

Teacher's notes

Introduction to the series

Schofield & Sims English Skills provides regular and carefully-graded practice in key literacy skills. It is designed for use alongside your existing literacy lessons, embedding key aspects of grammar, sentence structure, punctuation and spelling and constantly revisiting them until they become automatic. At the same time it reinforces and develops pupils' knowledge of word structure and vocabulary.

Each workbook comprises three sections with 12 tests in each one. The tests become more difficult, but the increase in difficulty is gradual. The workbooks are fully compatible with the Key Stage 2 *Primary Framework for literacy*, and the final tests in each book are aligned with the end-of-year objectives as follows:

- **Book 1:** Year 2
- **Book 2:** Year 3
- **Book 3:** Year 4
- **Book 4:** Year 5
- **Book 5:** Year 6
- **Book 6:** Years 6/7

Please note: Pupils working towards the objectives for an earlier year should use the appropriate workbook. There is no need for all members of the class to be working on the same book at the same time.

Parts A, B and C

Each test is divided into three parts:

- Part A: **Warm-up** – puzzles, 'warm-up' exercises and revision of earlier learning
- Part B: **Word work** – spelling, word structure, exploring words and their meanings
- Part C: **Sentence work** – putting words together to make sentences: for example, choosing suitable words, forming and punctuating sentences or checking for grammatical accuracy.

Answering the test questions

After you have demonstrated to the class how some of the different question types are to be answered, the pupils work through the test items without adult help – either individually or in pairs. For Books 2 to 6, encourage them to refer to dictionaries, thesauruses and other reference materials rather than asking for your help. The tests may be used flexibly. For example, a test may be tackled in one session or over several days.

Marking

This book provides correct answers for **English Skills 5**; where various different answers would be acceptable, an example is provided. The **Focus** panel stating the areas of learning being tested helps you to decide whether the pupil's answer is satisfactory. **Please note and explain to the class that if all or part of a question has several possible answers, the question number is displayed like this 5 . If a question has a specific answer, the question number is displayed like this 5 . It is displayed in this way even if the answer is made up of several parts that may be given in any order.**

Some questions test more than one area: for example, a question on writing in the past tense might also check pupils' knowledge of the spelling rules for adding **ed**. In such cases, both parts of the answer must be correct, reflecting real-life situations that require varied knowledge and skills.

Group marking sessions

Group or class marking sessions led by the teacher or classroom assistant are the most effective way of marking the tests: pupils learn by comparing and discussing answers.

Another benefit of group or class marking sessions is that they highlight deficits in pupils' knowledge, which will inform your future teaching. Where pupils have given a wrong answer, or none at all, briefly reinforce the key teaching point using an item from this book as a model. In a plenary discussion at the end of the session, encourage pupils to evaluate their own successes; each pupil can then work with a 'talk partner' to record areas needing improvement and discuss appropriate learning objectives.