

Schofield&Sims

# Primary Catalogue



2025/26



## Welcome to our New Catalogue

Within the 120 pages of this, our latest catalogue, you will find over 400 individual books and resources for schools, teachers, tutors and parents, designed to help children achieve the standard in English and maths that they will need, not only to enable them to score well in National Tests and prepare them for the secondary curriculum, but also to equip them with literacy and numeracy skills for life.

### **Automaticity and Confidence through Practice**

Reading, writing, grammar, punctuation, spelling, number bonds, times tables, fractions, decimals and percentages all need to become second nature. Automaticity and confidence in the basics can only be achieved through practice and more practice. Many of our programmes are workbook-based. The books are carefully structured and graded with the right level of repetition and the right level of challenge: they are more than just a collection of worksheets, they are a bound record of achievement, written by experienced teachers, refined and edited to maximise the effectiveness of the content and design. Our books provide the volume of structured practice required to build that, so very necessary, automaticity and confidence.

### **Mental Arithmetic**

**Schofield & Sims' Mental Arithmetic** books are widely acknowledged as the best maths practice books for Key Stages 1 and 2 ever devised, with over one thousand five hundred questions in each book: a brilliant combination of number equations, written questions and one and two-part problems. Written by three clever teachers, these books have been used with enormous success by millions of children in thousands of schools, from the grandest prep school to the humblest primary. They are an all-time favourite for maths homework. Find them on pages 70 to 75 and see how these affordable books will produce an immediate improvement in your children's maths.

Kind regards,

Nick Platts

**Chairman**

**Schofield & Sims**

# Contents

## Highlight series 2

My Letters and Sounds .....	2
Mental Arithmetic.....	4

## Early years resources 6

Reception .....	6
Pre-school.....	10

## English resources 12

Phonics.....	12
Handwriting.....	33
Spelling.....	38
Grammar and punctuation .....	42
Dictionaries and thesauruses.....	49
Comprehension .....	55
Poetry.....	62

## Maths resources 64

Basic number skills.....	64
Telling the time.....	65
Times tables.....	66
Arithmetic.....	70
Calculation .....	76
Fractions, decimals and percentages .....	80
Problem solving .....	84

## Revision and practice 86

Yearly practice .....	86
11+ .....	90
SATs .....	101

## General resources 110

Diaries .....	110
Reading records.....	111
Word books.....	112
Puzzle books.....	114
Posters.....	116


## International stockists 118

## Index 120

## Information and ordering 121

### Free downloads

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

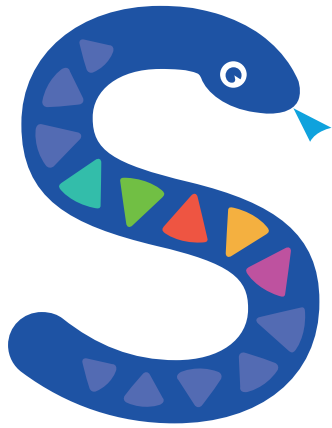
**Key to icons:**  = Early Years Foundation Stage

 = Reception

 = Key Stage 1

 = Key Stage 2

 = Key Stage 3



# My Letters and Sounds

## Affordable and effective phonics resources to get your class reading

**Schofield & Sims My Letters and Sounds** is a DfE-validated systematic synthetic phonics (SSP) programme built around 120 stunning, fully decodable readers together with a wealth of teaching guidance and resources.

The scheme has been carefully developed to provide schools that want to use the *Letters and Sounds* framework with an up-to-date and comprehensive set of resources that meet the Department for Education's (DfE) revised core criteria for an effective SSP programme.

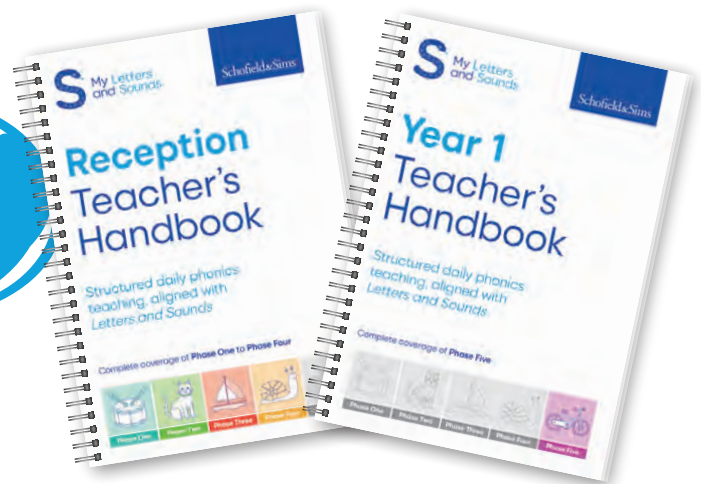


## What is included in the programme?



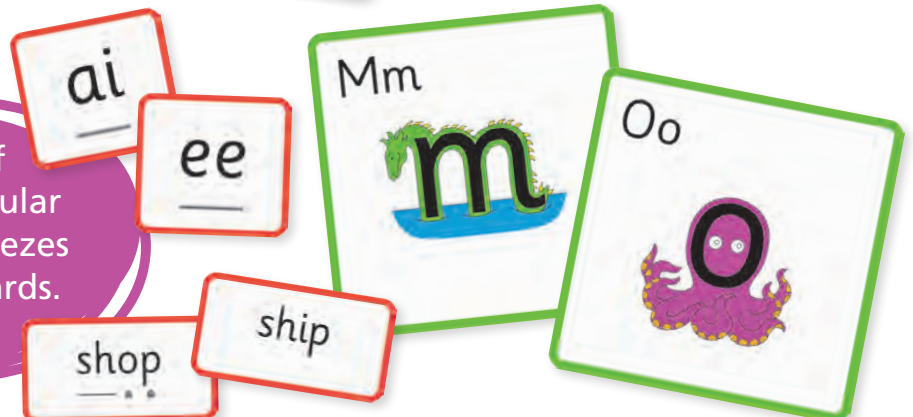
120 fiction and non-fiction fully decodable Phonics Readers. See pages 22–30.

Teacher's Handbooks with daily lesson plans and photocopiable resources. See pages 14–17.



Workbooks help children practise phonics skills at home and in class. See pages 18–19.

Physical versions of some of the most popular resources, including friezes and mnemonic flashcards. See pages 20–21.



# Mental Arithmetic



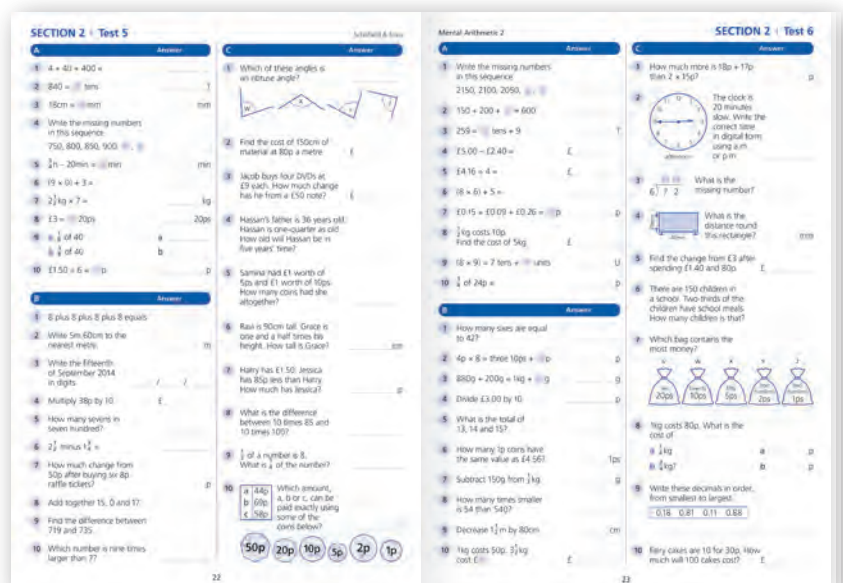
## The essential resource for fluency and confidence in maths

**Mental Arithmetic** and **First Mental Arithmetic** are highly differentiated series of graded workbooks proven to raise children's attainment in maths.

Based on ability, rather than age, each book practises the four basic number operations, challenging children to do more complex problems involving logical thinking and to apply knowledge introduced previously.

A wide range of topics ensures pupils apply all their knowledge and skills.

Graded tests become gradually more challenging as the book progresses.



# Trusted by thousands of teachers

Twelve pupil books provide rich and varied practice across Key Stage 1 and 2, with corresponding answer books available across the series, plus two dedicated Teacher's Guides.



Tests follow the same format to encourage pupils to think mathematically.

A rich blend of questions ensures pupils develop core mental arithmetic skills.

**Section 2 Session 2**

**A** 1 Tick the lighter one.

2 Write the time.

o'clock    o'clock    o'clock

3 Write the answers.

$4 + \text{[coins]} = \square$     $5 + \text{[coins]} = \square$   
 $9 - \text{[coins]} = \square$     $10 - \text{[coins]} = \square$

**B** 4 Tick the jar with less.

**C** 5 Draw the hands to show the time.

7 o'clock   9 o'clock   3 o'clock

6 Write the answers.

$2 + \square = 8$     $6 - \square = 2$     $8 - \square = 3$

**C** 7 Tick the jar that is holding less.

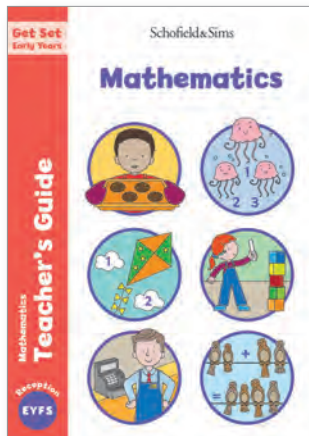
8 Write the answer.

Ella gets to school at 9 o'clock. She has lunch at 12 o'clock.  
How long has she been at school?  hours

9 Write the answer.

Kai has 10 marbles. He gives 3 marbles to Imogen.  
How many marbles has Kai now?

0 1 2 3 4 5 6 7 8 9 10



## 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.











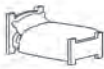

The **Get Set** teacher's guides provide a wealth of learning opportunities and practical resources based around play, exploration and discussion that slowly build in more formal elements of learning. The books also promote strong home-school links, not only through close correspondence with the activity 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 to 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 the 'Mr Men' story *Mr Small* by Roger Hargreaves. Discuss how being small can be useful and also what its disadvantages could be. The children make their own *Mr Small* characters using play dough.  
**Talking points:** What is your favourite part of the story and why? Were any characters bigger/smaller than Mr Small? What's good about being small? When I was young, I was the smallest in my class, but later I was one of the biggest.
- Using two large hoops, set up a giant Venn diagram in the classroom. Label one hoop 'big', the other one 'small', and the section where they overlap 'medium'. Provide a range of different-sized objects for the children to sort into one of the three categories in the Venn diagram.  
**Talking points:** Where should this object go in the hoops? How does it compare to other objects in this section? What other objects could we put into each of the three sections? I think all the coins should go in the same section because they are the same size.
- Together, go on a hunt outside for leaves, twigs and branches. The children bring their collected resources back to the classroom and order their objects according to size, lining them up from the smallest to the biggest.  
**Talking points:** Do you think the biggest/smallest object you collect is going to be a leaf, a branch or a twig? How many objects did you collect altogether? Which is your biggest/smallest object? Do all leaves grow to be the same size? When I went to Jamaica, the palm trees there had the biggest leaves I have ever seen.

**Go**

- Read or tell the fairy tale 'Goldilocks and the Three Bears'. Ask the children to join in with the key words and the simple doable 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 words:** With support, the children can match some of the objects to the correct bear.  
**Working beyond:** The children can draw a giant bear and design and cut out objects for it.  
**Finishing line:** Ask all of the children to take off one of their shoes. In groups, the children order the shoes from the biggest to the smallest. Encourage them to discuss whether shoe size correlates with height.

**Cross-curricular links**

- Communication and language:** Through collecting and ordering leaves, twigs and branches according to size, the children follow instructions involving several ideas or actions.
- Literacy:** Through reading the fairy tale 'Goldilocks and the Three Bears', the children use phonic knowledge to decode regular words and read them aloud accurately.

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

Get Set Mathematics Teacher's Guide | 55

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*.



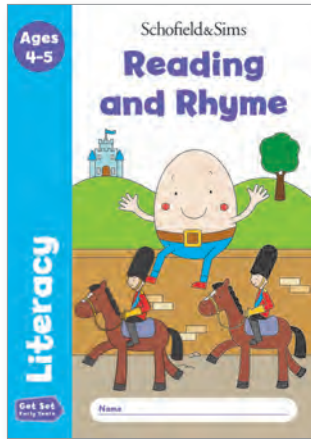
## AGES 4-5

RRP £30.00  
TEACHER PRICE £15.00

Get Set Mathematics Teacher's Guide  
978 07217 1435 6

Get Set Literacy Teacher's Guide  
978 07217 1440 0

Get Set Understanding the World  
Teacher's Guide  
978 07217 1446 2



## Get Set Activity Books EY

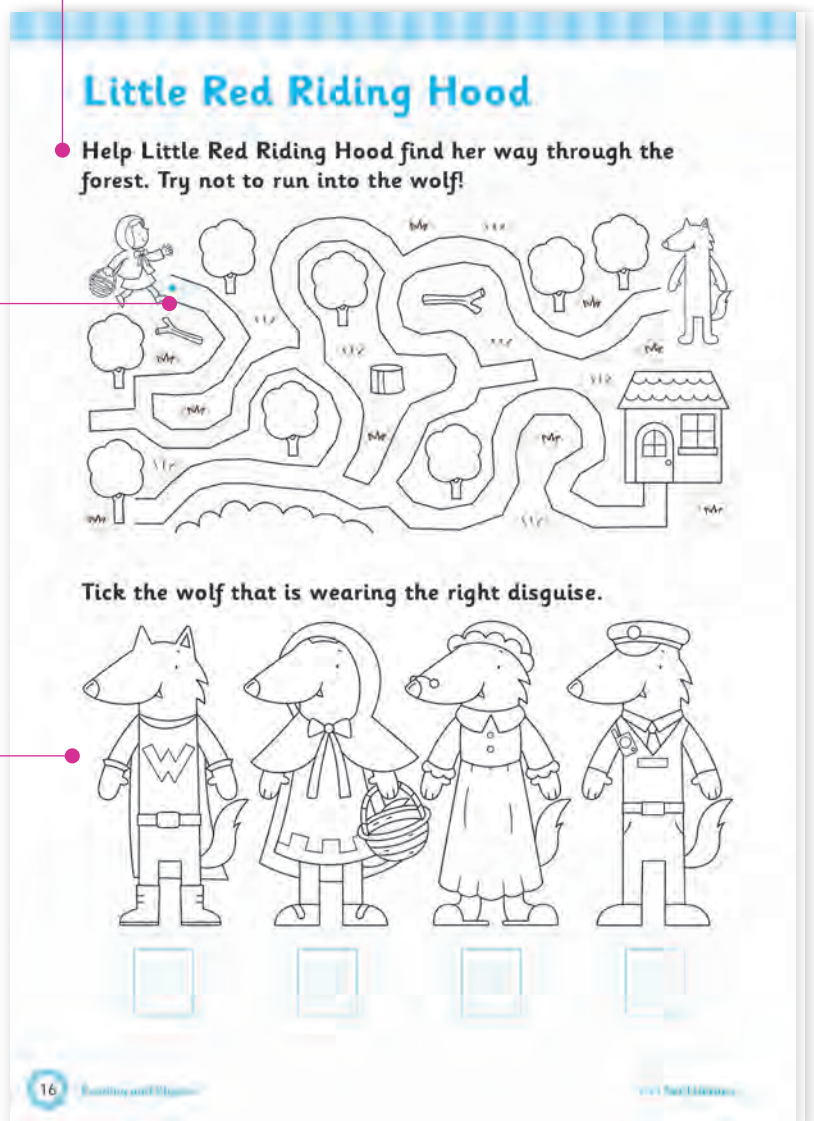
Sophie Le Marchand and Sarah Reddaway

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	Bookending tip	Key vocabulary	Extension activity
page 1	Use 'I' in the text. Encourage your child to describe the scene. How do you think the boy feels?	boy, girl, happy, sad, angry, excited	Make a path of stones together using a cardboard box and paper. Place it in a container to make a 'road'.
page 2	Use 'I' in the text. Show your child how to make the words. How do you think the boy feels?	boy, girl, happy, sad, angry, excited	Use a small plastic container and make a path of stones together using the lid.
page 3	Use 'I' in the text. Show your child how to make the words. How do you think the boy feels?	boy, girl, happy, sad, angry, excited	Use a small plastic container and make a path of stones together using the lid.
page 4	Use 'I' in the text. Show your child how to make the words. How do you think the boy feels?	boy, girl, happy, sad, angry, excited	Use a small plastic container and make a path of stones together using the lid.
page 5	Use 'I' in the text. Show your child how to make the words. How do you think the boy feels?	boy, girl, happy, sad, angry, excited	Use a small plastic container and make a path of stones together using the lid.
page 6	Use 'I' in the text. Show your child how to make the words. How do you think the boy feels?	boy, girl, happy, sad, angry, excited	Use a small plastic container and make a path of stones together using the lid.
page 7	Use 'I' in the text. Show your child how to make the words. How do you think the boy feels?	boy, girl, happy, sad, angry, excited	Use a small plastic container and make a path of stones together using the lid.
page 8	Use 'I' in the text. Show your child how to make the words. How do you think the boy feels?	boy, girl, happy, sad, angry, excited	Use a small plastic container and make a path of stones together using the lid.
page 9	Use 'I' in the text. Show your child how to make the words. How do you think the boy feels?	boy, girl, happy, sad, angry, excited	Use a small plastic container and make a path of stones together using the lid.
page 10	Use 'I' in the text. Show your child how to make the words. How do you think the boy feels?	boy, girl, happy, sad, angry, excited	Use a small plastic container and make a path of stones together using the lid.
page 11	Use 'I' in the text. Show your child how to make the words. How do you think the boy feels?	boy, girl, happy, sad, angry, excited	Use a small plastic container and make a path of stones together using the lid.
page 12	Use 'I' in the text. Show your child how to make the words. How do you think the boy feels?	boy, girl, happy, sad, angry, excited	Use a small plastic container and make a path of stones together using the lid.
page 13	Use 'I' in the text. Show your child how to make the words. How do you think the boy feels?	boy, girl, happy, sad, angry, excited	Use a small plastic container and make a path of stones together using the lid.
page 14	Use 'I' in the text. Show your child how to make the words. How do you think the boy feels?	boy, girl, happy, sad, angry, excited	Use a small plastic container and make a path of stones together using the lid.
page 15	Use 'I' in the text. Show your child how to make the words. How do you think the boy feels?	boy, girl, happy, sad, angry, excited	Use a small plastic container and make a path of stones together using the lid.
page 16	Use 'I' in the text. Show your child how to make the words. How do you think the boy feels?	boy, girl, happy, sad, angry, excited	Use a small plastic container and make a path of stones together using the lid.
page 17	Use 'I' in the text. Show your child how to make the words. How do you think the boy feels?	boy, girl, happy, sad, angry, excited	Use a small plastic container and make a path of stones together using the lid.
page 18	Use 'I' in the text. Show your child how to make the words. How do you think the boy feels?	boy, girl, happy, sad, angry, excited	Use a small plastic container and make a path of stones together using the lid.
page 19	Use 'I' in the text. Show your child how to make the words. How do you think the boy feels?	boy, girl, happy, sad, angry, excited	Use a small plastic container and make a path of stones together using the lid.
page 20	Use 'I' in the text. Show your child how to make the words. How do you think the boy feels?	boy, girl, happy, sad, angry, excited	Use a small plastic container and make a path of stones together using the lid.

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

<b>AGES 4-5</b>	
RRP	£4.95
<b>TEACHER PRICE</b>	<b>£4.00</b>
<b>CLASS SET PRICE</b>	<b>£3.50</b>
<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



## Nursery Activity EY

Kathryn Linaker

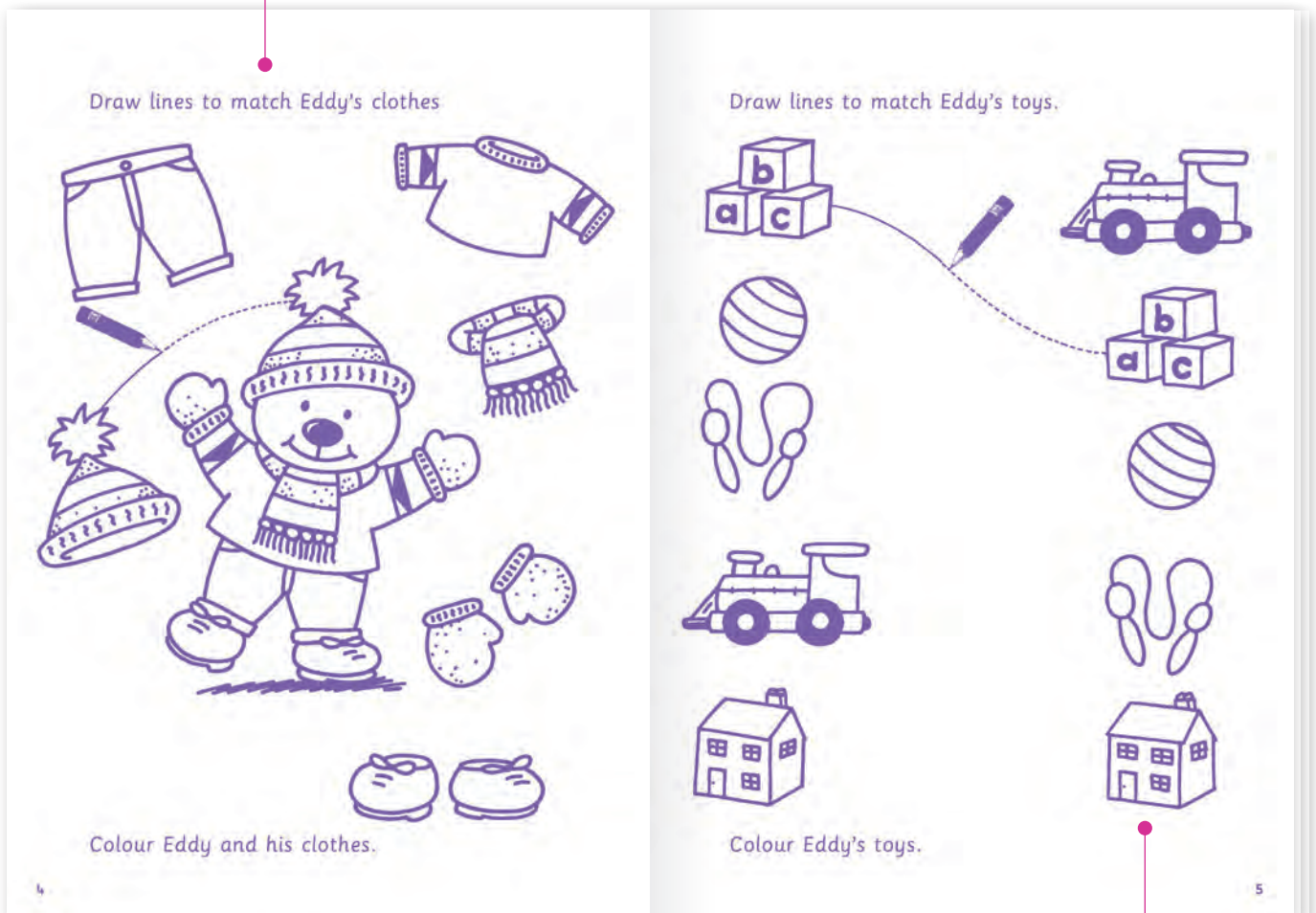
The **Nursery** series is a range of colourful and fun workbooks written to help children aged 3 years and above develop the essential skills for life.

Nine write-in books form a structured pre-school programme, providing a range of activities created to help children improve fine motor skills, develop letter recognition and practise subitising.

Designed to be as engaging and varied as possible, the activities include matching, complete the picture, counting, mazes, colouring, letter tracing, odd one out and many more.

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

Instructions are written in concise, child-friendly language that should be read aloud to the child by an adult.



Patterning activities boost pencil control and hand-eye coordination.

### AGES 3-5

RRP £3.95

TEACHER PRICE £3.50

CLASS SET PRICE £3.00

10 or more copies of the same book

Nursery Activity Book 1  
978 07217 1800 2

Nursery Activity Book 2  
978 07217 1801 9

Nursery Activity Book 3  
978 07217 1802 6



AGES 3-5

RRP £3.95

TEACHER PRICE £3.50

CLASS SET PRICE £3.00

10 or more copies of the same book

Nursery Writing Book 1 978 07217 1803 3

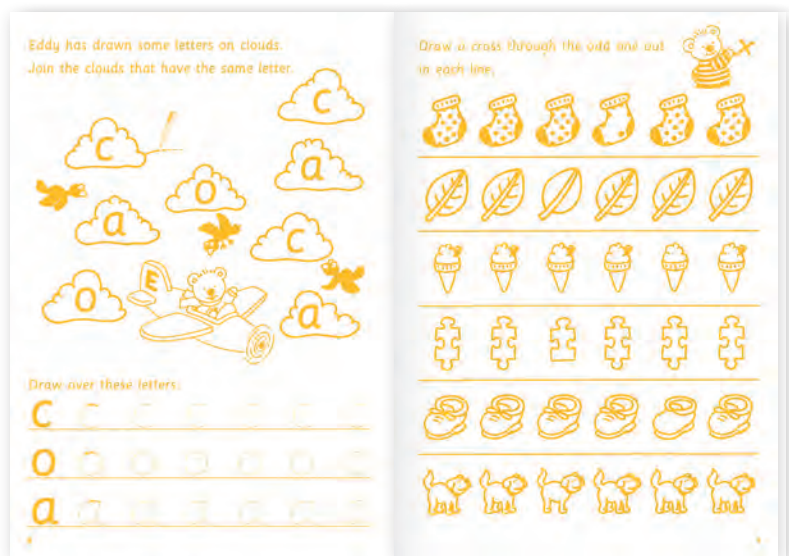
Nursery Writing Book 2 978 07217 1804 0

Nursery Writing Book 3 978 07217 1805 7

## Nursery Writing EY

Kathryn Linaker

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



AGES 3-5

RRP £3.95

TEACHER PRICE £3.50

CLASS SET PRICE £3.00

10 or more copies of the same book

Nursery Numbers Book 1 978 07217 1806 4

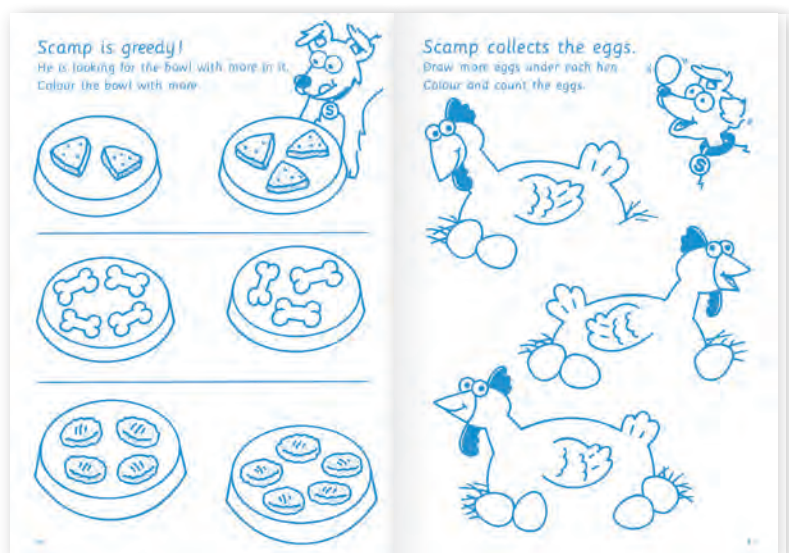
Nursery Numbers Book 2 978 07217 1807 1

Nursery Numbers Book 3 978 07217 1808 8

## Nursery Numbers EY

Sally Johnson

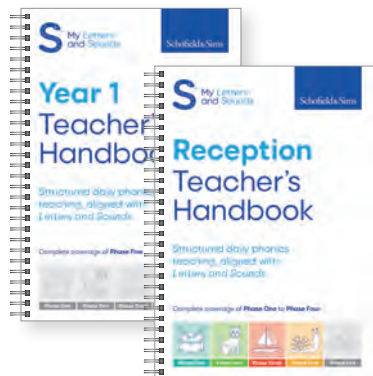
**Nursery Numbers** is a series of graded activity books that reinforce mathematical language and early number skills, including matching, counting, adding and subtracting. The books cover concepts such as money, shapes and measures, and are brought to life by the engaging character of Scamp the dog.





## My Letters and Sounds SSP R KS1

**Schofield & Sims My Letters and Sounds** is a DfE-validated systematic synthetic phonics (SSP) programme built around 120 stunning, fully decodable readers together with a wealth of teaching guidance and resources. The scheme has been carefully developed to provide schools that want to use the *Letters and Sounds* framework with an up-to-date and comprehensive set of resources that meet the Department for Education's (DfE) revised core criteria for an effective SSP programme.



### 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.



### Phonics Practice Pupil Books

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

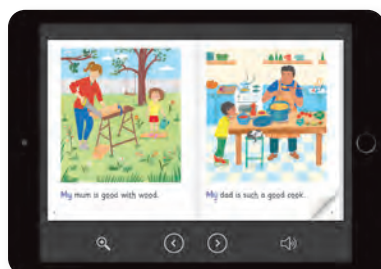
- targeted practice of each new learning point
- integrated revision of previous learning
- enjoyable, age-appropriate activities
- a helpful glossary of key phonics terms.



### Fully decodable Phonics Readers

120 **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:

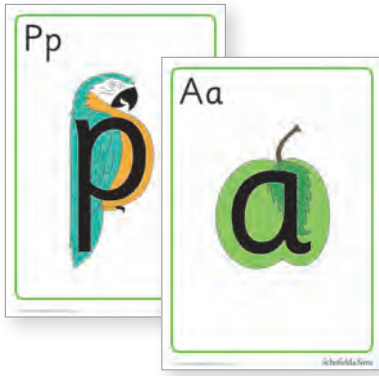
- new phonics learning introduced in small chunks
- child-friendly stories written in natural English
- stunning and varied illustrations
- tips for adults reading with children.



### Phonics e-reader library

The e-reader library features digital versions of every Phonics Reader from the programme. These electronic books can be displayed on whiteboards, computer screens or tablets. The e-readers can be used for:

- modelling reading at the front of the class or reading as a whole group
- one-to-one practice sessions or with small groups of up to six children who are at the same level in their phonics knowledge
- reading practice at home and in the event of remote learning.



## Digital resources

**My Letters and Sounds** is supported by a vast range of photocopiable, digital and audio resources and assessment tools 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.
- Weekly Resource Packs include larger versions of the photocopiable resources needed for each week's lessons in a handy format for printing or displaying on a whiteboard.



## Classroom Kits

The **My Letters and Sounds Classroom Kits** provide over 1,000 durable, physical, colour versions of the core teaching and learning resources that are used frequently and repeatedly in lessons. Resources are split across two Kits for Reception and Year 1, with each set contained within a handy bag for storage. The **Classroom Kits** include:

- classroom friezes
- sound mats
- mnemonic flashcards
- grapheme cards and words cards for each phase
- letter formation poster
- wipe-clean phoneme frames
- Tog the Robot posting box



## Phonics CPD training

The **My Letters and Sounds** training programme offers high-quality and affordable sessions for schools that need help implementing the programme, upskilling staff and supporting the effective delivery of the programme. Features include:

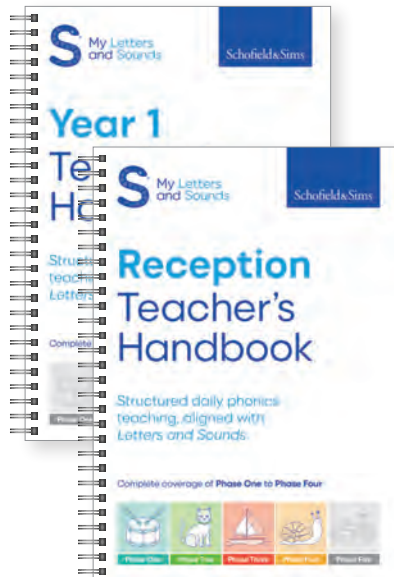
- training that is always delivered live to allow questions and interaction
- various packages from 1.5-hours to a full 6-hour day
- sessions that are delivered online or in-person.



## Approved Systematic Synthetic Phonics Programme

**My Letters and Sounds** was submitted to the DfE's Validation Panel in 2022 and was judged to meet all the most recent DfE criteria for an effective SSP teaching programme.

While there is no statutory requirement for schools to choose one of the validated SSP programmes, the DfE strongly recommends that schools consider using an approved programme that enables their teachers to deliver systematic, synthetic phonics instruction throughout Reception and Year 1.



## My Letters and Sounds R KS1 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*.



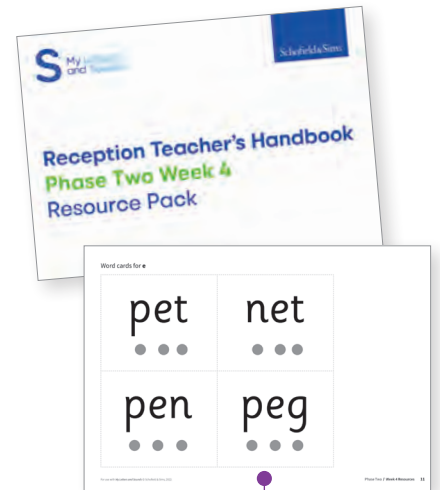
## Teaching guidance

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 half an hour 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.

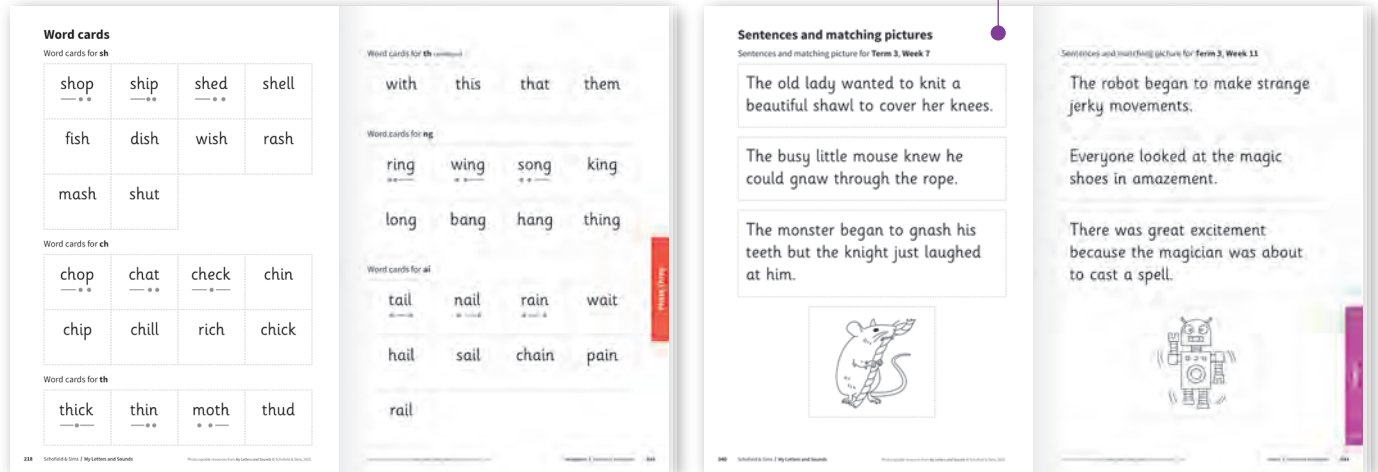
Day	Topic	Page
Monday	The letter 'j'; blending to read words	Page 4
Tuesday	The letter 'y'; blending to read words	Page 6
Wednesday	The letter 'w'; segmenting to spell words	Page 8
Thursday	The letter 'x'; blending to read words	Page 10
Friday	Learning an alphabet song; reading high-frequency words	Page 12

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

## Teaching resources

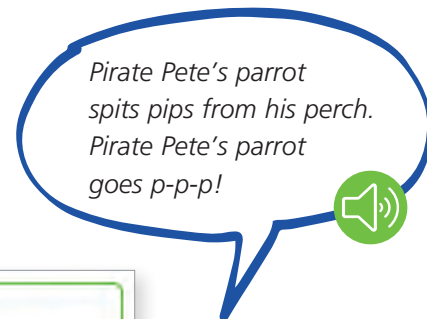
The **My Letters and Sounds Teacher's Handbooks** provide a huge range of photocopiable resources to support your phonics teaching. Most resources are used in one or more of the activities in the lesson plans and teaching guidance, but they can also be used flexibly for extra reinforcement, according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

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

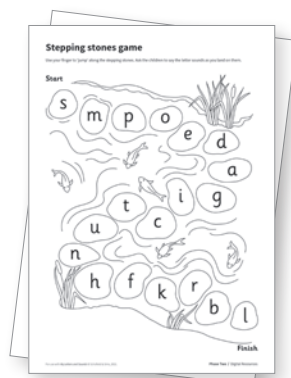


## Downloadable digital resources

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.



## 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.

### Reading tricky words check

Use this checklist to assess your pupils. Note: this table is used at the end of Phase 1, but is included in this assessment as it was used in Week 4 to introduce the tricky pronunciation of 'oi'.

love	looked
their	your
people	oh
Mr	Mrs
called	asked
could	would
should	our
here	house
mouse	

Downloadable *Assessment checks* are linked to the end-of-phase assessment statements in the **Teacher's Handbook**.

The image shows two pages from the 'My Letters and Sounds' Teacher's Handbook. The left page is titled 'Daily assessment schedule' and explains how to use the schedule to monitor children's progress in grapheme recognition, blending, and spelling. It includes a table for 'Phase Two Week 1' with columns for Day, Group, and Skills to assess. The right page shows 'Phase Two Week 3' through 'Phase Two Week 6', each with a similar table detailing the skills to be assessed for different groups of children.

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

This is a 'Segmenting check' worksheet. It features a grid of 12 images: an ant, a tent, a staircase, a crab, a cake, a fish, a snail, a spoon, a balloon, another tent, a person, and a tree. Below each image is a row of five boxes for writing the letters of the word. Instructions at the top ask the child to say the word in sound and then write the letters.

This is a 'Segmenting check analysis sheet'. It has a header with 'Name:' and 'Date:'. Below is a table with columns for 'Word', 'Correct', 'Incorrect', and 'Comments'. The words listed in the 'Word' column are: ant, tent, stop, cob, plug, snail, seat, spoon, sweet, toast, spear, and tree. The 'Correct' and 'Incorrect' columns are empty for each word, and the 'Comments' column is a large empty space for notes.

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	£150.00
<b>TEACHER PRICE</b>	<b>£100.00</b>

**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

R KST

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.

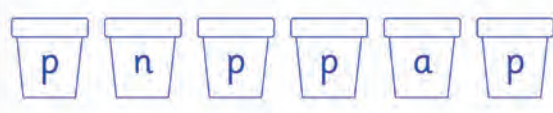
p \_\_\_\_\_

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




Schofield & 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.

Regular letter-formation reinforcement activities are provided.


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


**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.

 l e a f

 [ ] [ ] [ ]

 [ ] [ ] [ ] [ ]

 [ ] [ ] [ ] [ ]

 [ ] [ ] [ ] [ ] [ ]

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	£4.95
<b>TEACHER PRICE</b>	<b>£4.00</b>
<b>CLASS SET PRICE</b>	<b>£3.50</b>
<i>10 or more copies of the same book</i>	

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

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

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

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

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

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

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

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

## My Letters and Sounds Classroom Kits and resources R KS1

The **My Letters and Sounds Classroom Kits** and **resources** provide over 1,000 durable, colour versions of the core teaching and learning resources that are used regularly in lessons.

**Mnemonics** help introduce new grapheme-phoneme correspondences (GPCs) and demonstrate correct letter formation. **Sound Mats** can be used for regular practice of grapheme recognition and recall. Large-format **Friezes** are provided to build up a colourful classroom display. Each week, the new GPCs can be added to the display for children to practise. Large-format versions of the **Grapheme Cards** can be used at the front of class or with small groups of children.



**Classroom Kits**



**Grapheme Cards**



**Sound Mats**

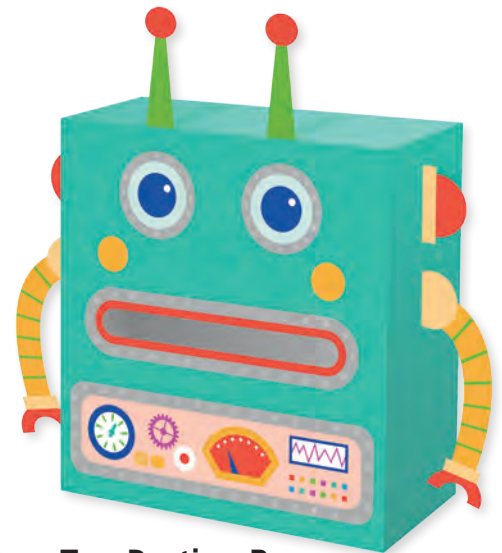


**Friezes**

ISBN	RESOURCE	QUANTITY	RRP	TEACHER PRICE
978 07217 1797 5	Reception Classroom Kit	688 resources	£480.00	£300.00
978 07217 1818 7	Reception Mnemonics	49 resources	£30.00	£18.00
978 07217 1819 4	Reception Sound Mats	15 resources	£30.00	£18.00
978 07217 1820 0	Reception Friezes	49 resources	£30.00	£18.00
978 07217 1817 0	Reception Phoneme Frames	Three resources	£84.00	£48.00
978 07217 1812 5	Reception Tog Posting Box	One resource	£18.00	£12.00
978 07217 1799 9	Letter Formation Poster	One resource	£18.00	£12.00
978 07217 1814 9	Reception Grapheme Cards	48 resources	£90.00	£60.00
978 07217 1813 2	Reception Word Cards	522 resources	£180.00	£114.00

Each **My Letters and Sounds Classroom Kit** also contains a set of **Word Cards**, which includes cards with example words for each new GPC introduced, high-frequency words and tricky words for each phase. A **Letter Formation Poster** provides a clear and helpful reference for children who are developing their letter formation skills. Wipe-clean **Phoneme Frames** can be used to demonstrate segmenting with letters. A flatpack version of the **Tog Posting Box** is provided for children to post **Word Cards** and **Grapheme Cards** through Tog's mouth. The posting box can also be used in a range of blending and segmenting activities, as described in the lesson plans.

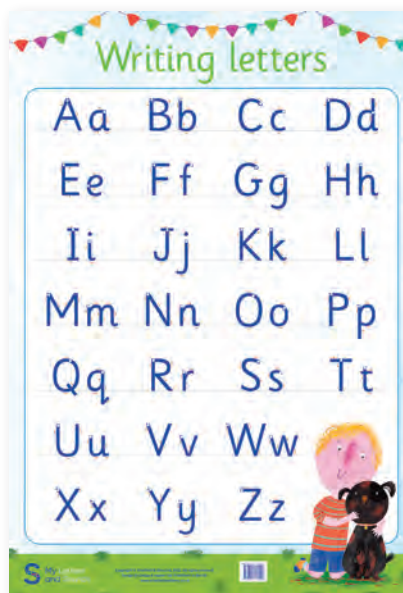
Resources can be purchased as a year-group **Classroom Kit** containing everything you need or as individual components.



**Tog Posting Box**



**Word Cards**



**Letter Formation Poster**



**Mnemonics**



**Phoneme Frames**

ISBN	RESOURCE	QUANTITY	RRP	TEACHER PRICE
978 07217 1798 2	Year 1 Classroom Kit	768 resources	£480.00	<b>£300.00</b>
978 07217 1821 7	Year 1 Sound Mats	15 resources	£30.00	<b>£24.00</b>
978 07217 1822 4	Year 1 Friezes	92 resources	£96.00	<b>£60.00</b>
978 07217 1816 3	Year 1 Grapheme Cards	47 resources	£90.00	<b>£54.00</b>
978 07217 1815 6	Year 1 Word Cards	614 resources	£264.00	<b>£162.00</b>



Readers are now available as free audiobooks. See page 30 for more details.

## 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 Phonics 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.

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.

### AGES 4-6

RRP	£3.95
TEACHER PRICE	£3.00

Full list of ISBNs on pages 22-26.



Tricky words are highlighted in blue.

It is Spook Night in the town tonight.  
It is the best night of the year!

Some children are scooping out  
pumpkins and turnips. They will  
be little lanterns on strings.



Text devices such as captions and labels are gradually introduced.

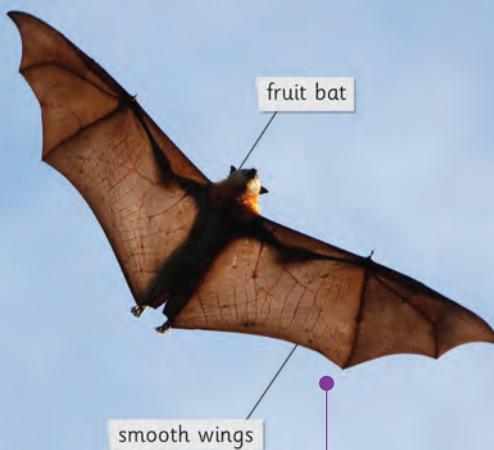
2

3

Non-fiction stories appear from Phase Three to develop children's reading-for-information skills.

Bats can fly, but they do not have feathers.

Other animals cannot fly, but they can jump well. It looks like they are flying!



possum



flying fish



ray



flying frog

Increased space allocated to text rather than pictures.

14

15

High-quality photography used in some non-fiction books.

Less familiar and some specialised vocabulary is used in later non-fiction texts.


Phase Two Readers – Pink A Book Band		£3.00 each   8 pages
 <p><b>Sam</b> 978 07217 1744 9 s, a, t, p, i, n, m, d</p> <p>F</p>	 <p><b>Sit</b> 978 07217 1697 8 s, a, t, p, i, n, m, d</p> <p>F</p>	 <p><b>Pin</b> 978 07217 1823 1 s, a, t, p, i, n, m, d</p> <p>F</p>
 <p><b>Sip</b> 978 07217 1824 8 s, a, t, p, i, n, d</p> <p>F</p>	 <p><b>Dad</b> 978 07217 1825 5 s, a, t, p, i, m, d</p> <p>F</p>	 <p><b>Tim</b> 978 07217 1694 7 s, a, t, p, i, m, d</p> <p>F</p>
 <p><b>Tap It</b> 978 07217 1826 2 s, a, t, p, i, n, m, d</p> <p>F</p>	 <p><b>Dig It</b> 978 07217 1746 3 s, a, t, p, i, n, d, g, o</p> <p>F</p>	 <p><b>Man and Dog</b> 978 07217 1747 0 a, t, n, m, d, g, o</p> <p>F</p>
 <p><b>A Gap</b> 978 07217 1745 6 s, a, t, p, i, n, d, g, o</p> <p>F</p>	 <p><b>Min and Sid</b> 978 07217 1715 9 s, a, t, i, n, m, d, g, o</p> <p>F</p>	 <p><b>Cam and Kat</b> 978 07217 1680 0 s, a, t, p, i, n, m, d, g, o, c, k</p> <p>F</p>
 <p><b>Pip</b> 978 07217 1685 5 s, a, t, p, i, n, m, d, g, o, c, k</p> <p>F</p>	 <p><b>Pop on Top!</b> 978 07217 1827 9 s, a, t, p, i, n, m, d, g, o, c</p> <p>F</p>	 <p><b>Pick and Pack</b> 978 07217 1716 6 s, a, t, p, i, n, m, o, c, k, ck</p> <p>F</p>
 <p><b>In the Net</b> 978 07217 1717 3 s, a, t, p, i, n, m, g, o, k, ck, e</p> <p>F</p>	 <p><b>The Kit</b> 978 07217 1718 0 s, a, t, p, i, n, m, d, g, o, c, k, e, u</p> <p>F</p>	 <p><b>On the Red Rug</b> 978 07217 1719 7 s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r</p> <p>F</p>
 <p><b>Peck, Peck, Peck</b> 978 07217 1705 0 s, a, t, p, i, n, m, d, g, o, c, ck, e, u, r</p> <p>F</p>		

Phase Two Readers – Pink B Book Band		£3.00 each   8 pages	
 <p><b>Rap, Tip, Tap</b> 978 07217 1829 3</p> <p>s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r</p> <p>F</p>	 <p><b>Pack It!</b> 978 07217 1828 6</p> <p>s, a, t, p, i, n, m, d, o, c, ck, e, u, r</p> <p>F</p>	 <p><b>Top Hat</b> 978 07217 1699 2</p> <p>s, a, t, p, i, n, d, g, o, c, ck, e, u, r, h</p> <p>F</p>	
 <p><b>The Big Hug</b> 978 07217 1683 1</p> <p>s, a, t, p, i, n, m, d, g, o, e, u, r, h, b</p> <p>F</p>	 <p><b>It is Fun</b> 978 07217 1695 4</p> <p>s, a, t, p, i, n, g, o, ck, e, u, b, f, ff</p> <p>F</p>	 <p><b>Go Get Nan</b> 978 07217 1748 7</p> <p>a, t, p, i, n, d, g, o, c, e, u, h, b, f</p> <p>F</p>	
 <p><b>On the Hill</b> 978 07217 1696 1</p> <p>s, a, t, i, n, m, d, g, o, e, u, h, b, f, ff, l, ll</p> <p>F</p>	 <p><b>Run, Bug, Run</b> 978 07217 1720 3</p> <p>s, a, t, p, n, m, d, g, o, c, ck, e, u, r, b, l</p> <p>F</p>	 <p><b>The Duck</b> 978 07217 1830 9</p> <p>s, a, t, p, i, n, d, g, o, c, k, ck, e, u, r, h, b, l, ll</p> <p>F</p>	
 <p><b>The Big Pot</b> 978 07217 1721 0</p> <p>s, a, t, p, i, n, m, d, g, o, c, ck, e, u, r, h, b, f, l, ll, ss</p> <p>F</p>	 <p><b>At the Till</b> 978 07217 1722 7</p> <p>s, a, t, p, i, n, m, d, g, o, k, ck, e, u, b, f, ll, ss</p> <p>F</p>	 <p><b>The Pet</b> 978 07217 1700 5</p> <p>s, a, t, p, i, n, m, d, g, o, e, u, r, h, b, f, l, ss</p> <p>F</p>	
 <p><b>The Cup</b> 978 07217 1706 7</p> <p>s, a, t, p, i, n, d, g, o, c, ck, e, u, r, h, b, f, ff, ll</p> <p>F</p>	 <p><b>The Mess</b> 978 07217 1723 4</p> <p>s, a, t, p, i, n, m, d, g, o, k, ck, e, u, r, b, f, ff, l, ss</p> <p>F</p>	 <p><b>Sid</b> 978 07217 1831 6</p> <p>s, a, t, p, i, n, m, d, g, o, ck, e, u, r, h, b, f, ff, l, ll, ss</p> <p>F</p>	
 <p><b>The Picnic</b> 978 07217 1832 3</p> <p>s, a, t, p, i, n, m, d, g, o, c, ck, e, u, r, h, b, ff</p> <p>F</p>			

Phase Three Readers – Red Book Band		£3.00 each   8 pages	
 <p><b>The Jam Man</b> 978 07217 1710 4 j, v</p> <p>NF</p>	 <p><b>The Mix-up</b> 978 07217 1673 2 j, v, w, x</p> <p>F</p>	 <p><b>Zak and His Set</b> 978 07217 1686 2 j, w, x, y, z, zz</p> <p>F</p>	
 <p><b>The Big Quiz</b> 978 07217 1701 2 w, x, y, z, zz, qu</p> <p>F</p>	 <p><b>The Jazzman and His Dog</b> 978 07217 1707 4 j, w, x, y, zz, qu</p> <p>NF</p>	 <p><b>Rush, Rush, Rush!</b> 978 07217 1681 7 w, y, qu, ch, sh, th</p> <p>F</p>	
 <p><b>The King and the Ring</b> 978 07217 1677 0 w, zz, sh, ng</p> <p>F</p>	 <p><b>At the Shop</b> 978 07217 1670 1 j, v, w, x, sh, th, ng</p> <p>F</p>	 <p><b>Chip Can Sit!</b> 978 07217 1724 1 w, y, ch, th, ai</p> <p>F</p>	
 <p><b>I Can See...</b> 978 07217 1675 6 w, zz, qu, ch, sh, th, ng, ai, ee</p> <p>F</p>	 <p><b>The Web</b> 978 07217 1712 8 w, th, ng, ai, ee</p> <p>NF</p>	 <p><b>The Right Gap</b> 978 07217 1704 3 w, y, ch, th, ng, ai, ee, igh</p> <p>F</p>	
 <p><b>The Pet Goat</b> 978 07217 1714 2 w, sh, ee, oa</p> <p>F</p>	 <p><b>Cubs and Pups</b> 978 07217 1671 8 w, x, th, ng, ai, igh, oa</p> <p>NF</p>	 <p><b>My Coat</b> 978 07217 1676 3 y, ch, th, ng, ee, igh, oa, oo (long)</p> <p>F</p>	











## Non-fiction stories in My Letters and Sounds

Non-fiction books appear from Phase Three of **My Letters and Sounds**, where they consist of narrative non-fiction texts that combine fictional storytelling with real-life events. These books help to develop children's reading-for-information skills and provide a gentle introduction to non-fiction text devices, such as captions and labels. In Phase Five, non-fiction texts are broadened out to also include information non-fiction and instructional non-fiction stories, which feature a wider variety of text devices, such as simple charts and diagrams.

Phase Three Readers – Red Book Band		£3.00 each   8 pages	
 <p><b>Dads and Mums</b> 978 07217 1711 1 w, ch, th, oo (short)</p> <p>F</p>	 <p><b>The Farm</b> 978 07217 1689 3 w, sh, th, ee, igh, oa, oo (long), oo (short), ar</p> <p>F</p>	 <p><b>This Boat</b> 978 07217 1678 7 j, w, th, oa, ar, or</p> <p>F</p>	
 <p><b>Boatman Toad</b> 978 07217 1688 6 w, sh, th, ng, ai, igh, oa, oo (long), oo (short), ar, or</p> <p>F</p>	 <p><b>It Will Be...</b> 978 07217 1725 8 w, x, th, ai, ee, oo (short), ur</p> <p>F</p>	 <p><b>Look Down</b> 978 07217 1702 9 w, ch, sh, th, ee, igh, oa, oo (short), ar, ow</p> <p>F</p>	
 <p><b>This Coin</b> 978 07217 1708 1 j, w, x, sh, th, ng, ee, oo (short), ar, or, ow, oi</p> <p>F</p>	 <p><b>In My Town</b> 978 07217 1713 5 v, x, y, z, sh, ng, oa, oo (long), ar, ow, ear</p> <p>F</p>	 <p><b>At the Zoo</b> 978 07217 1726 5 w, z, qu, sh, th, ng, ai, ee, igh, oo (long), oo (short), ar, or, ur, ow, ear</p> <p>F</p>	
 <p><b>At My Nan and Pop's</b> 978 07217 1674 9 w, ch, th, ee, oo (long), or, air</p> <p>F</p>	 <p><b>The Pet-Sitter</b> 978 07217 1727 2 j, ch, th, ng, ee, oo (long), or, ow, ear, air, er</p> <p>F</p>	 <p><b>Sal the Sow</b> 978 07217 1692 3 j, w, zz, ch, th, oo (long), ar, ow, ear, air, er</p> <p>F</p>	
 <p><b>Hair</b> 978 07217 1684 8 j, v, w, y, z, ch, sh, th, ng, ai, oo (long), ar, or, ur, ow, oi, ear, air, er</p> <p>F</p>	 <p><b>A Good Job</b> 978 07217 1709 8 j, v, w, x, sh, th, ng, ai, ee, igh, oo (long), oo (short), ar, or, ow, er</p> <p>NF</p>	 <p><b>The Right Number</b> 978 07217 1687 9 j, w, z, sh, th, ng, ai, ee, igh, oo (long), or, ow, er</p> <p>F</p>	

Phase Four Readers – Yellow Book Band		£3.00 each   12 pages	
 <p><b>The Best Dog</b> 978 07217 1690 9 Introducing CVCC words</p> <p>F</p>	 <p><b>The Moon Landing</b> 978 07217 1682 4 CVCC words and <b>so, said</b></p> <p>F</p>	 <p><b>Bumps in the Night</b> 978 07217 1787 6 Practice</p> <p>F</p>	
 <p><b>The Trip</b> 978 07217 1693 0 CVCC and introducing CCVC words</p> <p>F</p>	 <p><b>The Big Jump</b> 978 07217 1788 3 Practice</p> <p>F</p>	 <p><b>The Top Bunk</b> 978 07217 1789 0 CVCC and CCVC words and <b>like</b></p> <p>F</p>	
 <p><b>Thank you, Green Man!</b> 978 07217 1790 6 CVCC and CCVC words and <b>some, come</b></p> <p>NF</p>	 <p><b>The Crown</b> 978 07217 1728 9 CVCC and CCVC words and <b>have</b></p> <p>F</p>	 <p><b>At the Swimming Pool</b> 978 07217 1672 5 Practice</p> <p>NF</p>	
 <p><b>The Dark Green Boots</b> 978 07217 1698 5 Adjacent words and <b>there, were</b></p> <p>F</p>	 <p><b>Stop That Chimp!</b> 978 07217 1791 3 Practice</p> <p>F</p>	 <p><b>The Little One</b> 978 07217 1679 4 Adjacent consonants and <b>little, one</b></p> <p>F</p>	
 <p><b>The Clown</b> 978 07217 1792 0 Practice</p> <p>F</p>	 <p><b>The Thunderstorm</b> 978 07217 1793 7 Adjacent consonants and <b>out, do</b></p> <p>F</p>	 <p><b>The Winning Street</b> 978 07217 1794 4 Adjacent consonants and <b>when, what</b></p> <p>F</p>	
 <p><b>The Gifts</b> 978 07217 1703 6 Practice</p> <p>F</p>	 <p><b>What Am I?</b> 978 07217 1691 6 Practice</p> <p>NF</p>	 <p><b>The Tent</b> 978 07217 1729 6 Practice</p> <p>F</p>	
 <p><b>The Missing Hamster</b> 978 07217 1795 1 Practice</p> <p>F</p>	 <p><b>Spook Night!</b> 978 07217 1796 8 Practice</p> <p>F</p>		

Phase Five Readers – Blue Book Band		£3.00 each   16 pages	
 <p><b>Waiting for Mum</b> 978 07217 1749 4 Revising Phase Three graphemes</p> <p>F</p>	 <p><b>The Garden</b> 978 07217 1750 0 Revising Phase Three graphemes</p> <p>NF</p>	 <p><b>Let's Have Lunch!</b> 978 07217 1751 7 Words with contractions</p> <p>NF</p>	 <p><b>The Twins</b> 978 07217 1752 4 Words ending -s (/s/ and /z/), -est and -ed (/ɪd/ and /d/)</p> <p>F</p>
 <p><b>Scout the Stray</b> 978 07217 1753 1 ay, ou, ie</p> <p>F</p>	 <p><b>The Compost Heap</b> 978 07217 1754 8 ea, oy, ir</p> <p>NF</p>	 <p><b>The New Teacher</b> 978 07217 1755 5 aw, ue, ew</p> <p>F</p>	 <p><b>Farmers are Fantastic!</b> 978 07217 1756 2 oe, au, i-e</p> <p>NF</p>
 <p><b>The Car Boot Sale</b> 978 07217 1757 9 a-e, o-e, u-e</p> <p>F</p>	 <p><b>The Light-Up Skates</b> 978 07217 1758 6 e-e, wh, ph</p> <p>F</p>	 <p><b>Games in the Rain</b> 978 07217 1759 3 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)</p> <p>NF</p>	 <p><b>The Nest Box</b> 978 07217 1760 9 Revising phoneme families: /oa/ (oa, oe, o-e); /ool/ and /yool/ (oo, ue, ew, u-e); /ow/ (ow, ou); /oi/ (oy, oi)</p> <p>NF</p>

Phase Five Readers – Green Book Band		£3.00 each   20 pages	
 <p><b>How to Photograph a Tiger</b> 978 07217 1761 6 Alternative pronunciations: i /igh/; o /oa/; a /ai/</p> <p>NF</p>	 <p><b>The Sleepover</b> 978 07217 1762 3 Alternative pronunciations: u /yoo/ and /oo/ (short); e /eel/</p> <p>F</p>	 <p><b>The Rainbow Unicorn</b> 978 07217 1763 0 Alternative pronunciations: ow /oa/; ie /eel/; ea /el/</p> <p>F</p>	 <p><b>Your Amazing Body</b> 978 07217 1764 7 Alternative pronunciations: er /ur/; y /eel/ and /igh/</p> <p>NF</p>
 <p><b>Cousins in the Countryside</b> 978 07217 1765 4 Alternative pronunciations: ou /oa/, /oo/ and /u/</p> <p>NF</p>	 <p><b>The Messy Chef</b> 978 07217 1766 1 Alternative pronunciations: a /o/; ch /c/ and /sh/</p> <p>F</p>	 <p><b>The Magic Show</b> 978 07217 1767 8 Alternative pronunciations: g /j/; c /s/</p> <p>NF</p>	 <p><b>The Doll's House</b> 978 07217 1768 5 Alternative spellings: /v/ ve; /l/ or /ul/ le; /s/ -se and -ce; /z/ -ze and -se</p> <p>F</p>
 <p><b>The Badge</b> 978 07217 1769 2 Alternative spellings: /l/ or /ul/ al, el; /ch/ tch; /j/ dge, ge</p> <p>F</p>	 <p><b>How Do They Fly?</b> 978 07217 1770 8 Alternative spellings: /u/ o and o-e; /ee/ ey; /oo/ (long) ui</p> <p>NF</p>		

Phase Five Readers – Orange Book Band		£3.00 each   24 pages	
 <p><b>Time Travel with Gran</b> 978 07217 1771 5</p> <p>Revising phoneme families: /oa/ oa, oe, o-e, ow, o, ou; /igh/ (igh, ie, i-e, i, y)</p> <p>NF</p>	 <p><b>When Dinosaurs Walked</b> 978 07217 1772 2</p> <p>Revising phoneme family /or/ (or, aw, au, aur). Alternative spellings: /or/ ore, oor and al</p> <p>NF</p>	 <p><b>The Walkie-Talkies</b> 978 07217 1773 9</p> <p>Revising phoneme family /ur/ (ur, ir, er). Alternative spellings: /ur/ or, ear; /or/ al</p> <p>F</p>	 <p><b>The Lonely Bear</b> 978 07217 1774 6</p> <p>Alternative spellings: /ear/ eer, ere; /air/ are, ear, ere</p> <p>F</p>
 <p><b>Beautiful Bees</b> 978 07217 1775 3</p> <p>Introducing new GPC ure. Alternative spellings: /ch/ (ture); /ar/ a, al</p> <p>NF</p>	 <p><b>The Lucky Card</b> 978 07217 1776 0</p> <p>Spellings of schwa /er/ in the middle and at the end of words</p> <p>F</p>	 <p><b>Grans and Grandads</b> 978 07217 1777 7</p> <p>Alternative spellings: /n/ kn, gn; /r/ wr; /m/ mb</p> <p>NF</p>	 <p><b>Let's Make Slime!</b> 978 07217 1778 4</p> <p>Alternative spellings: /s/ st, sc; /i/ y; /or/ augh, our, oar</p> <p>NF</p>
 <p><b>Gymnastics Club</b> 978 07217 1779 1</p> <p>Alternative spellings: /ai/ eigh, aigh, ey, ea</p> <p>NF</p>	 <p><b>Eat the Rainbow</b> 978 07217 1780 7</p> <p>Alternative spellings: /sh/ ti(on), ssi, si, ci</p> <p>F</p>	 <p><b>Treasures Under the Sea</b> 978 07217 1781 4</p> <p>Introducing new phoneme /zh/ and its spellings su, si</p> <p>NF</p>	 <p><b>Furry Heroes</b> 978 07217 1782 1</p> <p>Words with prefixes and suffixes</p> <p>F</p>
 <p><b>Jake's Amazing Mission</b> 978 07217 1783 8</p> <p>Revising Phase Five GCPs</p> <p>NF</p>			

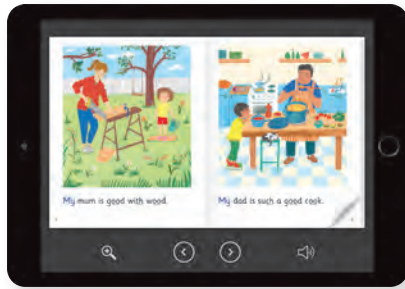
## Listen along with free phonics audiobooks

Every **My Letters and Sounds** decodable reader is now available as a free audiobook. Great for use at home and in the classroom, these audiobooks can be used as a model of fluent reading to improve students' prosody and pronunciation.

Pairing audiobooks with physical books allows children to match the sounds they hear with the written letters, reinforcing their understanding of phonics. They may be particularly useful for children or parents who are non-native English speakers. Children with reading-based disabilities can also benefit from listening to books to develop their reading skills.

Find the audiobooks on the **Schofield & Sims** website and YouTube.





The **My Letters and Sounds** e-reader library is available via a single annual subscription that will provide access to multiple users.

## AGES 4-6

RRP	£450.00
TEACHER PRICE	£240.00

The e-books can be used for one-to-one practice sessions or with small groups of up to six children who are at the same level in their phonics knowledge.

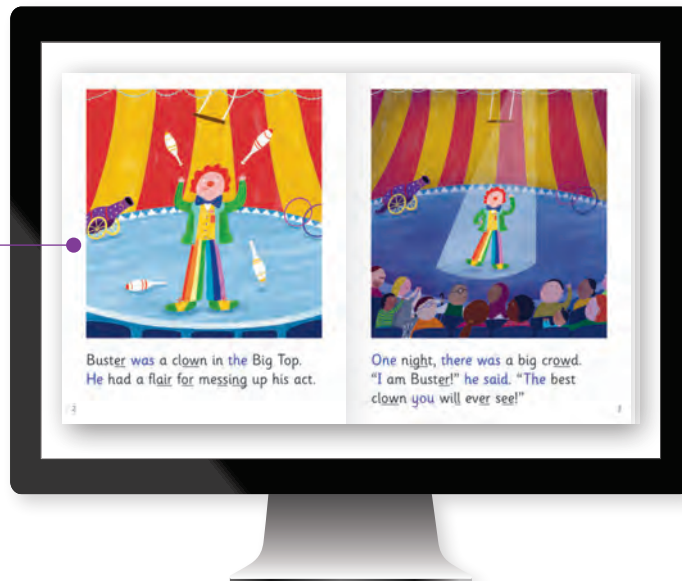
## Phonics e-reader library R KS1

The e-reader library features digital versions of every Phonics Reader from the **My Letters and Sounds** programme. These electronic books are provided in a flexible and secure FlippingBook format that can easily be displayed on digital devices.

The e-reader phonics library features digital versions of every Phonics Reader from the **My Letters and Sounds** programme. With over 100 books to choose from, the e-reader library works on any web-enabled device and provides schools with a cost-effective way to use phonics readers.

These electronic books can be displayed on whiteboards, computer screens or tablets and used for:

- modelling reading at the front of class or reading as a whole group
- one-to-one practice sessions or with small groups of children
- reading at home with parents or carers.



The e-reader library can be used for modelling reading at the front of class or reading as a whole group.

The e-readers are ideal for displaying on whiteboards in classrooms.





## Phonics Training

The **My Letters and Sounds training programme** offers high-quality and affordable sessions for schools that need help implementing the programme, upskilling staff and supporting the effective delivery of the programme. There are four packages available:

- Phonics Subject Knowledge
- Introduction to the My Letters and Sounds Progression
- The My Letters and Sounds Resources and Teaching Sequence
- Implementing My Letters and Sounds in Your School

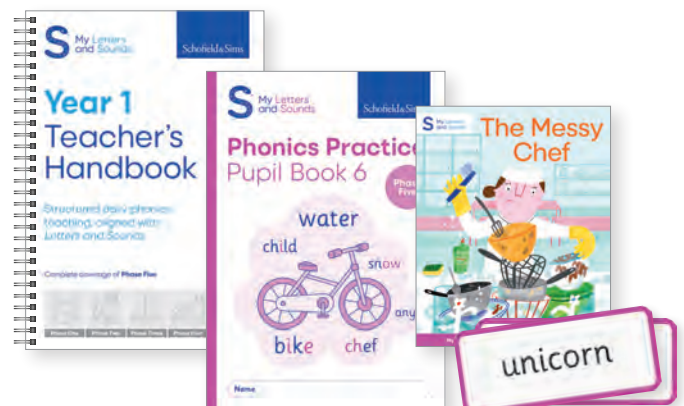
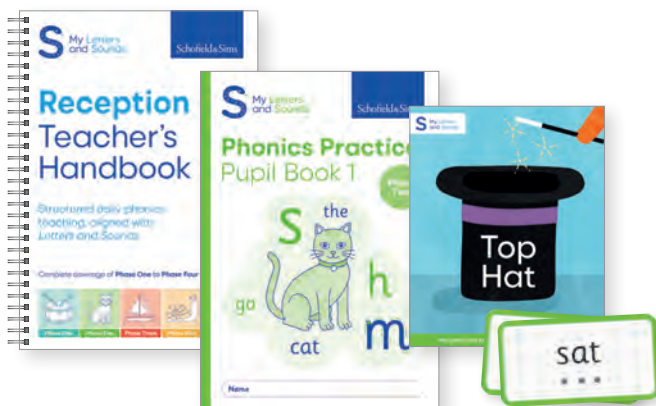
The sessions listed below can be delivered online or in-person as single, half-day or whole-day sessions. Training is always live so that teachers have the opportunity to ask questions. We offer flexibility in terms of whether it is delivered online or in-person. In-person training must be a minimum of 3 hours.

All training delivered live by a phonics expert

TRAINING PACKAGE	IN-PERSON	ONLINE
Whole-day (four sessions)	£720	£600
Half-day (two sessions)	£400	£300
Twilight (one session)	£250	£200
Bespoke	POA	POA

## My Letters and Sounds packages

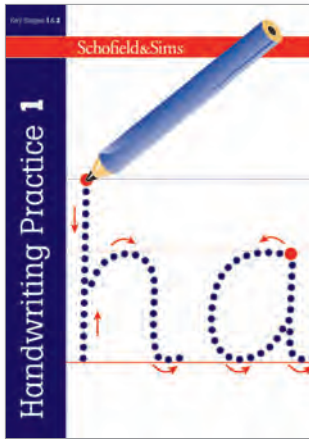
**My Letters and Sounds** is an affordable phonics programme, with special prices for schools across the programme. There is no complicated subscription required, making it easy for schools to adopt and use, with each of the phonics resources available individually or as a complete package.



RECEPTION PACKAGE*	RRP	SCHOOL PRICE
One Teacher's Handbook	£150.00	<b>£100.00</b>
Six sets of 85 Readers	£2,014.50	<b>£1,530.00</b>
35 sets of four Phonics Pupil Practice Books	£693.00	<b>£490.00</b>
One Classroom Kit	£480.00	<b>£300.00</b>
<b>TOTAL</b>	<b>£3,337.50</b>	<b>£2,420.00</b>

YEAR 1 PACKAGE*	RRP	SCHOOL PRICE
One Teacher's Handbook	£150.00	<b>£100.00</b>
Six sets of 35 Readers	£829.50	<b>£630.00</b>
35 sets of four Phonics Pupil Practice Books	£693.00	<b>£490.00</b>
One Classroom Kit	£480.00	<b>£300.00</b>
<b>TOTAL</b>	<b>£2,152.50</b>	<b>£1,520.00</b>

\*Packages are for a typical single form entry school



**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	£4.95
TEACHER PRICE	£4.00
CLASS SET PRICE	£3.50
<b>10 or more copies of the same book</b>	

Handwriting Practice 1  
978 07217 1203 1

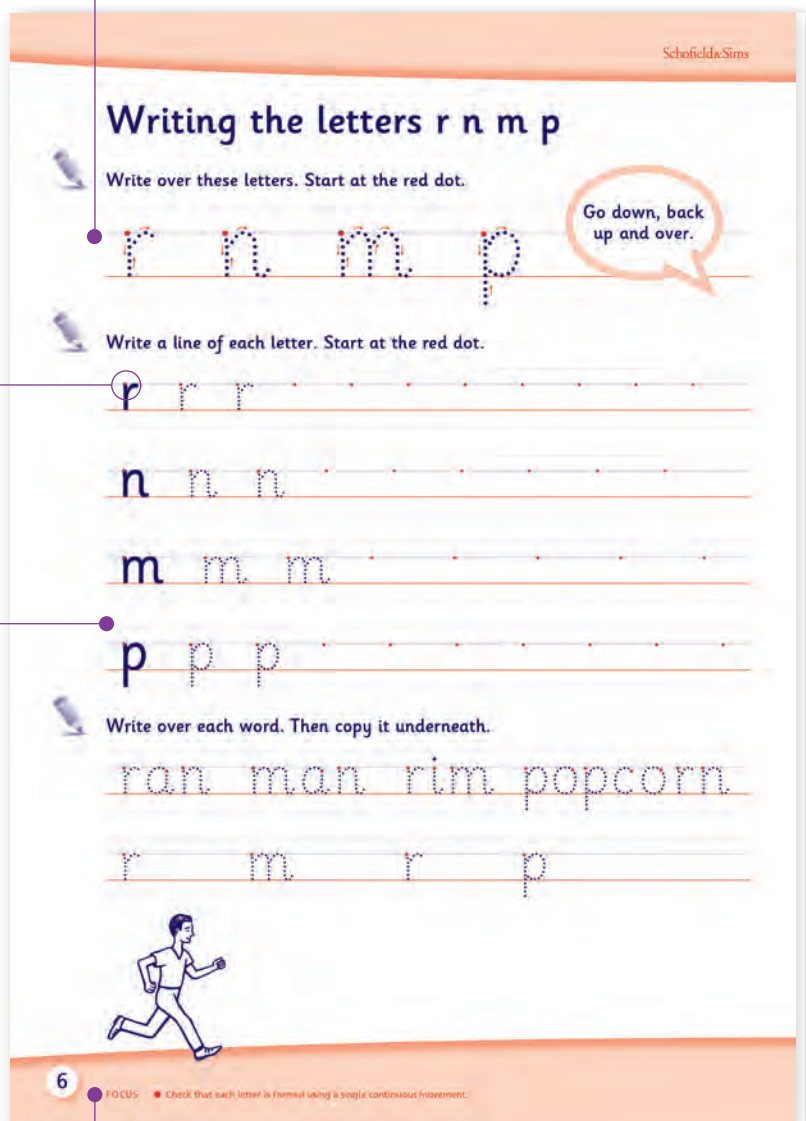
Handwriting Practice 2  
978 07217 1204 8

## 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.

Free downloads available

### AGES 4-11

RRP £4.95

TEACHER PRICE £4.00

CLASS SET PRICE £3.50

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**.



14

Schofield & Sims WriteWell

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

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

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

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



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

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

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

## The horizontal join to p and y

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

**Try it.**

- Trace and then write the joined letters.
 

op op

oy oy

ip ip

iy iy
- 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 sleep

joy stop

ivy buy

hip lamp

**Apply it**

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

cheery snowy wavy navy

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

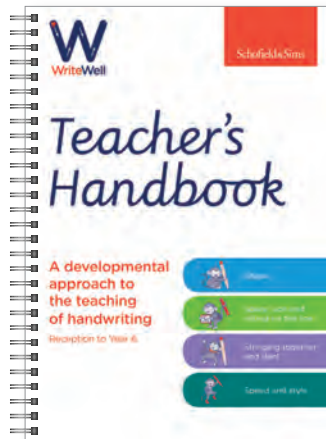
It was a cold and \_\_\_\_\_ day.

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

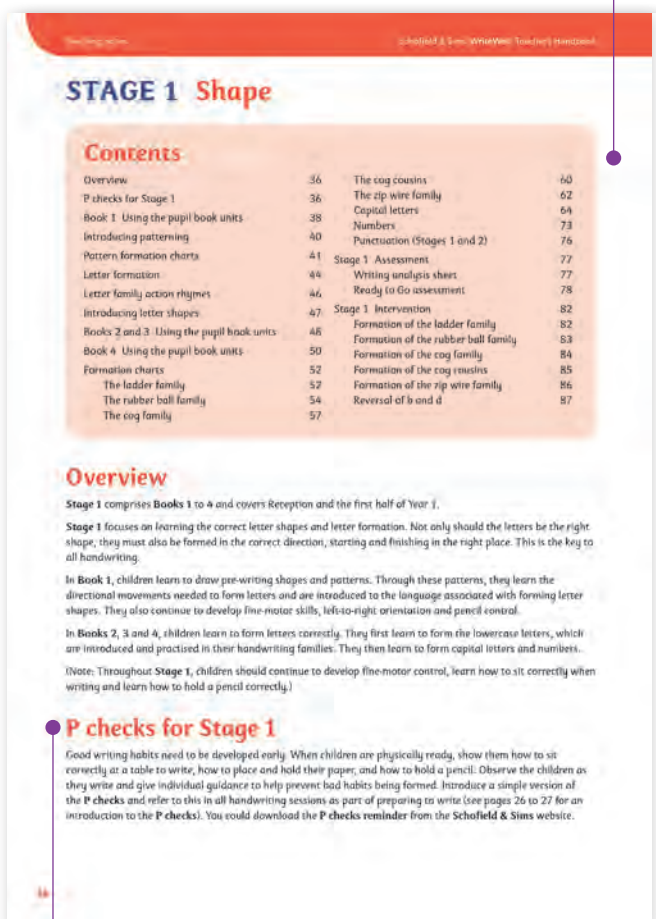
The **WriteWell Teacher's Handbook** provides in-depth support to help you teach the skills needed for children to master handwriting. Suitable for use either as a stand-alone resource or alongside the **WriteWell Pupil Books**, it follows a developmental model based on the National Handwriting Association's eight '5 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 photocopyable *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
j	Start at the top of the line, go down through the middle of the line, then curve to the left and down to the bottom of the line.	Not starting at the top of the line; Not going down through the middle of the line; Not curving to the left; Not going down to the bottom of the line.
u	Start at the top of the line, go down to the bottom of the line, then curve to the right and up to the middle of the line.	Not starting at the top of the line; Not going down to the bottom of the line; Not curving to the right; Not going up to the middle of the line.
y	Start at the top of the line, go down through the middle of the line, then curve to the left and down to the bottom of the line, then curve to the right and up to the middle of the line.	Not starting at the top of the line; Not going down through the middle of the line; Not curving to the left; Not going down to the bottom of the line; Not curving to the right; Not going up to the middle of the line.

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 116**

Schofield & Sims WriteWell Intervention

## STAGE 1 Reversal of b and d

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

**Look**

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

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

**Write**

Write the correct word next to each picture.

\_\_\_\_\_

\_\_\_\_\_

This is a photocopyable resource © Schofield & Sims Ltd, 2019

Schofield & Sims WriteWell Teacher's Handbook Assessment (Formal)

## 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.

This is a photocopyable resource © Schofield & Sims Ltd, 2019

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

AGES 4-11

RRP £150.00  
TEACHER PRICE £100.00

WriteWell Teacher's Handbook  
978 07217 1644 2



## Spelling Pupil Books KS1 KS2

Carol Matchett

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

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

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

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

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

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

AGES 5-11	
RRP	£4.95
TEACHER PRICE	£4.00
<b>CLASS SET PRICE</b>	<b>£3.50</b>
<i>10 or more copies of the same book</i>	

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

Schofield & Sims

### Spelling words starting with kn

**Remember**

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

**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.

\_\_\_\_\_

knitting

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

I can spell some words that start kn not n.

31



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.

Free downloads available

See pages 42–43 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 £30.00  
TEACHER PRICE £20.00

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 photocopiable 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* photocopiable masters)
- reminders and prompts, which encourage pupils to apply spelling strategies in their own writing (for example, *Target reminder* and *Words to practise* photocopiable 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.

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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Error analysis sheets help you identify problem areas.

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 'ar'		
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		
mischievous	g spelling of 'f' (g) mischief (v) ous ending		
demonstration	demonstrating 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) ex = 's' sound ar ending ly suffix		
embarrass	double letters		
ignorant	unstressed vowel (link to ignore) ant ending		
marvellous	link to marvel ous ending double final l		
privilege	unstressed vowels		
receipt	e spelling of 'c' leaf spell et after c silent letter p		
Total errors per pupil			

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AGES 5-11	
RRP	£30.00
TEACHER PRICE	£20.00

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 40–41 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 £4.95

TEACHER PRICE £4.00

CLASS SET PRICE £3.50

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

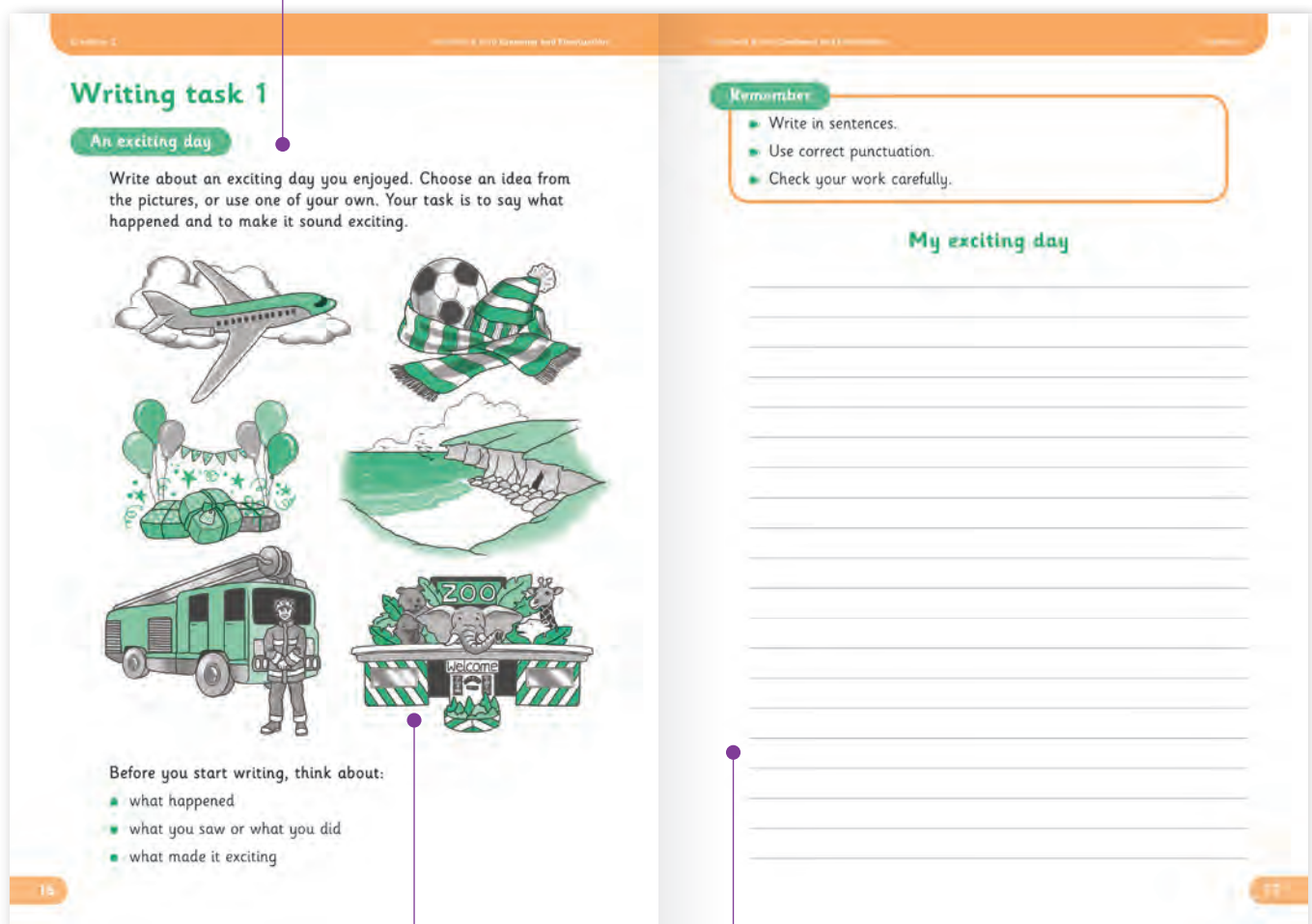
**Grammar and Punctuation** is designed for pupils in Years 1 to 6, with each pupil book meeting the statutory requirements for the corresponding National Curriculum year. Books 2 to 6 each provide 30 single-page lessons, while Book 1 features 15 double-page lessons targeted at younger learners. Suitable 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 Teacher's Guides KS1 KS2

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.

**TALK**

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].

**PROACTIVE**

Pupil book page 18

**APPLY**

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

**ASSESS**

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

**Say:** Underline all the determiners.

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

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

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

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

## Free downloads

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

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

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

Free downloads available

**Pupil book answers**

### Determiners

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

the report   the school   our picnic   two children   (known)  
a car   another   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 softer 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.  
\_\_\_\_\_ animals such as \_\_\_\_\_ chameleon can change colour to match \_\_\_\_\_ background.

**Sentence practice**  
Write a sentence about a puppy, using three different determiners.  
This puppy was \_\_\_\_\_

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.

This activity includes a range of words used as determiners. Remind the pupils that a determiner comes before a noun. Sometimes an adjective comes between the determiner and the noun [e.g. some new houses]. In the fourth sentence, the word 'some' should not be underlined as it is used as a pronoun in place of a noun, rather than a determiner before a noun. Other determiners will work in some of these sentences [e.g. 'a mole uses both front feet ...']. Compare and discuss the pupils' answers, discussing appropriate choices [e.g. 'a mole' to make a generalised statement; 'our sandwiches' to specify known objects]. Check for the correct use of 'a'/'an' if used [e.g. A mole; an empty space].

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

## 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.

1 an \_\_\_\_\_ animal

2 an \_\_\_\_\_ life

3 an \_\_\_\_\_ accident

4 Why do these words not belong to the same word family?  
gravel gravity gravy

\_\_\_\_\_

Add a preposition to complete the sentence.

5 I spotted him hiding \_\_\_\_\_ the trees.

6 Try not to eat sweets \_\_\_\_\_ meals.

7 The book was \_\_\_\_\_ recycling.

Add the missing letters

8 t r m d s *Clue: wonderful*

9 l m n s *Clue: shines brightly*

10 h i r s *Clue: very funny*

**B Word work**

Underline the word that is wrong. Write it correctly.

1 Did the knight sleigh a dragon? \_\_\_\_\_

2 Blood flows through your vains. \_\_\_\_\_

3 The lion hunted its pray. \_\_\_\_\_

4 He wanted to conker the world. \_\_\_\_\_

Write words formed from the verb.

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

Write a word that means

7 a little alike \_\_\_\_\_

8 very alike \_\_\_\_\_

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

9 Jake is very **responsible**. \_\_\_\_\_

10 Beth's writing is **legible**. \_\_\_\_\_

**C Sentence work**

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

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

12 \_\_\_\_\_ **moaned** \_\_\_\_\_

13 \_\_\_\_\_ **suggested** \_\_\_\_\_

14 \_\_\_\_\_ **demanded** \_\_\_\_\_

15 \_\_\_\_\_ **shrieked** \_\_\_\_\_

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

16 Many trees lose their leaves in autumn but \_\_\_\_\_

17 Do you prefer the savoury foods or \_\_\_\_\_

18 He tried reading the other book but \_\_\_\_\_

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

19 It don't matter what you say. \_\_\_\_\_

20 Ben and Max was jogging to the finish. \_\_\_\_\_

23

AGES 7-12	
RRP	£4.95
TEACHER PRICE	£4.00
CLASS SET PRICE	£3.50
10 or more copies of the same book	

English Skills Introductory Book  
978 07217 1402 8

English Skills 1  
978 07217 1404 2

English Skills 2  
978 07217 1406 6

English Skills 3  
978 07217 1408 0

English Skills 4  
978 07217 1410 3

English Skills 5  
978 07217 1412 7

English Skills 6  
978 07217 1414 1



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 natcherel world.

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

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

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

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

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

31

*Proofreading tasks* feature helpful hints and an extra short writing task to develop children's creative writing skills.

## AGES 7-12

RRP	£7.95
<b>TEACHER PRICE</b>	<b>£5.00</b>

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

**English Skills 1 Answers**  
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**English Skills 2 Answers**  
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**English Skills 3 Answers**  
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**English Skills 4 Answers**  
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**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.



Free downloads available

Schofield & Sims English Skills

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

### Entry test A

**A**

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

**B**

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

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

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Schofield & Sims English Skills

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

### Diagnostic check: English Skills 5

- Underline the subject of this sentence.  
Police caught the criminals.
- Underline the object of this sentence.  
Fisherman caught a shark.
- Write a sentence using the word **water** as the subject  
object
- Underline the word that is wrongly spelt. Write the correct spelling.  
dependent observent   
confidant tolerant   
transparent elegend
- Write the correct spelling of the underlined word.  
a school dictionary   
a new category   
a strange substence   
a good influnce
- 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.  
thises 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  
22 active voice
- passive voice
- Why has the writer used the passive voice in this sentence?  
The door was left open.

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

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AGES 7-12

RRP £30.00  
TEACHER PRICE £20.00

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 photocopyable list of all the words featured in the dictionary.

Suitable for use with EAL and SEN pupils

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

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

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



AGES 4+

RRP £5.00

TEACHER PRICE £3.00

CLASS SET PRICE £2.00

10 or more copies of the same book

Picture Dictionary  
978 07217 1131 7



## First Illustrated Dictionary KS1

The **First Illustrated Dictionary** uses age-appropriate definitions and pictures to widen children's vocabulary and improve their reading, writing and spelling skills at Key Stage 1. Supporting the dictionary requirements of the National Curriculum, it includes more than 2,000 headwords and definitions, and more than 500 colour illustrations.

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

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

Irregular plurals are clearly highlighted.

Guidance on pronunciation is given where appropriate.

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

**foal**  
a young horse

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

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

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


**follow**  
to go after; to come after

**fond**  
liking someone or something very much


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

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

**foolish**  
slightly stupid; silly

**foot** (feet)  


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

**football**  


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

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

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


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

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

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

**forget**  
1 not to remember  
2 to leave something behind

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

**fork**  



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

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

**fortnight**  
two weeks

**fortunate**  
lucky

**forward**  
towards the front

**fox**  


a wild animal like a dog with a long thick tail


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

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

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

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

**fridge**  
short for refrigerator

**friend**  


somebody you like and can trust and enjoy doing things with

Additional meanings are numbered in blue.

AGES 5-7	
RRP	£9.95
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.

**upside down**

**upside down**  
the wrong way up

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

**upwards**  
up to a higher place

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

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

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

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

**useful**  
of some use; helpful

**useless**  
of no use; not useful

**usual**  
often done; happening often

**usually**  
more often than not

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

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

w v

**vacant**  
empty

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

**vague**  
not certain or clear

**vain**  
vain<sup>er</sup>, vain<sup>est</sup>  
1 proud; conceited  
2 in vain uselessly; without any chance of success

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

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

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

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

**van vans**  
a vehicle for carrying things

**vanilla**  
a sweet flavouring

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

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

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

**various**  
of several different kinds

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

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

**vast**  
very large; of great size

**veal**  
meat from a calf

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

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

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

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

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

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

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

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

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

**vermin**  
small harmful animals or insects

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

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

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

Guidance on pronunciation is given where appropriate.

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

First Dictionary  
978 07217 1141 6



## First Thesaurus KS1 KS2

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

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

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

Synonyms are given for each different meaning.

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



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
10 or more copies of the same book	

First Thesaurus  
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## First Dictionary and Thesaurus Activities

KS1 KS2

Carol Matchett

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

The activities contained within the book:

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

Ideal for use with the dictionaries and thesaurus on pages 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.

Relevant synonyms and antonyms help to build word power.

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

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

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

Common interjections are included as headwords.

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

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

Important suffixes and prefixes are given as headwords.

Interesting etymologies are frequently highlighted.

The Complete Primary Dictionary (Hardback)  
978 07217 1371 7





## 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 £4.95

TEACHER PRICE £4.00

CLASS SET PRICE £3.50

10 or more copies of the same book

Early Comprehension 1

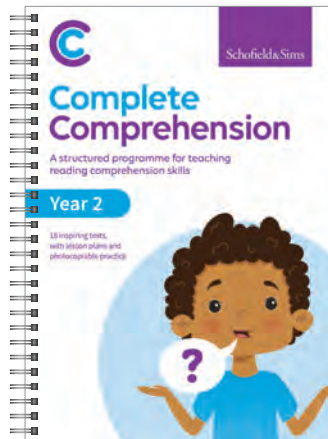
978 07217 0917 8

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 beasts 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 beasts 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

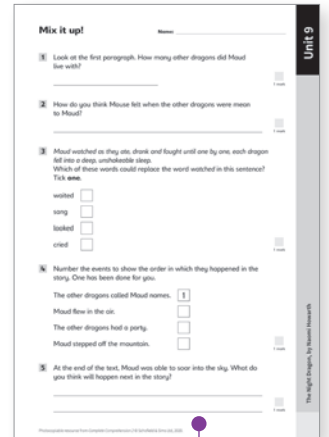
Photocopiable resource from Complete Comprehension 2 © Schofield & Sims Ltd, 2020.

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 you to demonstrate the target skill in context.

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

<b>AGES 5–11</b>	
RRP	£100.00
TEACHER PRICE	£75.00

**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
- a) Read the first line aloud and make your fingers 'walk' like feet to the rhythm of the words.  
b) Which of the words below describe how the boots move? (ring **two**)  
scuffing    stamping    hopping    tiptoeing 2 marks
- Where do you think the boots are walking? (ring **one**)  
along a city street    in a supermarket    down a country lane 1 mark
- Write two words that describe the person wearing the boots. For example, is the person young or old, happy or sad, lively or lazy? 2 marks
- Name **two** noises that the boots make again and again. 2 marks

**Part 2**

- Why does the person wearing the boots say 'oh, yes, yes, yes', when the boots get muddy? 1 mark
- What do you think the person is doing in the very last line of the poem? 1 mark
- Which word sounds like the noise of walking through mud? (ring **one**)  
scratch    squelch    thud    sink    shake 1 mark
- Why do you think the poet writes 'SPLOSH!' in capital letters? 1 mark

page 5  
total out of 12  
5

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

AGES 6-8	
RRP	£4.95
TEACHER PRICE	£4.00
CLASS SET PRICE	£3.50
10 or more copies of the same book	

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



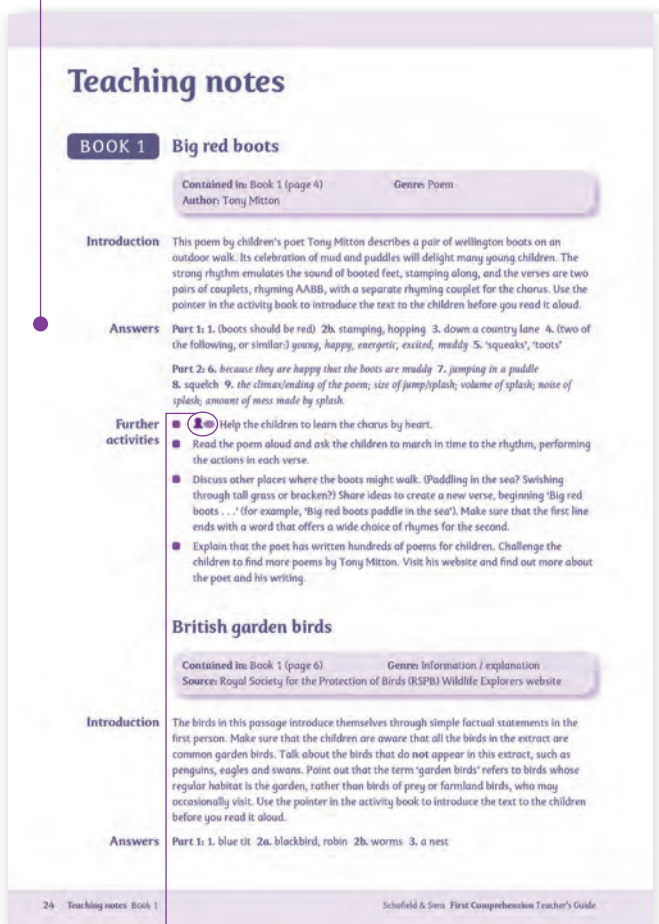
## First Comprehension Teacher's Guide KS1 KS2

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:

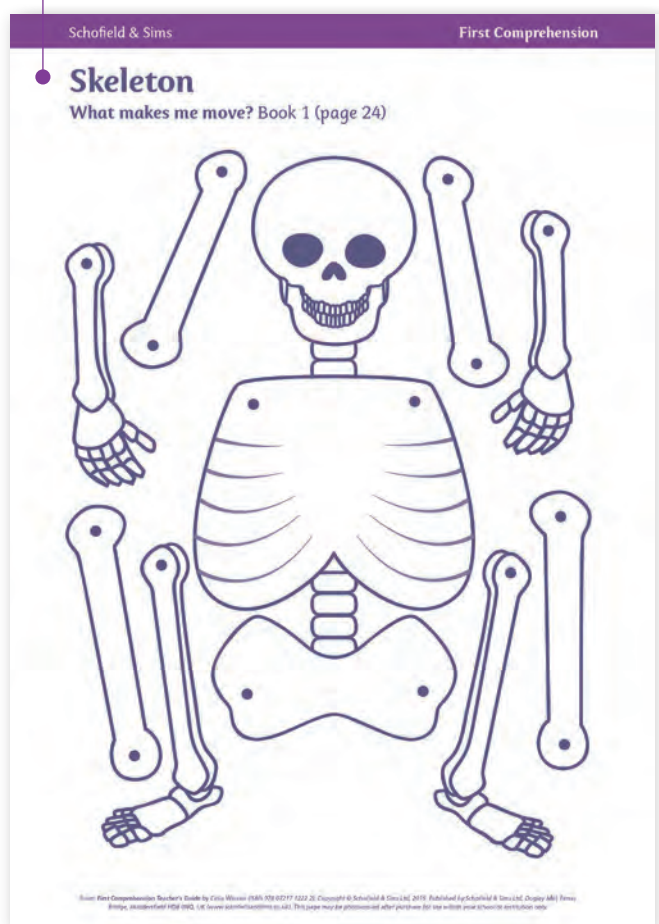
- advice on how to introduce children to the skills required for written comprehension
- a description of the various question types covered and the different ways in which they are presented
- full *Teaching notes* for every text, including an introduction and answers
- suggestions for *Further activities*, 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.



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

Supporting photocopy masters facilitate whole-class or group work.



**AGES 6-8**

RRP	£10.00
<b>TEACHER PRICE</b>	<b>£8.00</b>

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



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

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

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

John Masfield (1878–1967)

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

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

Review:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

page 21  
total out of 12

Glossaries define potentially unfamiliar words.

AGES 7-11	
RRP	£4.95
<b>TEACHER PRICE</b>	<b>£4.00</b>
<b>CLASS SET PRICE</b>	<b>£3.50</b>
<b>10 or more copies of the same book</b>	

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 time	Travel/adventure	Courage	Celebration	Danger	Nature	Conflict	Major/imaginary
<b>KS2 Comprehension Book 1</b>														
The baby of the family	✓	✓												
Invasion	✓	✓												
Ottopoole											✓			
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 pot	✓												✓	
<b>KS2 Comprehension Book 2</b>														
Why?							✓				✓			
Robin Hood			✓	✓					✓		✓	✓		
The veiled lady											✓			
The shell of wartime work	✓					✓								✓
Arthur's sister turned to stone	✓										✓	✓	✓	✓
Overheard on a saltmarsh							✓				✓			✓
The arrival of a rugged seaman								✓			✓			
The scarecrow				✓									✓	
De			✓								✓		✓	
Alice meets the Cheshire cat								✓			✓			✓
The fox repaid in his own coin				✓			✓				✓			
Digging				✓									✓	

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

Theme and Genre charts aid comparisons between the texts.

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*

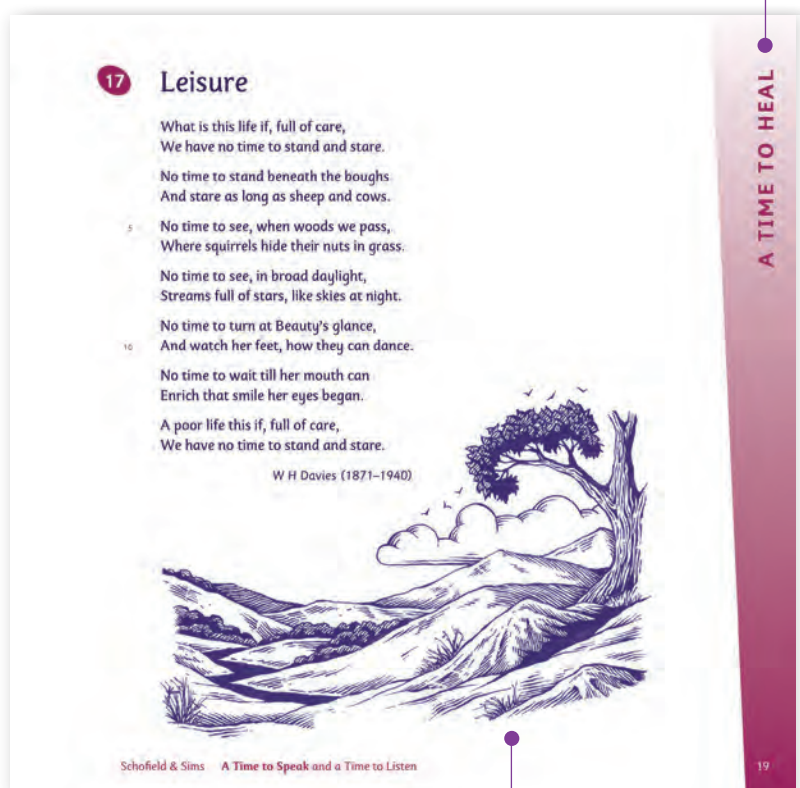
An illustrated poetry anthology for Key Stage 2 and above, structured around the verses beginning, 'There is a time for everything, and a season for every activity under heaven'. Written by more than 70 poets, the poems reflect with thoughtfulness, candour and, where appropriate, humour on the 28 contrasting 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 KS2 KS3 Teacher's Guide

Celia Warren

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

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

See page 102 for Understanding English Poetry.

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



Free downloads available

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.

17

### Leisure

SECTION A time to heal (page 19)
POET W H DAVIES (1871–1940)

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

**Preparing to read this poem aloud**

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

**Feeding the senses**

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

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

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

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



## 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	£4.95
TEACHER PRICE	£4.00
<b>CLASS SET PRICE</b>	<b>£3.50</b>
<i>10 or more copies of the same book</i>	

Mental Maths 1  
978 07217 0962 8

Mental Maths 2  
978 07217 0963 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	£4.95
TEACHER PRICE	£4.00
<b>CLASS SET PRICE</b>	<b>£3.50</b>
<i>10 or more copies of the same book</i>	

Number Book 1  
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Number Book 2  
978 07217 0789 1

Number Book 3  
978 07217 0790 7

Number Book 4  
978 07217 0791 4

Number Book 5  
978 07217 0792 1



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

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

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

## AGES 5-9

RRP £4.95

TEACHER PRICE £4.00

CLASS SET PRICE £3.50

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

## Telling the Time KS1 KS2

Christine Shaw

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

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

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

Supporting wipe-clean poster available on page 116

### Quick and slow

#### Learn

Time can be quick or slow.

A **second** is very quick.

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

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

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

quick      minute      day      hour      second      slow

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

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

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

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

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

#### Did you know?

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

Schofield & Sims Telling the Time 1

7

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



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

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

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

## 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 68–69), 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**.

**SECTION 1 | Test 7**

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

**B** Answer

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

### AGES 5-11

RRP £4.95

TEACHER PRICE £4.00

CLASS SET PRICE £3.50

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 £30.00

TEACHER PRICE £20.00

**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 £1.50**

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

My Times Tables Book  
978 07217 1655 8



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

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

Children are encouraged to use the 'Look, Cover, Write, Check' method.

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

## Learn Your Times Tables KS1 KS2

Hilary Koll and Steve Mills

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

The series includes:

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

### The $\times 12$ table

Look, cover, write, check

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

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

Practise with the cards

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

For which multiples of 12 are there no cards?

84

$12 \times 8$

$12 \times 9$

Now try these

Write the answers to these questions.

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

Schofield & Sims · Learn Your Times Tables 2

31

### AGES 5-11

RRP £5.95

TEACHER PRICE £4.50

CLASS SET PRICE £4.00

10 or more copies of the same book

Learn Your Times Tables 1  
978 07217 1128 7

Learn Your Times Tables 2  
978 07217 1129 4



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

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

Each page features activities on a different theme.

## Times Tables Practice KS1 KS2

*Ann Montague-Smith*

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

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

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

### Dividing by 2

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

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 £4.95

TEACHER PRICE £4.50

**CLASS SET PRICE £3.50**

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

Times Tables Practice 1  
978 07217 1373 1

Times Tables Practice 2  
978 07217 1374 8



See pages 72-73 for Mental Arithmetic.

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

AGES 5-7	
RRP	£4.95
TEACHER PRICE	£4.00
<b>CLASS SET PRICE</b>	<b>£3.50</b>
<i>10 or more copies of the same book</i>	

First Mental Arithmetic 1  
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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

## 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.




### 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 these 2-D shapes.

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

Write how many right angles.

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

**B ANSWER**

Write the names of these 3-D shapes.

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

How many right angles inside these shapes?

7 L 5  
8 M 4  
9 N 0  
10 O 3

**Teacher's focus:**  
Matching shapes to their pictures  
Right angles

**Session focus:**  
Write the names of the 3-D shapes.

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	£7.95
TEACHER PRICE	£5.00

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.



Free downloads available

### AGES 7-12

RRP £4.95

TEACHER PRICE £4.00

**CLASS SET PRICE £3.50**  
10 or more copies of the same book

**Mental Arithmetic Introductory Book**  
978 07217 0798 3

**Mental Arithmetic 1**  
978 07217 0799 0

**Mental Arithmetic 2**  
978 07217 0800 3


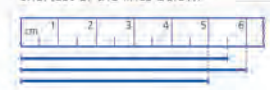

**Mental Arithmetic 3**  
978 07217 0801 0

**Mental Arithmetic 4**  
978 07217 0802 7

**Mental Arithmetic 5**  
978 07217 0803 4

**Mental Arithmetic 6**  
978 07217 0804 1

**SECTION 1 | Test 1**

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

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

	Pupils 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

**SECTION 1 | Test 6**

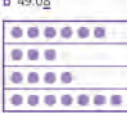
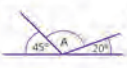
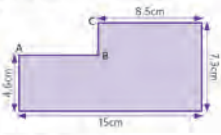
**A Answer**

- $45p + 35p + £1.20 = €$  £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 of \$17.20 = \$8.60
-   $\angle A + \angle B + \angle C =$  180°

**B Answer**

-  Write the part which is shaded  
a as a simple fraction a  $\frac{3}{8}$   
b as a decimal fraction b 0.6
- From 9 times 7 take 5. 58
- Write the 24-hour clock time for 12min before midnight. 23:48
- Find the cost of 20cm at 75p per metre. 15p
- Write 9kg 870g to the nearest  $\frac{1}{2}$  kg. 10kg
- Find the difference between 3.8l and 6l. 2.2l
- What length in centimetre is  $\frac{1}{5}$  of 3m? 60cm
- Find the total of  $2\frac{1}{2}$ ,  $3\frac{2}{3}$  and 5. 10 $\frac{1}{6}$
- How many 2ps are worth £2.48? 124 2ps
- A square has sides measuring 10cm. Find a its perimeter a 40cm  
b its area. b 100cm<sup>2</sup>
- Complete the number sequence. 0.01, 0.1, 1, 10, 100
-  Which of these triangles is  
a a right-angled triangle a B  
b an acute-angled triangle b C  
c an obtuse-angled triangle? c A

**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?  
a 6037 a 30  
b 49.08 b 8 hundredths
-  Find the mean average number of dots in a row. 5
- Samina bought eight sweets at 4p each. How much change had she from 50p? 18p
-  How many degrees are there in the angle marked A? 115°
- The population of a town is 18 968. Write the number  
a to the nearest 1000 a 19 000  
b to the nearest 100 b 19 000
- 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  
a the side AB a 6.5cm  
b the side BC. b 2.7cm

## Purpose

Both **Mental Arithmetic** and **First Mental Arithmetic** are intended for use alongside existing maths lessons and have been carefully updated to meet the requirements of the National Curriculum for primary mathematics.

The books may be used in a variety of different ways, including:

- individual work with pupils who are confident with the maths concepts covered
- paired work allowing pupils who lack confidence in some concepts to discuss the questions and think about possible ways to answer them
- group or whole-class practice, working through a set of questions with a group of pupils after they have answered them
- homework, with parents and carers encouraging children to explain their working
- intervention and Year 7 catch-up.

## AGES 7-12

RRP	£7.95
TEACHER PRICE	£5.00

**Mental Arithmetic Introductory Book Answers**  
978 07217 0853 9

**Mental Arithmetic 1 Answers**  
978 07217 0805 8

**Mental Arithmetic 2 Answers**  
978 07217 0806 5

**Mental Arithmetic 3 Answers**  
978 07217 0807 2

**Mental Arithmetic 4 Answers**  
978 07217 0808 9

**Mental Arithmetic 5 Answers**  
978 07217 0809 6

**Mental Arithmetic 6 Answers**  
978 07217 0810 2



## First Mental Arithmetic Teacher's Guide KS1

Ann Montague-Smith

The **First Mental Arithmetic Teacher's Guide** provides a detailed introduction to the **First Mental Arithmetic** series and outlines ways to use the pupil books on a day-to-day basis. It contains two sets of resources:

- *Assessment resources*, including two *Entry tests* to help you select the most appropriate pupil book for each child and six *Diagnostic checks*. Each *Diagnostic check* comes complete with a marking key and prompts for corrective activities to help improve pupils' understanding of the concepts.
- *General resources*, featuring *Language of maths* glossaries from each of the six pupil books and further photocopiable resources, including number lines, numeral cards, word cards and a hundred square.

Two *Entry tests* are provided, one for Year 1 and one for Year 2.

Schofield & Sims First Mental Arithmetic

### Entry Test A

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

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

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

RRP £30.00  
TEACHER PRICE £20.00

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.

*Activity prompts* help to draw out misconceptions.

Schofield & Sims Mental Arithmetic

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

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

### Entry Test B

**Answer**

- $200 - 96 =$  \_\_\_\_\_
- Increase 250 by  $\frac{1}{3}$  of 90. \_\_\_\_\_
- $£50.00 - \text{five } 5\text{ps} =$  £ \_\_\_\_\_
- $5.07 \times 100 =$  \_\_\_\_\_
- Write the number shown on the abacus in words. \_\_\_\_\_
- Find the perimeter of this square and its area. \_\_\_\_\_
- $474563 + 403003 =$  \_\_\_\_\_
- Which year is represented by the Roman numerals MCMLXXXVII? \_\_\_\_\_
- Hannah left home at 09:00. She stopped for coffee at a café. How far from home was the café? \_\_\_\_\_ km
- 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? \_\_\_\_\_ h \_\_\_\_\_ min
- $5l + 4 =$  \_\_\_\_\_ ml
- The measurements of the box are given. Find the area of \_\_\_\_\_
- How many degrees in one-eighth of a full turn? \_\_\_\_\_ °
- Increase £8.50 by 10%. £ \_\_\_\_\_
- Which of these are equivalent to 80%? \_\_\_\_\_
- $0.07 \times 8 =$  \_\_\_\_\_
- Which of these shapes will have a circular face when cut horizontally and a triangular face when cut vertically? \_\_\_\_\_
- Change this improper fraction to a mixed number.  $\frac{27}{8}$  \_\_\_\_\_
- What percentage of 24p is 6p? \_\_\_\_\_ %
- $102 - 87 =$  \_\_\_\_\_

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Schofield & Sims Mental Arithmetic

### Diagnostic Check marking key: Mental Arithmetic 2

Use the **activity prompts** to help pupils overcome problems with particular question types. Other activities may be developed from these prompts.

**Numbers to 1000**

1 1000      2 708      3 40

**Activity prompt:** Draw a four-spoke abacus and provide some counters. Ask pupils to set out counters for the numbers that you say. Begin with tens and units numbers such as 85, 97, and so on. Extend to hundreds in the same way, then thousands. Ask questions such as: *How many hundreds/hundredths/thousands are there in this number? How do you know that?*

**Addition and subtraction**

4 53      5 29      6 2      7 20

**Activity prompt:** Use copymaster 'Number line, 0 to 100'. For  $25 + 18$ : Discuss how  $35 + 18$  is the same as  $35 + 10 + 8$ . For difference use a similar method, counting up from the smaller to the larger number. Repeat the method for larger numbers.

**Multiplication and division facts for the 2, 3, 4, 5, 6 and 10 times tables**

8 4      9 61      10 12      11 11

**Activity prompt:** If pupils are unsure of table facts, practise reciting the facts. Then ask questions related to the table. Check that pupils understand, for example, that  $6 \times 4 = 24$ ,  $4 \times 6 = 24$ ,  $24 \div 6 = 4$  and  $24 \div 4 = 6$  and that if one of these facts is known the others can be deduced. Model division with remainders using counters or cubes until pupils are able to calculate this for themselves by using table facts and finding the difference between the fact and the amount to be divided. You might want to use copymaster 'Multiplication square'.

**Fractions**

12 18      13  $1\frac{1}{2}$       14  $10\frac{1}{2}$  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  $2 - \frac{1}{4}$ , they could use 10 squares to represent 1, 20 for 2, and take then subtract  $\frac{1}{4}$ .

35

AGES 7-12	
RRP	£30.00
TEACHER PRICE	£20.00

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

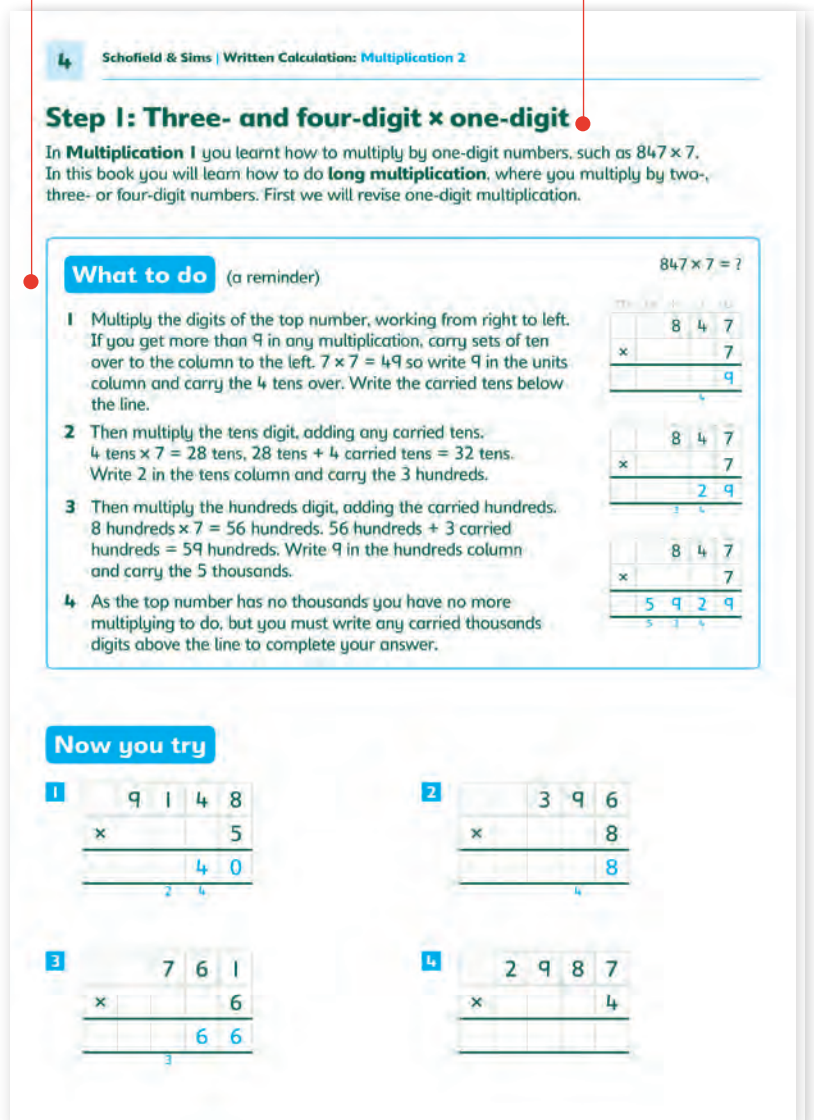
**Multiplication 2**  
978 07217 1269 7

**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.



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

The screenshot shows a page from a pupil book titled 'Schofield & Sims | Written Calculation: Multiplication 2' with a page number '5'. It features two main sections: 'More practice' and 'Problem solving'. The 'More practice' section contains four multiplication problems (5, 6, 7, 8) with grid-in answer lines. The 'Problem solving' section contains three word problems (9, 10, 11) with blank boxes for answers. Problem 11 includes a partial multiplication problem: 
$$\begin{array}{r} 6 \quad \bigcirc \quad 8 \quad 4 \\ \times \quad \quad \quad 8 \\ \hline 5 \quad 4 \quad 2 \quad 7 \quad 2 \\ \hline 5 \quad 8 \quad 6 \quad 3 \end{array}$$

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

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.

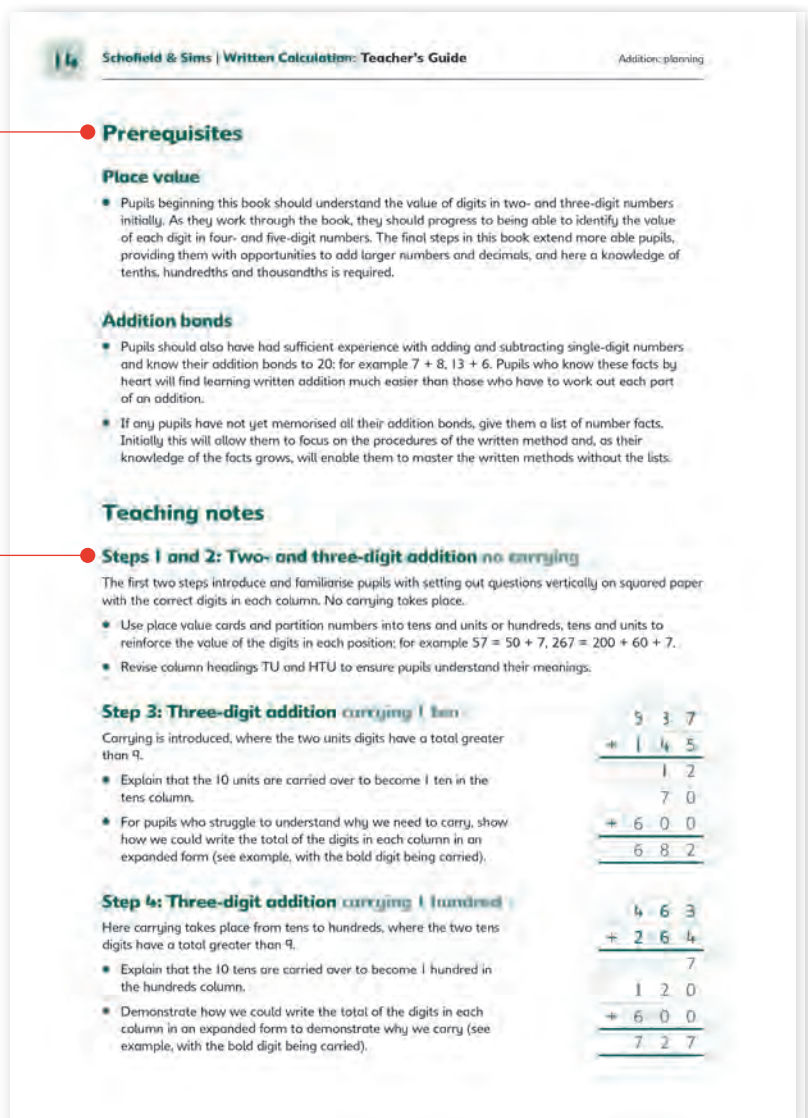
The main body of the guide comprises detailed planning and teaching notes – one set of notes for each pupil book – that include:

- *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.



Free downloads available

### Written Calculation

#### Further practice questions: Steps 1 to 2

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

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

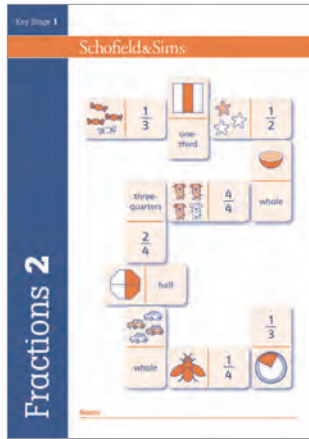
Step 1	Step 2
<b>1</b> $24 + 63 =$ _____	<b>1</b> $344 + 545 =$ _____
<b>2</b> $36 + 42 =$ _____	<b>2</b> $671 + 215 =$ _____
<b>3</b> $43 + 55 =$ _____	<b>3</b> $234 + 163 =$ _____
<b>4</b> $27 + 61 =$ _____	<b>4</b> $326 + 342 =$ _____
<b>5</b> $33 + 66 =$ _____	<b>5</b> $431 + 565 =$ _____
<b>6</b> $44 + 45 =$ _____	<b>6</b> $273 + 614 =$ _____
<b>7</b> $61 + 15 =$ _____	<b>7</b> $721 + 174 =$ _____
<b>8</b> $72 + 17 =$ _____	<b>8</b> $323 + 676 =$ _____
<b>9</b> $32 + 62 =$ _____	<b>9</b> $302 + 682 =$ _____
<b>10</b> $64 + 24 =$ _____	<b>10</b> $693 + 204 =$ _____

From *Written Calculations: 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 Mill, Pinesy Bridge, Huddersfield HD8 0ND, 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.

Complex concepts are broken down into manageable and coherent steps.

Supports a mastery approach to teaching

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

**UNIT 4 Find  $\frac{1}{2}$  of numbers and write fraction statements**

**Key point**  
 Half of a number of objects is found by sorting them into two equal groups.  
 Half of 8 ducks is 4 ducks.  
 Half of 8 is 4.  
 $\frac{1}{2}$  of 8 = 4

**Get started**

- What number is half of 6? \_\_\_\_\_
- Colour half of this set of 8 hats.
- How many is  $\frac{1}{2}$  of 8 hats? \_\_\_\_\_
- Fill in the missing number.  
 $\frac{1}{2}$  of 10 is
- Find  $\frac{1}{2}$  of 4. \_\_\_\_\_
- Yes or no?  $\frac{1}{2}$  of 2 is 1  
 Yes  No

**Now try these**

- A farmer has 12 sheep. She puts half of them into a pen. How many is that? \_\_\_\_\_
- One whole cake has 8 slices. How many slices is half the cake? \_\_\_\_\_
- 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.

1

of 6 is 


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


 of  = 

**16** A large pizza is cut into equal slices. One-half of the pizza is 6 slices. How many slices are in the whole pizza? \_\_\_\_\_

**17** Complete the pattern.

$\frac{1}{2}$  of 2 = 1    $\frac{1}{2}$  of 4 = 2    $\frac{1}{2}$  of 6 =     $\frac{1}{2}$  of 8 =     $\frac{1}{2}$  of 10 =

**18** A factory makes 40 socks. Halve 40 to find the number of pairs of socks it makes. \_\_\_\_\_



11

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

## AGES 5-11

RRP £4.95

**TEACHER PRICE £4.00**

**CLASS SET PRICE £3.50**  
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 Teacher's Guides

KS1 KS2

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

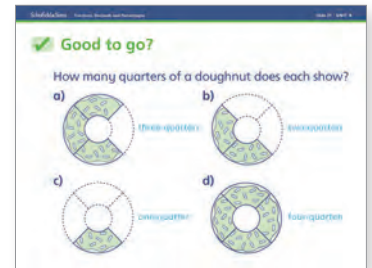
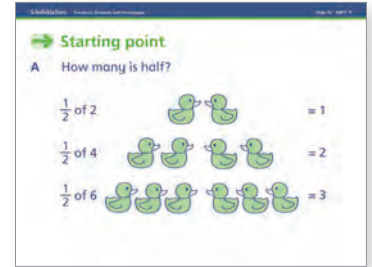
When reading the notation  $\frac{1}{2}$  to the children, describe it both as 'one-half' and also as 'one out of two equal parts' to reinforce the meaning of the notation. They may already have encountered this type of notation in other contexts, such as scoring, so it is good to build on this knowledge.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

- Addition and subtraction to 20
- Counting money and calculating change
- Estimating time
- Weight and capacity
- 2-D shapes
- Days of the week

### KS1 Problem Solving 2

- Addition and subtraction to 50
- Counting money and calculating change
- Telling the time
- Length, distance and height
- 3-D shapes and their properties
- The area of flat shapes
- Months of the year

### KS1 Problem Solving 3

- Addition and subtraction to 100
- Using a hundred square
- Measuring with a ruler
- Counting money, converting pence to pounds and calculating change
- Reading a calendar
- Right angles
- Odd and even numbers

## KS1 Problem Solving KS1

Anne Forster and Paul Martin

**KS1 Problem Solving** is a series of graded activity books that help children to develop their problem-solving skills by applying their knowledge of maths to a range of real-life situations, such as shopping, measuring and telling the time.

### How Old?

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

$$\boxed{38} + \boxed{42} = \boxed{\quad}$$

They add up to  $\boxed{\quad}$  years.

How old was Mum when Barney was born?

$$\boxed{\quad} - \boxed{8} = \boxed{\quad}$$

She was  $\boxed{\quad}$  years old.

---

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

$$\boxed{42} - \boxed{38} = \boxed{\quad}$$

Dad is  $\boxed{\quad}$  years **older** than Mum.

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

$$\boxed{64} + \boxed{9} = \boxed{\quad}$$

Grandpa is  $\boxed{\quad}$  years old.

15

#### AGES 5-7

RRP £4.95

TEACHER PRICE £4.00

**CLASS SET PRICE £3.50**

*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.

## Number Puzzles 3

1. a. Add the numbers in a straight line. The arrows will help you.

1	5	7	→	
7	8	3	→	
9	4	9	→	

b. The highest total is

c. The lowest total is

d. The difference between the highest and lowest total is

---

2. Use 4 different digits in each sum.

Make a total of 50.

a.  +  = 50

Make a total between 30 and 60.

b.  +  =

Make a total greater than 80.

c.  +  =

3. Use some of these numbers to make these sums correct.

a.  +  = 56

b.  +  = 74

c.  +  = 68

d.  +  = 89

e.  +  = 92

#### AGES 7-11

RRP £4.95

TEACHER PRICE £4.00

**CLASS SET PRICE £3.50**

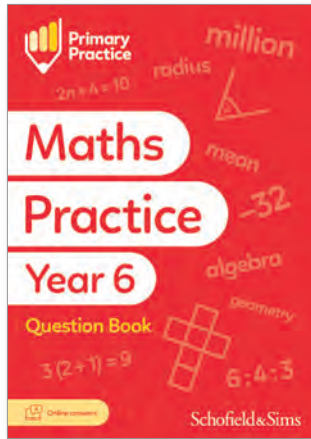
10 or more copies of the same book

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



## Primary Practice Maths KS1 KS2

Trevor Dixon and Sarah-Anne Fernandes

**Primary Practice Maths** is the must-have resource for mastery of the primary maths curriculum. Ideal for individual study with parents or tutors as well as in the classroom, the series uses a mastery approach to help children develop a deep understanding of key mathematical concepts and methods as they progress from Reception to Year 6.

The **Primary Practice Maths Books** for Years 1 to 6 provide comprehensive coverage of the National Curriculum maths objectives for each year group. Written by expert authors, they feature a variety of lively and engaging question types that become steadily more challenging as children work through the books.

Spreads are split into 'Practise', 'Extend' and 'Apply' sections, establishing a step-by-step progression through each topic that reinforces the mastery approach to maths. Visual representations of mathematical concepts develop children's understanding, while word problems and puzzles encourage them to apply their knowledge in a range of contexts.

The Reception book features a simplified layout designed to appeal to younger learners.

### The number 1

**Remember**

1

one

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

**1** Trace the number 1.

**2** Copy the number 1.

\_\_\_\_\_

**3** Colour 1 cherry on top of the cake.

**4** Write in the box how many cars you can see.

**5** Circle the picture that does **not** show 1.

**6** Draw 1 counter on the ten-frame.


Downloadable answers available online

Children trace and copy digits to practise forming numbers smoothly.

Visual representations are used throughout the series to ensure children understand the logic behind the method.

AGES 4-11	
RRP	£8.95
TEACHER PRICE	£6.00
<b>CLASS SET PRICE</b>	<b>£4.00</b>
<i>10 or more copies of the same book</i>	

Primary Practice Maths Book Reception  
978 07217 1730 2

Primary Practice Maths Book Year 1  
978 07217 1731 9

Primary Practice Maths Book Year 2  
978 07217 1732 6



The **Maths Practice Reception Book** follows the same mastery approach as the Key Stage 1 and 2 books but in an adapted format designed to suit young learners. Based on the latest guidance for mathematics teaching in the Early Years Foundation Stage Framework, the Reception book helps develop a strong grounding in number through repeated practice of key skills, including counting, subitising and number bonds to 10. Towards the end of the book, children are introduced to early calculation, shape and measurement topics. They also learn how to form every digit correctly in dedicated tracing and copying questions.

Additional features of the series include:

- **Remember box** – each spread begins with a review of essential knowledge and terminology.
- **Tip box** – handy Tip boxes help out with unusual formats or challenging methods.
- **Final practice** – mixed practice questions at the end of each book allow you to monitor progress and identify areas for revision.
- **Online answers** – detailed downloadable answers explain how to answer the questions, as well as outlining possible misconceptions, common errors and alternative methods.



Answers are supported by explanations where appropriate.

The 'Remember' box introduces the page focus and any key terminology.

## Written multiplication

**Remember**

Numbers can be multiplied in different ways. They can be multiplied mentally, or by partitioning and then multiplying each partition and recombining.

Using column multiplication is an efficient method for multiplying larger numbers. Set out the multiplication in place value columns.

$$\begin{array}{r} 467 \\ \times 3 \\ \hline 1401 \\ 2 \phantom{00} \\ \hline \end{array}$$

### Practise

- Complete these multiplications.
  - The number 344 is shown using place value counters. Write the number that is 4 times larger.
 

$\times 4 =$  \_\_\_\_\_
  - The number 550 is shown using place value counters. Write the number that is 5 times larger.
 

$\times 5 =$  \_\_\_\_\_
- Complete the grids to show the multiplications. Part of one has been done for you.
  - |   |     |    |   |  |
|---|-----|----|---|--|
| × | 300 | 60 | 7 |  |
|   | 6   |    |   |  |
  - |   |  |  |  |  |
|---|--|--|--|--|
| × |  |  |  |  |
|   |  |  |  |  |
- Complete these calculations using column multiplication.
 

a. $534 \times 4 =$ _____	b. $605 \times 7 =$ _____
c. $386 \times 6 =$ _____	d. $783 \times 8 =$ _____
e. $970 \times 5 =$ _____	f. $845 \times 9 =$ _____

Examples are provided for new question types.

### Extend

- Complete these calculations using column multiplication.
 

a. $2546 \times 4 =$ _____	b. $3064 \times 6 =$ _____
c. $5472 \times 7 =$ _____	d. $7843 \times 8 =$ _____
e. $8009 \times 9 =$ _____	f. $7475 \times 6 =$ _____
- Find the missing digits in these calculations.
 

$\begin{array}{r} 4 \square 7 \square \\ \times 6 \\ \hline 25656 \end{array}$	$\begin{array}{r} 7 \square \square 2 \\ \times 8 \\ \hline 59856 \end{array}$	$\begin{array}{r} \square q \square \square \\ \times \square \\ \hline 26784 \end{array}$
--	--	--
- Write the correct symbol (<, > or =) in the circle to compare these multiplications.
 

a. $6085 \times 5$ <input type="radio"/> $5071 \times 6$	b. $3921 \times 4$ <input type="radio"/> $2614 \times 6$
--	--
- Complete these calculations using column multiplication.
 

a. $54 \times 24 =$ _____	b. $68 \times 36 =$ _____
c. $254 \times 26 =$ _____	d. $583 \times 57 =$ _____
e. $2765 \times 45 =$ _____	f. $4839 \times 59 =$ _____
- Locey sees the calculation  $486 \times 6 = 2916$ . Use this fact to complete these calculations.
 

a. $243 \times 6 =$ _____	b. $486 \times 12 =$ _____
c. $972 \times 6 =$ _____	d. $486 \times 3 =$ _____
- Complete this cross-number puzzle using the clues.
 

	1	2	3	4			
5		6		7		8	
9				10			

<b>Across</b>	<b>Down</b>
1. $6600 \div 100$	1. $279 \times 25$
3. $1873 \times 5$	2. $3250 \div 50$
5. $940 \times 74$	3. $227 \times 4$
7. $671 \times 27$	4. $235 \times 29$
9. $303 \times 15$	6. $41 \times 15$
10. $455 \div 7$	8. $128 \div 8$

Varied activities, including puzzles, engage children and embed learning.

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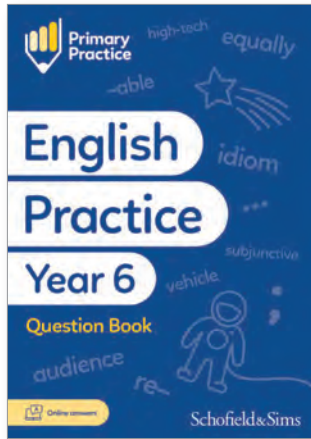
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## Primary Practice English KS1 KS2

Giles Clare and Emma Scott

**Primary Practice English** is the must-have series for mastery of the English curriculum. Ideal for individual study with parents or tutors as well as in the classroom, the series uses a mastery approach to help children develop a deep understanding of key concepts and skills at each stage as children progress from Reception to Year 6.

The **Primary Practice English Books** for Years 1 to 6 provide comprehensive coverage of the National Curriculum English objectives for each year group. Written by expert authors, they feature a variety of lively and engaging question types that become steadily more challenging as children work through the books.

Each book uses the 'Practise', 'Extend' and 'Apply' structure for the grammar, punctuation, spelling and vocabulary units, while also featuring up to 10 comprehension texts that draw on a wide range of high-quality fiction, non-fiction and poetry texts. An extended writing task provides children with the opportunity to showcase their creative writing skills.

In Years 1 to 6, the 'Practise', 'Extend' and 'Apply' sections structure progression.

Downloadable answers available online

### Nouns and noun phrases

**Remember**

Nouns are words that name people, places and things. Common nouns name everyday things. For example: 'pencil', 'chair', 'balloon'. Proper nouns name people, places, months and days of the week. They must start with a capital letter. For example: 'Jacob', 'London', 'November', 'Wednesday'.

A noun phrase is a noun and the words that go with it. 'The pencil', 'that chair' and 'some balloons' are all simple noun phrases.

**Practise**

1 Sort these nouns into the table.

Manchester pasta coins Jack balloon  
pony August France plate Tuesday

Proper nouns	Common nouns

2 Tick to show which type of noun is used in each sentence.

Sentence	Proper noun	Common noun
a. I bought some new cushions.		
b. On Sunday, I went cycling.		
c. Grandad loves reading.		
d. The baby cried.		

### Extend

3 Circle the nouns and noun phrases in the cloud.

said    the vase    tall    New York    fluffy  
 banana    Freya    rough    the hamster    a book

4 Complete these sentences using the nouns and noun phrases in **Question 3**.

- I pack a \_\_\_\_\_ every day for my snack.
- \_\_\_\_\_ placed the flowers in \_\_\_\_\_.
- \_\_\_\_\_ is a very busy city full of skyscrapers.
- I am going to buy \_\_\_\_\_ by my favourite author.
- At night, I can hear \_\_\_\_\_ in its cage.

### Apply

5

- Write the names of **three** people. They might be your family, your friends or famous people.  
 \_\_\_\_\_
- Write the names of **three** places in the world. They might be countries or landmarks that you have visited or would like to visit.  
 \_\_\_\_\_
- Write a sentence a the name and a place from **Questions 5a** and **5b**.  
 \_\_\_\_\_

Questions progress in difficulty across the spread, building depth of understanding.

AGES 4-11

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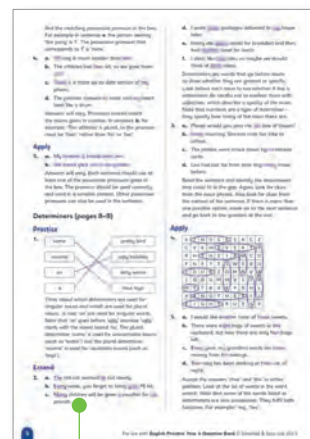
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The **Primary Practice English Reception Book** follows the same mastery approach as the Key Stage 1 and 2 books but in an adapted format designed to suit young learners. Based on the latest guidance for literacy teaching in the Early Years Foundation Stage Framework, children initially focus on letter formation and phonics reinforcement to establish strong foundations in reading before moving on to word and sentence building. Short comprehension and writing tasks are introduced in later units. Children also learn how to form the letters of the alphabet correctly in dedicated tracing and copying activities.

Additional features of the series include:

- **Remember box** – each spread begins with a review of essential knowledge and terminology.
- **Tip box** – handy Tip boxes help out with unusual formats or challenging methods.
- **Final practice** – this mixed question practice section allows children to check their progress and identify areas for revision.
- **Online answers** – detailed downloadable answers explain how to answer the questions, as well as outlining possible misconceptions, common errors and alternative methods.



Answers are supported by explanations where appropriate.

A variety of modern and classic texts introduce children to a wealth of genres and broaden their vocabulary.

Mixed comprehension questions cover a range of reading skills including retrieval and inference.

### Lord Neptune, by Judith Nicholls

This poem comes from a collection of poems called *Dragonsfire* by Judith Nicholls. It is named after Neptune, who is the Roman god of the sea. The poem is about a father and his son at the seaside.

Build me a castle,  
the young boy cried,  
as he tapped his father's knee.  
But make it tall  
and make it wide,  
with a king's throne just for me.

An echo drifted on the wind,  
sang deep and wild and free:  
Oh you can be king of the castle  
but I am lord of the sea.

Give me your spade,  
the father cried;  
let's see what we can do!  
We'll make it wide  
so it holds the tide,  
with a fine throne just for you.

He dug deep down  
in the firm damp sand,  
for the tide was falling fast.  
The moat was deep,  
the ramparts high,  
and the turrets tall and vast.

Now I am king,  
the young boy cried,  
and this is my golden throne!  
I rule the sands,  
I rule the seas;  
I'm lord of all lands, alone!

The sand-king ruled  
from his golden court  
and it seemed the wind had died;  
but at dusk his throne  
sank gently down  
in Neptune's rolling tide.

And an echo rose upon the wind,  
sang deep and wild and free:  
Oh you may be king of the castle  
but I am lord of the sea.

### Lord Neptune, by Judith Nicholls

- What does the boy want his father to do?  
\_\_\_\_\_
- Whose voice can be heard on the wind?  
\_\_\_\_\_
- List **four** things mentioned in the poem that might be found in a castle:
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- What happens to the boy's castle and when?  
\_\_\_\_\_  
\_\_\_\_\_
- Look at the last two verses. What do you think this poem says about the power of nature?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Vocabulary in Action

Find and copy a line in the fifth verse that is an example of hyperbole (see page 40 for figurative language).

\_\_\_\_\_

The 'In Action' questions allow children to apply their grammar, punctuation, spelling and vocabulary knowledge to real texts.

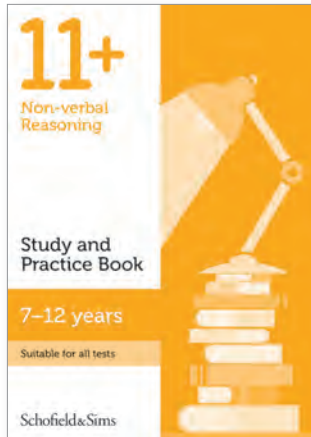
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## 11+ Study and Practice Books KS2 KS3

Rebecca Brant, Siân Goodspeed and Charlotte Watson

The **11+ Study and Practice Books** are the essential resource for 11+ success, providing child-friendly explanations for all the key question types that appear in the 11+, together with step-by-step techniques for tackling them, clear worked examples and a wealth of exam-style practice questions. Due to the continually changing format of the 11+, rather than trying to replicate the questions in any single 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.

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



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



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.

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

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

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

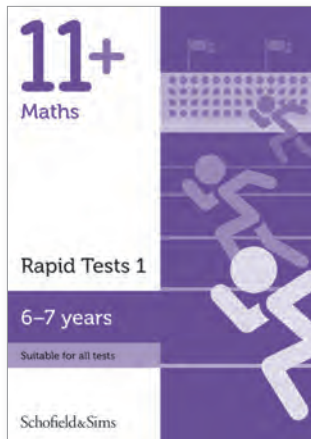
D	T	H	S	D	Z	K	T	H	N	?	A	D	S
											B	H	T
											C	K	Z
											D	H	Z
											E	K	S

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

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

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## 11+ Maths Rapid Tests KS1 KS2 KS3

Rebecca Brant

The **11+ Maths Rapid Tests** feature short, timed tests designed to build speed and fluency in preparation for the 11+ and other school selection tests. Written by an experienced tutor, the tests cover a wide range of topics, ensuring that children have the skills and knowledge to succeed in any of the major providers' tests – including CEM and GL.

Each book contains 36 single-page, standard-format tests covering the following topic areas: number and place value; calculation; fractions, decimals and percentages; algebra; measurement; geometry; and statistics. The target times for each test range from 12 to 8 minutes, making them ideal for regular independent work sessions.

Key features of the series include:

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

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

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

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.

10. Estimate these numbers on the number line.

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

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

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

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

Score: \_\_\_\_\_

Time taken: \_\_\_\_\_

Target met? \_\_\_\_\_

4

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

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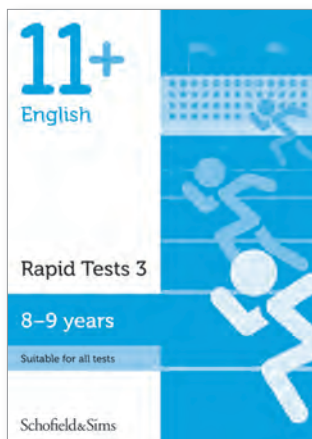
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## 11+ English Rapid Tests KS1 KS2 KS3

### Siân Goodspeed

The **11+ English Rapid Tests** feature short, timed tests designed to build speed and fluency in preparation for the 11+ and other school selection tests. Written by an experienced tutor, the tests cover a wide range of topics, ensuring that children have the skills and knowledge to succeed in any of the major providers' tests – including CEM and GL.

Each book contains 18 double-page tests, with six tests on each of the following topic areas: comprehension; grammar and punctuation; and spelling and vocabulary. The tests feature a combination of standard-format and multiple-choice questions to give children practice in answering questions in both formats. The target times for each test range from 12 to 8 minutes, making them ideal for regular independent work sessions.

Key features of the series include:

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



Free downloads available

**Section 3 Test 4**

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.

1 "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 Verme, 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.

\_\_\_\_\_ and \_\_\_\_\_

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? \_\_\_\_\_

### AGES 6–12

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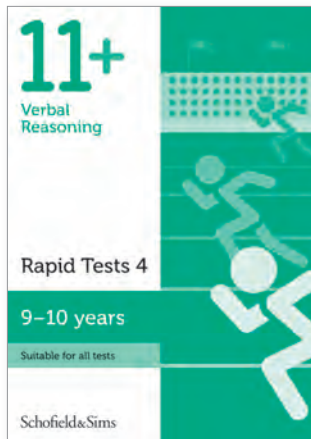
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## 11+ Verbal Reasoning Rapid Tests KS1 KS2 KS3

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.

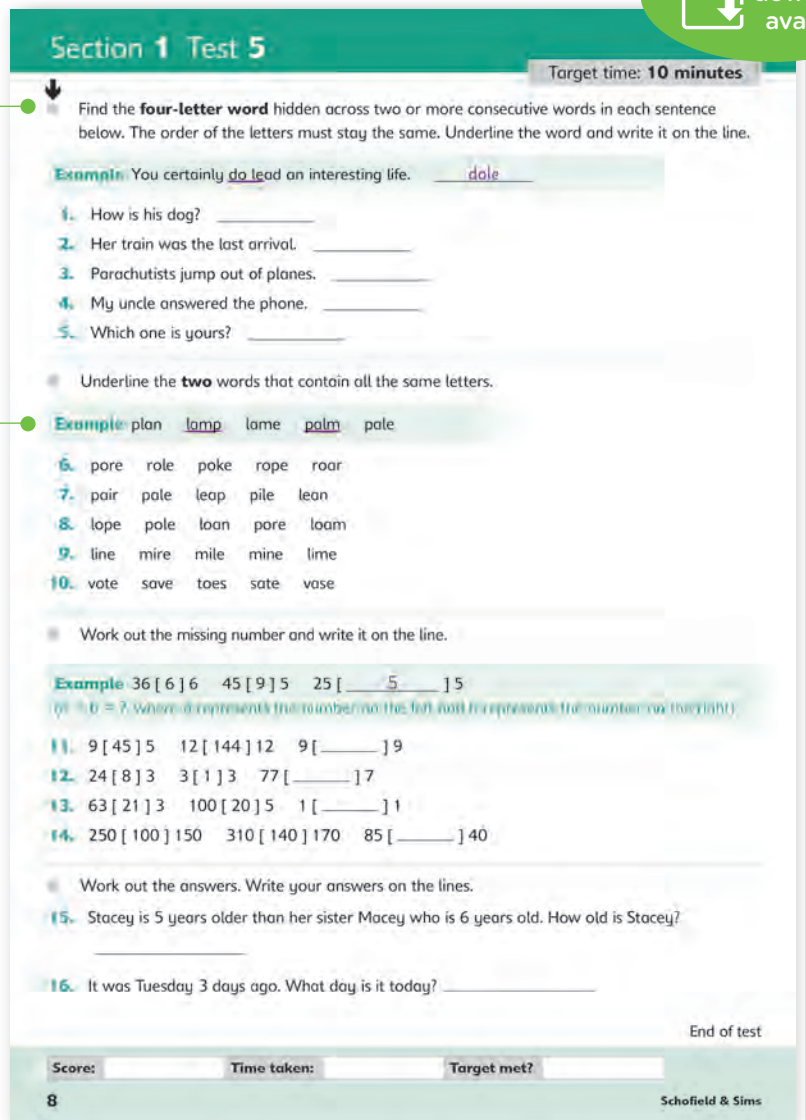
Key features of the series include:

- 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.

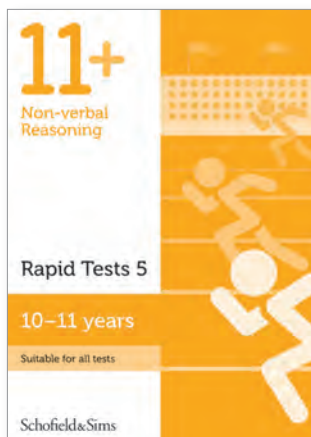
To save pupils time as they read, the same example is used with each recurrence of a specific question type.



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## 11+ Non-verbal Reasoning Rapid Tests KS1 KS2 KS3

Rebecca Brant

The **11+ Non-verbal Reasoning Rapid Tests** feature short, timed tests designed to build speed and fluency in preparation for the 11+ and other school selection tests. Written by an experienced tutor, the tests cover a wide range of topics, ensuring that children have the skills and knowledge to succeed in any of the major providers' tests – including CEM and GL.

Each book contains 18 double-page, multiple-choice tests on topics including recognising similarities and differences; identifying reflected and hidden shapes; and completing series. The target time for each test ranges from 5 to 8 minutes, making them ideal for regular independent work sessions.

Key features of the series include:

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



**Section 1 Test 3** Target time: 7 minutes

In which picture on the right is the picture on the left hidden? Circle the letter.

**Example**

1.

2.

3.

4.

5.

6.

Now go on to the next page →

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

**Example**

7.

8.

9.

10.

11.

12.

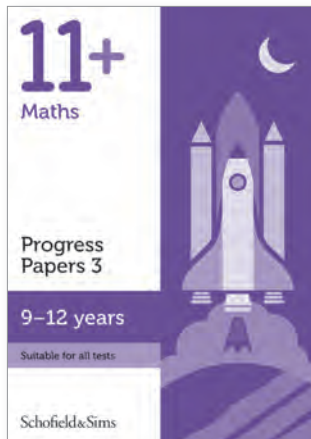
End of test

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

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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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**Q. 21-25** Venn diagrams

Forty children were asked which comics they read. Put this information into the Venn diagram and then answer question 25.

- 21 5 read both the Beano and the Avengers.
- 22 18 read both the Beano and Batman. Nobody reads all three comics.
- 23 7 read both Batman and the Avengers.
- 24 Nobody reads just the Avengers and 4 read only Batman.
- 25 How many children read only the Beano?

**Q. 26-30** fraction problems

- 26 Mr Hussain buys  $1\frac{1}{2}$  kg of onions,  $3\frac{1}{2}$  kg of potatoes and  $\frac{1}{2}$  kg of cabbage. What total mass does he carry home? \_\_\_\_\_ kg
- 27 What fraction of 6 litres is 5 half litres? \_\_\_\_\_
- 28 Tom is nine years old and  $1\frac{1}{2}$  times as old as his sister, Zoe. How old is Zoe? \_\_\_\_\_ years old
- 29 If a room is  $6\frac{1}{2}$  m long and  $3\frac{1}{2}$  m wide, what is the distance all round it? \_\_\_\_\_ m
- 30 How much is three-quarters of the product of seven-eighths and four-ninths? \_\_\_\_\_

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

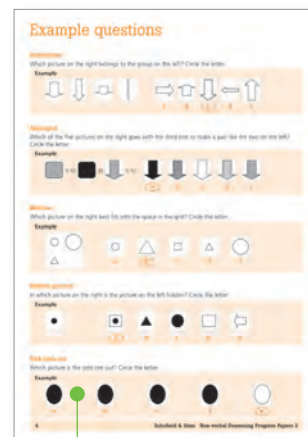
- 31 What is the highest common factor of 23 and 69? \_\_\_\_\_
- 32 What is the highest common factor of 24 and 60? \_\_\_\_\_
- 33 What is the lowest common multiple of 2 and 10? \_\_\_\_\_
- 34 What is the lowest common multiple of 4 and 12? \_\_\_\_\_
- 35 What is the lowest common multiple of 12 and 16? \_\_\_\_\_

Schofield & Sims • Maths Progress Papers 3 5

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

Key features of the series include:

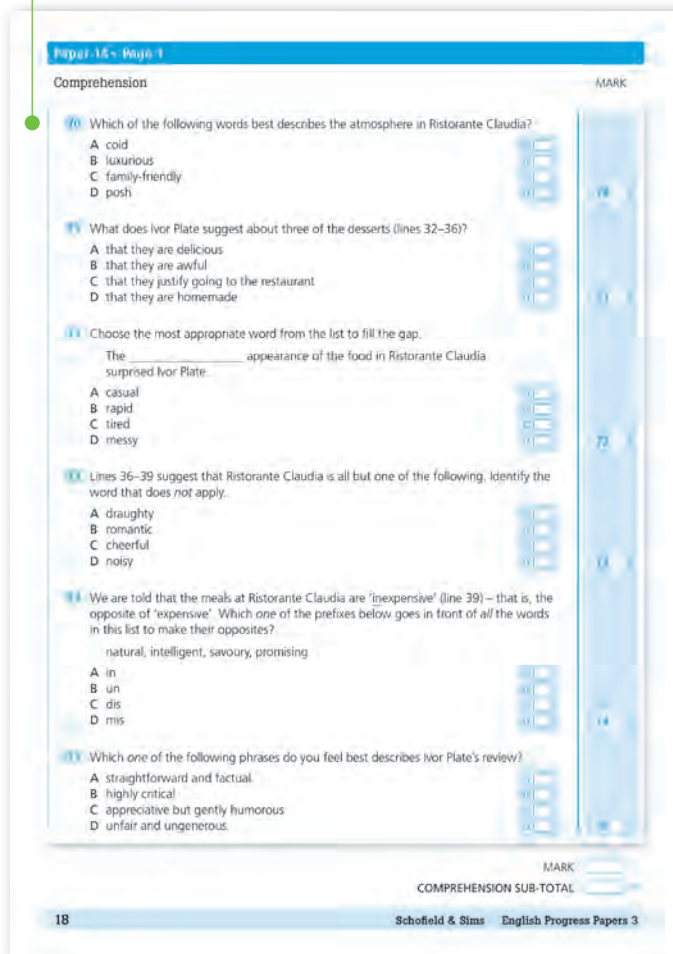
- pull-out answers with detailed explanations and marking guidance
- a *Progress chart* for recording scores and tracking improvement
- a downloadable *Topics chart* showing topic coverage by paper
- an extra downloadable sample paper for all four subjects.



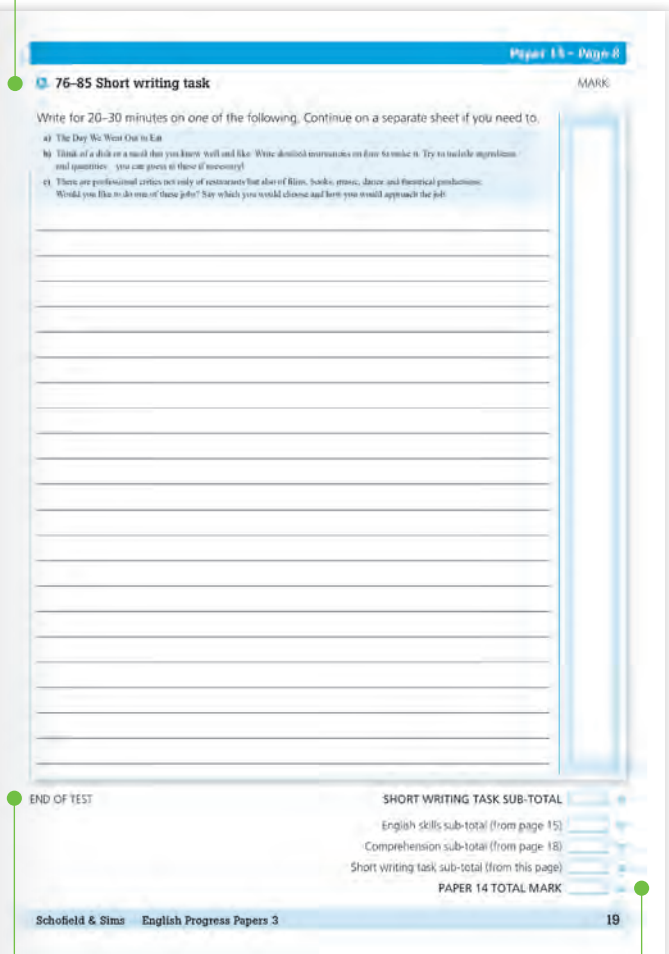
Example questions for all the main question types are provided at the start of each non-verbal reasoning book.

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.

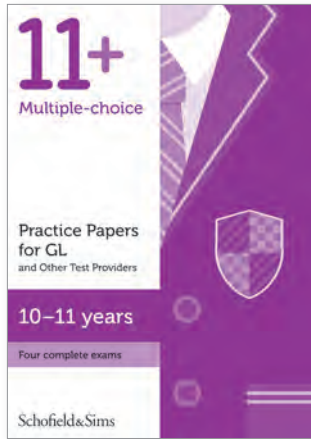


The start and end of each paper are clearly labelled.



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 GL and Other Test Providers

KS2 KS3

Rebecca Brant and Siân Goodspeed

The **11+ Practice Papers for GL and Other Test Providers** provide realistic test practice for children preparing to sit 11+ exams set by GL Assessment, as well as other school selection tests. Designed to replicate the content and format of GL papers as closely as possible, 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.

The test layout and style closely resemble an 11+ exam.

**Section 1**

Which picture is the odd one out? Mark your answer clearly and carefully in the answer booklet.

**Example:**

**Answer: A**

Now complete these two practice questions.

**1**

**2**

Stop and wait until you are told to go on.

You now have six minutes to complete questions 1–12 in Section 1.

**1**

**2**

Schofield & Sims

**3**

**4**

**5**

**6**

**7**

**8**

**9**

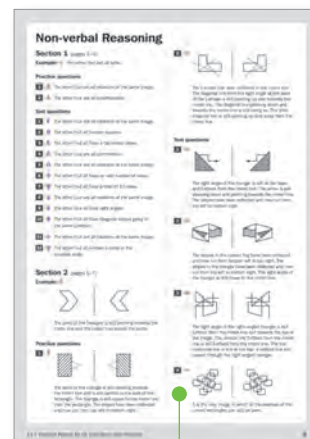
Test continues over the page ▶

11+ Practice Papers for GL and Other Test Providers

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.

Key features in the series include:

- Four realistic GL-style test papers written by experienced 11+ tutors
- A booklet containing *multiple-choice answer sheets*, allowing children to practise this crucial exam technique
- A detailed *answer booklet* including full explanations of answers and notes for parents



All test papers are written by experienced tutors.

Papers and answer sheets are published in a card wallet, together with guidance notes and full explanations of 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.

- 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
- 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
- How long did the object take to make?
  - A one year
  - B two months
  - C six months
  - D two years
  - E six years
- 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
- 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
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Understanding Non-verbal Reasoning includes the following question types:

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

See pages 90–91 for the 11+ Study and Practice Books.

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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:** Part 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).

Understanding Reasoning | Schofield & Sims
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
- regular *Progress tests* and a *Final test* to track pupils' development
- answers to all the questions in the book.

The additional **Practice** book features extra questions on all the topics covered in the other books, with cross-references back to relevant pages in the study books to support further revision.

See pages 102–103 for topic-based English and science study books.

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## Reading scales

### Explanation

The scales on axes on bar charts and other graphs can be numbered in different ways. Usually the numbers on the vertical axis (the one going up) start at zero and go up in equal steps, such as in **1s, 2s, 5s, 10s, 20s, 50s, 100s** and so on.

Not every interval is numbered so you must learn to work out the values of these or to estimate the value of any position on the scale.

**Example**

This scale is numbered in **20s**. There are **5** intervals for each **20**. Divide to find out the value of each interval.  
 $20 \div 5 = 4$  so each interval is worth **4**.

To work out the value for the first bar, count on in **4s** from **0**.  
 Its value is **12**.

To work out the value for the second bar, count on in **4s** from **20**.  
 Its value is **28**.

### Activities

**1** Write the value for each bar on these scales.

**a**

**b**

**c**

**d**

**e**

**f**



See pages 101 and 103 for topic-based maths and science study books.

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## Understanding English KS2

Carol Matchett

**Understanding English** is a series of seven topic-based study books, plus a separate **Practice** book, designed to help pupils understand, appreciate and use English at Key Stage 2. As well as featuring detailed explanations and targeted practice of key topics, each book also offers ideas for further pupil-led activities and projects.

Ideal for use as preparation for the Key Stage 2 tests, each study book includes:

- an *Explanation* to introduce each topic
- extensive practice *Activities* to consolidate and revise knowledge and skills
- thought-provoking 'Did you know?' facts and information
- *Now you try* activities to develop pupils' understanding of English outside the classroom.

The additional **Practice** book features extra questions on all the topics covered in the other books, with cross-references back to relevant pages in the study books to support further revision.

### 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.

6 Grammar





See pages 101-102 for topic-based maths and English study books.

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## 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:

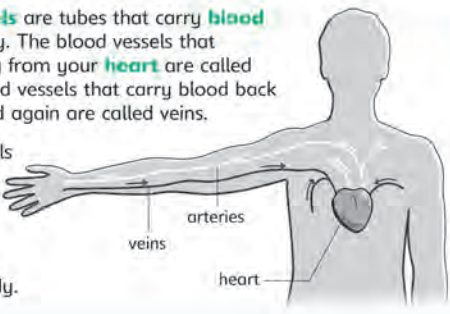
- a concise *Explanation* to introduce each topic
- extensive practice *Activities* to consolidate and revise knowledge and skills
- thought-provoking '*Did you know?*' facts and information
- a *Glossary* of scientific language
- a *Scientific investigation* summary
- answers to all the questions in the book.

### 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**.

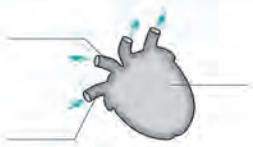
Your heart and blood vessels make up your **circulatory system**.

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



## 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.  
..... 2 marks

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

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

#### AGES 6-11

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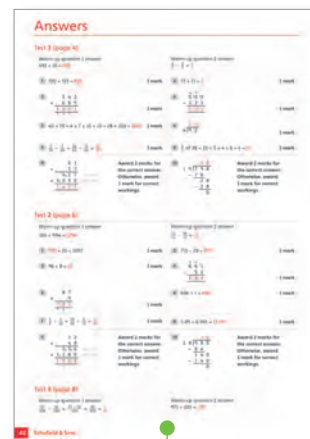
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The **KS1** and **KS2 SATs Arithmetic 10-Minute Tests** provide short, sharp bursts of practice to develop children's mental calculation skills and number fluency. Each test begins with two warm-up questions, followed by a set of context-free, timed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

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

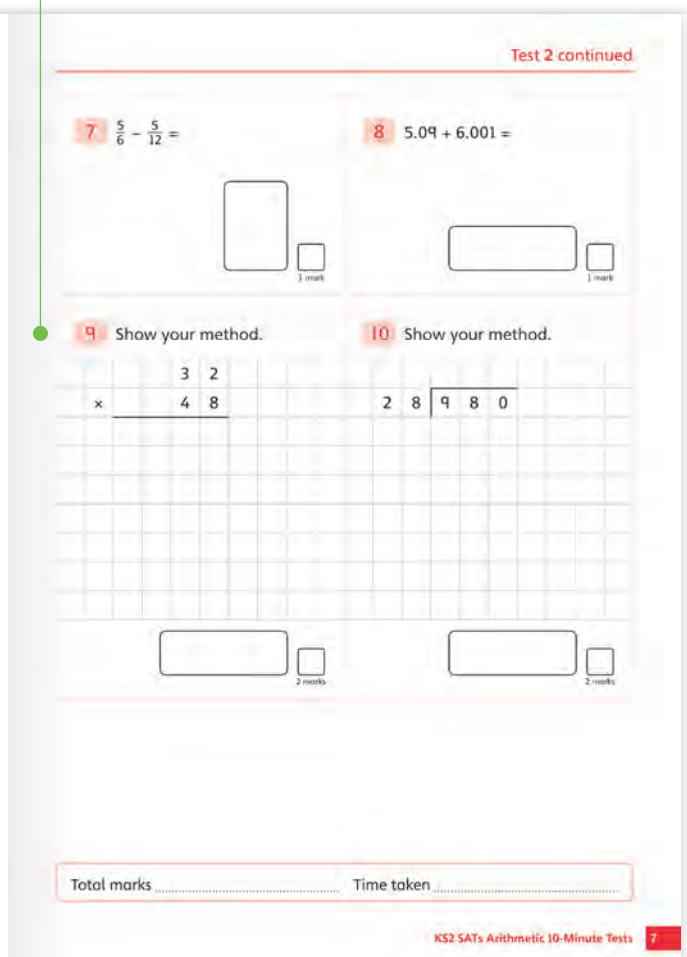
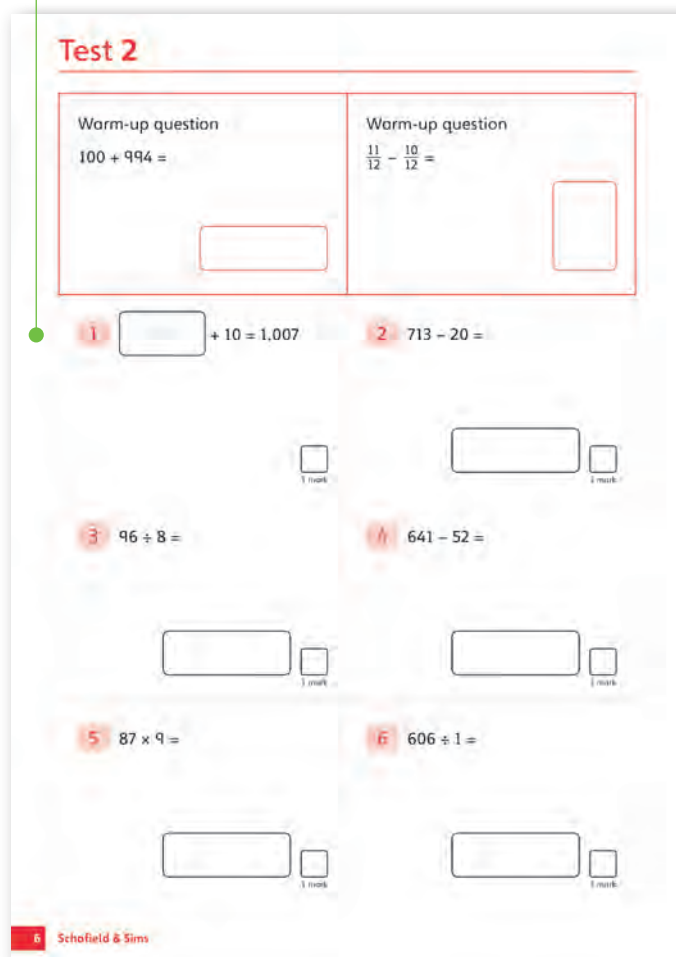
All the books feature a child-friendly introduction, *Progress chart* for recording test scores and pull-out answer booklet containing answers to all the questions in the book, as well as full instructions for using the tests and guidance on marking.



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

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

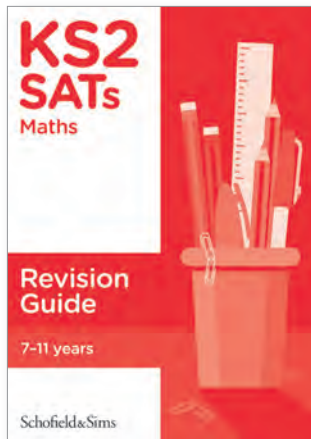
Answers include workings and explanations where appropriate.



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KS2 SATs Reasoning 10-Minute Tests	978 07217 1496 7



## SATs Revision Guides KS1 KS2

Hilary Koll, Steve Mills and Carol Matchett

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

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

- helpful *Tips for tests* and general advice on how to revise effectively
- *Remember* boxes to summarise key information
- regular '*Test yourself*' questions and answers to check recall of information
- a '*Glossary*' to encourage the correct spelling and use of subject vocabulary.

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

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

### Commas and inverted commas

**Commas**  
A **comma** looks like a **full stop** with a tail. Commas are used to show breaks in a sentence. You might write a sentence with a list in it. You put a comma after each item in the list to show the breaks between them.

In the bag there was a bus ticket, a purse, two old photos and a letter.

You do not need a comma between the last two items in a list. Use the word 'and' instead.

**Inverted commas**

'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.

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

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

**Test yourself**

1. Which of these pairs of fractions are equivalent?  
a  $\frac{1}{3}$  and  $\frac{2}{6}$   
b  $\frac{1}{4}$  and  $\frac{2}{8}$   
c  $\frac{1}{5}$  and  $\frac{2}{10}$   
d  $\frac{1}{6}$  and  $\frac{2}{12}$   
e  $\frac{1}{7}$  and  $\frac{2}{14}$
2. Cancel these fractions to their simplest form  
a  $\frac{2}{4}$  c  $\frac{3}{6}$   
b  $\frac{4}{8}$  d  $\frac{5}{10}$
3. Give three fractions equivalent to  $\frac{1}{3}$   
a  $\frac{2}{6}$  c  $\frac{30}{90}$   
b  $\frac{4}{12}$  d  $\frac{10}{30}$

18 Schofield & Sims

AGES 6-11

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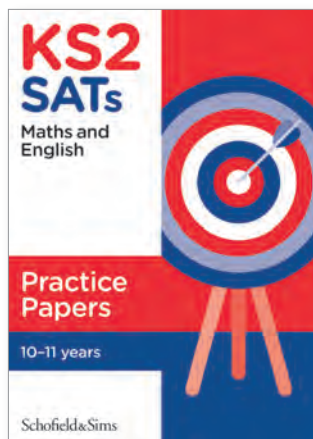
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## SATs Practice Papers KS1 KS2

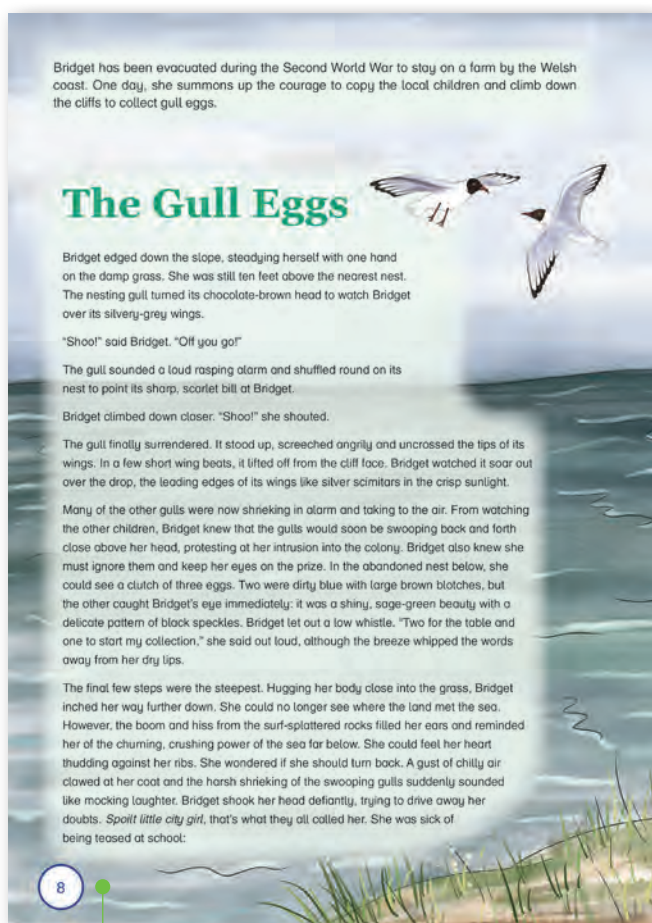
Hilary Koll, Steve Mills, Carol Matchett, Sarah-Anne Fernandes and Giles Clare

The **SATs Practice Papers** feature up-to-date practice material for pupils preparing to sit the national tests. 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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KS1 SATs Maths and English Practice Papers  
978 07217 1652 7

KS2 SATs Maths and English Practice Papers  
978 07217 1651 0



## Science Revision Guides KS1 KS2

Penny Johnson

The **Key Stage 1** and **Key Stage 2 Science Revision Guides** help children to revise the biology, chemistry and physics topics that they have learnt at school. Closely matched to the National Curriculum, each guide provides detailed explanations and targeted practice, as well as guidance on working scientifically. Attractive illustrations and engaging examples help bring revision to life, while a comprehensive index means that pupils can either work through the topics in order or focus on a particular area.

Each revision guide features:

- helpful *Tips for tests* and advice on how to revise effectively
- *Remember* boxes to summarise key information
- regular *Test yourself* questions and answers to check recall of information
- a *Glossary* to encourage the correct spelling and use of scientific vocabulary.

### Food chains

Animals need food to stay alive. Some animals only eat plants and some animals eat other animals. We can show different animals that eat each other in a **food chain**. A food chain always starts with a plant. The arrows show the direction that food goes through the chain.

This food chain is for you eating a burger.

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 4

### 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 106 for maths and English revision guides.

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**Key Stage 1 Science Revision Guide**  
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**Key Stage 2 Science Revision Guide**  
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## Key Stage 2 Science Practice Papers KS2

*Penny Johnson*

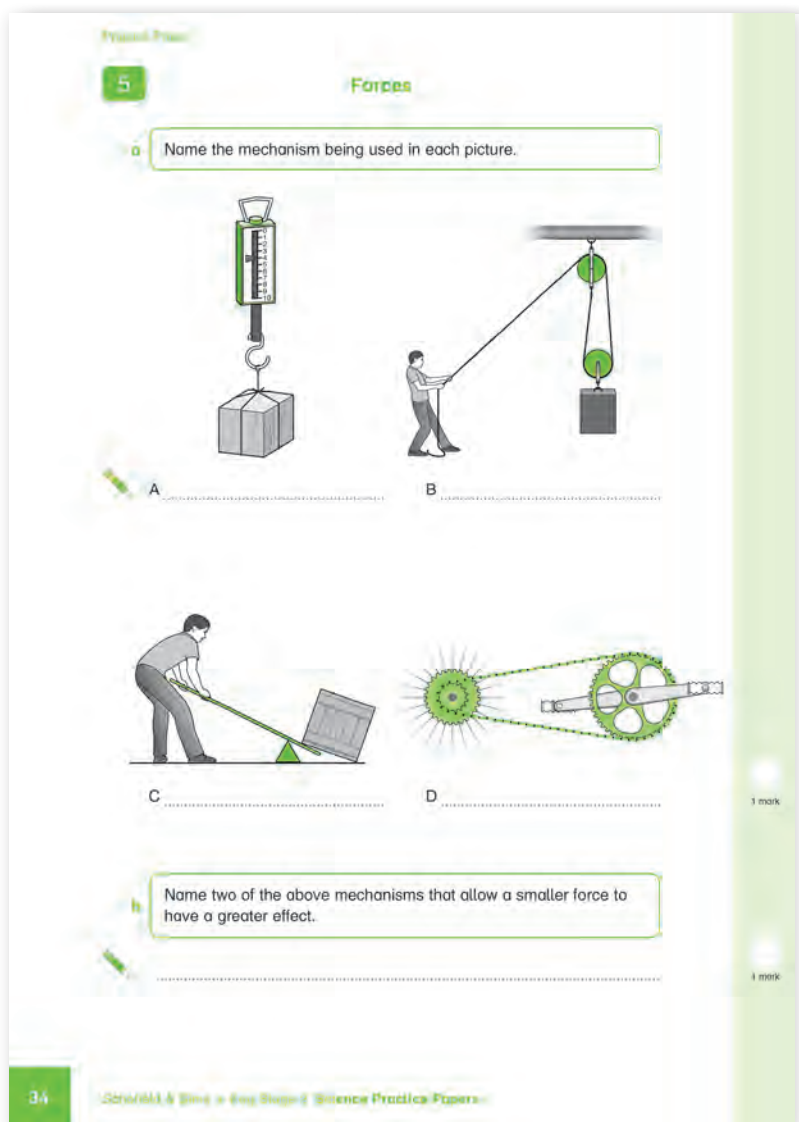
The **Key Stage 2 Science Practice Papers** are closely matched to the Key Stage 2 Science curriculum and reflect the appearance and content of the Key Stage 2 Science Sampling Test. A flexible resource, the papers may be used either independently for formal test practice, or alongside the accompanying 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 107 for maths and English practice papers.



**AGES 7-11**

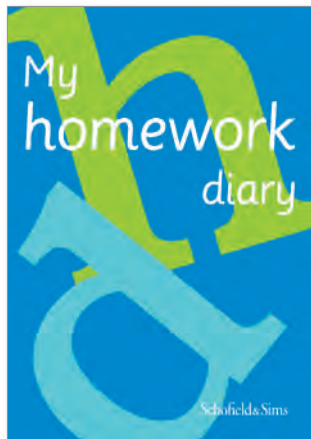
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## My Homework Diary KS2

**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*
- *History timelines* covering prehistory, early history and the history of Britain
- *Geography facts*, including continents and The Seven Wonders of the Ancient World.

### AGES 7-11

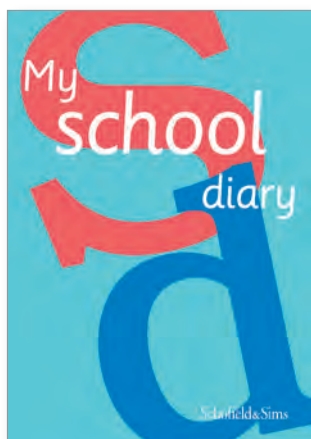
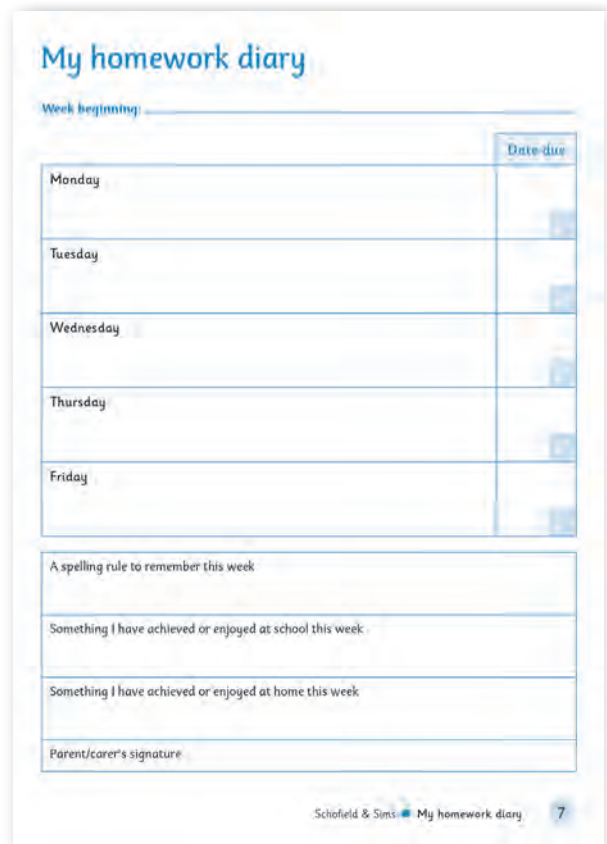
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## My School Diary KS2

**My School Diary** helps to ensure strong home-school communication and encourages children to take ownership of their work. This A5 book includes:

- *Homework diary* pages for the whole school year, featuring *Date due* and *Comments* boxes
- a structured *Reading log* with space to record the book title, pages read and an adult's observations
- pages for children to fill in their school timetable, class rules and personal learning targets
- helpful homework tips for children, parents and carers
- useful reference pages, including a world map, multiplication square, punctuation pyramid and vocabulary lists.

### AGES 7-11

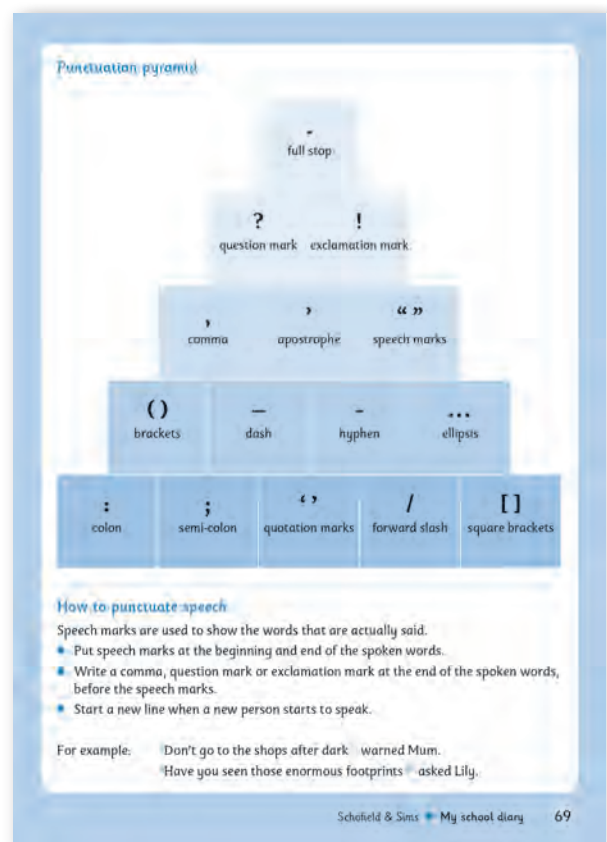
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## My Reading Record for Key Stage 1 KS1

**My Reading Record for Key Stage 1** is a handy A5 book designed to help schools to ensure effective home-school communication. Structured fill-in pages ask parents to note specific points concerning their child's reading at home, while word and sound checklists enable parents to track reading vocabulary. Other parts of the book allow the teacher to give parents information specific to the child, such as *Reading targets*. General notes explain the importance of reading at home, briefly describe the book banding system and outline the priorities for children's reading at Key Stage 1.



### AGES 5-7

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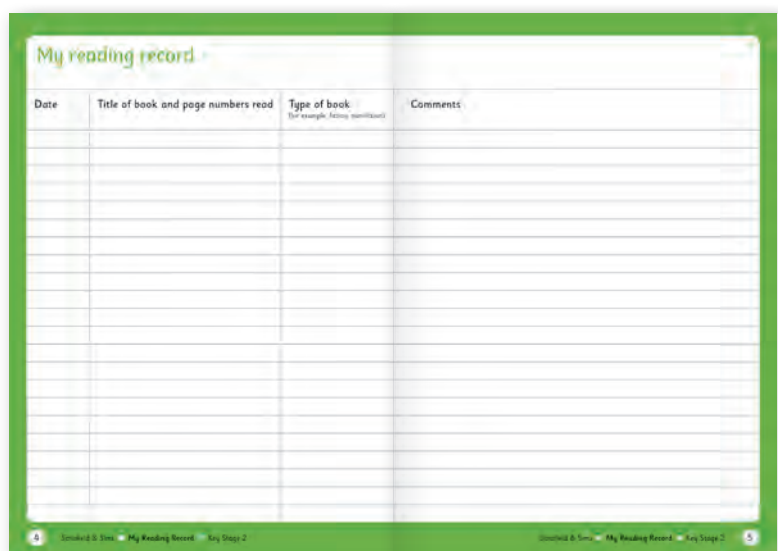
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My Reading Record  
for Key Stage 1  
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## My Reading Record for Key Stage 2 KS2

**My Reading Record for Key Stage 2** is a handy A5 book designed to help schools to ensure effective home-school communication. It includes structured fill-in pages, vocabulary checklists and a helpful list of *Words about reading*. Teachers can use the book to note specific reading targets and letter sounds that the child needs to practise. General notes explain the importance of reading at home, provide a short description of the book banding system and outline the priorities for children's reading at Key Stage 2.



### AGES 7-11

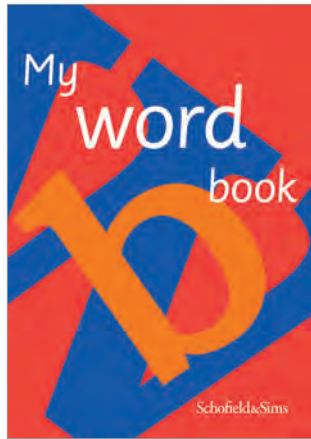
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## My Word Book KS1

**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.



Blank spaces allow children to add in new words as they discover them.

Suffixes are shown in red to highlight word structure and demonstrate the rules of spelling.



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TEACHER PRICE	£2.00
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My Word Book  
978 07217 0961 1



## My Spelling Book KS2

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

This A5 book also contains:

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

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



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

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

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

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

**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.

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

**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.

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	O	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	J	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	O	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.

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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

**AGES 7-11**

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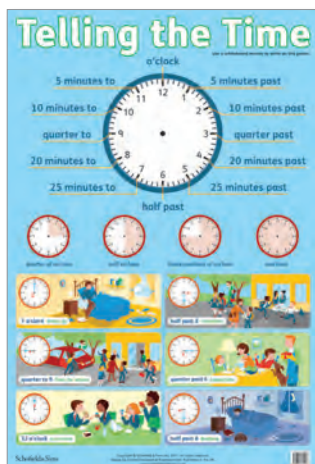
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## Maths, English and science posters

KS1 KS2



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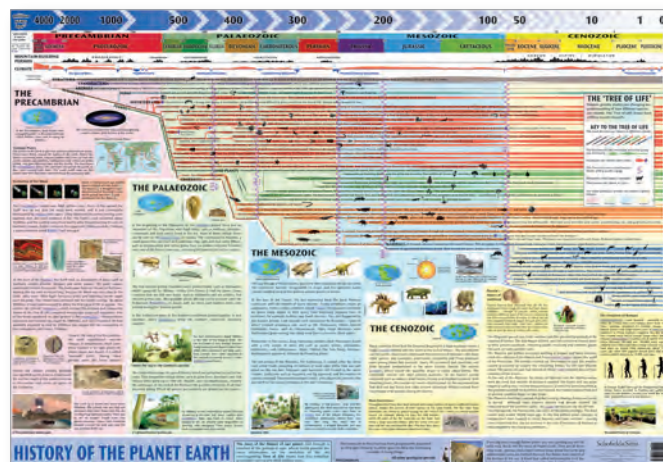
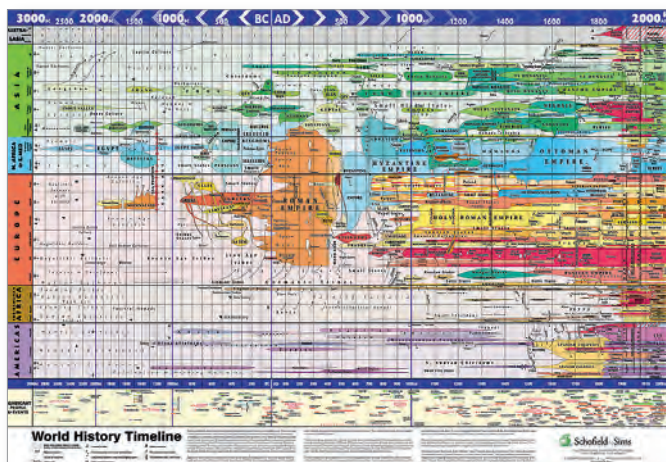
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# Index

<b>A</b>			
A Time to Speak and a Time to Listen	62–63		
Alphabet (poster)	116		
<b>B</b>			
British History Timeline (poster)	117		
<b>C</b>			
Complete Comprehension	56–57		
Complete Primary Dictionary, The	54		
<b>D</b>			
Days of the Week (poster)	116		
<b>E</b>			
Early Comprehension	55		
Eleven Plus Practice Papers	98–99		
Eleven Plus Progress Papers	96–97		
Eleven Plus Rapid Tests	92–95		
Eleven Plus Study and Practice Books	90–91		
English Skills	46–48		
<b>F</b>			
First Comprehension	58–59		
First Dictionary	51		
First Dictionary and Thesaurus Activities	53		
First Illustrated Dictionary	50		
First Mental Arithmetic	70–71, 74		
First Thesaurus	52		
Fractions, Decimals and Percentages	80–83		
<b>G</b>			
Get Set Early Years	6–9		
Grammar and Punctuation	42–45		
<b>H</b>			
Handwriting Practice	33		
History of the Planet Earth (poster)	116		
<b>K</b>			
KS1 Problem Solving	84		
KS2 Comprehension	60–61		
KS2 Problem Solving	85		
<b>L</b>			
Learn Your Times Tables	68		
<b>M</b>			
Map of Europe (poster)	117		
Map of UK and Ireland (poster)	117		
Mental Arithmetic	72–73, 75		
Mental Maths	64		
Multiplication Square (poster)	116		
My Homework Diary	110		
My Letters and Sounds Classroom Kits	20–21		
My Letters and Sounds Decodable Readers	22–30		
My Letters and Sounds e-reader Library	31		
My Letters and Sounds Phonics Practice Pupil Books	18–19		
My Letters and Sounds Phonics Training	32		
My Letters and Sounds Teacher's Handbooks	14–17		
My Reading Record for Key Stage 1	111		
My Reading Record for Key Stage 2	111		
My School Diary	110		
My Spelling Book	113		
My Times Tables Book	67		
My Word Book	112		
<b>N</b>			
Number Book	64		
Number Puzzles	115		
Numbers (poster)	116		
Nursery Books	10–11		
<b>P</b>			
Peters World Map (poster)	117		
Picture Dictionary	49		
Primary Practice	86–89		
<b>S</b>			
SATs 10-Minute Tests	104–105		
SATs Practice Papers	107		
SATs Revision Guides	106		
Science Practice Papers	109		
Science Revision Guides	108		
Spelling	38–41		
<b>T</b>			
Telling the Time	65		
Telling the Time (poster)	116		
Times Tables 1–6 (poster)	116		
Times Tables 7–12 (poster)	116		
Times Tables Practice	69		
Times Tables Tests	66		
<b>U</b>			
Understanding English	102		
Understanding Maths	101		
Understanding Reasoning	100		
Understanding Science	103		
<b>W</b>			
Word Puzzles	114		
World History Timeline (poster)	117		
WriteWell	34–37		
WriteWell (poster)	116		
Written Calculation	76–79		

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