLASS SET PRICE £5.00

10 or more copies of the same book

A Time to Speak and a Time to Listen (Hardback)
978 07217 1225 3



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 98 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)
978 07217 1206 2

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 countryside?' '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.

AGES 5-7

RRP £3.50

TEACHER PRICE £3.25

CLASS SET PRICE £3.00

10 or more copies of the same book

Mental Maths 1
978 07217 0962 8

Mental Maths 2
978 07217 0963 5

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

5.



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.

AGES 5-7

RRP £3.50

TEACHER PRICE £3.25

CLASS SET PRICE £3.00

10 or more copies of the same book

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Number Book 2
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Number Book 3
978 07217 0790 7

Number Book 4
978 07217 0791 4

Number Book 5
978 07217 0792 1

Adding

Taking away



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.

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.

A child-friendly summary of the key learning point is provided at the top of each page.

Supporting wipe-clean poster available on page 112

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**.

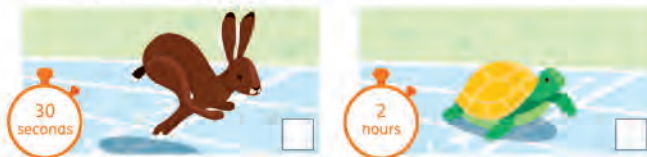
1 Write the units of time in order from quickest to slowest.

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.

AGES 5-9

RRP £3.95

TEACHER PRICE £3.50

CLASS SET PRICE £3.00

10 or more copies of the same book

Telling the Time 1
978 07217 1418 9

Telling the Time 2
978 07217 1419 6

Telling the Time 3
978 07217 1420 2



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 13×13 .

Times Tables Tests KS1 KS2

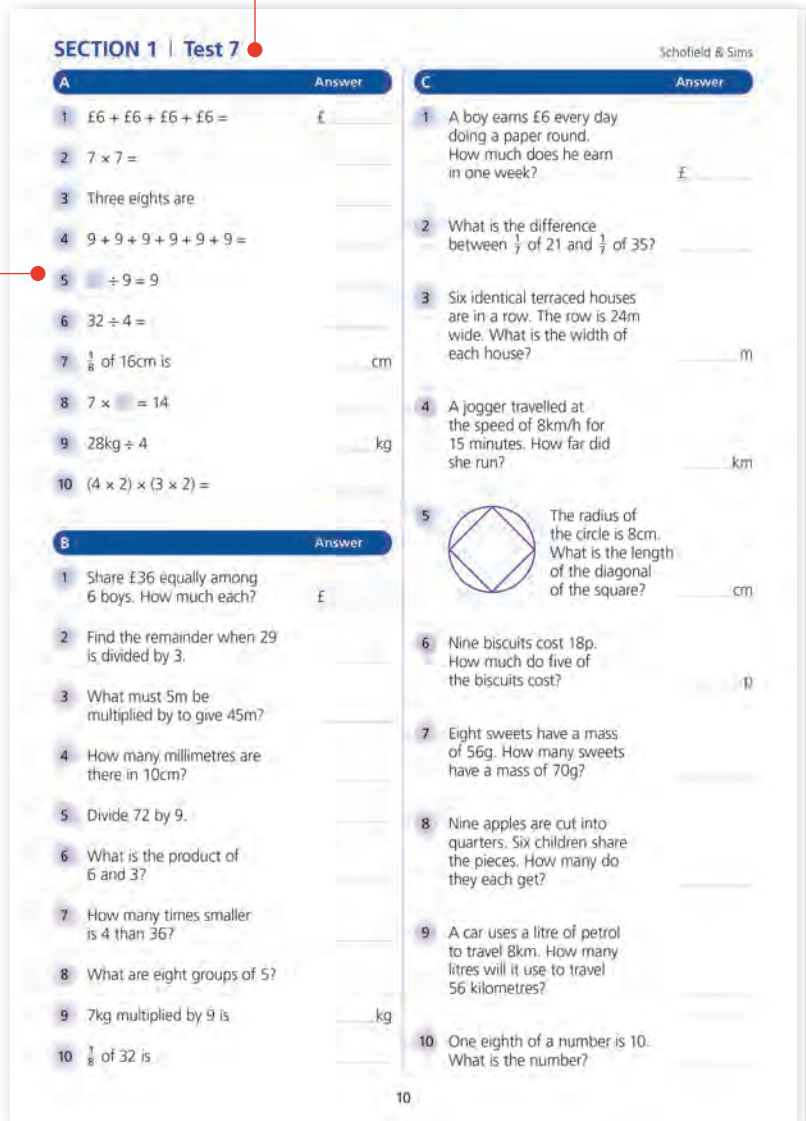
Hilary Koll and Steve Mills

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 72–73), 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.



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 Tests 1
978 07217 1134 8

Times Tables Tests 2
978 07217 1136 2

AGES 5-11

RRP £10.00

TEACHER PRICE £8.00

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.

84

12×8

For which multiples of 12 are there no cards?

12×9

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
31

AGES 5-11

RRP £4.95

TEACHER PRICE £4.00

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Learn Your Times Tables 1
978 07217 1128 7

Learn Your Times Tables 2
978 07217 1129 4



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

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

Times Tables Practice 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.

Each page features activities on a different theme.

Dividing by 2

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

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

Schofield & Sims | Times Tables Practice 1 7

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



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.

See pages 72–73 for **Mental Arithmetic**.

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

AGES 5–7	
RRP	£3.95
TEACHER PRICE	£3.50
CLASS SET PRICE	£3.00
<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 $40 \div 5 = \square$

B ANSWER

What is

1 6 multiplied by 5?

2 8 multiplied by 5?

3 4 times 5?

4 9 times 5?

5 5 lots of 10?

6 30 divided by 5?

7 40 divided by 5?

8 5 shared by 5?

9 35 shared by 5?

10 15 shared by 5?

C ANSWER

Write the answer.

1 25 apricots shared between 5 bowls.

2 9 boxes of 5 doughnuts.

3 50 waffles shared between 5 plates.

4 6 boxes of 5 scones.

5 35 grapes shared between 5 children.

6 20 cherries shared between 5 children.

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

7 5 packs of 5 mangoes.

8 3 bags of 5 kiwi fruits.

9 40 cherries shared between 5 bowls.

10 10 melons shared between 5 people.

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

Write the names of the **3-D** shapes.

1 F
 2 G
 3 H
 4 I
 5 J
 6 K

Name these **2-D** shapes.

1 A
 2 B
 3 C
 4 D
 5 E

Write how many right angles.

6 A
 7 B
 8 C
 9 D
 10 E

B ANSWER

How many right angles inside these shapes?

7 L
 8 M
 9 N
 10 O

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 70–71 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
TEACHER PRICE	£3.50
CLASS SET PRICE	£3.00
<i>10 or more copies of the same book</i>	

- Mental Arithmetic Introductory Book
978 07217 0798 3

- Mental Arithmetic 1
978 07217 0799 0

- Mental Arithmetic 2
978 07217 0800 3

- Mental Arithmetic 3
978 07217 0801 0

- Mental Arithmetic 4
978 07217 0802 7

- Mental Arithmetic 5
978 07217 0803 4

- Mental Arithmetic 6
978 07217 0804 1

SECTION 1 | Test 1

<p>A Answer</p> <ol style="list-style-type: none"> $6 + 4 + 8 =$ _____ $15p - 8p =$ _____ p $\frac{1}{2}$ hour = _____ min $5p + 5p + 2p + 2p =$ _____ p $\frac{1}{3}$ of 14 = _____ five 2ps = _____ 5ps $5 + 9 = 10 +$ _____ $3 +$ _____ = 12 $7cm + 8cm = 10cm +$ _____ cm $6 \times 2 = 3 \times$ _____ <p>B Answer</p> <ol style="list-style-type: none"> Add 5, 4 and 9. Subtract 7 from 16. Find the sum of 10p, 5p and two 2ps. How many 5ps are worth 20p? Increase 17 by 8. How much more than 9p are three 2ps and a 5p? $1h = 30min +$ _____ min How many halves in 9 whole ones? Three times the value of a coin is 15p. What is the value of the coin? How many metres is <table border="0" style="margin-left: 20px;"> <tr> <td>a</td> <td>1km</td> <td>a</td> <td>_____ m</td> </tr> <tr> <td>b</td> <td>$\frac{1}{2}$ km?</td> <td>b</td> <td>_____ m</td> </tr> </table> 	a	1km	a	_____ m	b	$\frac{1}{2}$ km?	b	_____ m	<p>C Answer</p> <ol style="list-style-type: none"> What is the sixth letter of the alphabet? How many days are there in three weeks? A piece of spaghetti 18cm long is cut in half. How long is one of the pieces? _____ cm Six chocolate truffles are taken from a box of 20. How many are left? If one coin is taken from the coins below, 11p is left. Write the value of the coin. _____ p <div style="text-align: center;"> </div> <ol style="list-style-type: none"> Which two coins must be added to the five coins above to make a total of 20p? _____ p Find the difference in length between the longest and the shortest of the lines below. _____ cm <div style="text-align: center;"> </div> <ol style="list-style-type: none"> Amy had 18p. She spent 9p and 5p. How much had she left? _____ p <p>The dial shows the amount of petrol left in a tank. What fraction of the full tank has been used? _____</p> Josh has 12p. How much more does he need to buy four boxes at 5p each? _____ p
a	1km	a	_____ m						
b	$\frac{1}{2}$ km?	b	_____ m						

Schofield & Sims

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
- $63 + 8 =$ 71
- 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
- $0.8 + \text{ } = 1$ 0.2
- How many minutes from 9.27 a.m. to 11.15 a.m.? 108min
- $\text{ml} + 4050\text{ml} = 5\text{l}$ 950ml
- $60.4 \div 10 =$ 6.04
- $\frac{3}{5} = \frac{\text{ } }{100}$ 60
- $0.5 \text{ of } \$17.20 =$ \$8.60
- $\angle A + \angle B + \angle C =$ 180°

B Answer

- Write the part which is shaded
 - as a simple fraction
 - as a decimal fraction.
- 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 $2\frac{1}{2}$, $3\frac{2}{3}$ and 5. $10\frac{7}{6}$
- How many 2ps are worth £2.48? 124 2ps
- A square has sides measuring 10cm. Find
 - its perimeter
 - its area.
- Complete the number sequence. 0.01, 0.1, 1, \dots 10, 100
- Which of these triangles is
 - a right-angled triangle
 - an acute-angled triangle
 - an obtuse-angled triangle?

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
 - 49.08
- 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°
- The population of a town is 18968. Write the number
 - to the nearest 1000
 - to the nearest 100.
- 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°. Find the size in degrees of the third angle. 90°
- What liquid measure is equal to 0.1 of 20l? 2l
- Find the length of
 - the side AB
 - the side BC.

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 KST

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.

Schofield & Sims First Mental Arithmetic

Entry Test A

Name: _____ Date: _____

Class: _____

1 Count the dots. ANSWER

2 Write these numbers in order.
10 4 7

3 1 more than 8 is

4 1 less than 10 is

5 $7 + 3 =$

6 $4 + \square = 10$

7 Write the missing numbers.
5 6 7 \square \square \square

8 Write the missing numbers.
0 5 \square \square 20

9 $4 + 6 =$

10 $7 + \square = 9$

11 $8 - 3 =$

12 $7 - \square = 4$

13 Draw a triangle.

14 Draw a line longer than this line.

Draw a line shorter than the printed line above.

15 Here are some vegetables.

Carrots Sprouts Leeks

(a) How many more carrots than leeks are there? (a)

(b) How many fewer sprouts than leeks are there? (b)

Diagnostic checks allow you to assess the exact nature of a pupil's difficulties.

Schofield & Sims First Mental Arithmetic

Diagnostic Check: First Mental Arithmetic 1

Name: _____ Date: _____

Class: _____

1 Write how many dots. ANSWER

2 Write these numbers in order.
9 6 10

3 Write the number that is 1 more than 7.

4 Write the number that is 1 less than 8.

Write the answers.

5 $2 + 2 =$

6 3 and 2 is

7 5 take away 2 leaves

8 4 take away 4 leaves

9 6 add 4 equals

10 $9 + 1 =$

11 3 add 7 makes

12 5 and \square equals 10.

13 Join the shapes to their label.

Square

Rectangle

Triangle

Circle

14 Draw 13 dots.

15 Write the missing numbers.
 \square 6 7 \square \square 10

From: First Mental Arithmetic Teacher's Guide © Schofield & Sims Ltd, 2016. This page may be photocopied after purchase.

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

- $200 - 96 =$ _____
- Increase 250 by $\frac{1}{3}$ of 90. _____
- $£50.00 - \text{five } 5\text{ps} =$ £ _____
- $5.07 \times 100 =$ _____
- | | | | | | |
|---|---|---|---|---|---|
| T | H | T | H | T | U |
| ● | ● | ● | ● | ● | ● |

Write the number shown on the abacus in words. _____
- Find
a. the perimeter of this square _____ cm
b. its area. _____ cm^2
- $474563 + 403003 =$ _____
- Which year is represented by the Roman numerals MCLXXXVII? _____
- Hannah left home at 09:00. She stopped for coffee at a café. How far from home was the café? _____ km

Hannah's journey

Distance from home in km

Time

- A jug when $\frac{3}{4}$ full holds 600ml. How many millilitres does it hold when it is $\frac{1}{8}$ full? _____ ml
- Find the two missing numbers in the sequence.
80, 8, _____, 0.08, _____
- How many hours and minutes from time X to time Y?

10	15
X	Y
23	50

_____ h _____ min
- $5l + 4 =$ _____ ml
- The measurements of the box are given. Find the area of
a. both the sides _____ cm^2
b. both the ends _____ cm^2
c. the top and bottom. _____ cm^2

- How many degrees in one-eighth of a full turn? _____ °
- Increase £8.50 by 10%. £ _____
- Which of these are equivalent to 80%?

$\frac{8}{10}$	0.75	0.08	$\frac{1}{4}$	$\frac{4}{5}$	0.8
----------------	------	------	---------------	---------------	-----
- $0.07 \times 8 =$ _____
- Which of these shapes will have a circular face when cut horizontally and a triangular face when cut vertically?
- Change this improper fraction to a mixed number. $\frac{27}{8}$
- What percentage of 24p is 6p? _____ %
- $102 - 87 =$ _____

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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

- 1000
- 708
- 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

- 53
- 29
- 2
- 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

- 4
- 61
- 12
- 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

- 18
- $1\frac{2}{15}$
- $10\frac{1}{2} \text{kg}$

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.

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

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.

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 847×7 . 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) $847 \times 7 = ?$

- 1 Multiply the digits of the top number, working from right to left. If you get more than 9 in any multiplication, carry sets of ten over to the column to the left. $7 \times 7 = 49$ so write 9 in the units column and carry the 4 tens over. Write the carried tens below the line.
- 2 Then multiply the tens digit, adding any carried tens. $4 \text{ tens} \times 7 = 28 \text{ tens}$, $28 \text{ tens} + 4 \text{ carried tens} = 32 \text{ tens}$. Write 2 in the tens column and carry the 3 hundreds.
- 3 Then multiply the hundreds digit, adding the carried hundreds. $8 \text{ hundreds} \times 7 = 56 \text{ hundreds}$, $56 \text{ hundreds} + 3 \text{ carried hundreds} = 59 \text{ hundreds}$. Write 9 in the hundreds column and carry the 5 thousands.
- 4 As the top number has no thousands you have no more multiplying to do, but you must write any carried thousands digits above the line to complete your answer.

8	4	7
×		7
		9

8	4	7
×		7
	2	9

8	4	7
×		7
5	9	2
	5	1

Now you try

1

9	4	8
×		5
	4	0

2

	3	9	6
×			8
			8

3

	7	6	1
×			6
		6	6

4

	2	9	8	7
×				4

76

To order call **01484 607080** or email sales@schofieldandsims.co.uk

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 $6273 \times 8 = ?$

6 $1924 \times 7 = ?$

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.

$$\begin{array}{r} 6 \text{ } \bigcirc \text{ } 8 \text{ } 4 \\ \times \quad \quad \quad 8 \\ \hline 5 \text{ } 4 \text{ } 2 \text{ } 7 \text{ } 2 \\ \hline 5 \text{ } 6 \text{ } 6 \text{ } 3 \end{array}$$

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
978 07217 1274 1

Multiplication 2 Answers
978 07217 1275 8

Division 1 Answers
978 07217 1276 5

Division 2 Answers
978 07217 1277 2



Written Calculation Teacher's Guide 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.

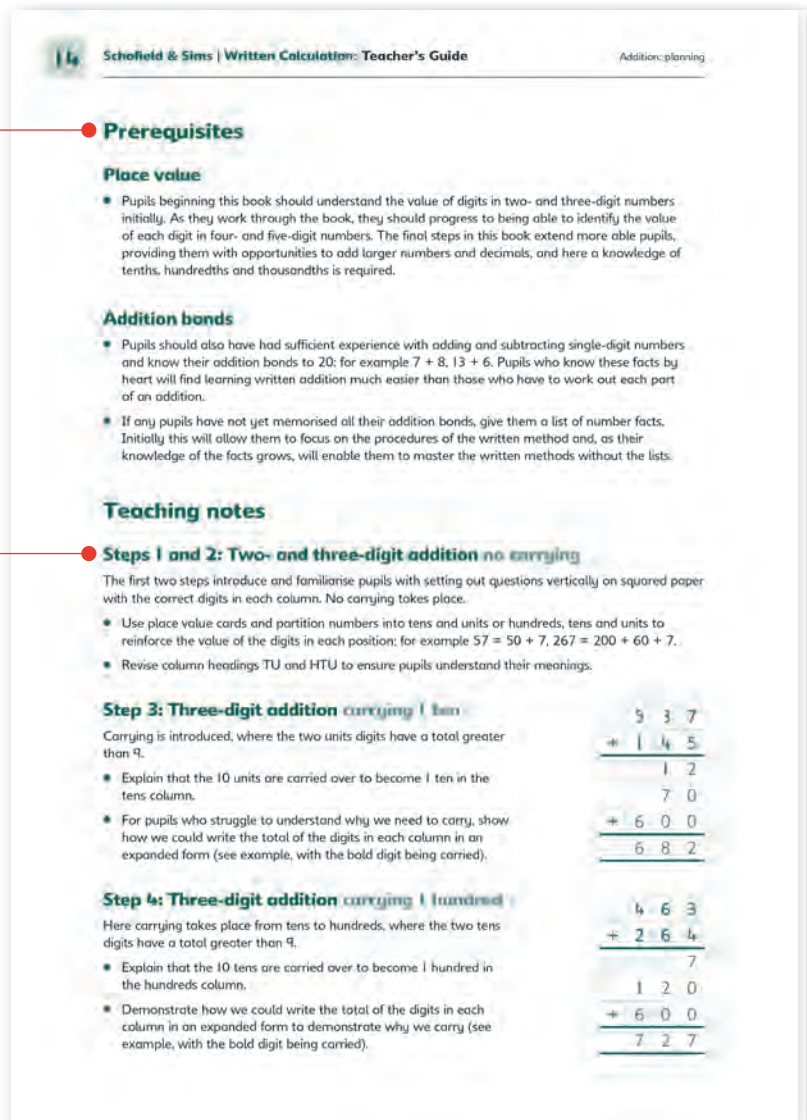
The main body of the guide comprises detailed planning and teaching notes – one set of notes for each pupil book – that include:

- *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.



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.



Written Calculation

Free downloads available

Further practice questions: Steps 1 to 2

Name: _____
 Class/Set: _____ Date: _____

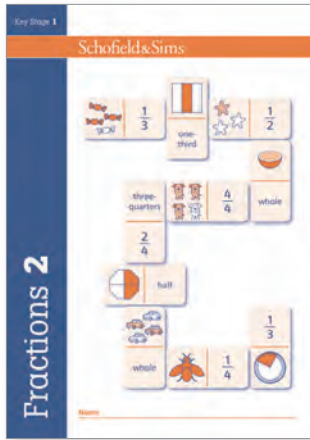
Using squared paper for working, work out your answer to each question. Then write your answer on the line next to the question.

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, Ferrybridge, Huddersfield HD8 0NQ, UK (www.schofieldandsims.co.uk). This paper 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.

Correct mathematical vocabulary is introduced from the start and defined in the *Glossary* at the back of the book.

Complex concepts are broken down into manageable and coherent steps.

Supports a mastery approach to teaching

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


Challenge

13 It takes Ali 12 steps to walk from the door to his chair. How many steps does it take him to walk half-way from the door to his chair? _____



14 Fill in the missing numbers to show how many squares are orange.

$\frac{1}{2}$	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

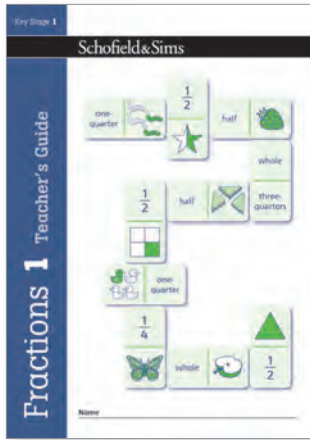
Pupils are encouraged to apply their learning to a variety of routine and non-routine problems.

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

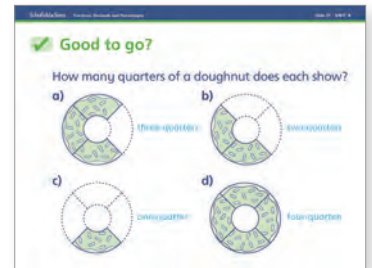
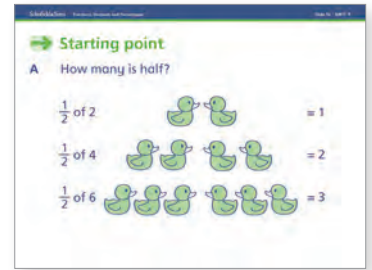
When reading the notation $\frac{1}{2}$ to the children, describe it both as 'one-half' and also as 'one out of two equal parts' to reinforce the meaning of the notation. They may already have encountered this type of notation in other contexts, such as scoring, so it is good to build on this knowledge. 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.







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

Starting point


two-halves one-half

  $\frac{1}{2}$

  $\frac{1}{2}$

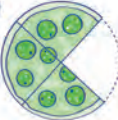
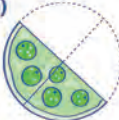

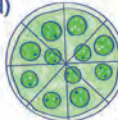
  $\frac{1}{2}$

Spot the mistake

 $\frac{1}{2}$ is shaded.

Good to go?

Which of these show $\frac{1}{2}$ a pizza?

a)  b)  c)  d) 

From: Fractions 1 Teacher's Guide © Schofield & Sims Ltd, 2017. This page may be photocopied after purchase.

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

AGES 5-11	
RRP	£10.00
TEACHER PRICE	£8.00

Fractions 1 Teacher's Guide
978 07217 1376 2

Fractions 2 Teacher's Guide
978 07217 1378 6

Fractions 3 Teacher's Guide
978 07217 1380 9

Fractions 4 Teacher's Guide
978 07217 1382 3

Fractions 5 Teacher's Guide
978 07217 1384 7

Fractions 6 Teacher's Guide
978 07217 1386 1



KS1 Problem Solving 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.

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

How Old?

How many years do Mum's and Dad's ages add up to?

$$\square + \square = \square$$

They add up to years.

How old was Mum when Barney was born?

$$\square - \square = \square$$

She was years old.

How much **older** is Dad than Mum?

$$\square - \square = \square$$

Dad is years **older** than Mum.

Gran is 9 years **younger** than Grandpa. How old is Grandpa?

$$\square + \square = \square$$

Grandpa is years old.

15

AGES 5-7

RRP £3.50

TEACHER PRICE £3.25

CLASS SET PRICE £3.00

10 or more copies of the same book

KS1 Problem Solving 1 978 07217 0922 2

KS1 Problem Solving 2 978 07217 0923 9

KS1 Problem Solving 3 978 07217 0924 6



KS2 Problem Solving 1

- Equations
- Multiples of 2, 3, 4, 5, 6 and 10
- Lines of symmetry
- Counting money, recognising coins to £1 and calculating change
- Data handling
- Height, length, distance, capacity and time

KS2 Problem Solving 2

- Thousands
- Area, perimeter and angles of shapes
- Coordinates
- Lines of symmetry
- Odd and even numbers, multiples of 3, 7, 8 and 9
- Fractions
- Probability

KS2 Problem Solving 3

- Rotation of shapes, lines of symmetry and tessellation
- Percentages
- Fractions
- Decimal numbers
- Time problems
- Ratio

KS2 Problem Solving 4

- Reflection, translation and rotation of shapes
- Averages (mode, median and mean)
- Metric-imperial conversions
- Percentages and decimal numbers
- Converting fractions (finding a common denominator)
- Probability
- Using a calculator

KS2 Problem Solving 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.



AGES 7-11

RRP £3.50

TEACHER PRICE £3.25

CLASS SET PRICE £3.00

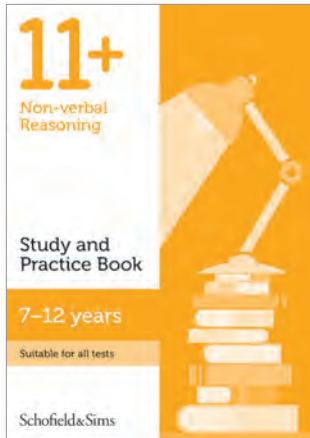
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KS2 Problem Solving 1 978 07217 0935 2

KS2 Problem Solving 2 978 07217 0936 9

KS2 Problem Solving 3 978 07217 0937 6

KS2 Problem Solving 4 978 07217 1138 6



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 provider's 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.

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.

Odd one out

Now answer the following question.

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

Tip Find the one element that has changed among all the rotated pictures.

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.

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.

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

Odd one out checklist

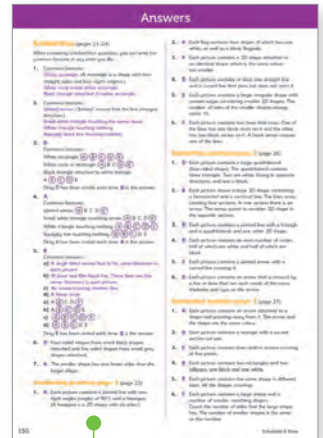
- Look for common features in four of the five images to identify the odd one out.
- Sometimes the common feature will be the relationship between two features.
- If the images look complex, start by checking that all the features are present in each picture.
- If you spot a rotation, make sure that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

32 Schofield & Sims

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.



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

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



Free downloads available

Codes practice page 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.

i.

R	P	D	P	D	S	?

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

ii.

F	T	F	W	L	W	?

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

iii.

L	W	N	A	M	W	L	H	?

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

iv.

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

v.

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

vi.

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

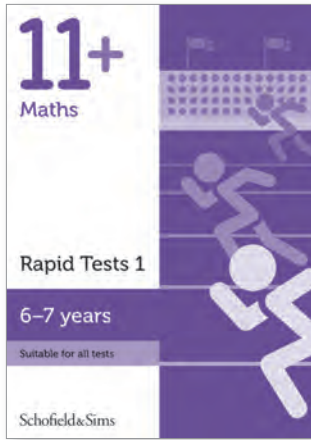
RRP	£12.95
TEACHER PRICE	£10.00
CLASS SET PRICE	£7.50
<i>10 or more copies of the same book</i>	

11+ Maths Study and Practice Book
978 07217 1459 2

11+ English Study and Practice Book
978 07217 1469 1

11+ Verbal Reasoning Study and Practice Book
978 07217 1427 1

11+ Non-verbal Reasoning Study and Practice Book
978 07217 1428 8



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.

Free downloads available

Section 1 Test 1
Number and Place Value

Target time: 12 minutes

1. Write the next two numbers in the sequence on the blank beads.

a) _____

b) _____

2. What is the value of each underlined digit?

a) 18 _____

b) 28 _____

3. Write these numbers in order, smallest first.

34 12 5 18 22

4. Write $<$ or $>$ to make these statements correct.

a) 34 _____ 43

b) 25 _____ 27

5. Write these numbers in words.

a) 27 _____

b) 38 _____

6. Write these numbers in digits.

a) Thirteen _____

b) Twenty-eight _____

7. What is the value of the 6 digit in each of these numbers?

a) 26 _____

b) 63 _____

c) 164 _____

8. What is the next odd number after 25? _____

9. Circle the even numbers.

17

24

13

45

52

66

10. Estimate these numbers on the number line.

0 _____ 10

a) _____ b) _____

0 _____ 10

c) _____ d) _____

Score: _____
Time taken: _____
Target met? _____

4
Schofield & Sims

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

AGES 6-12	
RRP	£5.95
TEACHER PRICE	£4.50
CLASS SET PRICE	£3.50
10 or more copies of the same book	

- 11+ Maths Rapid Tests 1
978 07217 1421 9

- 11+ Maths Rapid Tests 2
978 07217 1422 6

- 11+ Maths Rapid Tests 3
978 07217 1423 3

- 11+ Maths Rapid Tests 4
978 07217 1424 0

- 11+ Maths Rapid Tests 5
978 07217 1425 7

- 11+ Maths Rapid Tests 6
978 07217 1426 4



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.



Section 3 Test 4 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."

10 "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

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

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.

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

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

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

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?

What did Mr Wonka tell Charlie about the 'oozy-woozy grobes'?

Which planet do the Vermicious Knids come from, and how far away is it?

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

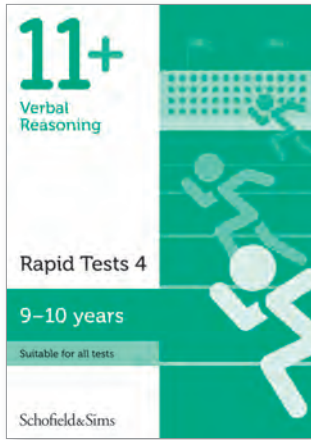
How do you think Mr Wonka feels about the Vermicious Knids? Explain your answer.

Score: _____ Time taken: _____ Target met? _____

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11+ Verbal Reasoning Rapid Tests KS1 KS2 KS3

Siân 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. dole

- 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
(If $a \cdot b = 7$, 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

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?

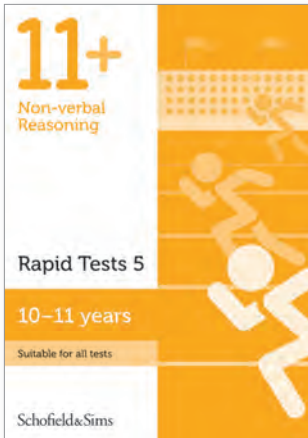
- It was Tuesday 3 days ago. What day is it today? _____

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 →

End of test

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

Example

7.

8.

9.

10.

11.

12.

Score: _____ Time taken: _____ Target met? _____

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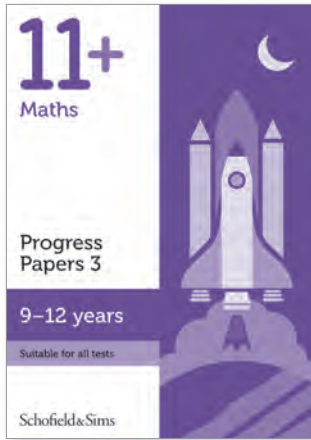
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11+ Progress Papers KS2 KS3

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 X

Q. 21-25 Venn diagrams	<p>Forty children were asked which comics they read. Put this information into the Venn diagram and then answer question 25.</p> <p>21 5 read both the Beano and the Avengers. 21</p> <p>22 18 read both the Beano and Batman. Nobody reads all three comics. 22</p> <p>23 7 read both Batman and the Avengers. 23</p> <p>24 Nobody reads just the Avengers and 4 read only Batman 24</p> <p>25 How many children read only the Beano? 25</p> <div style="text-align: center; margin-top: 10px;"> </div>
Q. 26-30 fraction problems	<p>26 Mr Hussain buys $1\frac{1}{2}$ kg of onions, $3\frac{1}{2}$ kg of potatoes and $\frac{1}{4}$ kg of cabbage. What total mass does he carry home? 26</p> <p>27 What fraction of 6 litres is 5 half litres? 27</p> <p>28 Tom is nine years old and $1\frac{1}{2}$ times as old as his sister, Zoe. How old is Zoe? 28</p> <p>29 If a room is $6\frac{1}{2}$ m long and $3\frac{1}{2}$ m wide, what is the distance all round it? 29</p> <p>30 How much is three-quarters of the product of seven-eighths and four-ninths? 30</p>
Q. 31-35 factors and multiples	<p>31 What is the highest common factor of 23 and 69? 31</p> <p>32 What is the highest common factor of 24 and 60? 32</p> <p>33 What is the lowest common multiple of 2 and 10? 33</p> <p>34 What is the lowest common multiple of 4 and 12? 34</p> <p>35 What is the lowest common multiple of 12 and 16? 35</p>

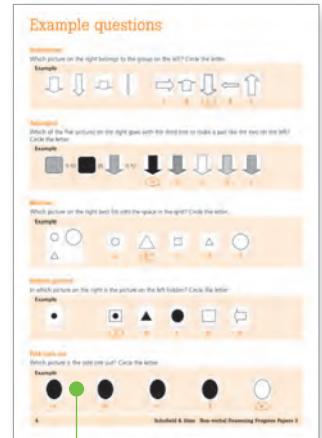
MARK:

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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:

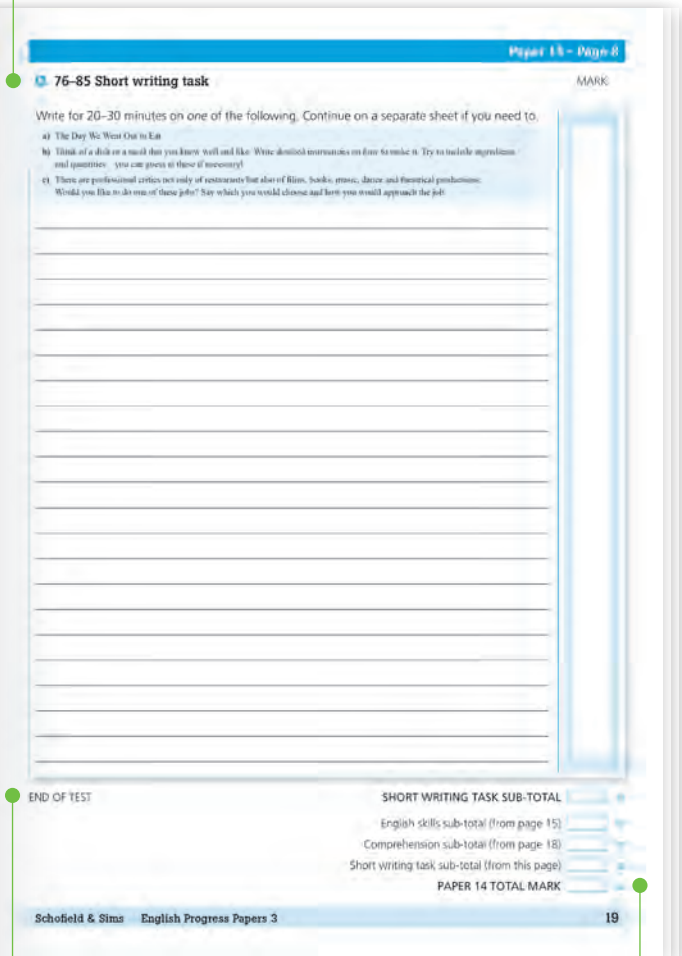
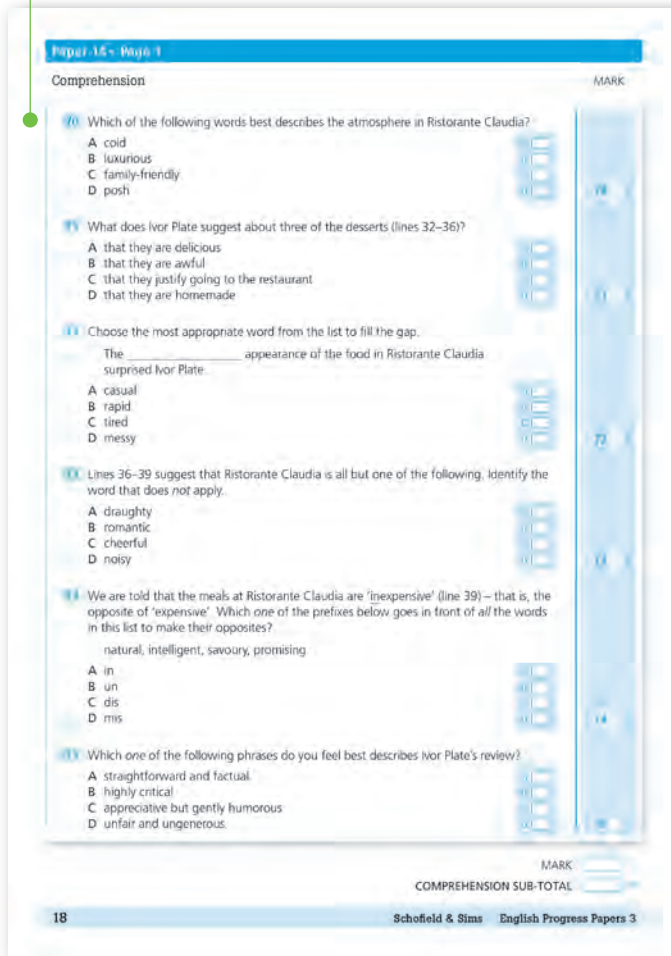
- pull-out answers with detailed explanations and marking guidance
- a *Progress chart* for recording scores and tracking improvement
- a downloadable *Topics chart* showing topic coverage by paper
- an extra downloadable sample paper for all four subjects.



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.

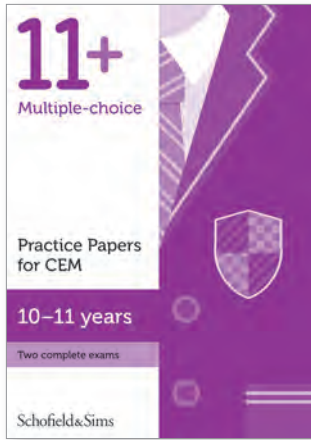
Example questions for all the main question types are provided at the start of each non-verbal reasoning book.



The start and end of each paper are clearly labelled.

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

See pages 94-95 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

1.

2.

3.

4.

5.

12 Schofield & Sims

6.

7.

8.

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

Example:

Answer: C

9.

Test continues over the page ▶

11+ Practice Papers for CEM 13

AGES 9-12

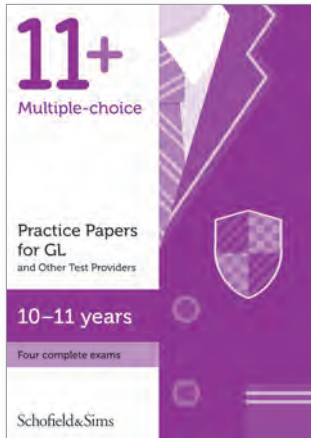
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11+ Practice Papers for GL and Other Test Providers

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.

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."

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.

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 ▶

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Understanding Verbal Reasoning includes the following question types:

- word and letter patterns
- vocabulary
- spelling
- number patterns
- problem solving.

Understanding Non-verbal Reasoning includes the following question types:

- similarities and differences
- missing and hidden shapes
- cubes, codes and animations.

See pages 86–87 for the new 11+ Study and Practice Books.

AGES 7-12

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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
- practice *Activities* to consolidate and revise techniques
- *Helpful hints* giving extra information on how to approach activities
- extra *Practice* pages at the end of each section
- helpful *Tips for tests* and advice on how to revise effectively
- answers to all the questions in the book.

Analogies



Real-life connections

This is the most common connection. It covers many topics.

For example:
Ship is to (port, boat, sea) as lorry is to (petrol, driver, road).

Scan the words. If the answer is not obvious, work through the options.

- The word **ship** has connections with **port, boat and sea**.
- Only **one** of these connections is the same in both halves.
- A **ship** travels on the **sea**. A **lorry** travels on the **road**.

Answer: Ship is to (port, boat, sea) as lorry is to (petrol, driver, road).

Spelling connections

These connections focus on letters, not meaning. There are three question types. The words in each pair:

- are **homophones**
For example: Sea is to (water, see, boat) as sent is to (parcel, spent, scent).
- are made by **adding or removing a letter**
For example: Port is to (pot, ferry, wine) as bear is to (beer, bar, spider).
- have the same letters but in a **different order**
For example: Draw is to (well, drawer, ward) as rate is to (race, tear, opinion).

Hint Remember the analogy types: similar meanings, opposites, real-life connections, spelling connections. Scan for an answer. Then work through each possibility.



Underline the **two** words, **one** from each group, that complete the sentence in the best way.

1. Main is to (horse, mane, least) as sight is to (picture, taste, site).
2. Gardener is to (plants, grow, spade) as painter is to (artist, brush, colour).
3. Stag is to (deer, doe, antlers) as bull is to (horns, calf, field).
4. Taps is to (tops, money, spat) as dab is to (dot, bad, dip).
5. Tree is to (trunk, twigs, roots) as building is to (flat, foundations, home).

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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
- extensive practice *Activities* to consolidate and revise knowledge and skills
- thought-provoking '*Did you know?*' facts and information
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- 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 98-99 for topic-based English and science study books.

AGES 7-11

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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.

a

b

c

d

e

f

12 Statistics



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.

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- 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 97 and 99 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.

Schofield & Sims | Understanding Science 23



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

6 Schofield & Sims

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.
..... 1 mark

Total marks Time taken

7 KS1 SATs Grammar, Punctuation and Spelling 10-Minute Tests

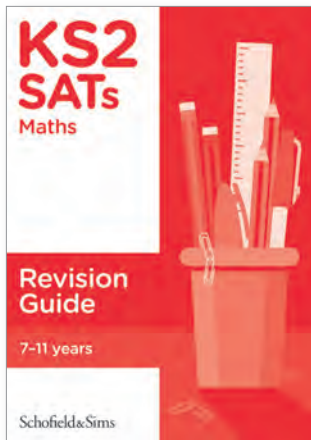
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978 07217 1497 4



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

How will I ever get home?

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.

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

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.

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

Cancelling a fraction to its simplest (or lowest) form

When you divide the numerator and the denominator by the largest number you can, and can't divide again by any other number, you have cancelled the fraction to its simplest (or lowest) form.

Cancel these fractions to their simplest form

$$\frac{4}{28} \xrightarrow{\div 4} \frac{1}{7} \quad \frac{50}{70} \xrightarrow{\div 10} \frac{5}{7} \quad \frac{30}{51} \xrightarrow{\div 3} \frac{10}{17}$$

You might be asked to give some fractions that are equivalent to another fraction, like this.

Give three fractions equivalent to $\frac{3}{5}$

$$\frac{3}{5} \xrightarrow{\times 2} \frac{6}{10} \quad \frac{3}{5} \xrightarrow{\times 3} \frac{9}{15} \quad \frac{3}{5} \xrightarrow{\times 10} \frac{30}{50}$$

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 $\frac{2}{3}$ and $\frac{1}{3}$
 - b $\frac{1}{2}$ and $\frac{1}{16}$
 - c $\frac{2}{3}$ and $\frac{20}{30}$
 - d $\frac{1}{18}$ and $\frac{1}{9}$
 - e $\frac{12}{20}$ and $\frac{3}{5}$
2. Cancel these fractions to their simplest form:
 - a $\frac{4}{8}$
 - b $\frac{6}{12}$
 - c $\frac{5}{10}$
 - d $\frac{8}{16}$
3. Give three fractions equivalent to:
 - a $\frac{1}{2}$
 - b $\frac{2}{5}$
 - c $\frac{100}{100}$
 - d $\frac{1}{10}$

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AGES 6-11

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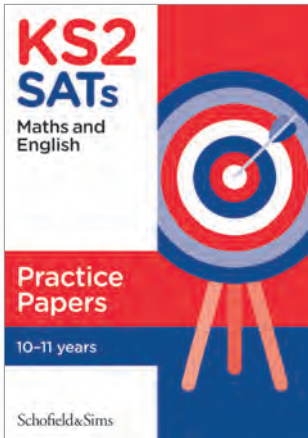
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SATs Practice Papers KS1 KS2

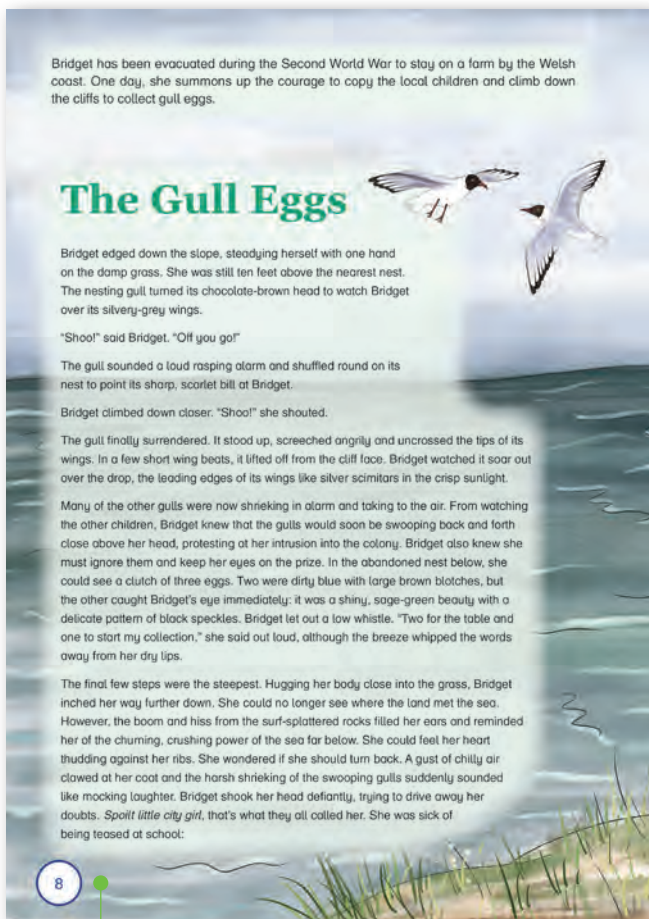
Hilary Koll, Steve Mills, Carol Matchett, Sarah-Anne Fernandes and Giles Clare

The **SATs Practice Papers** feature up-to-date practice material for pupils preparing to sit the national tests in 2022 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.

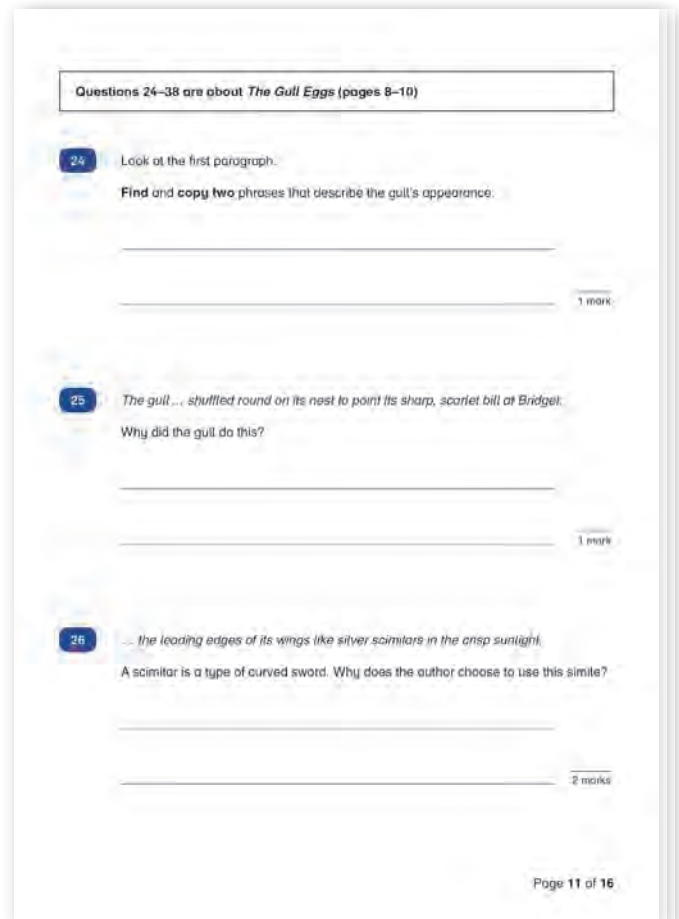
Separate timed papers are provided for all of the individual components of the maths and English tests at each key stage, as follows:

- **KS1 SATs Practice Papers** comprises one Arithmetic paper; one Reasoning 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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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.

grass → cow → human

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

lettuce → slug → thrush → sparrowhawk

This food chain is for a pond.

waterweed → tadpole → 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 Archaeopteryx. These animals changed over time, and eventually became the birds we see around us today.

This is a reconstruction of what an Archaeopteryx looked like.

Test yourself

1. What is a fossil?
2. What does 'extinct' mean?
3. How do scientists know that living things have changed over time?

Remember
A **fossil** is the shape of a dead plant or animal preserved in rock. Fossils show us that living things have changed over time.

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

See page 102 for maths and English revision guides.

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Key Stage 2 Science Practice Papers KS2

Penny Johnson

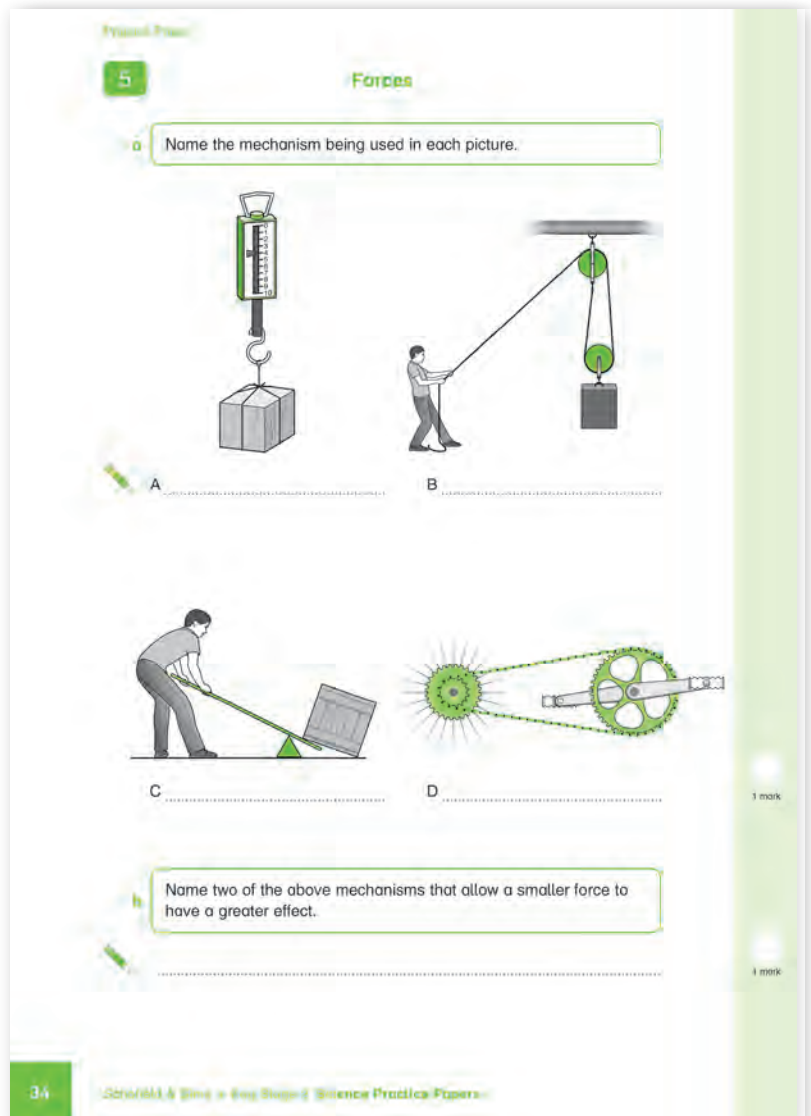
The **Key Stage 2 Science Practice Papers** are closely matched to the Key Stage 2 Science curriculum and reflect the appearance and content of the Key Stage 2 Science Sampling Test. A flexible resource, the papers may be used either independently for formal test practice, or alongside the accompanying 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 103 for maths and English practice papers.



AGES 7-11

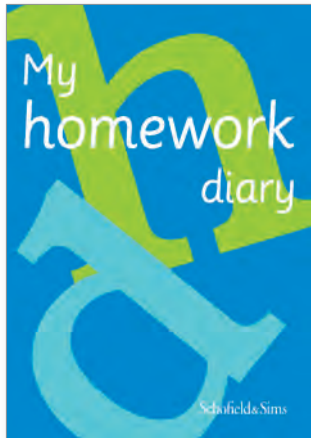
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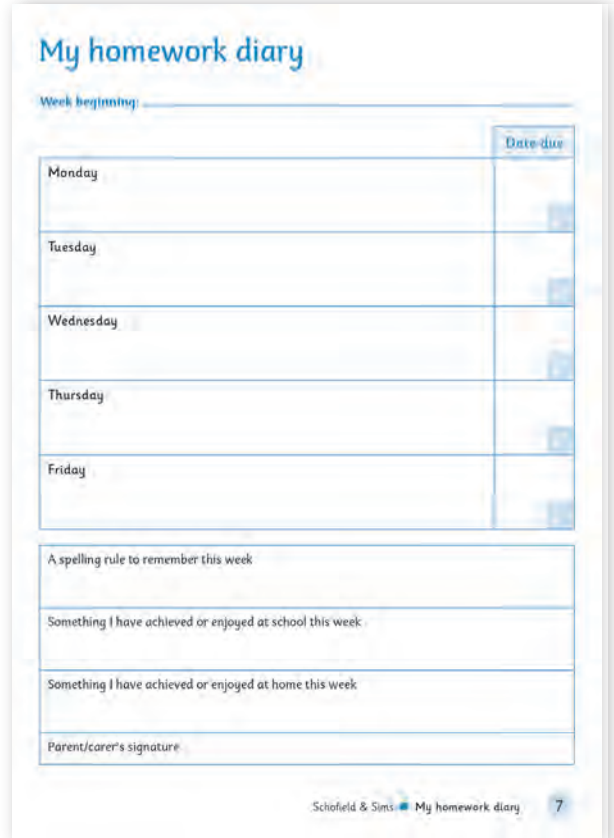


My Homework Diary KS2

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*
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- *Geography facts*, including continents and The Seven Wonders of the Ancient World.



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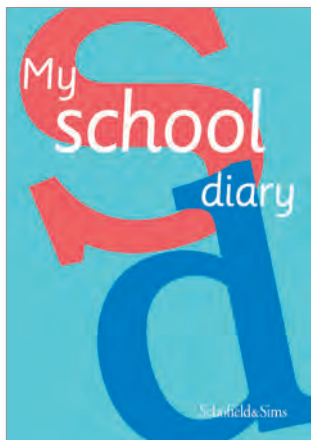
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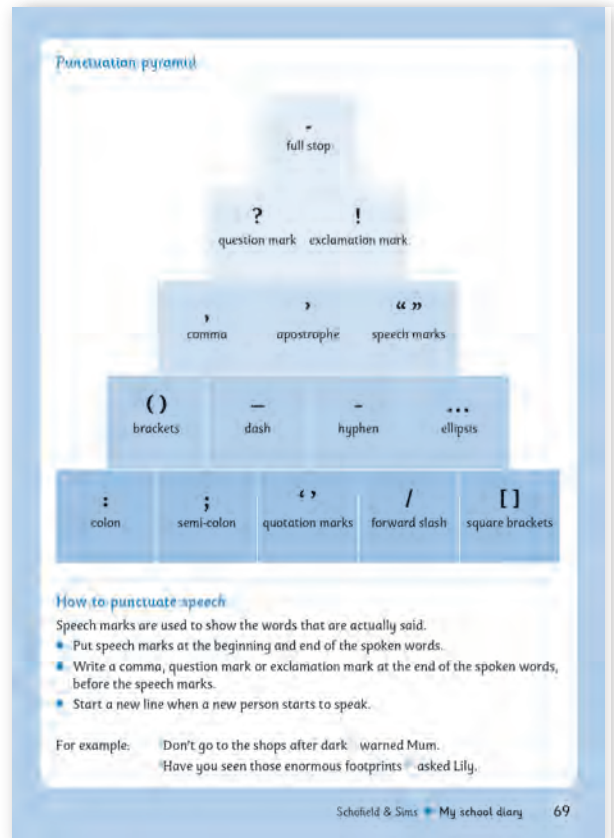
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My School Diary KS2

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

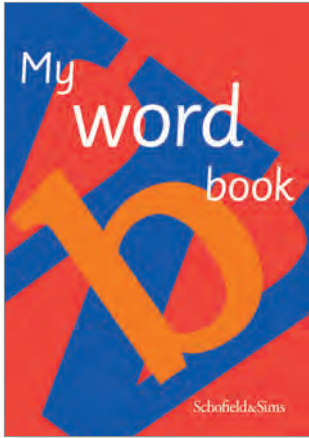
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My Word Book KS1

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.

AGES 5-7

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My Word Book
978 07217 0961 1



Word Puzzles KS2

Celia Warren

Word Puzzles have been specially written for Key Stage 2 children to work through independently. Carefully graded and challenging, the puzzles help children to develop the literacy skills that they need in school, as well as the thinking skills that are valuable in every aspect of their lives.

The book contains puzzles that are to do with words, letters, reading, writing and logic. Worked examples and useful hints are provided and children are encouraged to check their answers against the correct solutions given.

The puzzles in this book include:

- word chains
- word squares
- hidden words
- link words
- riddles
- word searches
- crosswords
- sudoku.

First word searches

Try these gentle word searches. Each contains hidden words that are arranged in different directions.

1 Find these 10 parts of the body hidden in the grid below.

ARM LEG ✓ HEAD HEART HAND FOOT
LUNGS NOSE MOUTH EYES

H	A	N	D	A	L	E	G
I	L	P	N	D	S	E	L
L	U	N	G	S	U	I	K
C	H	E	A	R	T	R	
A	R	M	P	F	O	O	T
H	O	C	H	E	A	D	G
C	L	E	Y	E	S	T	A
E	M	O	U	T	H	W	D

Need some help?
All the body words in this grid run horizontally, from left to right.

Challenge: Make one more body part from the letters in the shaded squares.

2 Find seven question words.

WHAT WHY WHERE WHEN
WHO WHICH HOW ✓

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

Need some help?
In word searches 2, 3, 4 and 5, some words run from left to right, and others run downwards.

Challenge: Rearrange the letters in the shaded squares to make two different question words which are anagrams of each other. Both words appear in the list above.

3 Find 13 farm animals and domestic animals.

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

Challenge: Make one more farm animal from the letters in the shaded squares.

4 Find 11 months of the year.

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

Need some help?
Four months read from top to bottom. They are: DECEMBER, OCTOBER, FEBRUARY and JANUARY.

Challenge: Make the missing month from the shaded squares.

AGES 7-11

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Word Puzzles
978 07217 1117 1



Number Puzzles KS2

Ann Montague-Smith

Number Puzzles have been specifically written for Key Stage 2 children to work through independently. Carefully graded and challenging, the puzzles help children to develop the mathematics skills that they need in school, as well as the thinking skills that are valuable in every aspect of their lives.

Number Puzzles contains puzzles that are to do with numbers and logic and encourage children to develop their problem-solving strategies. Worked examples and useful hints are provided and children are encouraged to check their answers against the correct solutions given.

The puzzles in this book include:

- sudoku
- kakuro
- arithmagons
- magic squares
- Latin squares
- multiplication pyramids
- grand totals.

Sudoku

These sudoku puzzles use the numbers 1 to 6 in each row, column and mini grid. Fill in the missing numbers.

1

1	2	3		5	6
4	5		1	2	3
2	3		5	6	
5	6	1		3	4
	4	5		1	2
6	1	3			5

2

1		5	2	4	6
2	4	6	1		5
6		3		2	4
	2	4	6	1	3
3	6	1	4	5	
	5		3	6	

This sudoku has more numbers missing.

3

4	3	6	2		
2	6	5		1	3
				3	1
3	5	1	2	4	
	2	4	3		5
5	3		1	2	

Playing sudoku regularly can help boost your concentration and focus.



Need some help?

Check every row, column and mini grid to see where only one number is missing. Fill these in first. You can now complete puzzle 3.

Now try these.

4

6		4		2	
	3	5	4	6	
4	5	2			6
1		3	2	4	
3	4			5	2
	2		3		4

Need some help?

If you are stuck with puzzle 4, try the suggestion for puzzle 3. Once you have filled in all the easy numbers, try looking at each number in turn. There should be six of each number: one in each row, column and mini grid. There are already five 2s. Can you work out where the sixth one goes? Repeat this process with other numbers.

5

5		1	2		
6		2		3	
		3			5
1		4		6	
4		5	6		
3			1		4

6

1		4		2	3
		3	5		
		5	4		
2					6
5					4
		6	2		

7

	5		1		3
		6		4	
5				2	
	3	4		1	
6	3				1
1			4		6

8

	2	1			
4			1		3
5					1
	6	3	5		2
6			2		
	4			3	5

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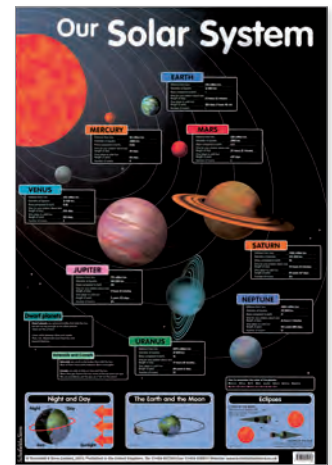
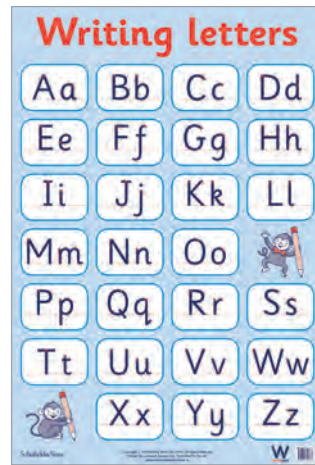
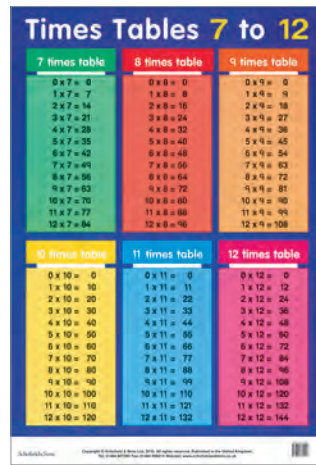
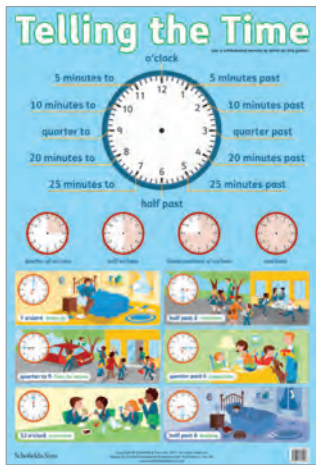
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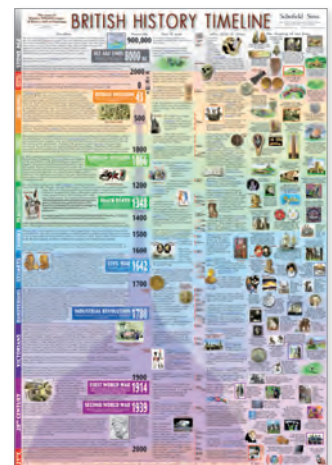
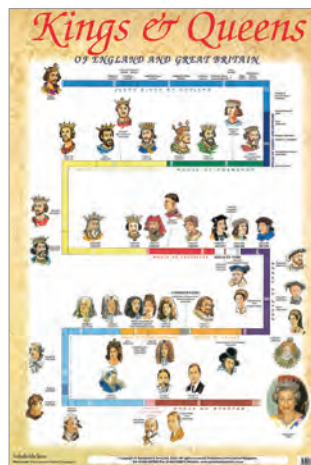
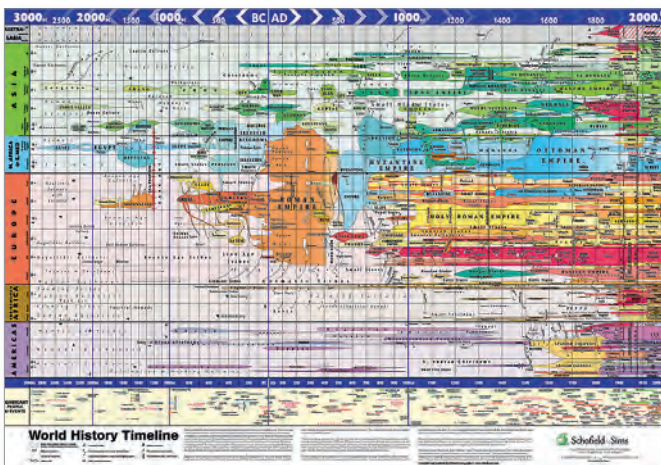
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