

Welcome & Instructions

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Instructions for use

This PDF is fully interactive and has been created to help you navigate this year's catalogue. There are several links down the left-hand side which you can click on to take you straight to the first page of your chosen section.

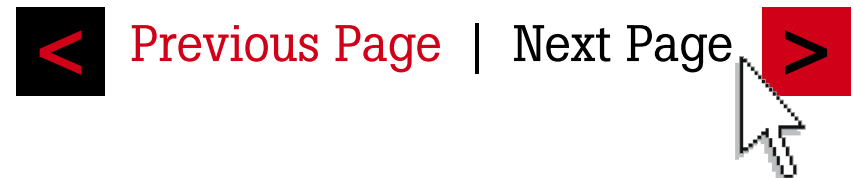
For example, if you want to see the first page of Literacy, simply hover your mouse over that particular button and you will notice it becomes highlighted. One click will then take to you that page.

English



Mathematics

From this point, simply use the 'Next Page' button (positioned below the catalogue page), see example below, to flick through the pages. The 'Previous Page' and 'Next Page' buttons can also be used for navigating your way through the whole document.



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whole-school spelling

see pages 34 and 35

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English skills

see page 41



poetry anthology

see pages 42 and 43



photocopiable maths resources

see pages 54 and 55

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- use the maths guides for entry tests, diagnostic checks and catch-up work.

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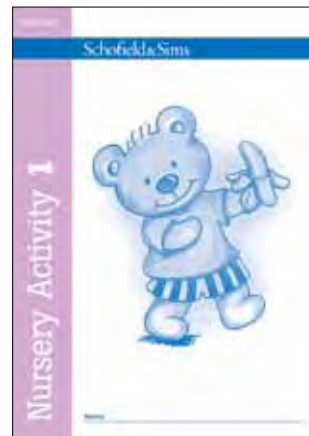
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Early Years Foundation Stage

Activity books



BOOK 1

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

BOOK 2

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

BOOK 3

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

BOOK 4

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

BOOK 5

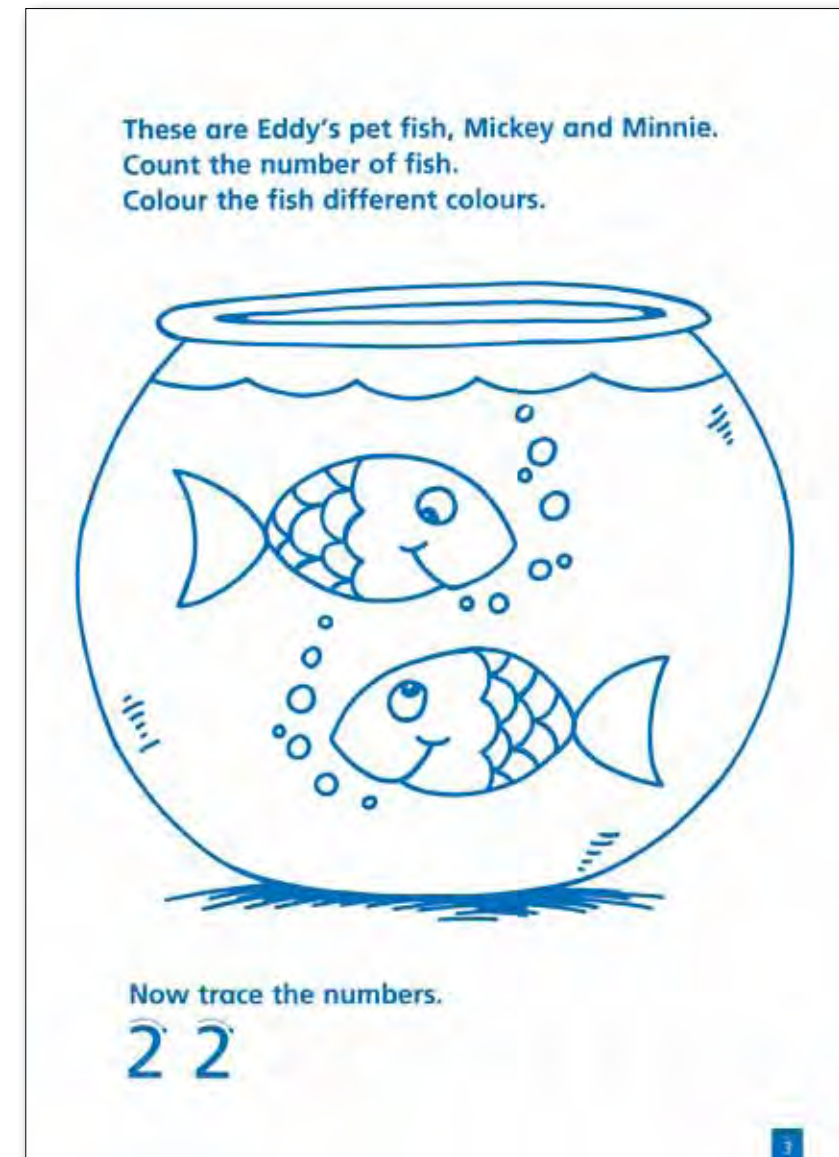
- Numbers to 10
- Positional words (high/low)
- Simple addition
- Repeating patterns

BOOK 6

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

Nursery Activity *Kathryn Linaker*

Nursery Activity is a series of graded activity books reinforcing pre-reading and early mathematical skills (for example, matching, sequencing and counting). The books cover concepts such as colours, shapes and numbers, and feature the appealing character of Eddy the teddy.



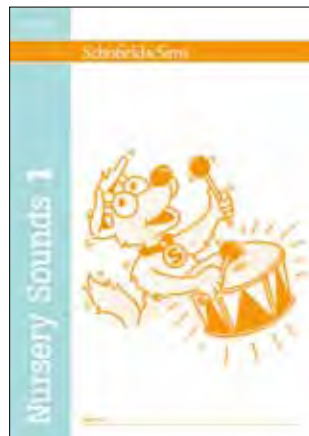
EARLY YEARS FOUNDATION STAGE	
AGES	4+
RETAIL PRICE	£2.45
SCHOOL PRICE	£1.95

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BOOK 6	ISBN 978 07217 0818 8

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Early Years Foundation Stage



Nursery Sounds *Sally Johnson*

Nursery Sounds is a series of graded activity books in which Scamp the dog helps young children to learn letter sounds and to build and spell words.

Sound Phonics on pages 14–17 is fully compatible with *Letters and Sounds*

BOOK 1

- Correct formation of consonants ('b' to 'n')
- The sounds made by the above letters at the start of a word
- Alliteration (words beginning with the same sound)

BOOK 2

- Correct formation of consonants ('p' to 'z')
- The sounds made by the above letters at the start of a word
- Alliteration (words beginning with the same sound)

BOOK 3

- Correct formation of vowels ('a', 'e', 'i', 'o' and 'u')
- The sounds made by the above letters at the start of a word
- Alliteration (words beginning with the same sound)
- Sounds made by more than one letter ('sh', 'ch' and 'wh')

BOOK 4

- Rhyming words
- Spelling patterns (for example, '-at', '-an' and '-ot')
- Rhyming phrases

BOOK 5

- Building three-letter words (putting sounds together to write a word)
- 'Sounding-out' words (saying each separate sound in turn to read a word)
- Matching captions with pictures

BOOK 6

- Letter blends (for example, 'bl', 'pr' and 'sc')
- Silly alliterative sentences
- The 'th' digraph (one sound made by two letters)
- Rhyming word endings (for example, '-all and '-ake)
- Vowel digraphs (for example, 'ea' and 'oa')



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Early Years Foundation Stage

Activity books



BOOK 1

- Reading direction (left-to-right and top-to-bottom)
- Handwriting patterns
- One-to-one matching
- Using pictures to tell a story

BOOK 2

- Reading direction (left-to-right and top-to-bottom)
- Handwriting patterns
- One-to-one matching and tracking shapes across the page
- Using pictures to tell a story

BOOK 3

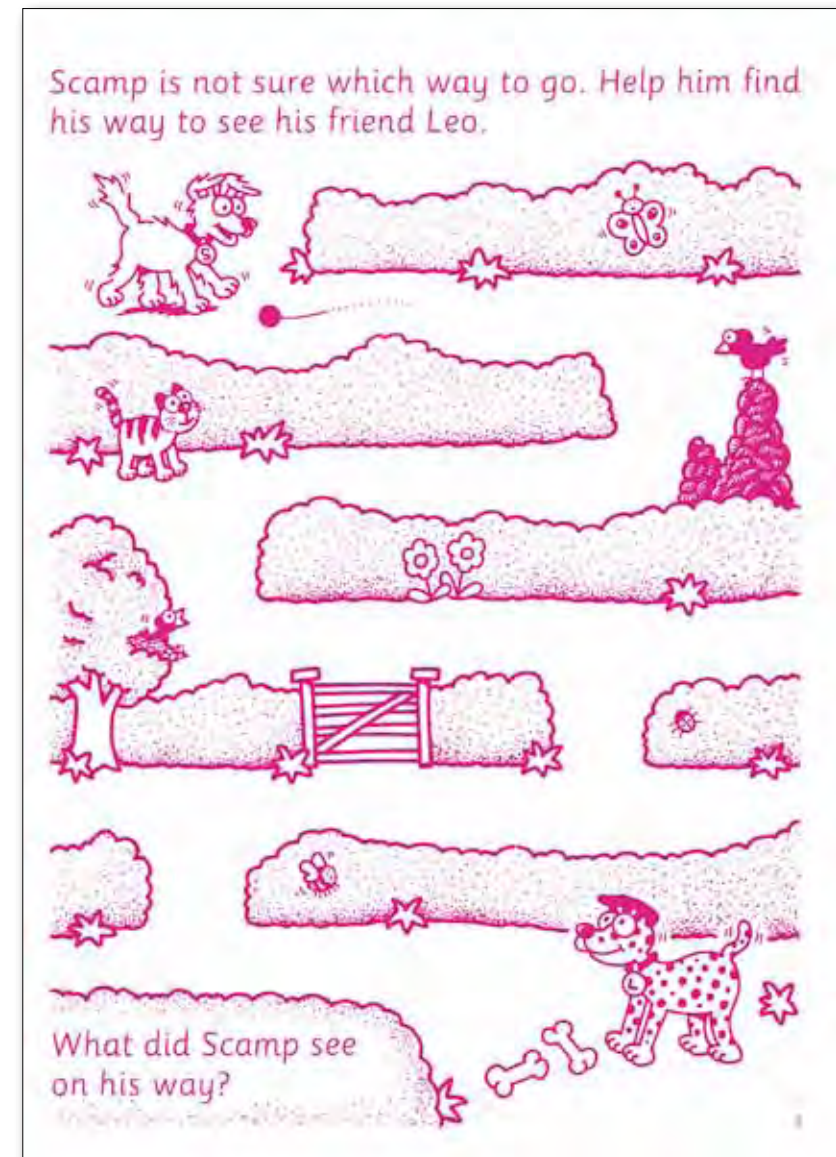
- Finger tracking (pointing) across the page
- Matching letters
- Using pictures to tell a story
- Alliteration (words beginning with the same letter sound)

BOOK 4

- Finger tracking (pointing) across the page
- Using pictures to tell a story
- Rhyming words
- Alliteration (words beginning with the same letter sound)
- Matching two-letter words

Pre-reading Skills *Sally Johnson*

Pre-reading Skills is a series of graded activity books in which Scamp the dog helps young children to make sense of print by looking at picture cues and sequencing stories.



EARLY YEARS FOUNDATION STAGE

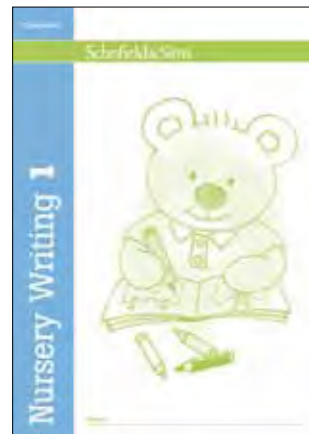
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BOOK 4	ISBN 978 07217 0912 3

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Early Years Foundation Stage



Nursery Writing *Kathryn Linaker*

Nursery Writing is a series of graded activity books using the appealing character of Eddy the teddy to help young children learn letters, sounds and simple words.

BOOK 1

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

BOOK 2

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

BOOK 3

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

BOOK 4

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

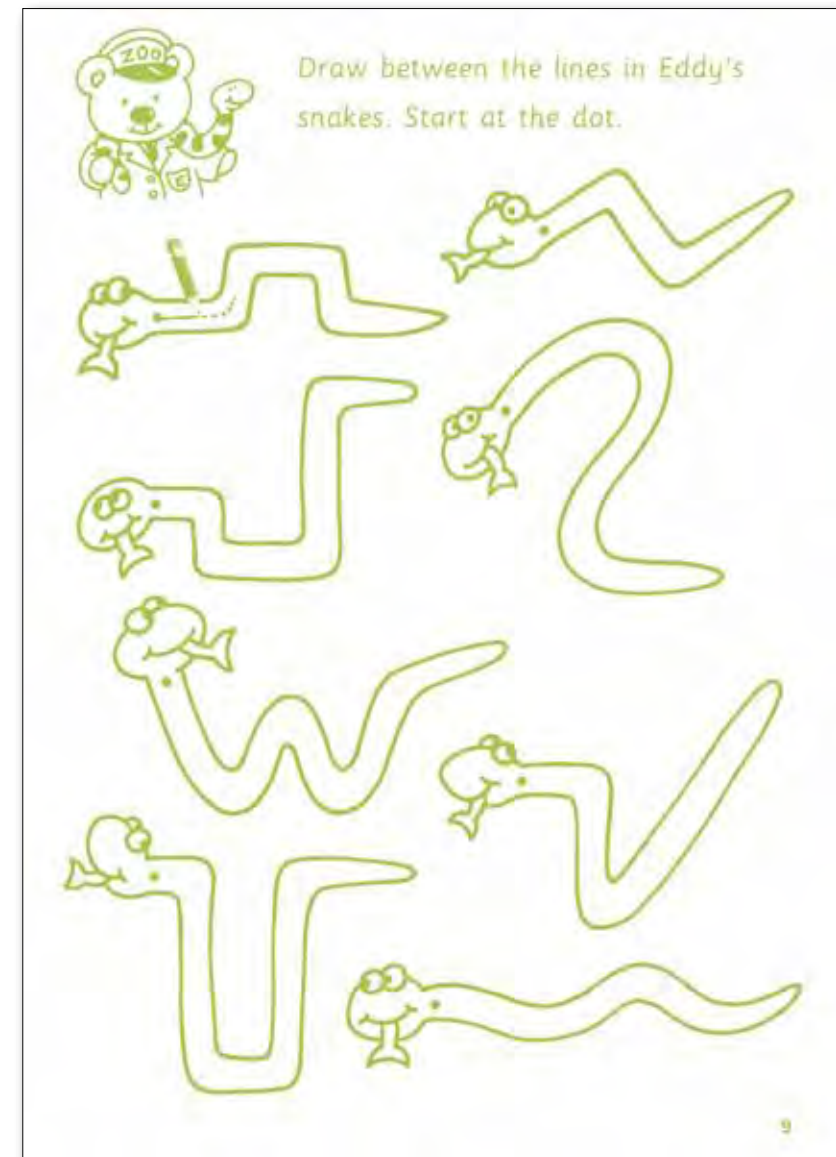
BOOK 5

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

BOOK 6

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

For Handwriting Practice, see pages 26–27.



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BOOK 6	ISBN 978 07217 0824 9

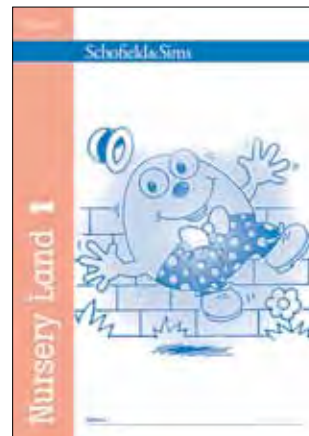
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Early Years Foundation Stage

Activity books



BOOK 1

- 11 nursery rhymes including Baa, Baa Black Sheep and Twinkle, Twinkle Little Star
- One-to-one matching
- Counting to 3 and correct formation of the numerals
- Repeating patterns

BOOK 2

- 11 nursery rhymes including Humpty Dumpty and Polly Put the Kettle On
- Counting to 5 and correct formation of the numerals
- Adding one more
- Common 2-D shapes
- Story sequencing

BOOK 3

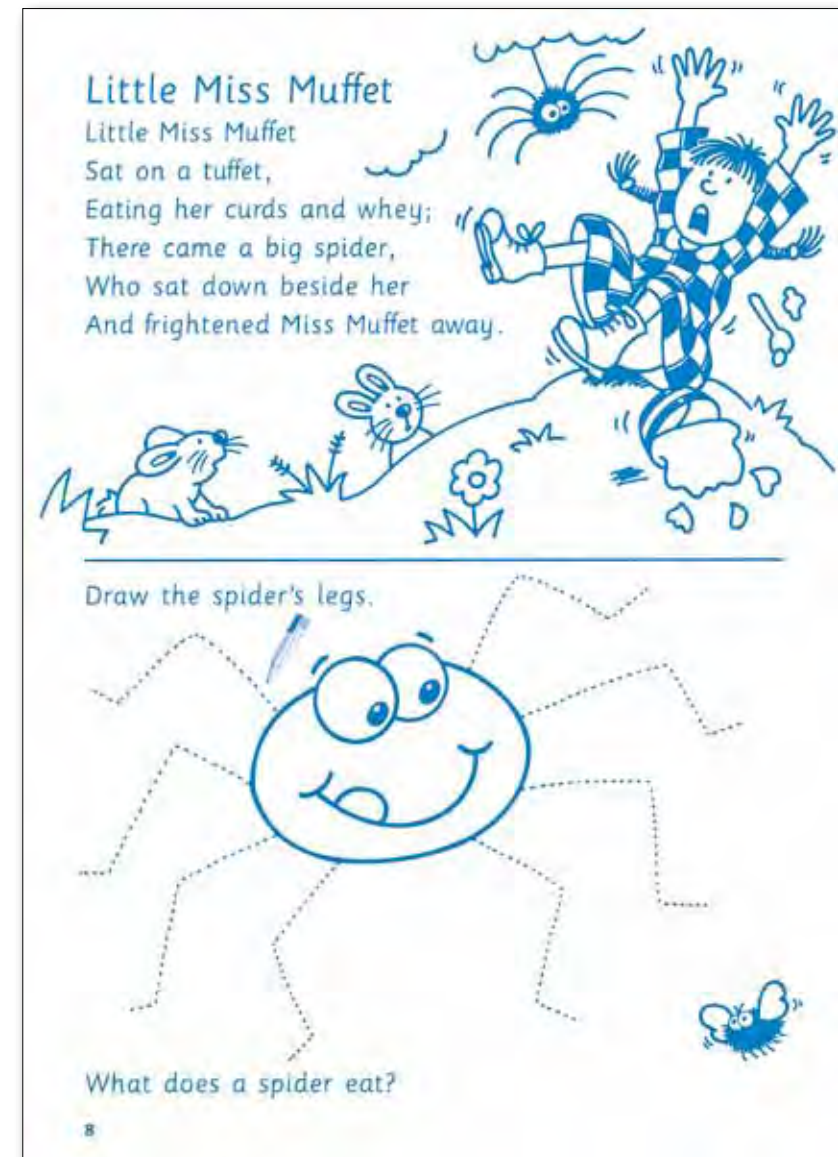
- 11 nursery rhymes including Hey Diddle, Diddle and Jack and Jill
- Counting to 8 and correct formation of the numerals
- Common 2-D shapes
- Basic colours

BOOK 4

- 11 nursery rhymes including 1, 2, 3, 4, 5, Once I Caught a Fish Alive and Hickory, Dickory, Dock
- Counting to 10 and correct formation of the numerals
- Shapes and repeating patterns
- Story sequencing
- Clock numbers

Nursery Land *Sally Johnson*

Nursery Land is a series of graded activity books using familiar songs and rhymes to reinforce pre-reading and early mathematical skills (for example, matching and sequencing). The books cover concepts such as colours, shapes and numbers.



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BOOK 3	ISBN 978 07217 0786 0
BOOK 4	ISBN 978 07217 0787 7

Early Years Foundation Stage



BOOK 1

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

BOOK 2

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

BOOK 3

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

BOOK 4

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

BOOK 5

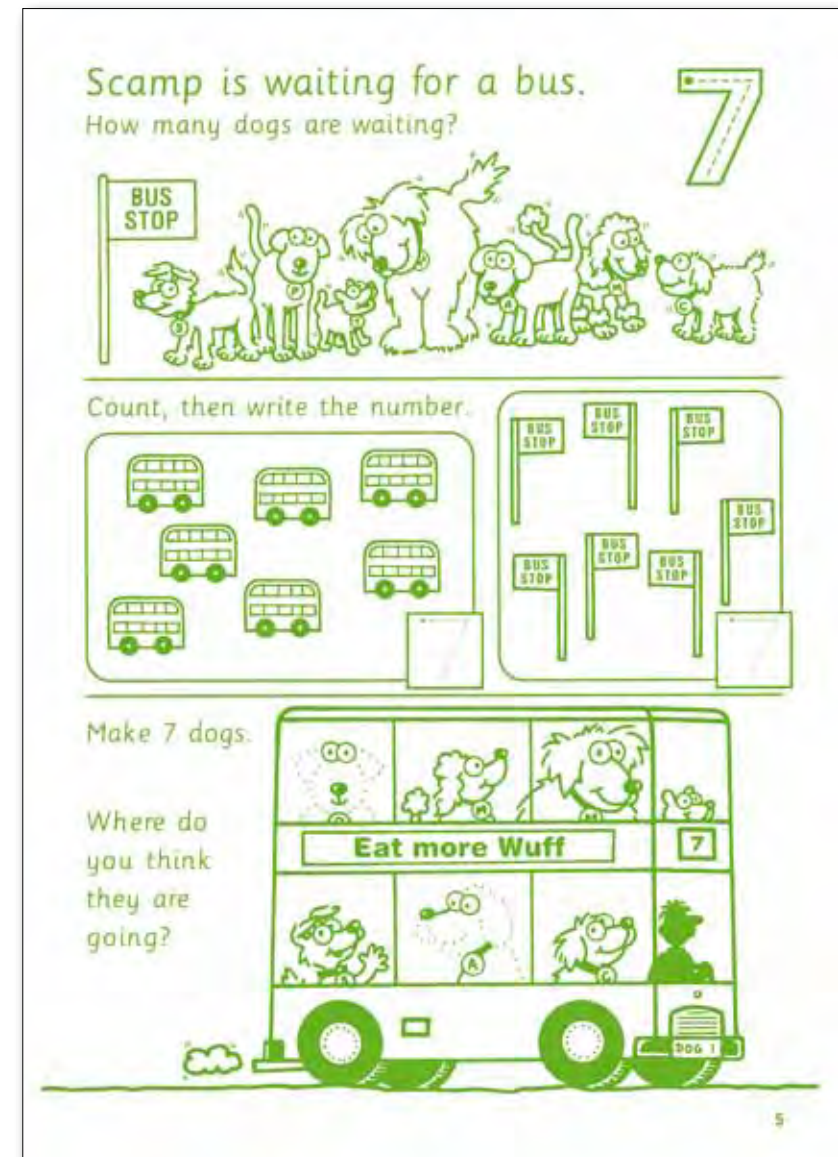
- Numbers to 10
- Simple subtraction
- Comparing quantities (fewer)
- Counting on and back

BOOK 6

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

Nursery Numbers *Sally Johnson*

Nursery Numbers is a series of graded activity books that reinforce mathematical language and early number skills, including matching, sequencing and counting. The books cover concepts such as money, shapes and measures and feature the appealing character of Scamp the dog.



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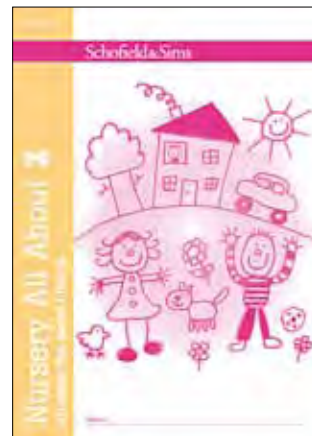
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Early Years Foundation Stage

Activity books



All About Me

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

All About Where I Live

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

All About the World I Live In

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

All About the Weather

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

Nursery All About *Sally Johnson*

Nursery All About is a series of activity books that uses familiar, cross-curricular themes to reinforce children's early skills.

It also helps to develop children's knowledge and understanding of the world, which is one of the seven areas of learning for the Early Years Foundation Stage curriculum.

Attention
the science
coordinator!



All About Me

ISBN 978 07217 0871 3

All About Where I Live

ISBN 978 07217 0872 0

All About the World I Live In

ISBN 978 07217 0873 7

All About the Weather

ISBN 978 07217 0874 4

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Early Years Foundation Stage

Books for giving to parents



Early Learning at Home

Sally Johnson

This easy-to-read A4 book helps parents to develop their children's pre-school skills through providing enjoyable play activities, a variety of experiences and a stimulating environment in which children's learning will flourish.

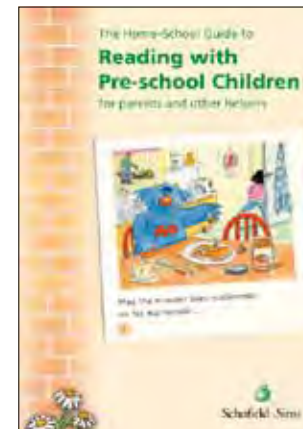
Clearly explained and attractively presented, **Early Learning at Home** covers the areas of learning that are the most important to children in the Early Years Foundation Stage:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts, design and creativity.

Parents may work through the book from cover to cover or dip into the activities of their choice to give children a head start in the nursery or Reception class.

EARLY YEARS FOUNDATION STAGE	
AGES	3-5
RETAIL PRICE	£3.95
SCHOOL PRICE	£1.00

Early Learning at Home
ISBN 978 07217 0908 6



Home-School Guides to Reading

Carol Matchett

Fully compatible with your classroom teaching, and providing excellent value for money, these are simple guides to helping children with reading and pre-reading activities. They are ideal for parents and other helpers to use with children aged three to five years, at home or in school. Each Guide:

- is perfect for use with the **Daisy Lane Home-School Readers**, but may also be used with other reading books for the appropriate age group
- contains simple explanations of the process of learning to read
- describes a broad range of English skills and reading strategies
- is full of ideas and 'Brainwaves' for encouraging early literacy – using books, the text that surrounds us and everyday objects
- is positive, encouraging and easy to understand
- is in a convenient 16-page A5 format.

These books provide the perfect follow-up to parent induction meetings or reading workshops. They are just right for home reading bags or to accompany home-school reading diaries.

EARLY YEARS FOUNDATION STAGE	
AGES	3-5
RETAIL PRICE	£2.95
SCHOOL PRICE	£1.00

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

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

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Early Years Foundation Stage



Readers

Daisy Lane Home-School Readers

Carol Matchett

The **Daisy Lane Home-School Readers** are lively stories for children and adults to enjoy together. Specially written by a teacher to support children's first steps in literacy, all the stories encourage children to link sounds and letters.

The readers are primarily for children who have not yet started to read but show an interest in books, or are just beginning to read. Each book includes communication, language and literacy activities that support the Early Years Foundation Stage curriculum.

The **Daisy Lane Sound Stories**:

- develop early phonological awareness and sound-symbol relationships using rhyme and alliteration
- support phonics teaching as advocated by *Letters and Sounds*.



The **Daisy Lane Key Word Stories**:

- open the door to word recognition through patterns and repetition
- reinforce the high-frequency words for the Reception year.



For use at home and in school

The **Daisy Lane Home-School Readers** are ideal as home readers and may also be used for group or independent reading in class. The books will sit comfortably with any other readers that your school may already be using.

Guided reading notes for parents and other helpers

Every reader includes concise notes for adults which:

- reinforce the reading skills and strategies taught in the classroom
- assist parents and classroom assistants in guided reading sessions
- help them to develop children's comprehension skills and boost their confidence in speaking and listening.

Teacher resources

Daisy Lane Reading Profile

Designed to accompany the readers for Reception-age children (second list, right), this eight-page A4 one-per-child booklet will enable teachers to gather information about children's earliest steps in reading. This can be used to inform planning and to provide direct evidence tailored to the Early Years Foundation Stage Profile. The **Daisy Lane Reading Profile** contains transcripts of selected sections of text from each of the six books at this level, a note of the sounds and key words focused on and some key questions to check children's understanding.

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SCHOOL PRICE	50p

Daisy Lane Reading Profile
ISBN 978 07217 1114 0

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

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

Toy trouble (Sound Story)
ISBN 978 07217 1103 4

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

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

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

Whilst the books on the second list (below) are slightly more advanced than those on the first, the books may be read in any order.

Helping Harpo (Sound Story)
ISBN 978 07217 1108 9

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

Zap! (Sound Story)
ISBN 978 07217 1110 2

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

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

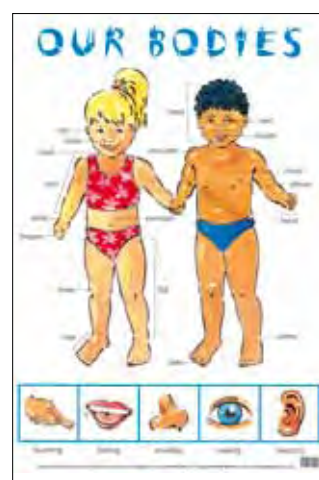
Lost and found (Key Word Story)
ISBN 978 07217 1113 3

See also the Early Years Foundation Stage workbooks (pages 4-10), the Home-School Guides to Reading (page 11) and the Sound Phonics series on pages 14-17.

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English: Giant Posters



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Weather Chart	ISBN 978 07217 5562 5

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English: Foundation & Key Stage 1

Phonics

50% match funded price:
for details see page 92



Sound Phonics

Carol Matchett

Sound Phonics is a comprehensive resource, fully compatible with *Letters and Sounds* and with any incremental phonics programme. Its graded activities, best completed with an adult, reinforce early literacy skills through listening and speaking – and support a multisensory approach. The child is encouraged to:

- look at, point to, trace and form letters
- say the separate sounds in words ('segmenting for spelling')
- blend them to read words ('blending for reading')
- read and spell 'tricky' words.

Assessment pages and an Assessment summary help you to monitor progress

The first book, a reusable resource for the Early Years Foundation Stage, is followed by nine one-per-child activity books for Foundation and Key Stage 1.


Focus statements summarise objectives.

Pictures help elicit letter sounds.

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

The letter n

Say the letter sound.




n

Point to each letter and say the sound.

n n n

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




9

Segmenting for spelling: Sets 1 to 3

Remember, Tog the robot speaks in sound talk. He breaks up words into separate sounds.

T-o-g



Help Tog to sound talk these words. Draw a ring round the letter that Tog needs next.

d i d p g

m o d p k

m a d p k

24

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

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

Phonics terms are defined in glossary.

Blending for reading: Sets 1 to 4

Use sound talk to read the three words on each line. Press the sound button as you say the letter sound. Then blend the sounds to say the word.

Draw a ring round the word that goes with the picture.

rot rat rap

mud mug mad

rag rig rug

nut not nod

29

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English: Foundation & Key Stage 1

Help every child to tune into literacy with this reliable and accessible series.

50% match funded price



Sound Phonics Phase One

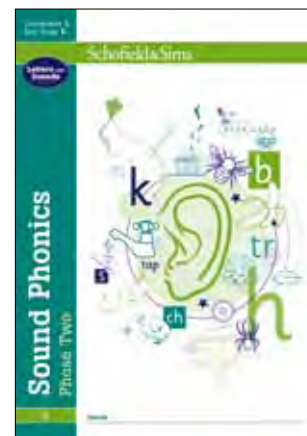
Carol Matchett

A reusable stimulus book for the Early Years Foundation Stage, this book supports communication, language and literacy in early years settings as described in *Curriculum Guidance for the Foundation Stage*, as well as *Letters and Sounds Phase One*. It covers:

- developing the child's awareness of environmental sounds
- recognising the separate sounds in words (through rhymes, songs and games)
- sound discrimination, rhythm, rhyme and alliteration
- oral blending and segmenting.

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PHASE ONE
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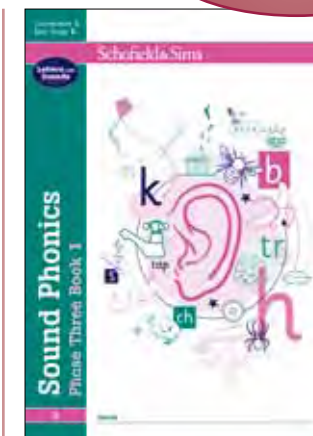
Carol Matchett

This and all subsequent books in the series are one-per-child activity books for completion by the child. Phase Two covers:

- practice of letter Sets 1 to 5
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Sound Phonics Phase Three

Carol Matchett

- Practice of letter Sets 1 to 7
- Understanding the concept of two or more letters making a single sound
- Tracing over enlarged letters, with arrows for guidance

Book 1

- Revision of letter Sets 1 to 5
- Practice of Sets 6 and 7, plus four consonant digraphs
- Practice of letter names, using rhymes

Book 2

- Revision of letter Sets 4 to 7
- Revision of 14 vowel digraphs
- Letter formation

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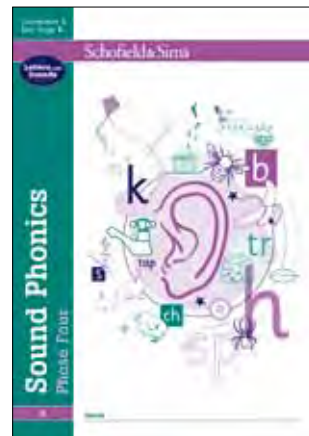
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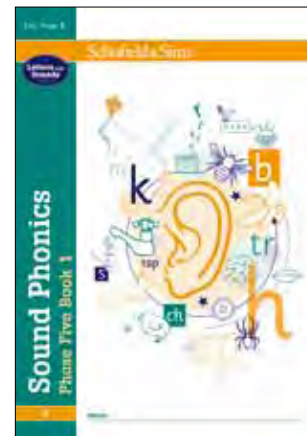
Sound Phonics Phase Four

Carol Matchett

- Revision of letter Sets 1 to 7
- Blending and segmenting words (including words with adjacent consonants)
- Counting phonemes to boost confidence in spelling
- Forming letter shapes independently

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Sound Phonics Phase Five

Carol Matchett

- Different pronunciations of the same grapheme
- Different spellings of the same phoneme
- Identifying key spelling patterns
- Recognising graphemes with more than one letter

Book 1

- Revision of Phase Three graphemes
- Practice of 19 new graphemes, including some split digraphs

Book 2

- Alternative pronunciations of 14 known graphemes
- Reading longer texts

Book 3

- Alternative spellings of 23 phonemes
- Learning key spelling patterns

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Sound Phonics Phase Six

Carol Matchett

- Spelling strategies for use when writing
- Revision of long and short vowel sounds
- Practice in using prefixes and suffixes
- Independent reading and writing, with limited assistance

Book 1

- Making spelling choices, particularly in words with long vowel sounds
- Adding common word endings
- Recognising how each word ending affects spelling of the base word

Book 2

- Revision of known word endings
- Practice of five new word endings and two new prefixes
- Increasing written vocabulary with themed topic words

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Comparison chart – Sound Phonics activity books covering Letters and Sounds Phases Two to Six

	2. Sound Phonics Phase Two	3. Sound Phonics Phase Three Book 1	4. Sound Phonics Phase Three Book 2	5. Sound Phonics Phase Four	6. Sound Phonics Phase Five Book 1	7. Sound Phonics Phase Five Book 2	8. Sound Phonics Phase Five Book 3	9. Sound Phonics Phase Six Book 1	10. Sound Phonics Phase Six Book 2
Practice of new graphemes	Letter Sets 1–5 (s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l)	Letter Sets 6–7 (j, v, w, x, y, z, zz, qu) plus sh, ch, th, ng and ll, ss, ff, ck	Letter Sets 4–7 plus consonant digraphs introduced	(None – consolidation phase)	ay, ou, ie, ea, oy, ir, aw, ue, ew, oe, ai, ey, a-e, e-e, i-e, o-e, u-e, wh, ph	Alternative pronunciation of known graphemes	Alternative spelling of known phonemes	Less common grapheme–phoneme correspondences; suffixes s, es, ed, ing	Suffixes ies, y, ful, ly; prefixes un, dis, er, est
Revision of graphemes	Letter Sets 1–4	Letter Sets 1–5	Letter Sets 4–7 plus consonant digraphs	Letter Sets 1–7, Phase Three graphemes	Phase Three graphemes	Graphemes from Phases Two, Three and Five	Recognition of alternative pronunciations and spellings	Long and short vowel sounds; alternative pronunciations (Phase Five)	Grapheme check Phases Three and Five; suffixes s and es
Reading activities	Reading CVC words with letters from Sets 1–5; tricky words; captions; sentences; signs; notes	Reading CVC words with new graphemes; two-part words; tricky words; sentences; clues; questions; captions	Reading words with vowel digraphs; two-part words; tricky words; questions; sentences; clues; captions	Reading words with adjacent consonants; two-part words; tricky and high-frequency words; sentences; questions; clues; captions	Reading words with up to two parts; words with split graphemes; new graphemes; tricky and high-frequency words; speech; questions	Reading words with alternative pronunciations; words with up to two parts; tricky words; high-frequency words; questions; clues; stories	Reading words with up to two parts; words with new graphemes; tricky words; speech bubbles; sentences	Reading activity instructions; words with up to two parts; tricky words; words with less common graphemes; stories	Reading activity instructions; words with up to three parts; tricky words; words with less common graphemes; common graphemes; story titles; poems; stories; proofreading a story
Spelling and writing activities	Segmenting for spelling (oral segmenting of CVC words; recall of letters needed)	Segmenting CVC words for spelling (selecting letters/graphemes needed)	Segmenting to spell words	Segmenting to spell words with adjacent consonants	Spelling words with two parts; words with new and split graphemes; writing captions; completing sentences	Spelling words with two parts; tricky words; question words; writing sentences and captions; answering questions	Choosing from alternative spellings; selecting correct spelling of phonemes; spelling two-part words and long vowel sounds; completing and writing sentences	Choosing from alternative spellings; spelling correctly; longer and tricky words; writing sentences and captions; adding suffixes	Choosing from alternative spellings; spelling tricky words; proofreading a story; two- and three-part words; high-frequency and topic words; writing sentences; rules for adding prefixes and suffixes
Letter formation	Pointing and finger tracing only	Occasional tracing over dotted letters, with arrows indicating direction	Tracing over dotted letters, with arrows indicating direction – and copying them	Tracing over some dotted letters with no arrows – and copying them; writing most letters independently	Tracing over some dotted letters; writing most letters and words independently	Tracing over some dotted letters; writing most letters and words independently	Tracing over some dotted letters; writing most letters, words and some sentences independently	Writing words and some sentences independently	Child writes independently
Assessment areas	1. Letter sounds (Sets 1–5) 2. Blending; segmenting (oral and for reading/spelling) 3. Tricky words	1. Sounds (Sets 1–7 plus consonant digraphs) 2. Blending 3. Segmenting 4. High-frequency words 5. Tracing letters	1. Sounds (Phase Two and Three graphemes) 2. Blending; segmenting 3. Letter formation 4. Tricky words	1. Sounds 2. Blending; segmenting 3. Letter formation 4. Tricky words	1. Sounds 2. Blending; segmenting 3. Letter formation 4. Tricky words	1. Sounds (including alternative pronunciations) 2. Blending; segmenting 3. Tricky words	1. Sounds (Phase Five) 2. Blending; segmenting 3. High-frequency words	1. Reading aloud (fluency) 2. Segmenting 3. Reading; spelling; adding suffixes	1. Reading aloud (fluency) 2. Spelling words; adding endings 3. Reading; spelling

Please note: There is no activity book for **Sound Phonics Phase One**; instead there is a **reusable stimulus book** containing sound discrimination activities and games that prepare children for learning how to read and spell.

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for details see
page 92

Phonics



First Phonics

Anne Evans

First Phonics is a series of graded activity books. It helps children to learn the basic sounds and spelling patterns required for reading and writing.

Book 1 reinforces children's knowledge of the letters of the alphabet and develops their awareness of beginning word sounds.

This book is suitable for young children who are learning to read and write and those in Key Stage 1 who need further practice.

Book 2 consolidates children's understanding of beginning word sounds and correct letter formation.

This book is suitable for young children who are learning to read and write and those in Key Stage 1 who need further practice.

Book 3 reinforces children's understanding of beginning, middle and end sounds in words and helps them to develop simple word-building skills.

This book is suitable for children making the transition from the Early Years Foundation Stage to Key Stage 1 and those already in Key Stage 1 who need further practice.

Book 4 reinforces children's understanding of letter blends (such as 'tr' and 'sl') and single sounds made by more than one letter ('sh', 'ch' and 'th').

This book is suitable for children making the transition from the Early Years Foundation Stage to Key Stage 1 and those already in Key Stage 1 who need further practice.

Sound Phonics on pages 14–17 is fully compatible with *Letters and Sounds*

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BOOK 2
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BOOK 3
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BOOK 4
ISBN 978 07217 0828 7



Sound Practice

Andrew Parker
and Jane Stamford

Sound Practice is a series of graded activity books that help children to learn the sound and spelling patterns necessary for reading and writing.

Book 1

- Letters of the alphabet
- Sounds made by the first letter of a word

This book is suitable for children making the transition from the Early Years Foundation Stage to Key Stage 1 and those already in Key Stage 1 who need further practice.

Book 2

- Letters of the alphabet
- Sounds made by the first letter of a word
- Word endings

This book is suitable for children making the transition from the Early Years Foundation Stage to Key Stage 1 and those already in Key Stage 1 who need further practice.

Book 3

- Vowel sounds (a, e, i, o, u) in the middle of a word
- Spelling three-letter words
- Breaking words into beginnings and endings (onset and rime)

This book is suitable for children making the transition from the Early Years Foundation Stage to Key Stage 1 and those already in Key Stage 1 who need further practice.

Book 4

- Consonant blends (for example, 'pl' and 'br')
- Single sounds made by more than one letter (for example, 'ck', 'll' and 'sh')
- Breaking words into beginnings and endings (onset and rime)

This book is suitable for children in Key Stage 1.

Book 5

- Consonant blends (for example, 'sc' and 'sp')
- Single sounds made by more than one letter (for example, 'th', 'ow' and 'ai')
- Breaking words into beginnings and endings (onset and rime)
- 'Magic e' at the end of a word

This book is suitable for children in Key Stage 1.

Sound Phonics on pages 14–17 is fully compatible with *Letters and Sounds*

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BOOK 2
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BOOK 3
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BOOK 4
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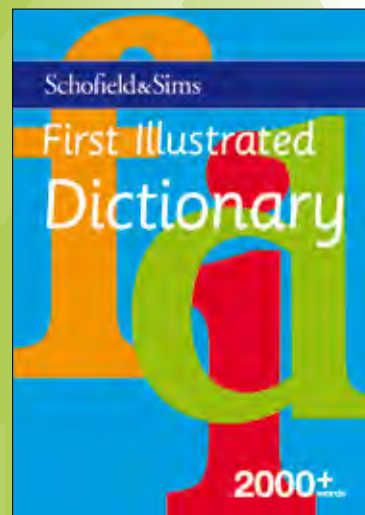
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English: Key Stage 1

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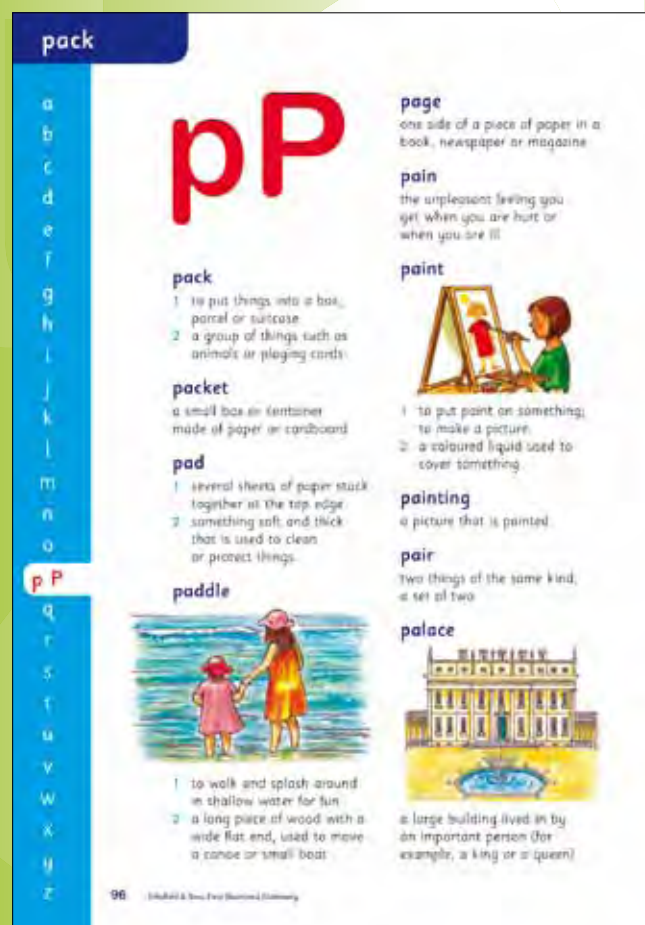
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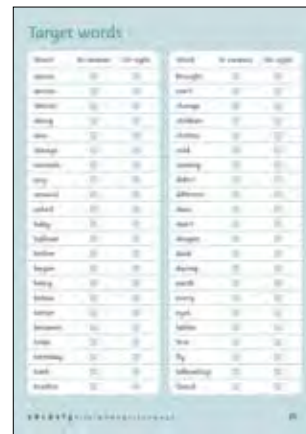
Use with the **First Dictionary and Thesaurus Activities** (page 25).

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Dictionaries and word books



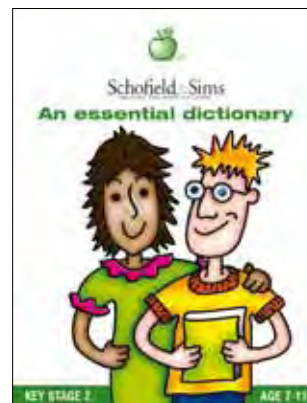
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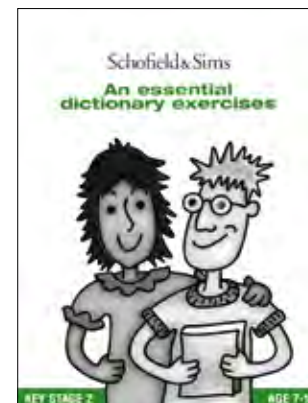
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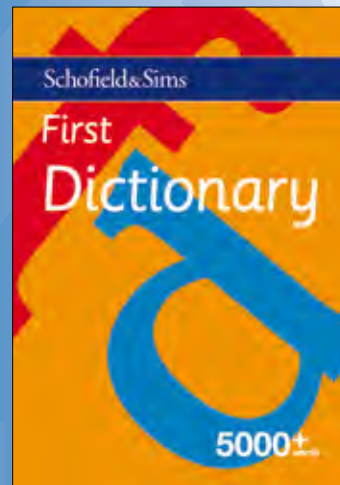
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- provides additional lists of topic words on the themes ‘School’, ‘Places’ and ‘Travelling’
- is ideal for use with the **First Thesaurus** (see page 24), which gives synonyms for over 2000 of the headwords listed.

Designed for the transition between Key Stages 1 and 2, the **First Dictionary** may also be suitable for older children and young people.



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Use with the **First Dictionary**
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(page 25)

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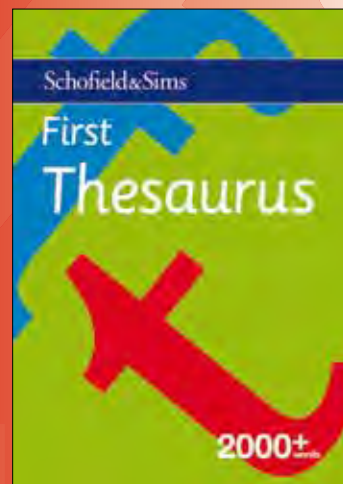
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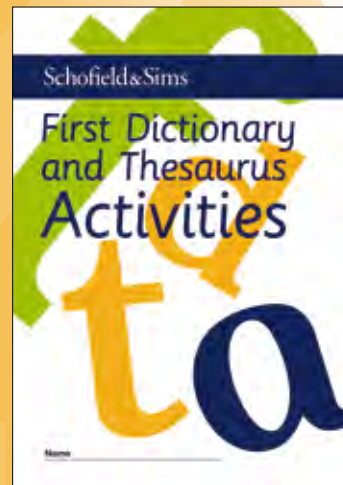
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First Dictionary and Thesaurus Activities

Carol Matchett

Although written for use with the Schofield & Sims **First Illustrated Dictionary** (page 20) or **First Dictionary** (page 23) and with the Schofield & Sims **First Thesaurus** (page 24), 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, the **First Dictionary and Thesaurus Activities** will provide you with a permanent record of each child's work.

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- 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
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Handwriting

English grammar, punctuation and spelling tests

Handwriting Practice *Carol Matchett*

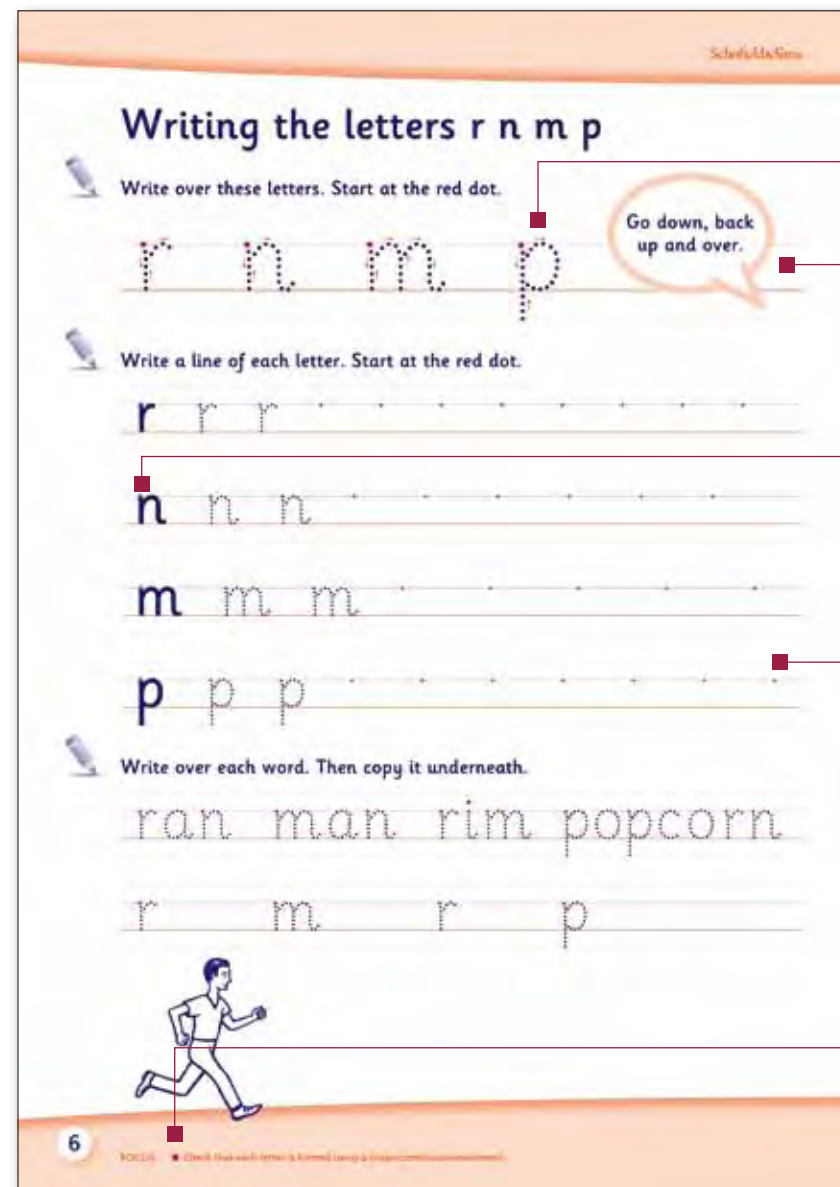
The **Handwriting Practice** books support literacy in schools by giving children practice in forming and joining letters – thereby helping them to develop handwriting that is neat, fluent, legible and fast.

Fully compatible with any school handwriting scheme, **Handwriting Practice** works methodically through the different 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 are included. Each book ends with a series of longer copying activities – some simulating real-life writing tasks and others featuring songs and poems.

Specially designed for independent use, the **Handwriting Practice** books will be even more effective if supplemented by encouragement from an adult helper. FOCUS points at the foot of each page highlight key points for helpers to look out for.

The workbook format encourages children to take a pride in their work and the colourful card covers ensure that the books will be durable, helping to form a smooth surface when laid open on a table. A valuable addition to every classroom, these books will bring significant improvements to children's handwriting.

- Handwriting Practice:**
- promotes excellent handwriting
 - may be used with full handwriting schemes
 - provides helpful guidance for children
 - encourages children to take ownership of their work
 - is ideal for independent use, including homework.



Dotted and/or shaded letters and joins, with arrows indicating direction, are always provided when a letter or join is first practised, giving reassurance and support to young writers.

Brief instructions are also provided as a reminder.

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

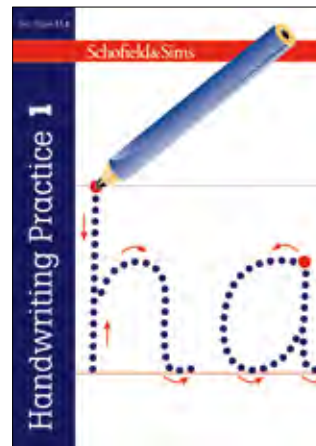
'x-height', ascender and descender guide lines are provided throughout the first book, but are gradually phased out in the second.

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

This page example refers to Handwriting Practice 1.

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Handwriting Practice 1
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Handwriting Practice 1

Carol Matchett

The main focus of this book is on practising correct letter formation, with capital letters introduced in the middle section.

Children are supported by:

- coloured dots and arrows indicating where to begin each letter and how to form the shape
- dotted lines to write over as they practise writing each letter
- lines on which the base of each letter is to rest
- guide lines indicating ascender height (the height of the vertical stroke on letters such as **f** and **k**)
- guide lines indicating x-height (the height of small letters such as **c** or **a**)
- guide lines indicating descender length (the length of the downwards stroke on letters such as **y** and **p**).



Handwriting patterns are used sparingly as occasional extras, but the main focus is always on letter formation.



ENGLISH KEY STAGES 1 AND 2	
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Handwriting Practice 2
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Handwriting Practice 2

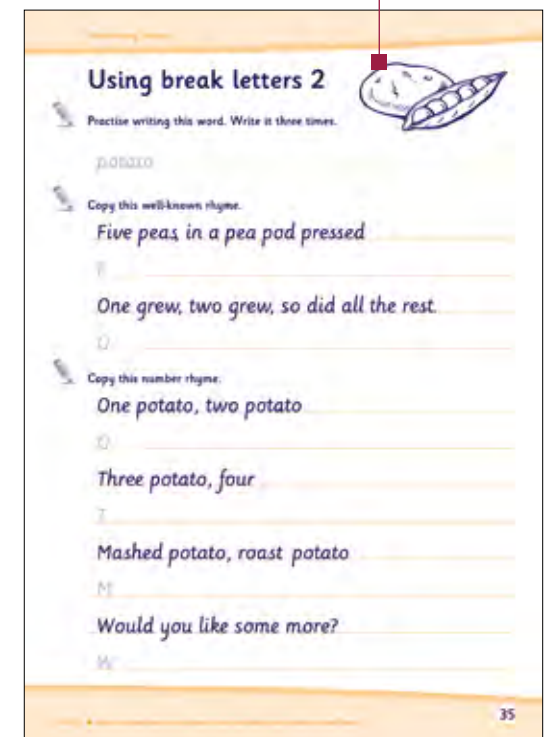
Carol Matchett

This second book gives children practice in joining letters to form words. Continued support is provided, as follows, but is gradually reduced to encourage independence:

- shaded lines for children to write over as they begin to practise joining letters
- lines on which the base of each letter is to rest
- guide lines indicating ascender height (included in the early pages, but gradually phased out)
- guide lines indicating x-height (omitted from the later part of the book, to encourage independence).

By the end of **Handwriting Practice 2**, children should be able to write fluently on lined paper.

Illustrations add variety to some pages, but never distract from the handwriting work. Uncluttered pages distinguish these books from others on the market.



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Handwriting



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

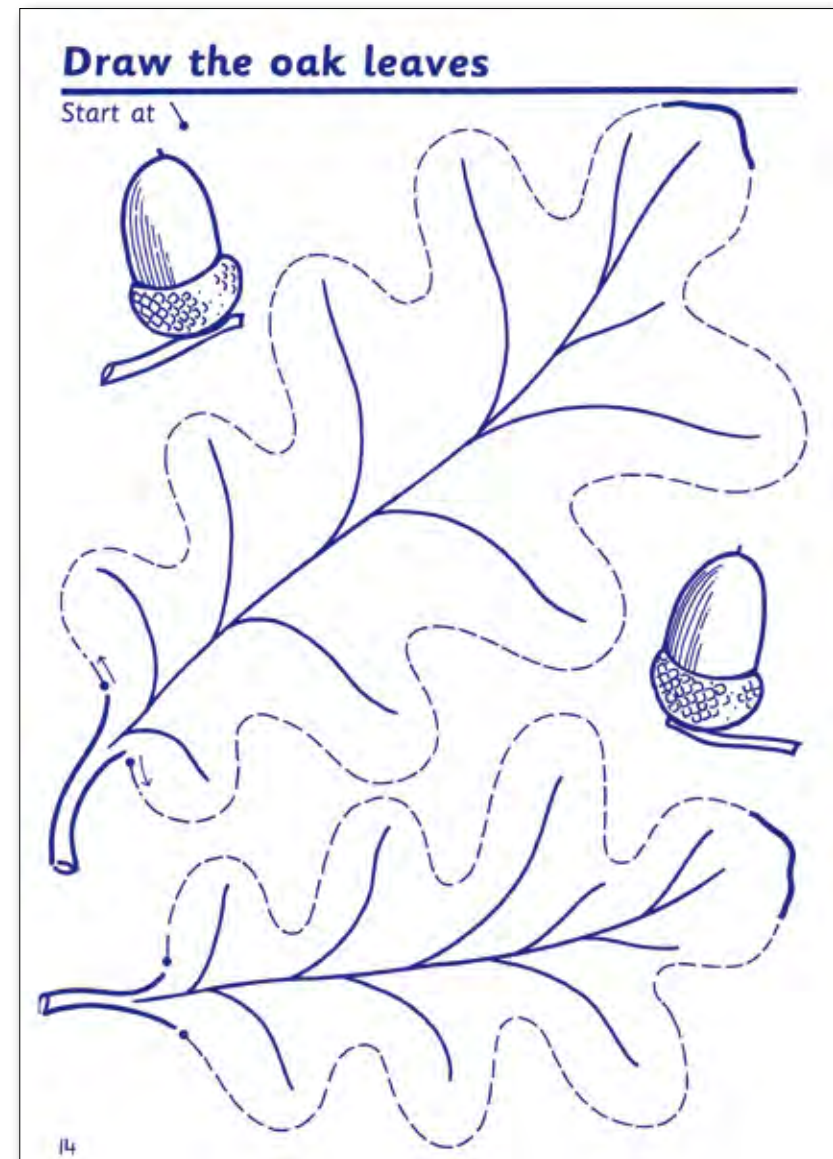
BOOK 2 introduces letter shapes in a logical sequence: letters starting with a vertical straight line, letters formed using an anti-clockwise stroke and finally those formed with diagonal lines. The handwriting script features a 'flick' exit stroke that helps to lay a sound foundation for joined-up writing. All 26 letters are shown in correct alphabetical order at the back of the book.

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

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

Early Writing *Anne Forster and Paul Martin*

Early Writing is a series of graded activity books designed to help children learn correct letter formation and develop a clear, flowing handwriting style. The books contain useful 'Hints for Good Handwriting' so parents and teachers can ensure that children sit comfortably and use an appropriate pencil grip.



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includes cursive
writing

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Grammar, punctuation and spelling



BOOK 1

- Nouns
- Prepositions
- Visual discrimination
- Classification of words
- Comprehension

BOOK 2

- Verbs, plurals, compound words
- Comprehension
- Sentence construction
- Rhyming words
- Dictionary skills

BOOK 3

- Nouns, plurals, verbs
- Cloze text (predicting missing words)
- Reading and following instructions
- Comprehension

BOOK 4

- Adjectives, similes, anagrams, compound words
- Cloze text (predicting missing words)
- Reading and following instructions
- Dictionary skills
- Punctuation

BOOK 5

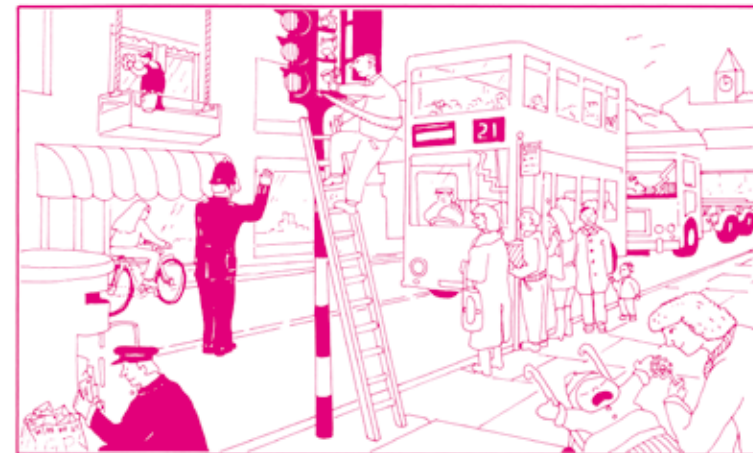
- Adjectives, adverbs, similes, connectives
- Collective nouns
- Cloze text (predicting missing words)
- Direct speech (speech bubbles)
- Comprehension

Basic Skills *Andrew Parker and Jane Stamford*

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

In the town

Look at the picture



baby postman window cleaner traffic-lights people
lorry girl policeman

Fill in the missing words.

_____ are waiting at the bus stop.

A _____ is collecting the post.

The _____ are not working.

A _____ is stopping the traffic.

A big _____ is behind the bus.

A _____ is crying in the pram.

A _____ is riding her bicycle.

The _____ is cleaning windows.

BOOK 2

3

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Grammar, punctuation and spelling



BOOK 1

- Short vowel sounds in words
- Word endings (for example, 'll', 'ff', 'ck' and 'ng')
- Number words

BOOK 2

- Vowel sounds made by more than one letter (for example, 'oo', 'ea' and 'ow')
- Consonant blends (for example, 'cr' and 'bl')
- Other single sounds made by more than one letter ('ch' and 'sh')
- _y at the end of a word
- Colour words

BOOK 3

- Vowel sounds made by more than one letter (for example, 'ou', 'aw' and 'oi')
- Consonant blends (for example, 'st' and 'sm')
- Other single sounds made by more than one letter ('th', 'wh' and 'kn')
- _ew and _er at the end of a word
- 'Magic e' word ending

Early Spelling *Anne Forster and Paul Martin*

Early Spelling is a series of graded activity books that help children to learn key spelling patterns through puzzles and other activities.

Can you remember? PAGE 15

a . e . j . o . u Write twelve words in the snake.
The last letter of each word starts the next word.

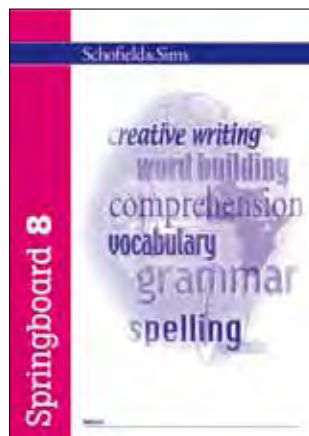
1. A bus
2. A sad face
3. A dog
4. A gun
5. A basket
6. A turkey
7. An animal that lives with you.
8. A mess.
9. Seed of an orange.
10. A pen
11. A little sleep
12. A key

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INTRODUCTORY BOOK

- Alphabetical order
- Initial and final word sounds; vowels
- Rhyming words
- Consonant blends

BOOK 1

- Nouns and verbs
- Words with similar sound/spelling patterns
- Position words
- Opposites and comparisons

BOOK 2

- Alphabetical order (first and second letters in a word)
- Classification of words
- Homophones
- Abbreviations

BOOK 3

- Sequencing stories and recounts
- Rhymes and limericks
- Riddles
- Adjectives

BOOK 4

- Converting nouns to adjectives by adding 'y' or 'ful'
- Plurals
- Alphabetical order (third letter in a word)
- Capital letters

BOOK 5

- Alphabetical order (fourth and fifth letters in a word)
- Using a comma
- Following instructions
- Collective nouns

BOOK 6

- Adverbs
- Past-tense verbs
- Meanings and definitions
- Masculine and feminine words

BOOK 7

- Synonyms and antonyms
- Pronouns
- Using an apostrophe
- Making analogies

BOOK 8

- Conjunctions, connectives, compound nouns and prefixes
- Using speech marks
- Thesaurus words and idioms
- Writing a balanced argument

Springboard Introductory Book *Christopher Burgess*

Springboard 1-8 *John Hedley*

Springboard is a series of graded activity books designed to support the key skills and understanding required by the Primary National Strategy for literacy at Key Stage 2. The books contain activities that reinforce children's skills in sentence construction, comprehension, spelling and vocabulary.

A better word than said

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

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

advised

announced

answered

argued

asked

bellowed

boasted

called

continued

declared

demanded

enquired ✓

exclaimed

gabbled

growled

joked

lied

moaned

ordered

pleaded

repeated

replied

shouted

sobbed

spoke

stammered

suggested

warned

whispered

yelled

Page 15.

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Grammar, punctuation and spelling



New Spellaway *Lynn Goss and Helen Donaldson*

New Spellaway is a series of graded activity books containing puzzles and activities designed to reinforce spelling using the widely recommended 'look, say, cover, write, check' method.

BOOK 1

- Single consonant sounds made by more than one letter (for example, 'th', 'wh' and 'ch')
- Vowel sounds made by more than one letter (for example, 'oa' and 'ie')
- 'Magic e' at the end of words
- The spelling patterns 'igh' and 'dge'

BOOK 2

- Silent letters in words (for example, 'w' in wriggle and 'k' in kneel)
- The 'qua' sound
- Compound words
- Word endings 'tch' and 'ey'
- Plurals 'ies' and 'ves'

BOOK 3

- Collective nouns
- Synonyms (words with meanings that are the same or almost the same)
- Antonyms (opposites)
- Onomatopoeia (words whose sound mimics the sound associated with them – for example, 'slurp', 'swish')
- Abbreviations
- The spelling patterns 'ie' and 'ei'

BOOK 4

- Prefixes (for example, 'sub' at the start of a word)
- Syllables
- Homophones (words spelt differently but sounding the same)
- Irregular past tenses
- Changing verbs into nouns (for example, adding 'al', 'ure' or 'tion' to the ends of words)

Antagonistic antonyms

antonyms

Antonyms are words which are opposite in meaning.

e.g. **dry** and **wet** **happy** and **sad**

- In this crossword the clues are antonyms of the words in the puzzle. Can you number the clues correctly? Two have been done for you.



Across

- 8. ordinary
- 1. unlikely
- 10. least
- 11. consecutive
- 12. defeat
- 13. closed
- 14. empty
- 15. between
- 16. whole
- 17. resistant
- 18. introvert
- 19. (simplified)

Down

- 2. usually
- 3. fly
- 4. quite
- 5. ally
- 6. unconscious
- 7. honest
- 9. dead
- 10. proud
- 11. generous
- 12. paid
- 13. calm
- 14. careful

Pull-out answers
contained in
these books

Page 5

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English grammar,
punctuation and
spelling tests



BOOK 1

- Single consonant sounds made by more than one letter (for example, 'ch', 'sh' and 'th')
- Vowel sounds made by more than one letter (for example, 'ea' and 'ow')
- Letter blends such as 'st', 'ng' and 'cr'

Book 2

- Vowel sounds made by more than one letter (for example, 'ui' and 'oy')
- Letter blends such as 'gl', 'fr' and 'sk'
- The 'wh' digraph
- Word endings (for example, 'er' and 'are')
- Silent letters (for example, 'b' as in 'comb')

BOOK 3

- Vowel sounds made by more than one letter (for example, 'au' and 'ie')
- Letter blends such as 'dr', 'sc' and 'mp'
- Word endings (for example, 'tch' and 'age')
- Silent letters (for example, 'l' as in 'should')
- Soft letters (for example, 'c' as in 'dice')

BOOK 4

- Vowel sounds made by more than one letter ('ei' and 'ue')
- The 'ph' digraph
- Word endings (for example, 'dge' and 'ous')
- The hard 'ch' as in 'anchor'

Key Spelling *Anne Forster and Paul Martin*

Key Spelling is a series of graded activity books containing puzzles and problems that will reinforce children's essential spelling skills and knowledge.

ore

as in sycamore

Read, Write, Learn, Cover and Spell

Write and say **ore** *ore* **ore** **ore** **ore**

Add **ore** to make sixteen words.

bef _____	sycam _____	before _____
ad _____	st _____	adore <u>adore</u>
ign	offsh	explore _____
sn	theref	score _____
p _____	expl _____	restore _____
sc	rest	bore _____
b _____	seash	store _____
ch	superst	ignore _____

Write the correct word under each picture.

Use words you have made to complete these sentences.

Squirrels always _____ nuts for the winter.

I saw the driver _____ the red light and hit a car.

In the future, astronauts may _____ Mars and Venus.

On a clear day we can see _____ oil and gas rigs.

When dad starts to _____, the noise wakes up mum.

Word Puzzle

tiny opening, as in your skin

love very much

earlier than; in front of

make a hole using a drill

for that reason; because of that

tree with large leaves

adore	adore
before	
explore	
score	
restore	
bore	
store	
ignore	
pore	
snore	
chore	
offshore	
therefore	
superstore	
sycamore	
seashore	

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Grammar, punctuation and spelling

NEW



Spelling

Carol Matchett

Schofield & Sims **Spelling** is a structured programme designed for Years 1 to 6. Comprising six pupil books and two books for teachers, it is suitable for all pupils who have a basic understanding of letter-sound relationships. This accessible series, ideal for whole-school use, gives pupils extensive practice in using their phonic knowledge to spell words and encourages them to become effective spellers. It does so by:

- systematically introducing spelling rules, patterns, guidelines and conventions
- exploring word structure and the relationship between words of shared origin
- providing strategies for remembering 'tricky words'
- encouraging pupils to monitor and correct their own spelling.

Based on the model **Teach → Practise → Apply → Assess**, Schofield & Sims **Spelling** may be used in conjunction with any other materials that help pupils to practise, consolidate and apply spelling skills.

AVAILABLE
SUMMER 2013

Whole-school
spelling practice

Consistent page structure quickly becomes familiar and helps pupils to focus on content – pages of this type are interspersed with occasional Revision and Tricky words pages, which help to consolidate learning.

Illustrations kept to a minimum to keep pages clean and uncluttered

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BOOK 5 (Key Stage 2)

ISBN 978 07217 1216 1

BOOK 6 (Key Stage 2)

ISBN 978 07217 1217 8

English grammar,
punctuation and
spelling tests

Main 'focus' or learning point introduced at start.

Relevant examples provided.

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

Practise in spelling words using the pattern, strategy, rule or guideline above.

Additional activities further develop pupils' understanding.

Final activity on most pages encourages pupils to use spelling patterns and words learned to write whole sentences.

Encourages self-checking, self-correction, self-assessment and review of points learned: pupils learn to monitor own spelling.

Spelling words starting with kn

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

Try it

1 Draw a circle round the words with a **n** sound spelt **kn**.
neat knee keep knob king knew
knife neck know noon nose kite

2 Write the five **kn** words on the line below.

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

Read-cover-write
Read this sentence and remember it. Then cover it and write it underneath.
Now I know how to knit.

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

From **Spelling 1**, for use at Key Stage 1.

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English: Key Stages 1 and 2



Spelling Teacher's Guide

Carol Matchett

Designed specifically to help you teach spelling, the **Spelling Teacher's Guide**:

- suggests how best to introduce each 'focus' or learning point
- clarifies the detail of the focus and specifies exactly what you need to cover
- recommends ways of modelling, explaining and exploring the focus, to develop pupils' understanding.

The book also describes the process of learning to spell, outlines the teaching model and shows how it may be implemented. Further guidance is given on issues such as differentiation, spelling in the context of writing, and spelling tricky words. For easy reference, a 'Scope and sequence' section summarises all the focus points in the series.

ENGLISH
KEY STAGES 1 AND 2

AGES 5-11

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Teacher's Guide
ISBN 978 07217 1218 5



This page of teaching notes refers to **Spelling 1**, pages 28 to 31.



Spelling Teacher's Resource Book

Carol Matchett

Providing a comprehensive collection of copymasters that support you as you use Schofield & Sims **Spelling** in your school, the **Teacher's Resource Book** contains:

- resources for teaching and learning, which help you to set appropriate revision and extension work; some of the copymasters are designed to explore further the content of a specific pupil book page whilst others are more general.
- assessment and record-keeping resources, including dictation tests, response sheets, analysis sheets, materials for analysing independent writing, and progress tracking sheets; again, some are for use at a specific stage (at the end of a pupil book section, for example) and others are generic.

ENGLISH
KEY STAGES 1 AND 2

AGES 5-11

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This photocopyable Dictation test Response sheet is for pupils working on **Spelling 6**.

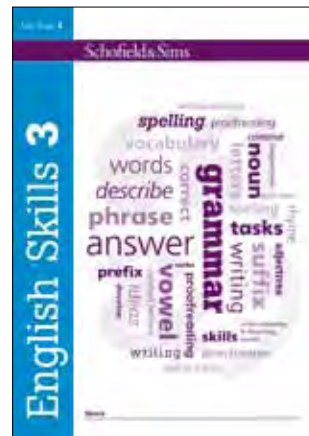
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Grammar, punctuation and spelling



English Skills

Carol Matchett

Schofield & Sims **English Skills** provides graded questions that develop pupils' literacy skills at Key Stage 2. Key areas are constantly revisited, giving pupils the intensive and rigorous practice that is essential if they are to become fully literate.

Every Schofield & Sims **English Skills** book is divided into three sections, each comprising 12 one-page tests presented in a standard format that pupils will quickly become familiar with (see pointers below). Every test covers:

- spelling
- word structure
- vocabulary
- sentence formation
- punctuation
- grammar.

The **English Skills** workbooks are aligned with the end-of-year objectives for Key Stage 2. Books 2 to 5 are designed primarily for Years 3 to 6; Books 1 and 6 provide bridges from Key Stage 1 and on into Key Stage 3. All the books may be used by older or younger pupils, supporting differentiation and personalised learning in your classroom.

Part A: Warm-up questions: puzzles and other activities that focus on areas covered earlier.

Part B: Word work questions covering **spelling, word structure** and **vocabulary**.

Part C: Sentence work questions covering **sentence formation, punctuation** and **grammar**.

For Key Stage 3 Intervention, **Essential English Skills**, see page 39.

For accompanying **Answers and Teacher's Guide**, see page 38.

Please note that both the pages shown on this double-page spread are from **English Skills 3**.

Section 1 Test 8

A WARM-UP

Continue the sentence using a powerful verb

- The thunder _____
- The flames _____
- Shadows _____

Add the suffix **y** and write the new word.

- guilt _____
- sparkle _____
- nut _____

What sort of words have you made? Underline the correct answer:

nouns verbs adjectives

Is the statement a fact or an opinion?

- Matthews was the best player on the pitch. _____
- Paris is the capital city of France. _____
- Everyone loves the snow. _____

B WORD WORK

Underline the word in **bold** that fits the sentence

- It was a **super** **supper** day out.
- It tasted **biter** **bitter**.
- We had **diner** **dinner** at six.
- How did you know how each word sounds?

5. Add the correct suffix to make the words into adjectives.

al ic y ing

rhythm _____ sensation _____

music _____ sport _____

athlete _____

Write the words as _____

- _____
- _____
- _____

Write three synonyms

- run _____
- walk _____

C SENTENCE WORK

Choose an adverb to add to the sentence

gracefully neatly excitedly tearfully

- The crowd shouted _____
- He folded the clothes _____
- The Princess begged _____
- The dancer curtsied _____

Put the phrases in order, using 1 for the shortest amount of time and 4 for the longest.

an hour passed a few days later

after a few seconds minutes ticked by

- Write two phrases showing that even more time has passed.

Complete these predictions about your future:

- Tomorrow I _____
- Later this week I _____
- Later today I _____
- Next week I _____

11

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In addition to the 12 one-page tests, every **English Skills** section also contains two tasks, each providing a tailor-made context in which pupils may apply their developing skills:

- a **Writing task**, which helps you to assess the pupil's sentence structure, punctuation, spelling and composition skills
- a **Proofreading task**, which focuses on punctuation, grammar and spelling.

Additional features include:

- a **Glossary**, which defines relevant literacy terms
- a simple **Progress chart** (see example below), which helps all pupils to monitor their own skills as they work through the book.

English Skills 3 Progress chart

Name	Class/Set		
Teacher's name	Date		

Instructions
Read the 'I can' targets for the section you have just finished.

- Colour the circle **green** if you find it **easy** to do what is described.
- Colour the circle **orange** if you are **getting there**, but still need to work on it.
- Colour the circle **red** if you still find this a **difficult** thing to do.

If there are things that you still find difficult you can work on them in the next section or in the next book.

Writing sentences

'I can' targets	Section 1	Section 2	Section 3
I can extend sentences to explain, add details or show point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use a variety of connectives in sentences (e.g., if, although, who, which).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can reorder and vary sentences (e.g., using adverbs or connectives).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write different types of sentence (e.g., short, long, exclamation, order).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Using punctuation

I can mark the start and end of sentences (using capitals, full stops, ? or !).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use commas in lists and to separate adverbs, phrases or sentence parts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use speech marks in dialogue and quotes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use capital letters for a range of purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use the apostrophe for possession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use some more complex punctuation (e.g., dash, hyphen).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Checking grammar

I can write in the past, present or future tense and use was/were, is/are correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can keep to the first or the third person in my writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Understanding and choosing words

I can choose precise nouns and adjectives to add detail to my writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can choose adverbs to add interest or impact, or show a point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use powerful verbs to show character, create mood and add impact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can choose language to match the type of text I am writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use context and knowledge of word parts to work out word meanings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain the meaning of common homophones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can create new words by adding prefixes and suffixes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write interesting similes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can choose interesting words to create atmosphere or humour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Spelling

I can spell words by breaking them into phonemes and syllables.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use spelling strategies (e.g., using known words or common patterns).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use the apostrophe in shortened forms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can spell tricky words (e.g., walk).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use a dictionary to check the spelling or meaning of a word.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can choose the correct spelling of homophones (e.g., hear and here).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use the rules for adding verb endings (e.g., emptied).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use the rules for spelling plurals (e.g., thieves).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can spell words with prefixes (e.g., al, ad) and suffixes (e.g., y, ive, able).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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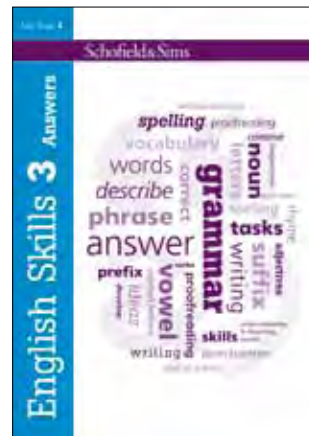
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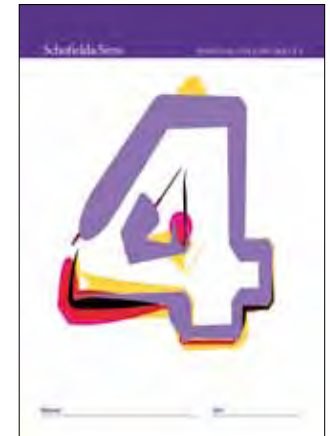
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- with students who struggle with the English materials designed for their age-group
- as a baseline skills programme at the start of Key Stage 3, or at the beginning of any English course, to bring all students up to the same level before further teaching begins
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All the books on page 38 (opposite) are fully compatible with the **Essential English Skills** workbooks:

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For sample workbook pages and a general description of contents and format, see **English Skills** on pages 36–37.

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Grammar, punctuation and spelling



Understanding English *Carol Matchett*


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Each book includes full explanations and examples, structured practice questions and interesting facts and information. Some books in the series contain answers at the back.

The books may be used flexibly: children can either work through the whole series, or focus on particular topics. You can also use **Understanding English** to give children new confidence in areas of English that they may previously have struggled with.


Plurals

 **Plural means more than one** of something. Quite often we make plurals just by **adding an 's'** to the end of the noun.


For example: a dog ▶ lots of dogs a car ▶ lots of cars

Sometimes, there is a different word when we talk about more than one of something.


For example: a child ▶ lots of children a mouse ▶ lots of mice

 **1.** Here is a shopping list for a birthday party. You will need **more than one** of everything on the list. Turn the items on the list into **plurals**.

- a) 12 packets of crisps
- b) pizza
- c) cake
- d) cookie
- e) bottle of pop
- f) bag of balloon
- g) pack of streamer

 **2.** Look around you. Make a list of items you can see **more than one** of.

books

 **3.** Complete these sentences using **plurals**.

- a) Onto his ark Noah took: two _____, two _____, two _____ and lots of other animals.
- b) At the market there were lots of things to buy: _____, _____ and many other things.

Did you know... Some words do not have a plural form (for example, money, milk). Other words are always in the plural form (for example, trousers, scissors).

Understanding English | Schofield & Sims Grammar 9

This text explains the topic and gives examples. Children will need to read it before they start the activities.

This icon shows the activities that the children should complete – they write in the spaces provided. Some books contain answers at the back.

This text gives background information on a particular subject. Children will enjoy surprising their friends with some fascinating facts!

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See pages 71, 74 and 79 for topics in maths, reasoning and science.

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English grammar,
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NEW



Understanding English Practice

Carol Matchett

Helps pupils to revise topics covered by the other seven books in the **Understanding English** series (see opposite page), keeping their skills sharp and preparing them for the national tests at Key Stage 2.

As well as preparing pupils for the short-answer questions in the new skills tests, this practice book supports them in literacy work across the entire school curriculum. The 'reading and writing' sections are of particular benefit to those children whom you wish to enter for the Level 6 test, which includes an extended writing task.

Each page in this 104-page book is cross-referenced to the topic-based main series. If you provide access to the other **Understanding English** books, pupils who find particular activities difficult will quickly be able to locate explanations that remind them of the best way to proceed. This will enable many pupils to develop a new independence and confidence in their work, leaving you free to assist those needing intensive or one-to-one help. A pull-out answer section is provided, making marking simple.

Verbs and adverbs

1. Write a powerful verb in each space to make the description effective.

a) The getaway car _____ left and _____ to a halt.

b) The flood water _____ past him as he _____ against it.

c) I _____ out of bed and _____ myself to the bathroom.

d) He _____ up the slope as a rock _____ past him.

e) Bell _____ past the defence and _____ the ball into the net.

2. Rewrite these sentences with an adverb to describe the actions.

a) Stella opened the box. _____

b) He held on. _____

c) He gathered up his papers. _____

d) She sat down. _____

e) That night he slept. _____

3. Add a suitable adverb to the start of these sentences.

a) _____, he clambered over the wall.

b) _____, add the milk to the mixture.

c) _____, he ate the last slice.

d) _____, the snow fell during the night.

4. Complete each sentence using one powerful verb and one adverb.

a) _____ the squirrel _____

b) The old woman _____

c) The autumn trees _____

For help with the questions on this page see
Understanding English: Grammar pages 12–15.

Understanding English | Schofield & Sims Practice 5

Understanding English Practice covers:

- sentence grammar
- punctuation
- spelling
- vocabulary
- reading and writing poetry
- reading and writing fiction
- reading and writing non-fiction.

Pull-out answers
contained in
this book

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Poetry

A Time to Speak and a Time to Listen

100 poems for schools,
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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 over 70 poets, the poems reflect with thoughtfulness, candour and, where appropriate, humour on the 28 contrasting themes to which these famous verses refer – including birth and death, weeping and laughing, war and peace.

Poems by well-known modern poets are interspersed with older classics and both boys and girls will be drawn to the content. The wide cultural appeal is enhanced by poets such as Debjani Chatterjee and Gieve Patel, 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 as a literary form
- provide ideal opportunities for speaking and listening, especially if used with the **Teacher's Guide**
- are perfect for reading aloud, learning by heart and performing
- improve pupils' fluency as readers and develop their vocabulary
- encourage emotional literacy as pupils encounter for the first time the varied 'seasons' of life.

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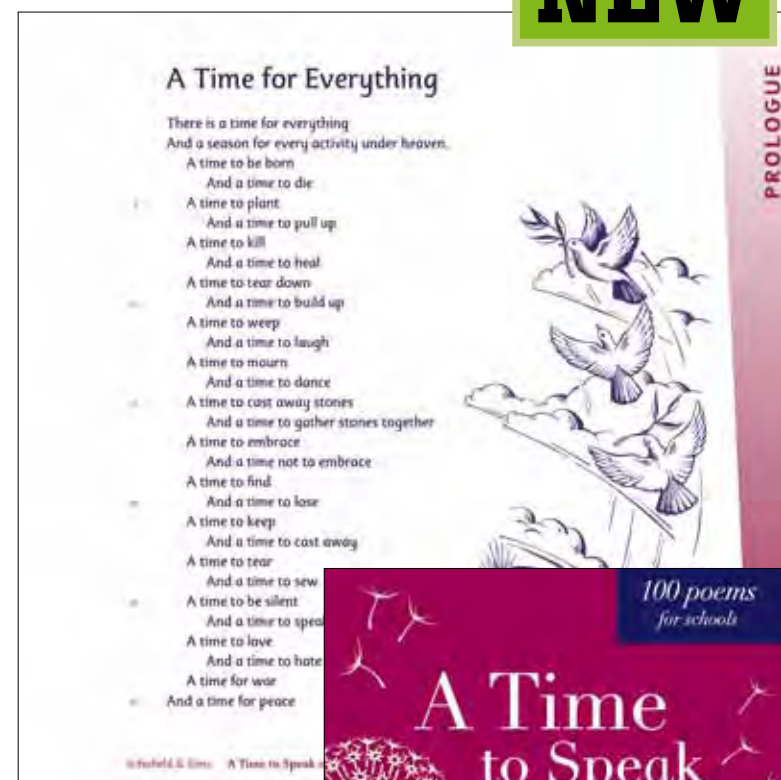
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A Time to Speak and a Time to Listen Teacher's Guide

Celia Warren

This 144-page hardback Guide supports you as you help pupils to explore and appreciate the poems in **A Time to Speak**. This treasure-trove of a resource gives you:

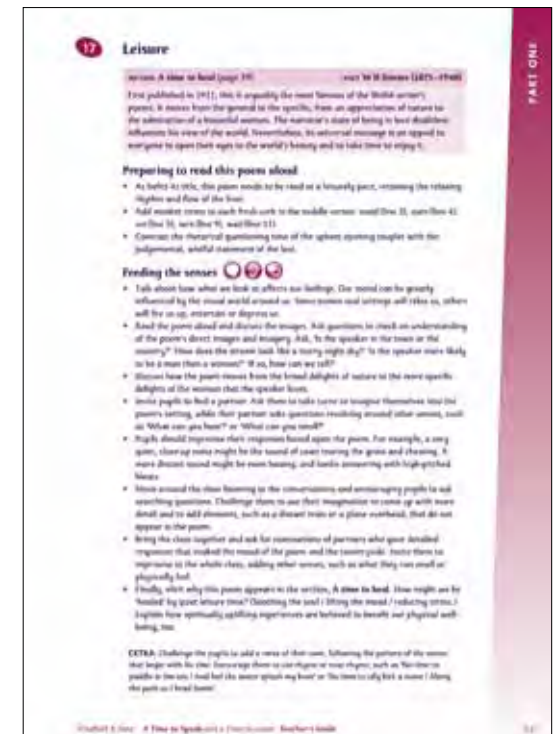
- **concise teaching notes** – with all you need for presenting each poem to your class, in context. Every theme or 'season' is handled with sensitivity and care.
- **guidance on reading aloud for impact** – and on reading for meaning and choosing poems to learn by heart.
- **speaking and listening activities** – with detailed ideas for discussing and/or performing each poem.
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- **photocopy masters** – supporting all of the above.

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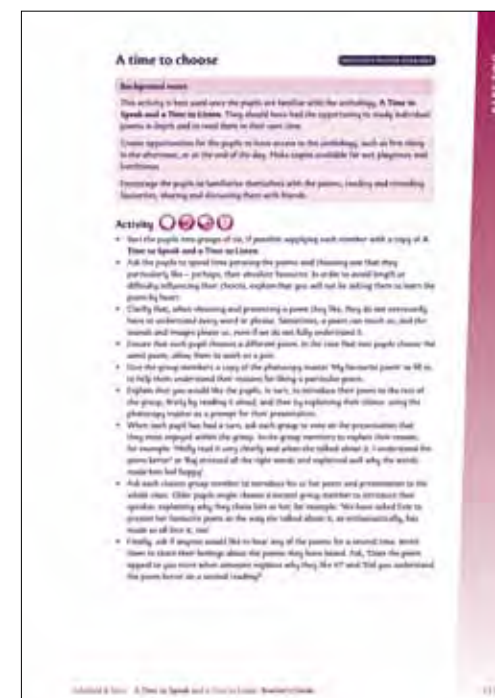
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English: Key Stage 1

Revision and test practice



Key Stage 1 English Revision Guide *Carol Matchett*

The Schofield & Sims Revision Guides help children to revise for the Key Stage tests and tasks by guiding them through what they have already learned on a topic-by-topic basis. The guides have been written by teachers and are designed for independent revision; they also make an ideal choice for homework activities. They may be used at the end of the school year, or after children have finished learning about a particular topic. A clear and comprehensive explanation is given of every topic covered by the curriculum.

All the topics in the **Key Stage 1 English Revision Guide** are linked to the Primary Framework for literacy, with the links displayed in an easy-to-read Curriculum Chart.

Coverage of the topics includes:

- worked examples of questions and processes
- useful summaries of key points to remember
- 'Test yourself!' questions and answers, to check children's understanding
- illustrations that enliven the text
- a glossary defining key words related to the subject.

22

Writing in sentences

When we write we usually put each of our ideas in to a **sentence**. Every sentence tells the reader one of our ideas. All sentences must:

- ✓ make sense
- ✓ give one complete idea
- ✓ have a **capital** letter at the start and a **full stop** at the end.

You can write more sentences to add more ideas. For example:

Apples are crispy. They are good for you. Try eating an apple a day.

How to write a sentence

- 1 Say the whole sentence in your head before you write it down.
- 2 Put a **capital** letter at the start of the first word.
- 3 As you write, say the sentence word by word in your head.
- 4 Add a **full stop** at the end, when you have written the last word.
- 5 Read the sentence to check it makes sense.

Test yourself!

Write three sentences about your favourite game or sport. Use a different colour pen or pencil for each sentence.

Remember

When you write, think in sentences. Say each sentence in your head before you write it down.

Key words highlighted and defined in the glossary in the back of the book.

Questions and answers to check that each topic has been thoroughly understood.

The remember box lists the key points a child needs to remember.

Tick circle – to indicate that the child has covered the topic on that page.

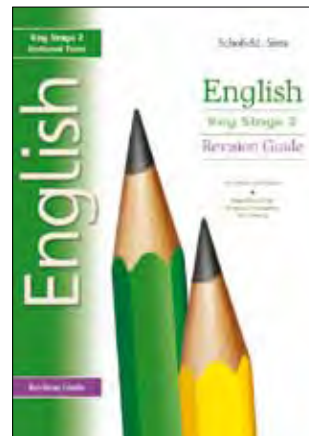
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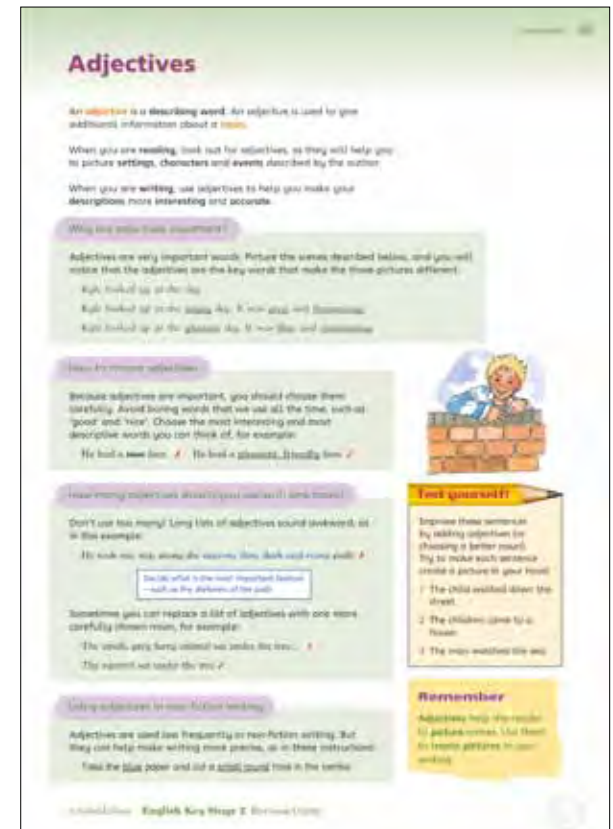
Carol Matchett

For a full description, see page 44. The **Key Stage 2 English Revision Guide** also includes helpful 'Tips for tests', which will help ensure that children perform to the best of their ability in the Year 6 English SATs.

See opposite for the **Key Stage 1 English Revision Guide**. See pages 72, 73, 80 and 81 for **Revision Guides in maths and science**.

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Key Stage 2 English Practice Papers

Carol Matchett

The Practice Papers are similar in both appearance and content to the actual English tests and give children further opportunities to prepare for them. Each page is cross-referenced to the Revision Guide, which children can refer to for help. Full instructions and easy-to-use marking schemes are provided.

See pages 72, 73 and 81 for **Practice Papers in maths and science**.

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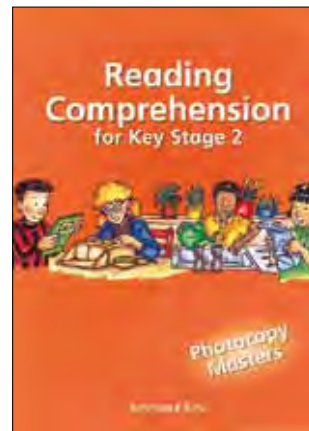


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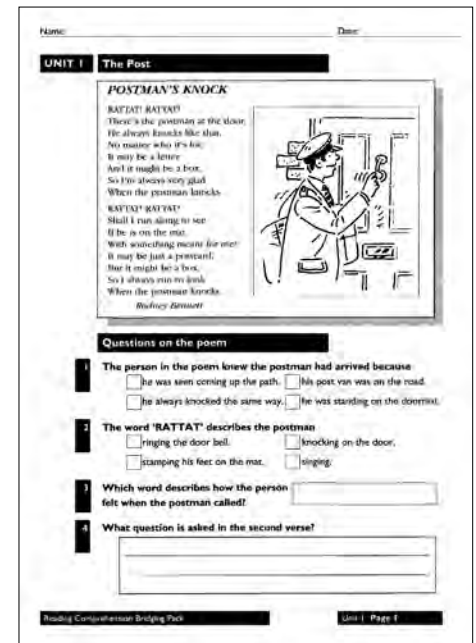
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For Key Stage 2 Comprehension, see pages 48-49.

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A rainy day

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



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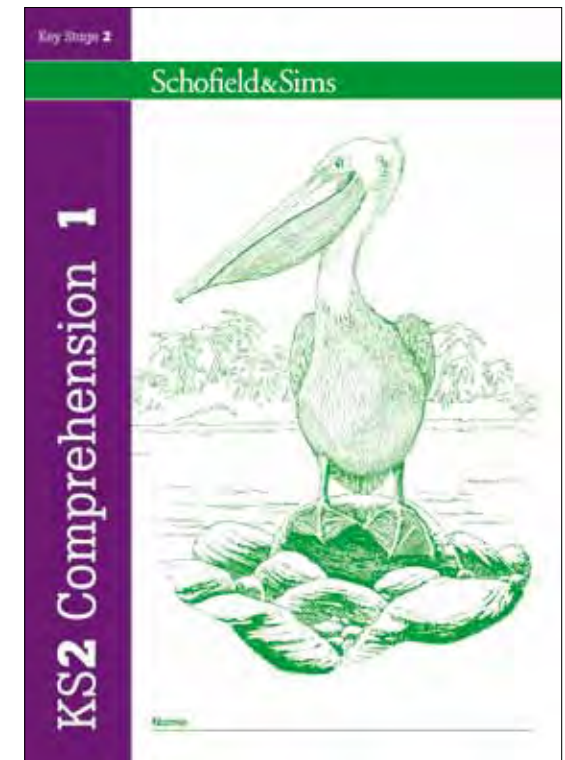
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Line-numbering in later books facilitates quick reference.

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Sea fever

The poet John Keats used to sail on a galleon off his home, 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 1819, 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 waltz of the white sails shaking,
And a grey mist on the sea's face, and a grey dawn breaking.

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

I must go down to the sea again, to the vagrant gypsy life,
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 track's over.

(John Keats (1795-1821))

Glossary
gypsy: folk from
India; to turn up
trick: to turn up
vagrant: wandering,
homeless
yarn: story

Glossaries define unfamiliar words.

1. What phrases are repeated in every verse? What is the effect of this repetition? 3 marks
2. Give an example of personification in the first verse. 1 mark
3. What does the speaker mean by a 'tall ship'? 1 mark
4. Which phrase tells you what helped sailors to navigate at sea? 1 mark
5. In the speaker's imagination, what signs of the wind are visible? 2 marks
6. It is said that 'whetted' is a strong word.
dampened soiled sharpened unwhetted 1 mark
7. Although the speaker talks of 'the lonely sea', the poem suggests that he might have company on the voyage. Which two lines suggest that he will not be setting sail alone? 2 marks
8. Give two examples of sounds referred to in the poem. 2 marks

Later books allow space for occasional brief reviews.

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Celia Warren

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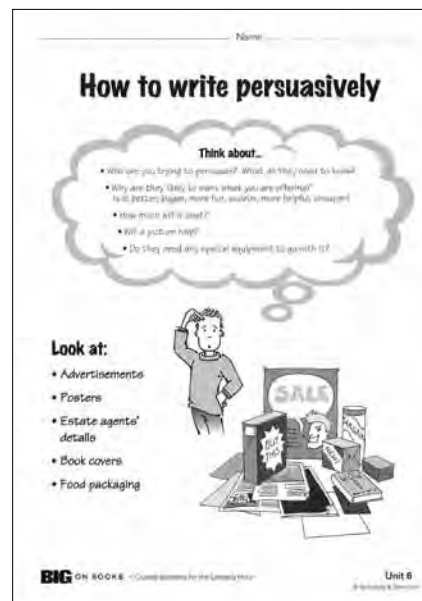
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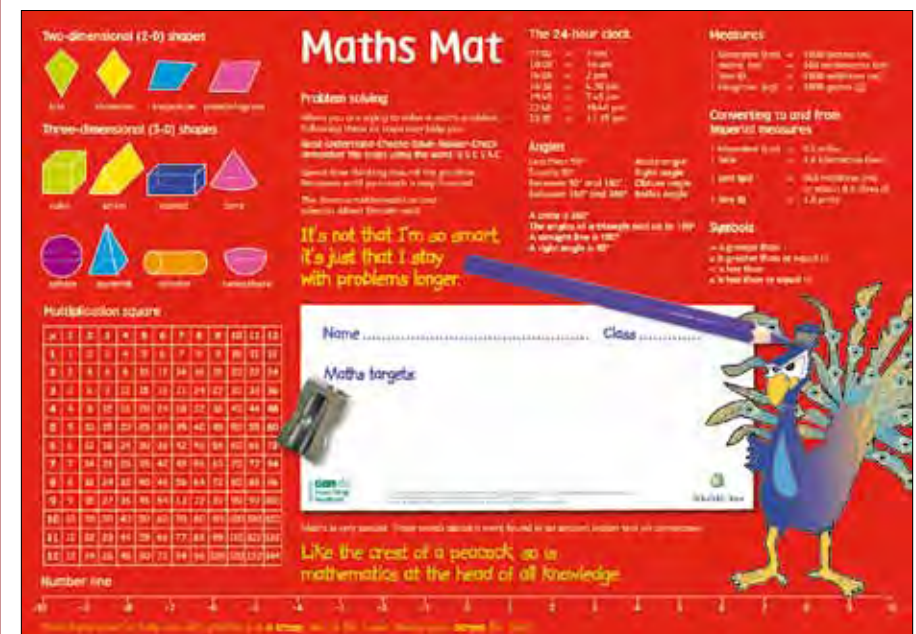


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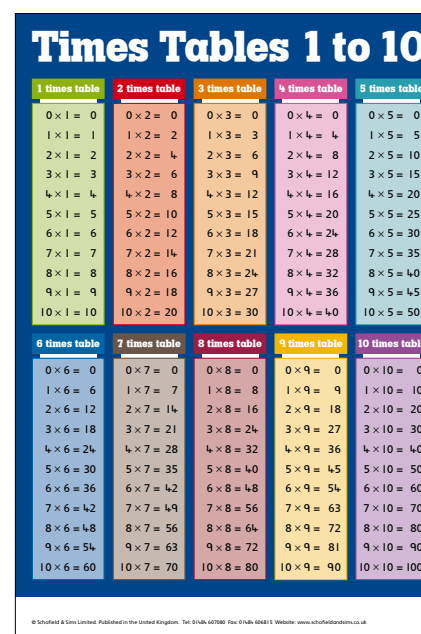
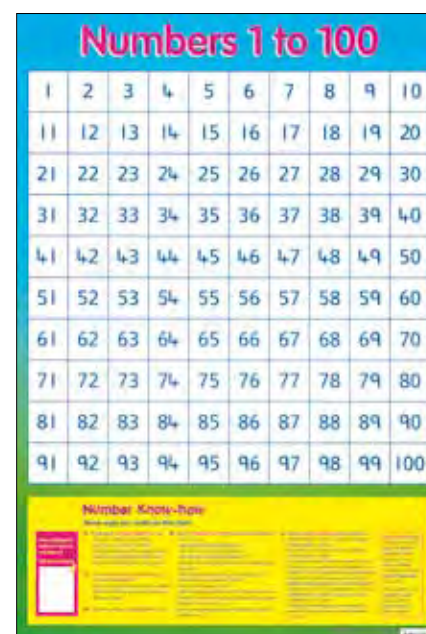
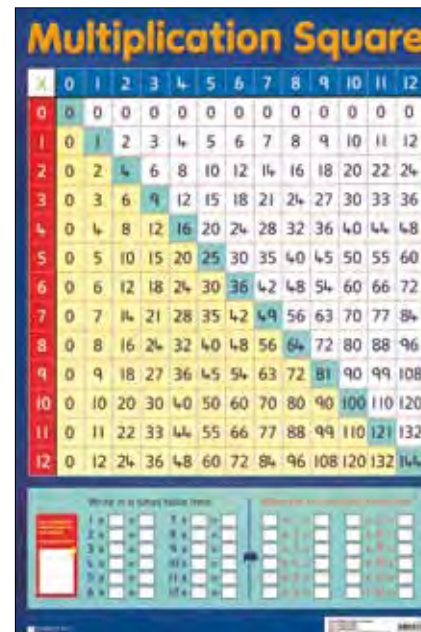
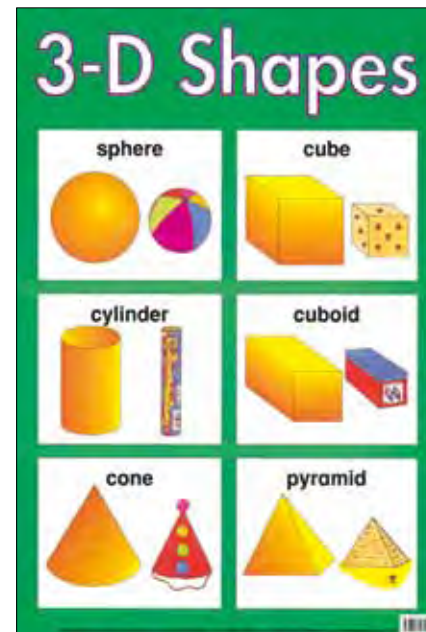
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The term 'mental arithmetic' is usually associated with spoken questions. However, children using all the Schofield & Sims **Mental Arithmetic** materials read the questions themselves and write down their answers.

Each **Mental Arithmetic** book is divided into three Sections. Each unit of work is described as a Session and every Session contains activities of three different types:

- **Part A:** questions using pictures or simplified language
- **Part B:** questions using maths vocabulary and/or mathematical symbols, such as +, -, =, < and >
- **Part C:** word problems or questions that test the child's ability to use his or her understanding of mathematical concepts.

Throughout the series, additional **Check-ups** or **Just facts** activities assess children's understanding of particular areas and a **Language of Maths** glossary helps to develop their number vocabulary.



Section 1 Session 1

A 1 Count the eggs in the nest. Join the nest to the number.

2 Circle the smaller number. Tick the larger number.

5 2 4 1 3 5

3 Write these numbers in order. Start with the smallest number.

B 4 Count the beads. Write the number.

5 Write a number bigger than 3. Write a number smaller than 3.

□ □

6 Write these numbers in order.

C 7 Count these. Write the number.

8 Write some larger numbers.

9 Write these numbers in order.

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

0 1 2 3 4 5 6 7 8 9 10

The page example above refers to First Mental Arithmetic 1.

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See new Teacher's Guide on page 54

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For Schofield & Sims Mental Arithmetic, see pages 56-57.

The page shown is from First Mental Arithmetic 4.

In Books 4 to 6, the **First Mental Arithmetic** Sessions become more demanding, with 10 questions per Part and 30 per page (see below). This provides more intensive maths practice and prepares children to move on to Schofield & Sims **Mental Arithmetic** in Year 3.

Books 4 to 6 also contain **Achievement charts**, for completion by the child. These enable children to monitor their own learning and encourage them to take full ownership of their work.

A separate **Answers** book is available to accompany each workbook in the series, to facilitate marking. All the **Answers** books contain:

- correct answers to all the questions contained in the corresponding workbook
- answers to the **Check-ups**
- photocopiable **Group record sheets**.

The Year 1 books of **Answers** contain an additional photocopiable **Check-up**.

Whole-school maths practice

Section 1 Session 2

A ANSWER

1 Circle the even number.
10 11 13

2 Circle the odd number.
20 23 26

3 Tick the number that is fifteen.
51 15

4 $\square + 4p = 5p$ p

5 $10p - \square = 5p$ p

6 $2p + 2p + 2p = \square p$

7 $5p + 2p + 2p = \square p$

8 $10p - 5p - 2p = \square p$

9 $10p - 2p - 2p = \square p$

10 $2p + 2p + 5p + 1p = \square p$

B ANSWER

1 20, 22, 24,

2 19, 21, 23, 25,

3 Write the number.

4 Draw the beads for this number.
 |

5 $9 - 4 = \square$

6 $7 - 5 = \square$

7 $2 + 4 = \square$

8 $4 + 5 = \square$

9 $10 - 10 = \square$

10 $7 - 6 = \square$

C ANSWER

Look at these numbers in the cloud.

1 Write the numbers that are odd.

2 Write the smallest even number.

3 What is the even number in the cloud after 36?

4 Draw onto this abacus the smallest odd number in the cloud.

Find the largest odd number in the cloud.

5 How many tens are there?

6 How many units are there?

 6 oranges 4 apples 2 bananas 3 pears

How many

7 apples, bananas and pears are there in total?

8 more oranges are there than pears?

9 fewer bananas are there than oranges?

10 Which two fruits total 7?
 and

6

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Mental arithmetic

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Maximise the benefits of **First Mental Arithmetic** (pages 52–53), **Mental Arithmetic** (pages 56–57) and **Essential Mental Arithmetic** (page 58) with these highly informative and practical Teacher's Guides, which are essential resources both for new and experienced users.

Assessment resources

As well as outlining the purpose and structure of the relevant Schofield & Sims **Mental Arithmetic** products, and giving full instructions for use, the guides provide photocopiable assessment materials, as follows.

- **Entry tests** ensure that all pupils are working on the books that best suit their individual ability levels. Guidelines for use are supplied, along with marking keys and group record sheets.
- One-page **Diagnostic checks**, for use alongside each of the pupil books, are specially designed for pupils who are struggling. The accompanying marking keys help you to pinpoint specific areas of difficulty. They also provide catch-up activities, in the form of 'Activity prompts', which help pupils to understand even the most difficult mathematical concepts.

Please see opposite for sample Entry tests and Diagnostic checks.

General resources

The guides also provide more general photocopiable resources, including number lines, 'Language of maths' vocabulary sheets (one per pupil book), multiplication and counting squares, fractions charts, units of measurement, and labelled 2-D and 3-D shapes.

Resources for younger pupils include abacus sheets, number and word cards, a '1 to 100' number chart, and days of the week and conservation of number sheets.

In addition, downloads from the Schofield & Sims website provide you with:

- charts that help you to estimate pupils' National Curriculum levels for maths, based on their work on the pupil books
- 'Achievement award' certificates, which you can customise with the school logo and your chosen wording.

The Teacher's Guides for Schofield & Sims' flagship maths products help you to:

- assess new pupils
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Mathematics: Key Stages 1 and 2

Schofield & Sims First Mental Arithmetic

Entry test A

Name: _____ Date: _____

Class: _____

1 Count the dots.

2 Write these numbers in order.
10 4 7

3 1 more than 8 is

4 1 less than 10 is

5 $7 + 3 =$

6 $4 + \square = 10$

7 Write the missing numbers.
5 6 7

8 Write the missing numbers.
0 5 20

9 $4 + 6 =$

10 $7 + \square = 9$

11 $8 - 3 =$

12 $7 - \square = 4$

13 Draw a triangle.

14 Draw a line longer than this line.

Draw a line shorter than the printed line above.

15 This pictogram shows favourite vegetables.

Carrots Sprouts Leeks

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

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

Schofield & Sims First Mental Arithmetic

Entry test A marking key (for Books 1 to 3)

1 15
2 4 7 10
3 4
4 4
5 10
6 4
7 8 4 10
8 10 15
9 10
10 2
11 5
12 3
13 Drawing of a triangle
14 First one line that is longer, then one shorter than the given line
15 (a) 8 (b) 1
16 18
17 11 14 12
18 20
19 14
20 14
21 60
22 30
23 18
24 30 40
25 4
26 3
27 Hands to show 6 o'clock
28 Left-hand side of balance

29

30 Scissors (they make a turning action as they open and close)

31 15 15 15 17

32

33 15
34 17
35 13
36 12
37 4
38 4
39 14p
40 18
41 (a) 4 (b) 6
42 Hands on clock face to show 3:30
43 Tick must be placed on or next to right-hand corner. Line can be horizontal, vertical or diagonal.

44 A square number has a square number of dots. The numbers may be shown in any order.

45 6 blocks

From First Mental Arithmetic Entry test A, with accompanying marking key, for use with the youngest pupils.

Schofield & Sims Mental Arithmetic

Diagnostic check for Mental Arithmetic 3

Name: _____ Date: _____

Class/Set: _____

1 Write in numbers three thousand and eighty-four.

2 Look at the hundreds digit in this number: 6427. How many hundreds does this represent?

3 $2300 + 700 =$

4 $25 + 9 + 17 =$

5 **SCORE CARD**

Tim	7
Mandeep	8
Kai	8
Alexis	9

 The total score was 28. What was Mandeep's score?

6 Dan had 60 marbles. He lost 23 and then won 17. How many marbles did he have then?

7 $(8 + 6) + (5 + 8) =$

8 $63 + 7 =$

9 Find the difference between 90 multiplied by 10 and 90 divided by 10.

10 Add 10^2 to 4^2 .

11 $\frac{2}{3} =$ eighths

12 Write $\frac{2}{10} + \frac{3}{10}$ as a decimal fraction.

13 Find $\frac{1}{2}$ of $3\frac{1}{2}$.

14 $32 = 5p$ coins = 20p coins

15 $£1 =$ thirty-two 2p coins

16 Oranges cost £2.60 per kg. What is the cost of 2 kg 500 g of oranges?

17
The scale shows the mass of a bag of sweets. How much will it cost at 40p per 100 g?

18 Write $\frac{1}{5}$ cm as a decimal fraction of a metre.

19 Bottle A holds half as much as bottle B. Write the amount that bottle A holds in ml.

20
This clock is 13 minutes fast. What is the correct time? Use a.m. or p.m.

21
Write the time shown on this clock using 24-hour clock time.

22 **TIMETABLE**

	LEAVE	ARRIVE
HOLDEN	15.30	15.58
BADLEY	16.00	16.28
C	16.30	16.58

 Which bus do I catch to arrive at Badley at 4.28 p.m.?

23 A girl faces North. She turns right until she faces West. Through how many right angles does she turn?

24
All the angles at the centre of the circle are equal. How many degrees are there in the marked angle?

25
Find the measurement of angle x in degrees.

26
Write the letter of the shape which is a rhombus.

27 A square has a perimeter of 72 m. How long is one side in metres?

28 A rectangular garden lawn has a long side of 12 m and a short side of 15 m. What is its perimeter in metres?

29 Mr Gupta walks around his square garden four times each day. Each side of his garden measures 25 m. How far does he walk in total?

30 A square piece of paper measures 10 cm along each side. What is its area in cm^2 ?

Schofield & Sims Mental Arithmetic

Marking key to the Diagnostic check for Mental Arithmetic 3

Use the Activity prompts to help pupils overcome problems with particular questions. Clear activities may be downloaded from www.schofieldandsims.co.uk.

Place value

1 3004 2 4

Activity prompt: In this one set of 100s there are 100s. In the other set there are 100s and 10s. How many hundreds are there in each set? How many tens are there in each set? How many ones are there in each set?

Addition and subtraction

3 8000 4 51 5 4 6 54

Activity prompt: Discuss with pupils how they would solve the addition or subtraction. Encourage them to find the best strategy, then discuss. For subtraction, they can use a strategy such as 'borrowing' (number line, 100s, 10s, 1s) and 'counting on from the number to be subtracted'.

Multiplication and division

7 40 8 9 9 811 10 181

Activity prompt: Ask, for example, 'What is 6 multiplied by 7? How else do you know that? Do you use the same numbers, $7 + 6 = 42$, $42 \div 7 = 6$ and $42 \div 6 = 7$? Repeat this for other facts, choosing those that use other strategies, such as 7×7 , 8×6 , 8×7 , 9×5 , 8×7 , 9×5 , 9×5 . Discuss how to use 100s if helpful. Does the other three facts help (200s)? How might you use the strategy 'Multiply, then divide'?

Fractions

11 $\frac{1}{5}$ 12 1.70 13 $\frac{1}{2}$

Activity prompt: Check pupils understand what the denominator of a fraction refers to. Do you remember fractions that are the same? For example, $\frac{1}{2}$ is the same as $\frac{2}{4}$. What about one quarter? Do you know what this is the same as? Repeat for other measurements such as $\frac{1}{3}$ and $\frac{1}{4}$. Repeat for a rectangle which has 10 squares then 12 squares.

The Diagnostic check for Mental Arithmetic 3 and part of the accompanying marking key with 'Activity prompts'.

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Mental arithmetic

Free Entry tests and downloadable resources online



Mental Arithmetic

J W Adams, R P Beaumont, E Spavin and L Spavin (edited by T R Goddard)

This series of books provides carefully graded questions that develop pupils' essential mathematics skills and prepare them for all aspects of the Key Stage 2 maths tests, including mental maths. Schofield & Sims **Mental Arithmetic** is designed primarily for pupils in Key Stage 2 who are working at levels 3 to 6. However, the Introductory Book may also be suitable for use at Key Stage 1, and books 5 and 6 provide a bridge to Key Stage 3.

Every Schofield & Sims **Mental Arithmetic** book is divided into three sections, each comprising 12 one-page tests presented in a standard format that pupils will quickly become familiar with (see pointers below).

A useful Language of Maths glossary on the inside front cover helps to develop pupils' number vocabulary. Two 10-minute Progress Tests are provided, with accompanying Results Charts, and final Check-up Tests on number, money and measures help pupil and teacher to identify any gaps in understanding.

Suitable for use with **I can do maths** – see page 59.



Part A: questions where use of language is kept to a minimum – based on the signs =, +, −, × and ÷.

For **First Mental Arithmetic** (Key Stage 1), see pages 52–53. For **Essential Mental Arithmetic** (Key Stage 3 Intervention) see page 58.

Part B: questions using number vocabulary – particularly the language associated with the four signs.

See new **Teacher's Guide** on page 54

Part C: questions presented in word form as one- or two-stage problems.

Section 1 Test 2

<p>A ANSWER</p> <p>1 How many beads? Write the number word. _____</p> <p>2 $2 + \quad = 8$ _____</p> <p>3 $4p + 3p + 1p$ _____ p</p> <p>4 $9 - 5$ _____</p> <p>5 Which two numbers are missing? $2, \quad, 4, 5, \quad, 7, 8$ _____ and _____</p> <p>6 $\quad - 3 = 2$ _____</p> <p>7 What is the time? _____ o'clock</p> <p>8 $7 + 2 = 2 + \quad$ _____</p> <p>9 $5 - 5$ _____</p> <p>10 $7p = 5p + \quad p$ _____ p</p>	<p>C ANSWER</p> <p>1 Which is the longest line, A, B, or C? _____</p> <p>2 Jack spent 3p. He had a FIVE left. How much had he at first? _____ p</p> <p>3 How many days in a school week starting Monday and finishing Friday? _____</p> <p>4 On a string there are 9 beads. 3 are red, 3 are blue and the rest are white. How many white beads are there? _____</p> <p>5 Jessica has these coins in her purse. She spends 4p. How much has she left? _____ p</p> <p>6 Tom is 4 years older than Amy who is 4. How old is Tom? _____</p> <p>7 This clock is 1 hour slow. What is the correct time? _____ o'clock</p> <p>8 The length of a line is 8 cm. Find the length of a line which is 3 cm shorter. _____ cm</p> <p>9 Katie has 2p and Megan has twice as much. How much have they altogether? _____ p</p> <p>10 George has a FIVE and 2 pennies. How much more does he need to make 9p? _____ p</p>
--	--

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Mathematics: Key Stage 2

'Mental maths is one of our key development objectives and we have seen excellent progress across Key Stage 2 using the **Mental Arithmetic** books. Staff commented that pupils have doubled their scores in mental maths tests and that their confidence in maths is improving.'

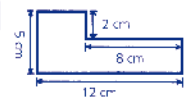
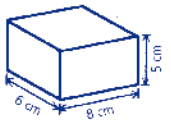
Catherine Jubbs
Headteacher, Netherthong Primary School, Holmfirth

'The **Mental Arithmetic** workbooks are invaluable to our daily routine for the whole school. All pupils start every morning with 10 minutes of 'Add-a-Day' work from their **Mental Arithmetic** workbooks. The staff have seen a great improvement in mental maths skills throughout all year groups.'

Sue Lowry
Marston Green Junior School, Solihull

Please note that the page example below refers to Book 4.

Section 1 Test 12

		ANSWER			ANSWER
A			C		
1	$300 + 15 + 5000$	_____	1	Approximate (a) 9.82 to the nearest whole one (a) _____ (b) £10.48 to the nearest £1 (b) £ _____ (c) 3.25 kg to the nearest kg. (c) _____ kg	
2	45 FIVES = £ _____	_____ £	2	The kilometre reading on the instrument in a car is 9946.2. What distance has the car to travel for 1 to read ten thousand kilometres? _____ km	
3	$\frac{22}{100}$ of 1 metre = _____ cm	_____ cm	3	What fraction in its lowest terms is equal to (a) 8 out of 20 (b) 25 out of 40 (c) 70 out of 100? (a) _____ (b) _____ (c) _____	
4	$200 - 0.45$	_____	4	10 articles cost £2.40. Find the cost of 3. _____ p	
5	The ninth month of the year is _____	_____	5	Josh was born on 30.6.'03. Write his age in years and months on 1st September 2015. _____ years _____ months	
6	709×8	_____	6	Find the sum of the numbers between 60 and 80 which are divisible by 9. _____	
7	$3.7 =$ _____ hundredths	_____ hundredths	7	 Find (a) the perimeter of the shape (a) _____ (b) its area. (b) _____	
8	$17p + 15p + 20p =$ £ _____	_____ £	8	1000 screws have a mass of 4.2 kg. Find the mass in g of (a) 100 screws (a) _____ g (b) 1 screw. (b) _____ g	
9	$140 \text{ g} +$ _____ g = 0.2 kg	_____ g	9	A shopkeeper bought 6 balls for £1.32 and sold them to make a total profit of 48p. For how much did he sell each ball? _____ p	
10	$£23.00 \div 5$	_____ £	10	A car uses 7 litres of petrol to travel 100 km. How many litres are required for 1600 km? _____ l	
11	0.7 litres = _____ litre = _____ ml	_____ ml	11	Three lines measure 0.04 m; 4.7 mm; 3.8 cm. Find the difference between the longest and shortest lines. _____ mm	
12	$\frac{3}{10} + \frac{2}{5}$	_____	12	 48 centimetre cubes fit exactly into the bottom of this box. The box is 5 cm deep. How many cm cubes are needed to fill it? _____	
B					
1	What number is 32 greater than 290?	_____			
2	Write as a decimal 5 tens plus 18 tenths.	_____			
3	How many FIVES must be taken from 3 FIFTIES to leave £1.15?	_____ FIVES			
4	How many eighths are there in $7\frac{5}{8}$?	_____			
5	29th June is on a Friday On which day is the 4th July?	_____			
6	Share 75p equally among 8 children. Find (a) how much each (a) _____ p (b) how many pennies are left. (b) _____ p				
7	What mass in kg is double 3 kg 750 g?	_____ kg			
8	Which of these numbers will divide exactly by both 6 and 9 without a remainder? 24 36 48 63	_____			
9	Find the area of a playground 30 m long and 18 m wide.	_____			

Next work Progress Test 1 on page 16.
Enter the result and the date on the chart.

Whole-school
maths practice

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BOOK 5
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BOOK 6
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Answers BOOK 5
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Answers BOOK 6
ISBN 978 07217 0810 2

The Times Tables Tests on page 69 are in a similar format to Mental Arithmetic and may be used alongside it.

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Mental arithmetic



Developing functional maths skills through intensive and sustained practice.

Essential Mental Arithmetic

J W Adams, R P Beaumont, E Spavin and L Spavin (edited by T R Goddard)

At the request of Key Stage 3 teachers, Schofield & Sims has rebranded **Mental Arithmetic** for use with older students. **Essential Mental Arithmetic** is a repackaged edition – with different covers and the same rigorous content. Perfect for recovery work and for building functional skills in mathematics, **Essential Mental Arithmetic**:

- gives intensive practice matched exactly to ability level, supporting differentiation and personalised learning
- provides one-per-student workbooks that encourage students to monitor their own progress and take pride in their work
- enables students to succeed in areas of maths where they have previously failed, embedding and securing learning that has previously eluded them
- gives students the solid grounding in maths that is vital if they are to gain proficiency in other subjects, both academic and vocational
- prepares students for full numeracy in education, training and daily life.

The series can be used:

- with students who struggle with maths materials designed for their age-group
- as a baseline skills programme at the start of Key Stage 3, or at the beginning of any maths-related course
- with the **I can do maths** teaching method (see page 59).

An **Essential Mental Arithmetic Entry test** is available to help you determine the level at which a new student is working; this is downloadable from the **Essential Mental Arithmetic** page on the Schofield & Sims website.

The **Mental Arithmetic Teacher's Guide** provides a full introduction to the series, together with further assessment resources: see page 54 for full details.

The **Mental Arithmetic** books of **Answers** listed on page 57 are fully compatible with the **Essential Mental Arithmetic** workbooks and help to make marking quick and easy.



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ISBN 978 07217 1196 6

BOOK 4
ISBN 978 07217 1197 3

BOOK 5
ISBN 978 07217 1198 0

BOOK 6
ISBN 978 07217 1199 7

'... easy to use, provides great value for money and helps to give structure and rigour to both teaching and learning, providing daily practice of mathematical concepts – at a level that's appropriate to each individual'

Assistant Director for Children's Services
Darlington Borough Council

'We have used these books extensively at Key Stage 3, sometimes on a daily basis. We have seen a notable improvement in the numeracy skills of our students who get this type of regular practice. They are well written and extremely useful – I would recommend them to anyone.'

Neil MacRae (Head of Maths)
Aylesford School, Warwick

For sample workbook pages and a general description of contents and format, see **Mental Arithmetic on pages 56–57.**

For Schofield & Sims **Essential English Skills, see page 39.**

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Builds functional skills

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Basic maths skills



BOOK 1

- One-to-one matching
- Counting sets of objects and sequencing numbers to 5
- Correct formation of numerals to 5
- Writing number words

BOOK 2

- One-to-one matching
- Counting sets of objects and sequencing numbers to 10
- Correct formation of numerals from 6 to 10
- Partitioning a set into two groups of objects
- Simple pictorial addition
- Writing number words

BOOK 3

- Adding with one number hidden
- Recognising sets with 'more', 'less' or 'the same'
- Using the signs for 'equals' (=) and 'plus' (+)
- Number facts (for example, pairs of numbers adding up to 10)

BOOK 4

- Finding the 'difference' between larger and smaller numbers
- Subtraction – by taking away or counting on or back
- Using a subtraction sign (-)
- Subtraction with one number hidden

First Numbers *Anne Evans*

First Numbers is a series of graded activity books that help children to learn basic number skills, including addition and subtraction.

Numbers 1–5 Counting/Number recognition and number formation.

! 2 3 4 5

Colour and count the objects (members) in each set and write the number in the box.

26

MATHEMATICS KEY STAGE 1

AGES	5–7
RETAIL PRICE	£2.45
SCHOOL PRICE	£1.95

BOOK 1

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BOOK 2

ISBN 978 07217 0893 5

BOOK 3

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BOOK 4

ISBN 978 07217 0895 9

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Number Book *Andrew Parker and Jane Stamford*

Number Book is a series of graded activity books helping children to learn basic calculation skills, including addition, subtraction, multiplication and division.

BOOK 1

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

BOOK 2

- Using a number line to count on and back
- The addition of three numbers; mixed addition and subtraction sums
- Number facts (for example, pairs of numbers that add up to 10)
- Comparing numbers to find which is 'more' or 'less'
- Addition and subtraction with one number hidden

BOOK 3

- Numbers to 20
- Tens and units
- Number facts (for example, pairs of numbers that add up to 20)
- Recognising coins to 20p, counting money and giving change
- Multiples of 2

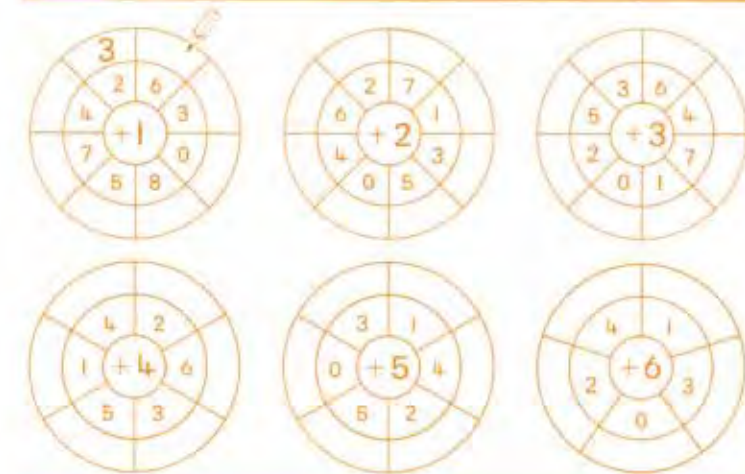
BOOK 4

- Multiplication and division by 2 and 3
- Tens and units; counting in tens
- Number facts (for example, pairs of numbers that add up to 20)
- Using a hundred square
- Recognising coins to 50p, counting money and giving change
- Vertical addition and subtraction (without borrowing or carrying)

BOOK 5

- Multiplication and division by 4 and 5
- Vertical addition and subtraction (involving borrowing and carrying)
- Recognising coins to 50p, counting money to £1.00 and giving change
- 'Snake sums' (five-step number problems)

Adding



Taking away



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BOOK 3	ISBN 978 07217 0790 7
BOOK 4	ISBN 978 07217 0791 4
BOOK 5	ISBN 978 07217 0792 1

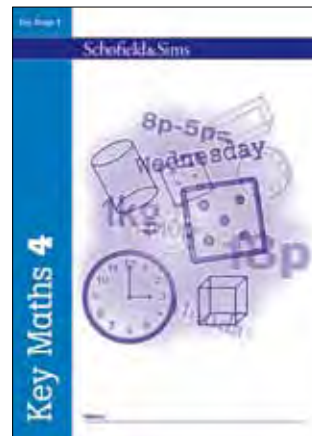
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Mathematics: Key Stage 1

Basic maths skills



BOOK 1

- Numbers to 10
- Simple addition
- Comparative size (thicker/thinner, longer/shorter)
- Comparative measures (heavier/lighter)
- O'clock times
- 2-D shapes
- Repeating patterns

BOOK 2

- Using a number line to count on or back and find the 'difference' between numbers
- Addition and subtraction
- Non-standard units of measurement
- Comparative measures (heavier/lighter)
- Telling the time using half-past the hour
- Counting money and giving change

BOOK 3

- Numbers to 20
- Tens and units
- Addition and subtraction with one number hidden
- Standard units of measurement (metre, kilogram)
- Days of the week
- 3-D shapes
- Finding the area of 2-D shapes

BOOK 4

- Numbers to a hundred
- Tens and units
- Vertical addition and subtraction of 2-digit numbers
- Capacity (litres)
- Counting in 10s
- $\frac{1}{4}$ past and $\frac{1}{4}$ to times
- Odd and even numbers
- Right angles

BOOK 5




- Vertical addition and subtraction with carrying and borrowing
- Hundreds, tens and units
- Counting in 2s and 5s
- Fractions ($\frac{1}{2}$ and $\frac{1}{4}$)
- Standard units of measurement (centimetre, gram)
- Time in minutes
- Symmetry

Key Maths *Andrew Parker and Jane Stamford*

Key Maths is a series of graded activity books that reinforce children's mastery of important skills and concepts as required by the Primary National Strategy for maths at Key Stage 1. Areas covered include algebra, measures, money, fractions and data handling.







Measuring

► How many metres long? Estimate first.

	estimate	measure
 door		
classroom – long		
P.E. mat		
corridor – long		
hall – long		
 piano		
 cupboard		
playground – long		
you choose		
you choose		
you choose		

► Measure yourself and a friend.

Compare your measurements.

my height 	_____ m	my friend's height 	_____ m
my arm span 	_____ m	my friend's arm span 	_____ m
my stride 	_____ m	my friend's stride 	_____ m

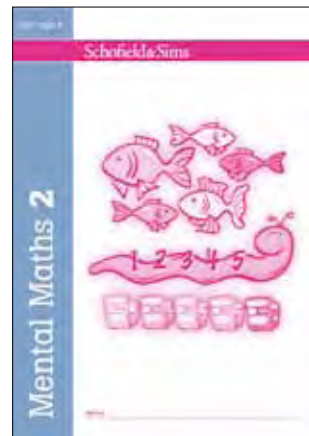
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BOOK 3	ISBN 978 07217 0795 2
BOOK 4	ISBN 978 07217 0796 9
BOOK 5	ISBN 978 07217 0797 6



BOOK 1

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

BOOK 2

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

Mental Maths *Anne Forster and Paul Martin*

The series **Mental Maths** develops children's ability to understand number problems and to use their knowledge to resolve these problems confidently and logically.

1. Circle the digit in each number that shows the tens.
26 16 39 52 84 91

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

3. Finish the bills.

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

5.

Tom had 27 conkers and Finn found 21 conkers.
 How many conkers did they have altogether?

Bess laid 39 eggs in a week.
 Hetty
 Topsy laid 21 eggs in a week.
 How many eggs did Bess and Topsy together lay in a week?
 How many more eggs does Hetty have to lay to give the farmer 75 eggs?

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See pages 52–58 for
 Key Stage 2 Mental
 Arithmetic.

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Mathematics: Key Stage 1

Basic maths skills



BOOK 1

- Comparative size (for example, bigger/smaller and longer/shorter)
- Common shapes (for example, circle, square, triangle and rectangle)
- 'The same'

BOOK 2

- In/on/under
- First/last
- Before/after
- Few
- More

BOOK 3

- Next (to)
- Repeating patterns
- Fewer/fewest
- Many/enough

BOOK 4

- Cone, sphere, cube and pyramid
- Faces of 3-D shapes
- First, second and third
- Before/after

Number Vocabulary *Sally Johnson*

Number Vocabulary is a series of activity books that reinforce key mathematical language such as the names of 2-D and 3-D shapes and position and direction words.

Short
Hector has a **short** tail.

Colour the **shortest** hair.

Colour the **shortest** skirt.

Colour the **shortest** socks.

Colour the **shortest** nose.

Who has the **shortest** hair in your family?

7

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BOOK 2	ISBN 978 07217 0914 7
BOOK 3	ISBN 978 07217 0915 4
BOOK 4	ISBN 978 07217 0916 1

Problem solving



BOOK 1

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

BOOK 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

BOOK 3

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

KS1 Problem Solving *Anne Forster and Paul Martin*

Key Stage 1 Problem Solving is a series of graded activity books that help children to sharpen their mathematical skills by applying their knowledge to a range of 'real-life' situations, such as shopping and telling the time.

How Old?

Mum Dad Barney Gran Grandpa

Problem 1: How many years do Mum's and Dad's ages add up to?
 $\square + \square = \square$
 They add up to \square years.

Problem 2: How old was Mum when Barney was born?
 $\square - \square = \square$
 She was \square years old.

Problem 3: How much older is Dad than Mum?
 $\square - \square = \square$
 Dad is \square years older than Mum.

Problem 4: Gran is 9 years younger than Grandpa. How old is Grandpa?
 $\square + \square = \square$
 Grandpa is \square years old.

15

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BOOK 2

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BOOK 3

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Mathematics: Key Stage 2

Problem solving



BOOK 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

BOOK 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

BOOK 3

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

BOOK 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

See also [Understanding Maths topics on page 71.](#)

KS2 Problem Solving 1–3 *Anne Forster and Paul Martin*

KS2 Problem Solving 4 *Ann Montague-Smith*

Key Stage 2 Problem Solving is a series of graded activity books helping children to sharpen their mathematical skills. It encourages them to apply their maths skills to a range of 'real-life' situations, such as shopping and keeping score in games.



Pull-out answers contained in these books

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BOOK 2 ISBN 978 07217 0936 9

BOOK 3 ISBN 978 07217 0937 6

BOOK 4 ISBN 978 07217 1138 6

Times tables



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 and recall number facts
- improve their rapid recall skills
- derive related division facts.

BOOK 1 focuses on the 2, 5 and 10 times tables.

BOOK 2 focuses on the 3, 4, 6, 7, 8 and 9 times tables.

Both books end with number problems and 'What I know' pages, which build children's confidence and reinforce learning.

Times Tables Practice *Ann Montague-Smith*

Knowing the times tables is vital to success in maths. **Times Tables Practice** gives children extensive practice in all the times tables relevant to their age group, providing enjoyable activities with attractive illustrations that will hold their attention throughout. All the activities are correlated to the Primary Framework for mathematics.

Multiplying by 5

This machine multiplies by 5.

Read from the list the number that goes into the machine.

Write the answer that comes out of the machine.

In: 3, 2, 7, 9, 8, 10, 1, 4, 6, 5

Out: []

Write the answers to these multiplication sentences:

$6 \times 5 =$ []	$4 \times 5 =$ []	$10 \times 5 =$ []
$8 \times 5 =$ []	$3 \times 5 =$ []	$2 \times 5 =$ []
$9 \times 5 =$ []	$1 \times 5 =$ []	$7 \times 5 =$ []
	$5 \times 5 =$ []	

Schafeld & Sims Times Tables Practice Book 1 13

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See pages 68–70 for more times tables workbooks.

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BOOK 2 (Key Stage 2)
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Mathematics: Key Stages 1 and 2

Times tables



BOOK 1, which is designed primarily for children in Key Stage 1, covers:

- the 1 times table
- the 2 times table
- the 3 times table
- the 4 times table
- the 5 times table
- the 10 times table

BOOK 2, which is designed primarily for children in Key Stage 2, covers:

- the 6 times table
- the 7 times table
- the 8 times table
- the 9 times table
- the 11 times table
- the 12 times table

Includes
11 and 12
times tables

Times Tables

Times Tables helps children to practise essential multiplication facts. Each book in the series contains hints for learning tables, activities, time challenges and a times tables summary. A pull-out answer booklet is also included.

Record Breakers
How quickly can you do these tests?
Use a stopwatch and write the answers on spare paper.
Take 1 second off your time for every question you get right.
Add 3 seconds onto your time for every question you get wrong.

You will score better by being **ACCURATE** rather than **FAST**.

BUILD SPEED UP GRADUALLY while still trying to get all the answers right!

Where you see this is the answer you need to give.

Test 1	Test 2	Test 3
$9 \times 9 = 81$	$5 \times \square = 40$	$\square \times 5 = 15$
$\square \times 3 = 27$	$3 \times \square = 18$	$\square \times 4 = 36$
$\square \times 9 = 36$	$6 \times \square = 48$	$\square \times 2 = 12$
$\square \times 9 = 72$	$9 \times \square = 72$	$\square \times 4 = 24$
$9 \times 3 = \square$	$4 \times \square = 32$	$\square \times 5 = 20$
$\square \times 6 = 54$	$8 \times \square = 56$	$\square \times 6 = 36$
$\square \times 9 = 99$	$7 \times \square = 56$	$\square \times 5 = 25$
$7 \times \square = 63$	$2 \times \square = 18$	$\square \times 7 = 49$
$8 \times 9 = \square$	$11 \times \square = 66$	$\square \times 7 = 42$
$12 \times 9 = \square$	$9 \times \square = 27$	$\square \times 9 = 72$
$\square \times 1 = 9$	$5 \times \square = 45$	$\square \times 8 = 96$
$\square \times 9 = 0$	$4 \times \square = 36$	$\square \times 9 = 27$

Keep a record of your times for each test here.

Do one test a day.

Date	Time	Date	Time	Date	Time

Pull-out answers
contained in
these books

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Mathematics: Key Stages 1 and 2



BOOK 1

- The 1, 2, 3, 4, 5 and 10 times tables
- Doubling and halving
- Simple fractions
- Coins, sums of money and conversions
- Units of measurements for length, mass and capacity

BOOK 2

- The times tables up to and including 12×12
- Doubling and halving
- Fractions
- Squares and square roots
- Perimeters and areas of shapes
- Coins, sums of money and conversions
- Finding the mean
- Units of measurements for length, mass, capacity and time

Separate book of answers for both books in this series are available; please see below.

Includes
11 and 12
times tables

Times Tables Tests *Steve Mills and Hilary Koll*

The **Times Tables Tests** series helps to secure children's knowledge and application of essential multiplication and division facts – as appropriate to their Key Stage – and to develop their understanding of number vocabulary. All the tests are similar in format to those in Schofield & Sims **Mental Arithmetic**, and may be used in conjunction with this series or independently.

Part A: straightforward number operations using the signs $=$, $+$, $-$, \times and \div , all presented using pictures or symbols where possible.

Part B: further questions using the above signs, presented in numerical form.

Part C: questions presented in word form as one- or two-stage problems.

Section 2 Test 4

A		ANSWER	B		ANSWER
1	$\times 4 =$	<input type="text"/>	1	$4 \times 8 =$	<input type="text"/>
2	How heavy? 	<input type="text"/> g	2	$12 - 3 - 3 - 3 =$	<input type="text"/>
3	$+$	<input type="text"/>	3	$27 \div 3 =$	<input type="text"/>
4	$\div 4 =$	<input type="text"/> p	4	$4 + 4 + 4 + 4 =$	<input type="text"/>
5	How many petals? 	<input type="text"/>	5	$2 \text{ kg} + 2 \text{ kg} + 2 \text{ kg} =$	<input type="text"/> kg
6	shared between 3 =	<input type="text"/>	6	3, 6, 9, 12, , 18	<input type="text"/>
7	\times $= 4 \text{ 5p}$	<input type="text"/>	7	$4 \text{ g} \times 8 =$	<input type="text"/> g
8	B is three times as heavy as A. How heavy is B? 	<input type="text"/> g	8	20, 24, 28, 32, , 40	<input type="text"/>
9	$+$	<input type="text"/>	9	$10 \text{ p} + 10 \text{ p} + 10 \text{ p} + 10 \text{ p} =$	<input type="text"/> p
10	How many triangles? 	<input type="text"/>	10	$18 \div 3 =$	<input type="text"/>

C		ANSWER
1	Seven threes are	<input type="text"/>
2	How many groups of 4 in 28?	<input type="text"/>
3	0 times 4 is	<input type="text"/>
4	How many pence are eight 5p coins?	<input type="text"/> p
5	Multiply 3 by 8.	<input type="text"/>
6	32 divided by 4 is	<input type="text"/>
7	Halve 16 and then halve the answer.	<input type="text"/>
8	How many toes on 6 feet?	<input type="text"/>
9	Divide 25 by 5 and then divide the answer by 5.	<input type="text"/>
10	A chew costs 4p. How much do 9 chews cost?	<input type="text"/> p

21

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Steve Mills and Hilary Koll

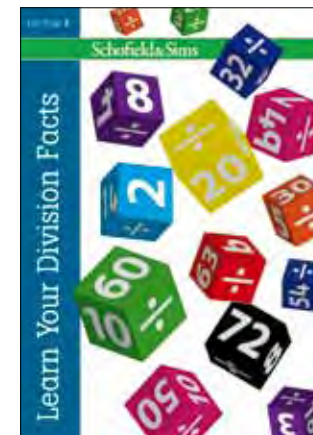
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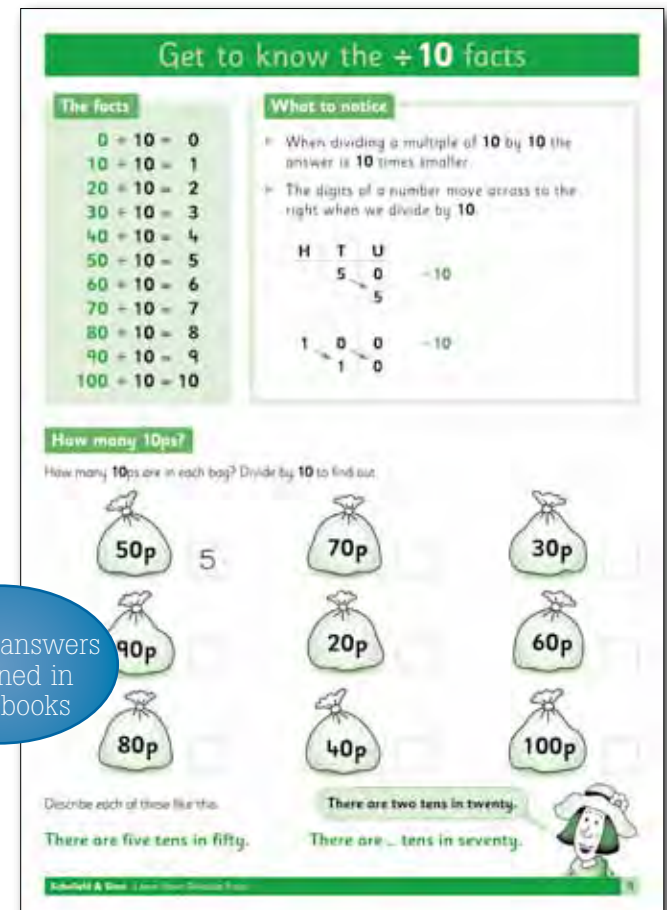
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Understanding Maths

Steve Mills and Hilary Koll

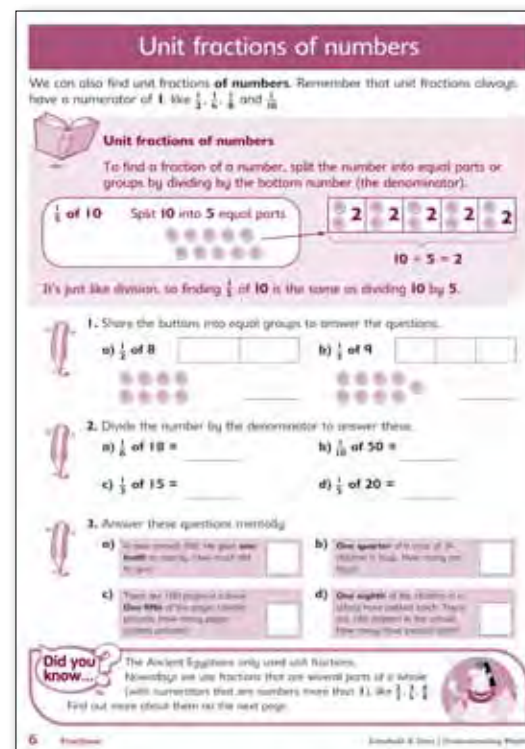
A topic-based series of eight learning workbooks designed to help children to understand, appreciate and use mathematics at Key Stage 2. Together the eight books support the whole of the Key Stage 2 mathematics curriculum, providing a sound foundation for success in numeracy.

The individual books, all of them compatible with the Primary Framework for mathematics, provide concise summaries of the information that one would expect to find in a textbook, along with the practical workbook-style activities that children need to consolidate their learning.

Each book includes:

- full explanations and examples
- interesting facts and information
- structured practice questions
- progress tests and a final assessment.

Each book also includes mental strategies and problem solving in a real-life context. The books may be used flexibly: children can either work through the whole series, or focus on particular topics. You can also use **Understanding Maths** to give children new confidence in areas of maths that they may previously have struggled with.



See pages 40, 41, 74 and 79 for topics in English, reasoning and science.



Understanding Maths Practice

Steve Mills and Hilary Koll

Helps children to revise topics covered by the other eight books in the **Understanding Maths** series (see left), keeping their skills sharp and preparing them for the Key Stage 2 national tests. Each section in the 52-page practice book links with one of the other books in the series, making cross-reference simple.

Understanding Maths Practice covers:

- Adding and subtracting
- Multiplying and dividing
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- Decimals and percentages
- Number patterns and early algebra
- Problem solving
- Shape, space and measures
- Graphs, charts and data.

Pull-out answers contained in this book

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AGES **7-11**

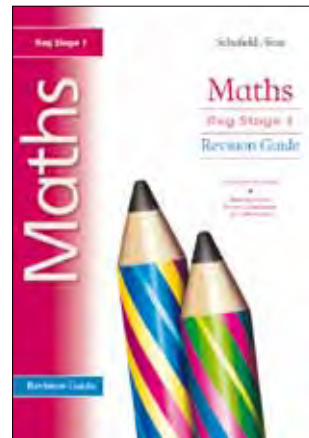
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Mathematics: Key Stage 1

Revision and test practice



Key Stage 1 Maths Revision Guide

Steve Mills and Hilary Koll

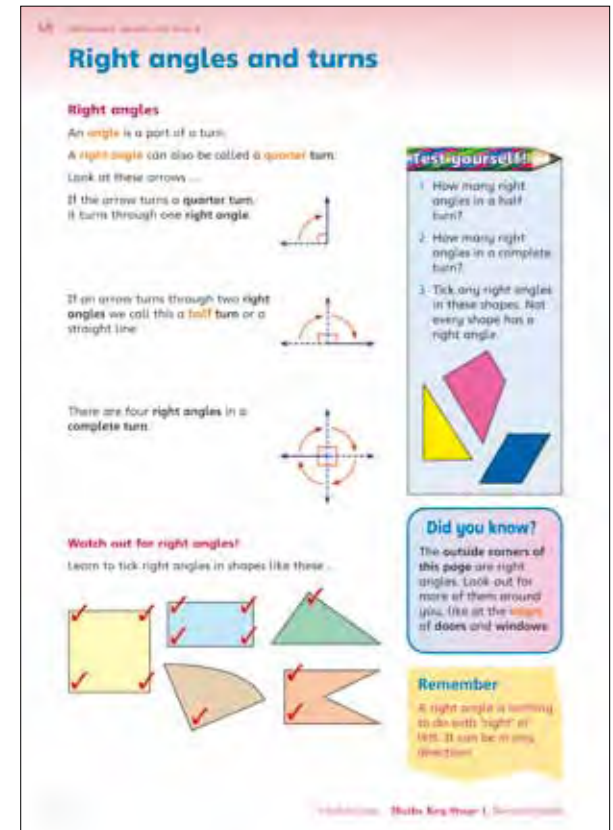
The Schofield & Sims Revision Guides help children to revise for classroom tests and for the Key Stage tests (SATs) by guiding them through what they have already learned on a topic-by-topic basis.

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Key Stage 1 Maths Practice Papers

Steve Mills and Hilary Koll

The Practice Papers are similar in both appearance and content to the national tests, where appropriate, and give children further opportunities to prepare for them. Each page is cross-referenced to the Revision Guide, which children can refer to for help. Full instructions and easy-to-use marking schemes are provided.

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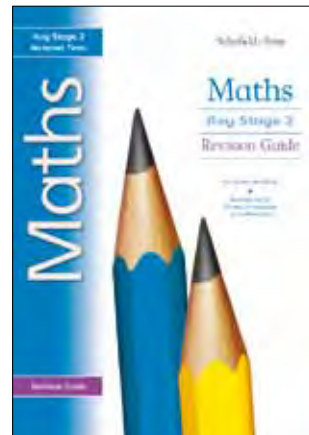


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Mathematics: Key Stage 2

See pages 44, 45, 80 and 81 for Revision Guides and Practice Papers in English and science. See also the **I can do maths** Teacher's Guide on page 59: a separate audio-only section of the CD provides two accurately timed mental maths practice tests; test transcriptions, answer sheets and marking keys are all provided as copymasters.



Key Stage 2 Maths Revision Guide

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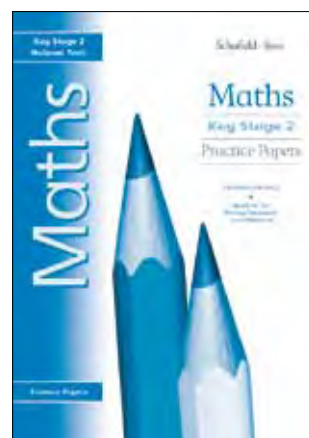
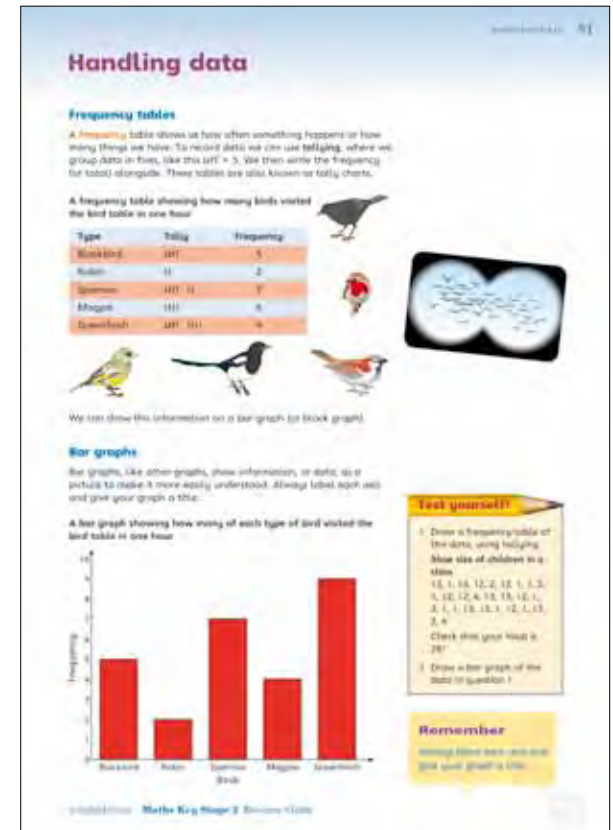
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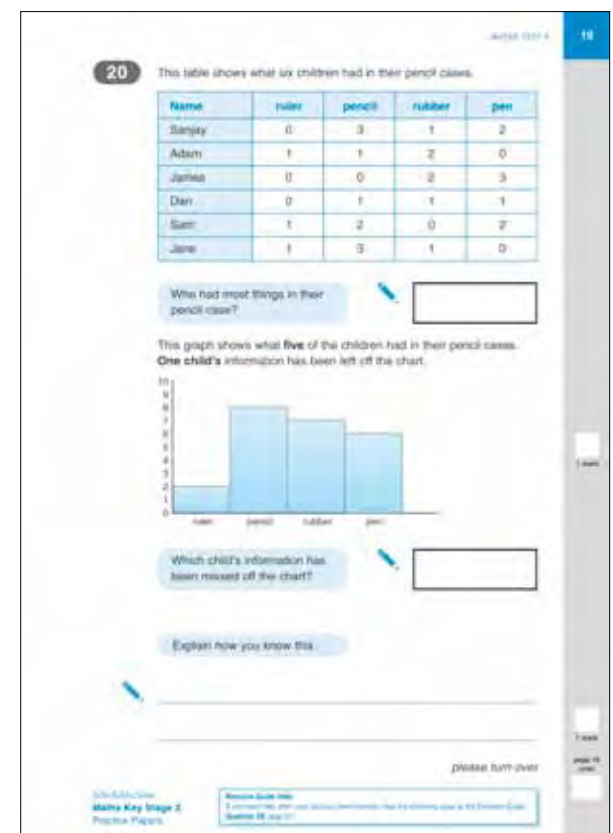
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Reasoning: Key Stage 2

Verbal and non-verbal reasoning

Understanding Reasoning *Sian Goodspeed and Rebecca Brant*

Two learning workbooks that help pupils to understand and answer correctly reasoning questions of the kind that are used in the 11+, 12+, 13+ and other school selection tests.

The books provide concise explanations and examples of all the question types occurring in the 11+ together with the practical workbook-style activities that pupils need to consolidate their learning. The step-by-step explanations are clear and include full 'how to' instructions. Intensive practice enables pupils to gain steadily in confidence as they tackle each new question type. Correct answers are provided at the back of each book for quick and easy marking.

Understanding Reasoning may be used flexibly: pupils can either work right through the books or focus on particular question types that they find difficult. The books are ideal for independent working but may also be used to support focused whole-class, small group or one-to-one teaching.

The benefits gained from these books stretch far beyond test preparation. They also help to prepare pupils for processing more effectively any new facts, concepts and ideas that they encounter in other areas of the school curriculum – and in the informal learning that takes place both in school and at home.

Understanding Reasoning:

- helps pupils to prepare for and pass the 11+
- provides step-by-step explanations that promote understanding
- increases pupils' confidence through intensive practice
- may be used flexibly for independent work, small groups or whole classes
- gives pupils extra strategies for processing new information in any context.

Similarities

In **similarity** questions, you look at a set of pictures. You work out what features they have that are the same. You then choose another picture that shares all those features. This makes the picture **similar** to the others.

Finding common features

Pictures with features 'in common'
(this means that they all have some of the same features)

These pictures look different. But if you look carefully you will find features that all four pictures have in common.

Hint Ignore any differences between the pictures. Focus on similarities.

Common features
Each picture contains:
a) two lines, each of different thickness
b) lines that are **perpendicular** (at right angles to each other) but do not cross
c) two different shapes – one white and one black.

Make a list of the common features shared by the four pictures below.

Pictures with features in common

1. [Four pictures]

Common features

a) each contains a white rectangle
b) _____
c) _____

2. [Four pictures]

Common features

a) _____
b) _____
c) _____
d) _____

Non-verbal Reasoning | Schofield & Sims | Understanding Reasoning

This text explains the topic and gives an example. Pupils will need to read it before they start answering the questions.

Annotations guide pupils through every stage of the thinking process.

Hints provide extra tips that help to make answering easier.

This icon shows the activities that the pupils should complete – they write in the spaces provided. Answers appear at the back of the book.

The procedure for answering more complex question types may be explained over several pages, as here, so that pupils learn step by step.

This page example refers to Understanding Non-verbal Reasoning.

See pages 40, 41, 71 and 79 for topics in English, maths and science.

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Reasoning: Key Stage 2



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Understanding Verbal Reasoning

Sian Goodspeed

Verbal reasoning activities use letters and words to explore pupils' understanding of language and meaning. Using methods that are quite distinct from traditional literacy activities, pupils' verbal skills are stretched to the full.

Question types covered include the following.

- Alphabet and word codes and patterns: letter sequences and codes; match the codes; make a word.
- Vocabulary questions: synonyms; antonyms; analogies; odd ones out; word connections.
- Spelling questions: missing letters; letter swaps; missing three letters; spot the word; compound words.
- Mathematical questions: number sequences; letters for numbers; missing numbers; number connections.
- Problem solving: date questions; time questions; position questions; sorting information.



This icon flags up particularly important information that pupils need to remember.



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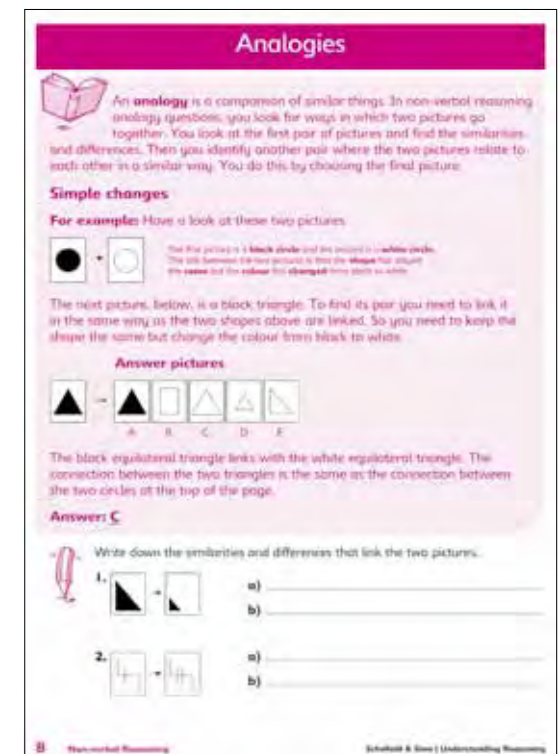
Understanding Non-verbal Reasoning

Rebecca Brant

Non-verbal reasoning activities may be used with all pupils, including those whose literacy skills are poor and those for whom English is a second language.

Question types covered include the following.

- Identifying shapes and patterns: similarities; analogies; rotations; reflections.
- Missing shapes and patterns: series; repeating and non-repeating patterns; hidden shapes (rotated and complex shapes); matrices (sequences, reflections and rotations).
- Rotating shapes and patterns: reflected shapes; nets of cubes (opposites, edges and rotated faces).
- Codes and logic.
- Combined shapes.



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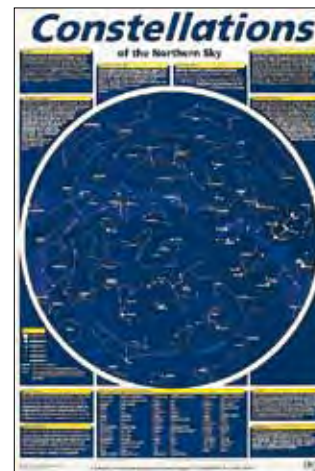
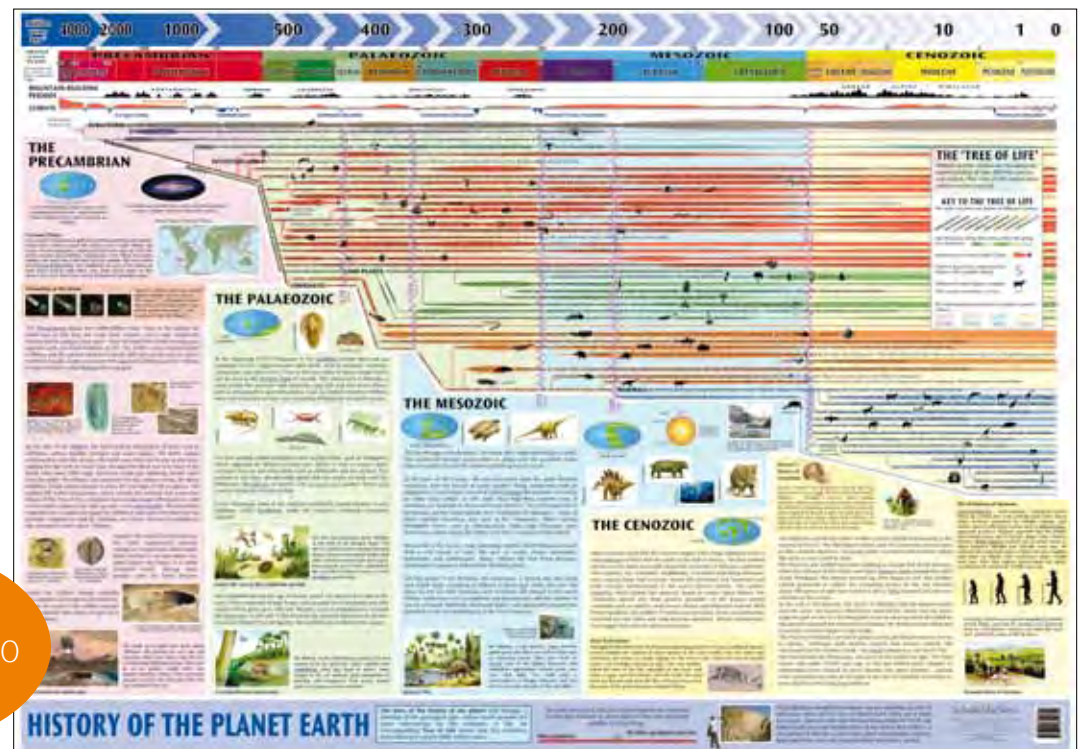
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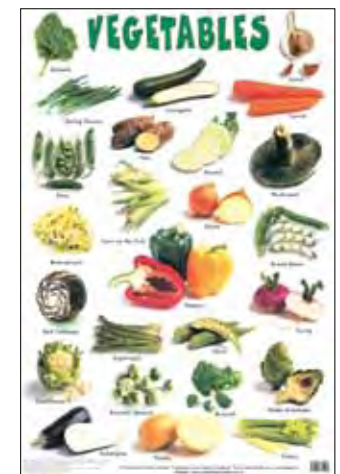
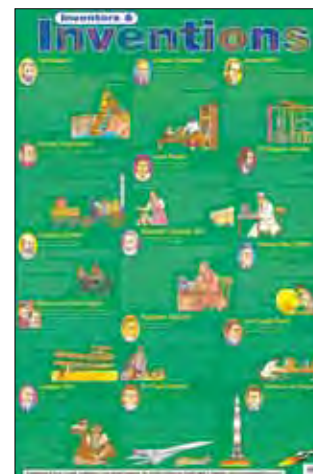
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- Recognising the properties of common materials (for example, texture and appearance)
- Identifying materials and sorting them according to similarities and differences
- Describing ways in which some materials can be changed by heating, cooling or other processes
- Knowing that certain processes are non-reversible
- Understanding the suitability of materials for different purposes (for example, being waterproof)

BOOK 2 – Life Processes and Living Things

- Knowing the difference between living and non-living things
- Recognising signs of life, life processes and the conditions necessary for life
- Naming the different parts of the body
- Naming the different parts of plants
- Recognising a range of common animals
- Variation and the classification of living things
- Living things and their environment or habitat

BOOK 3 – Physical Processes

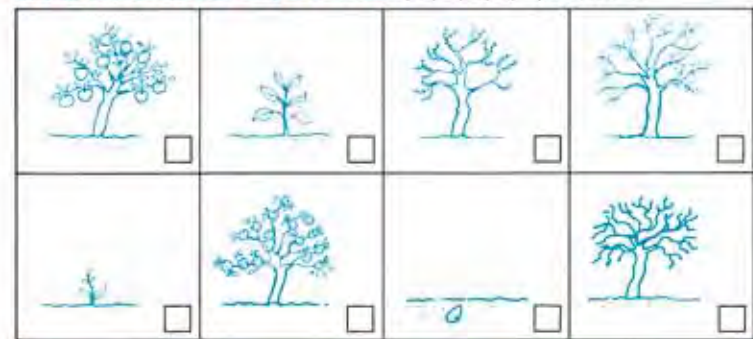
- Recognising everyday appliances that use electricity
- How a simple circuit works
- Forces and motion (for example, pushes and pulls)
- Recognising light sources
- Making and detecting sounds
- Knowing how sound travels and changes

Starting Science *Andrew Parker and Jane Stamford*

The **Starting Science** books reinforce key skills and concepts required by the National Curriculum for science at Key Stage 1. Working with an adult, children using this series will gain first-hand experience of scientific techniques such as observation, exploration, prediction and recording and evaluating evidence. Notes for teachers and parents provide details of the equipment and materials needed for the investigations.

How do trees change?

Look at the pictures. They are in the wrong order. Think about the apples growing on the tree and put the numbers in the correct order in the boxes. 1, 2, 3, 4, 5, 6, 7 and 8.



Match the names to the leaves and fruit.



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SCIENCE KEY STAGE 1

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Understanding Science *Penny Johnson*

A topic-based series of six learning workbooks designed to support comprehensively the Key Stage 2 science curriculum, including scientific investigation. Each book provides a concise summary of the information that one would expect to find in a textbook, along with the practical workbook-style activities that children need to consolidate their learning.

Understanding Science is suitable for use both in the classroom and at home. The series encourages pupils to apply their expanding scientific knowledge to everyday events and processes, and activities include planning, recording and evaluating results.

Each book includes full explanations and examples, structured practice questions and interesting facts and information.

The books may be used flexibly: children can either work through the whole series, or focus on particular topics. You can also use **Understanding Science** to give children new confidence in areas of science that they may previously have struggled with.

Micro-organisms and decay

This icon shows the activities that the pupils should complete – they write in the spaces provided. Some books contain answers in the back.

Food goes mouldy and rotten if you leave it out for too long. This happens because tiny living organisms called mould have grown on it and made it decay.

There are many different organisms that can make food or other materials decay. Most of these organisms are too small to see. They are called micro-organisms (or microbes). The micro-organisms feed on the food, and this is what makes it decay. These micro-organisms can make you ill if you eat food that they have been growing on.

This text gives background information on a particular subject. Children will enjoy surprising their friends with some fascinating facts!

1. What makes decay happen?

2. What can happen if you eat decaying food?

Did you know...

Some micro-organisms do not need to eat dead plants or animals. They can get the energy they need from chemicals in rock or deep in the sea.

26 Animals and Plants
Schofield & Sims | Understanding Science

This text explains the topic and gives examples. Pupils will need to read it before they start the activities.

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Science: Key Stage 1

Revision and test practice



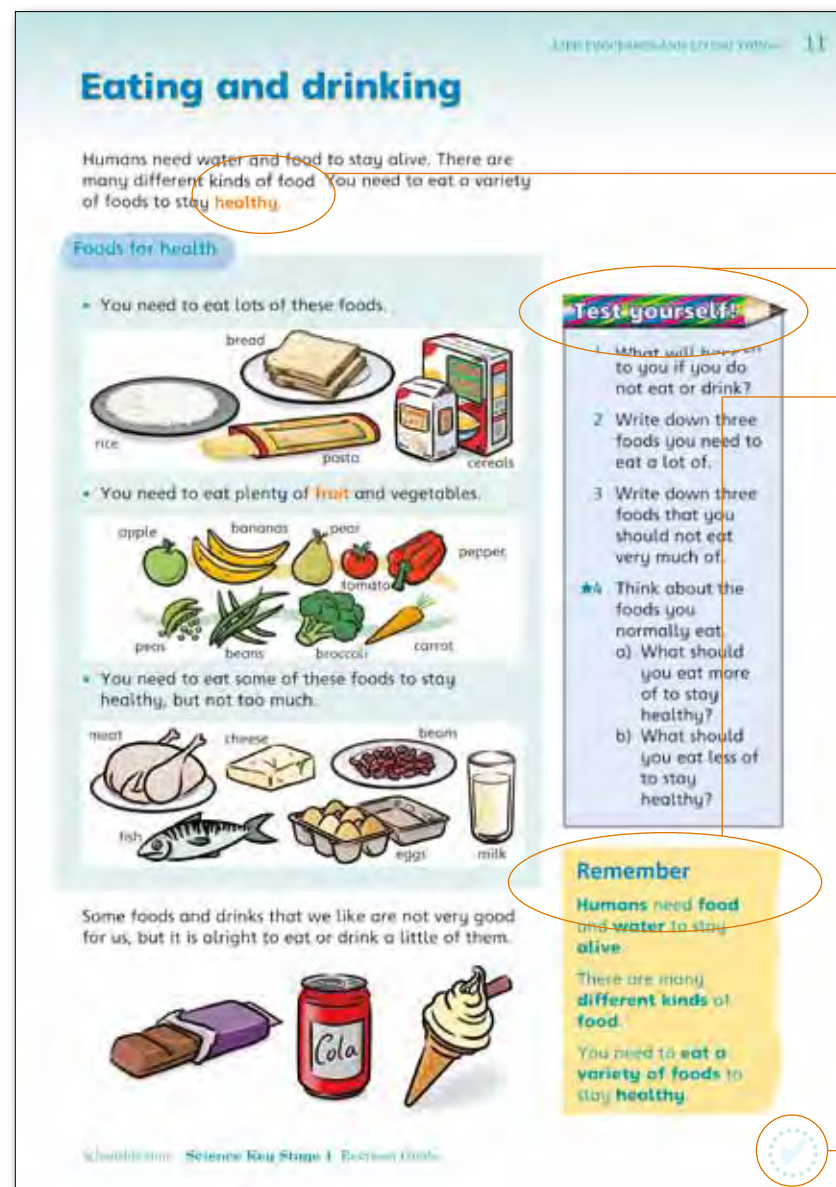
Key Stage 1 Science Revision Guide *Penny Johnson*

The Schofield & Sims Revision Guides help children to revise by guiding them through what they have already learned on a topic-by-topic basis. The guides have been written by teachers and are designed for independent revision; they also make an ideal choice for homework activities. They may be used at the end of the school year, or after children have finished learning about a particular topic. A clear and comprehensive explanation is given of every topic covered by the curriculum.

All the topics in the **Key Stage 1 Science Revision Guide** are linked to the National Curriculum, with the links displayed in an easy-to-read Curriculum Chart.

Coverage of the topics includes:

- worked examples of questions and processes
- useful summaries of key points to remember
- 'Test yourself!' questions and answers, to check children's understanding
- diagrams to help make revision simple
- a glossary defining key words related to the subject.



Key words highlighted and defined in the glossary in the back of the book.

Questions and answers to check that each topic has been thoroughly understood.

The remember box lists the key points a child needs to remember.

Tick circle – to indicate that the child has covered the topic on that page.

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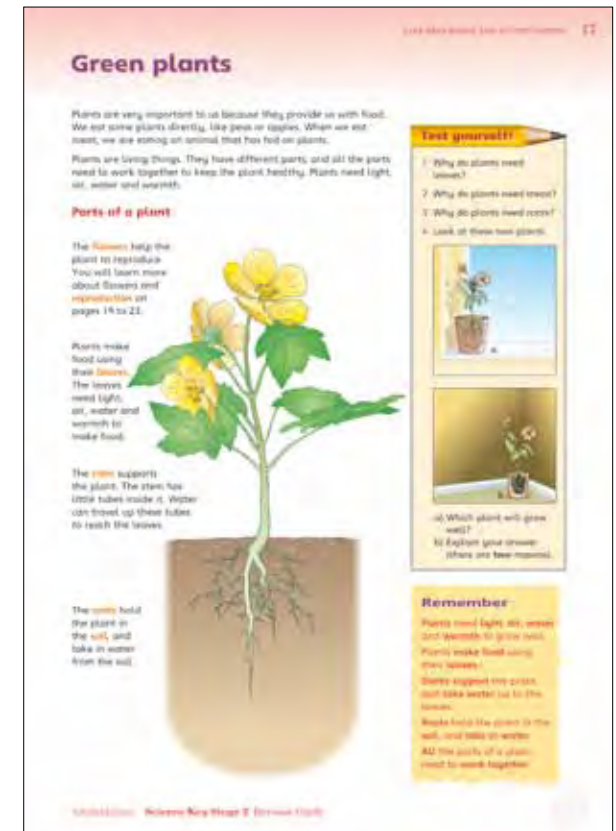
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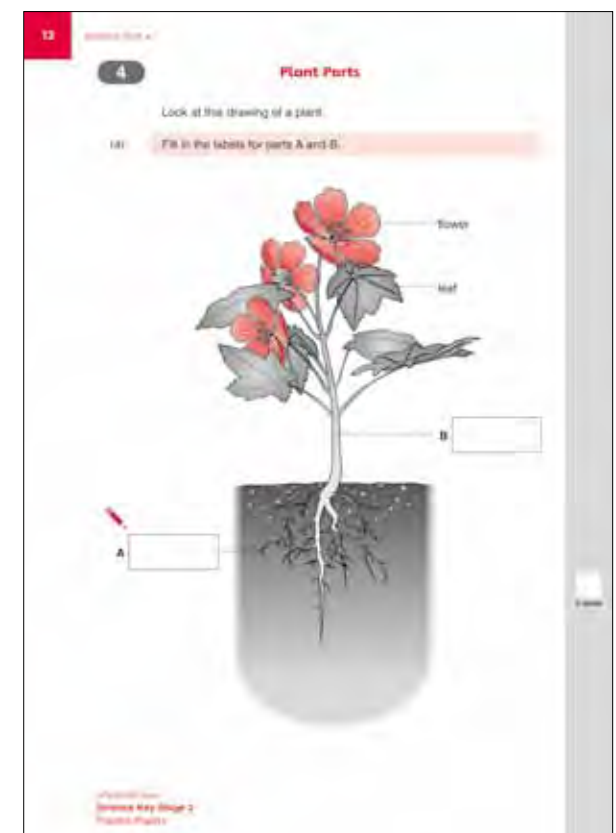
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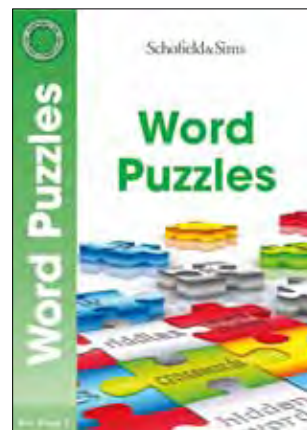
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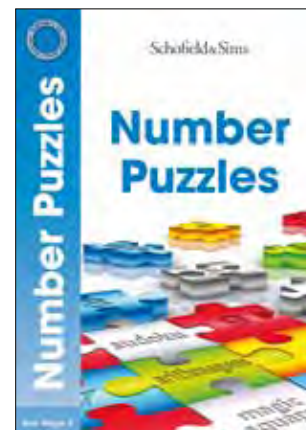
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First word searches

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

ARM	LEG ✓	HEAD	HEART	HAND	FOOT
	LUNGS	NOSE	MOUTH	EYES	

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

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

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

2 Find seven question words:

WHAT	WHY	WHERE	WHEN
WHO	WHICH	HOW ✓	

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

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

Extra: Rearrange the letters in the shaded squares to make two different question words, which are anagrams of each other – both words appear in the list above.

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	

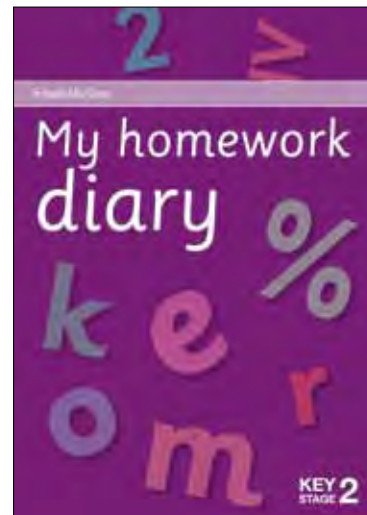
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Homework: Key Stage 2

Diary



My Homework Diary

My Homework Diary provides children with structured A5 pages for noting each homework task, the date due, and a spelling rule for the week. With diary pages for the whole school year, plus grids for timetables, class rules and individual targets, the book encourages children to take pride in their work and to engage fully with the learning process.

A reference section provides information in these areas:

- maths: times tables; angles; shapes; showing data; fractions, decimals, percentages; measures; symbols; the 24-hour clock; the days in the month rhyme; a number line
- English: word types; sentences; active and passive; capital letters; punctuation; tenses
- science: a glossary of facts
- geography: UK and world maps; continents; the wonders of the world; fascinating facts
- history timelines: key dates in pre-history, early history and British history
- useful words in French, Spanish and German.

Clear instructions for use and tips on how to tackle homework inspire children to do their best. Guidance on how best to support homework gives parents reassurance as to their role.

Week beginning: _____

	Date due
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

A spelling rule to remember this week

Something I have achieved or enjoyed at school this week

Something I have achieved or enjoyed at home this week

Parent/carer's signature

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Maths facts

Multiplication tables

0 × 1 = 0	0 × 2 = 0	0 × 3 = 0	0 × 4 = 0	0 × 5 = 0
1 × 1 = 1	1 × 2 = 2	1 × 3 = 3	1 × 4 = 4	1 × 5 = 5
2 × 1 = 2	2 × 2 = 4	2 × 3 = 6	2 × 4 = 8	2 × 5 = 10
3 × 1 = 3	3 × 2 = 6	3 × 3 = 9	3 × 4 = 12	3 × 5 = 15
4 × 1 = 4	4 × 2 = 8	4 × 3 = 12	4 × 4 = 16	4 × 5 = 20
5 × 1 = 5	5 × 2 = 10	5 × 3 = 15	5 × 4 = 20	5 × 5 = 25
6 × 1 = 6	6 × 2 = 12	6 × 3 = 18	6 × 4 = 24	6 × 5 = 30
7 × 1 = 7	7 × 2 = 14	7 × 3 = 21	7 × 4 = 28	7 × 5 = 35
8 × 1 = 8	8 × 2 = 16	8 × 3 = 24	8 × 4 = 32	8 × 5 = 40
9 × 1 = 9	9 × 2 = 18	9 × 3 = 27	9 × 4 = 36	9 × 5 = 45
10 × 1 = 10	10 × 2 = 20	10 × 3 = 30	10 × 4 = 40	10 × 5 = 50

Types of angle

acute angle: less than 90°

obtuse angle: between 90° and 180°

reflex angle: between 180° and 360°

right angle: 90°

180°

360°

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Activity books



BOOK 1

- English – letter sounds, story sequencing, matching pictures to captions, rhyming words
- Maths – numbers to 10, addition, money, sequences and patterns, 2-D shapes
- Science – minibeast, habitats, adaptation, plant growth and seed dispersal, labelling the parts of a flower

BOOK 2

- English – story sequencing, verbs, sentence construction, spelling, colour and number words, opposites
- Maths – counting on/back, ordinal numbers (for example, 1st, 2nd and 3rd), addition and subtraction, money
- Science – parts of the body, the five senses, staying safe and healthy

BOOK 3

- English – reading comprehension, sentence construction, spelling, classification of words (word families), who, what, when and where questions
- Maths – addition and subtraction, number sequences, number facts, 3-D shapes, using a number line, money and change, telling the time, tens and units
- Science – sorting objects, materials and their properties, changing materials (reversible and non-reversible processes), colour mixing

BOOK 4

- English – reading comprehension, verbs and adverbs, rhyme, descriptive language
- Maths – using a hundred square, tens and units, vertical addition and subtraction of two-digit numbers (with carrying and borrowing), addition with one number hidden, rounding, multiples
- Science – electricity, forces and movement, light and sound, seasonal changes

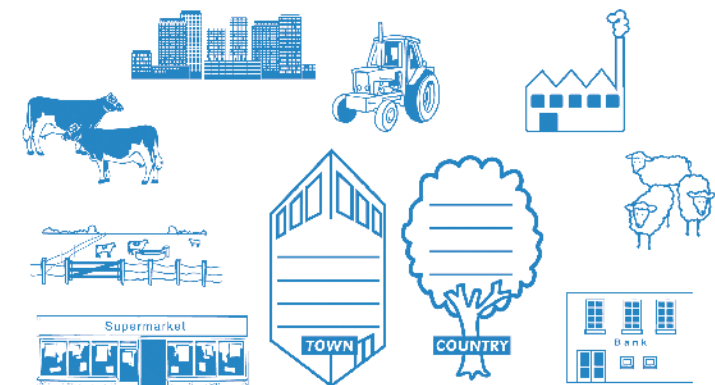
Early Homework *Jane Stamford*

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Language 5

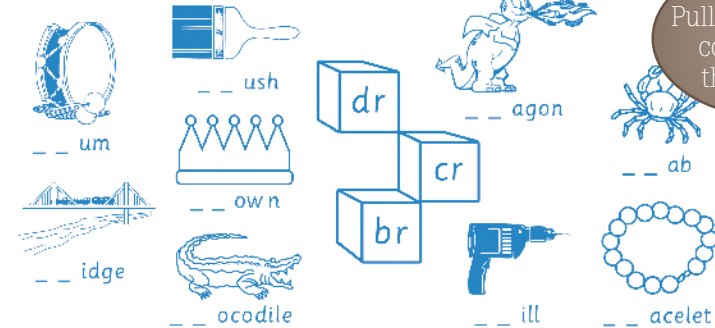
A Town and Country

Which things are found in the town and which are found in the country? Write their names in the correct set.



Can you think of some things you would find in both the town and country?

B Look at the pictures. Say the word for the picture. Listen to the first sound and write it down at the beginning of the word. Join each picture to the correct sound-brick.



Pull-out answers contained in these books

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Teacher resources



BOOK 1 Year 3

- English – reading comprehension, dictionary skills, spelling and punctuation
- Maths – money, telling the time, addition and subtraction, the 10-times table, tens and units, 2-D shapes, quarters
- Science – living and non-living things, plant growth, what plants and animals need to stay alive

BOOK 2 Year 4

- English – reading comprehension, dictionary skills, rhyming words, spelling and grammar
- Maths – money, 24-hour clocks, number problems, halving and doubling, addition of two-digit numbers
- Science – the senses, parts of the body (eyes and ears), how sound travels, similarities and differences between animals

BOOK 3 Year 5

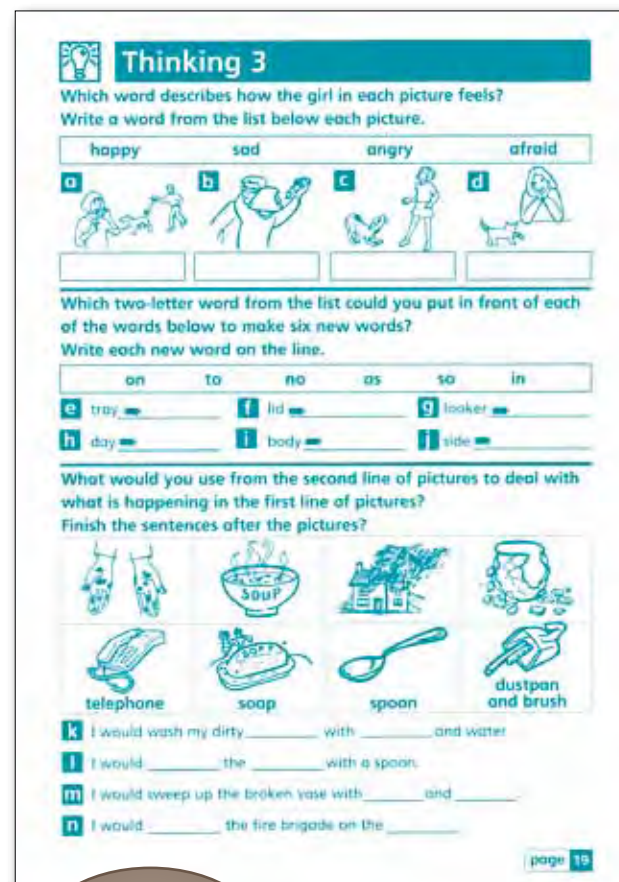
- English – reading comprehension, nouns, adjectives, plurals, spelling
- Maths – money, 2-D shapes, fractions, number problems, vertical addition and subtraction (with borrowing/carrying), multiplication squares
- Science – the Earth and what it is made of, the Earth's atmosphere, gravity

BOOK 4 Year 6

- English – reading comprehension, past and present tenses, apostrophes, prefixes, pronouns, dialogue, homonyms
- Maths – adding decimals, number problems, addition of three-digit numbers, long division
- Science – the body/skeleton, keeping healthy, digestion and respiration

Homework *Chris Burgess*

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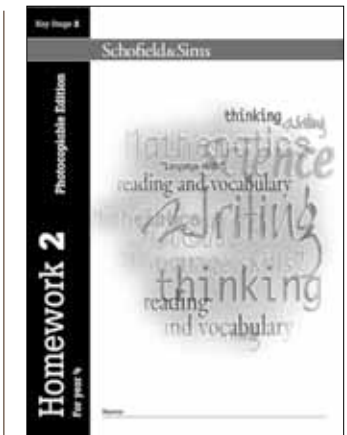


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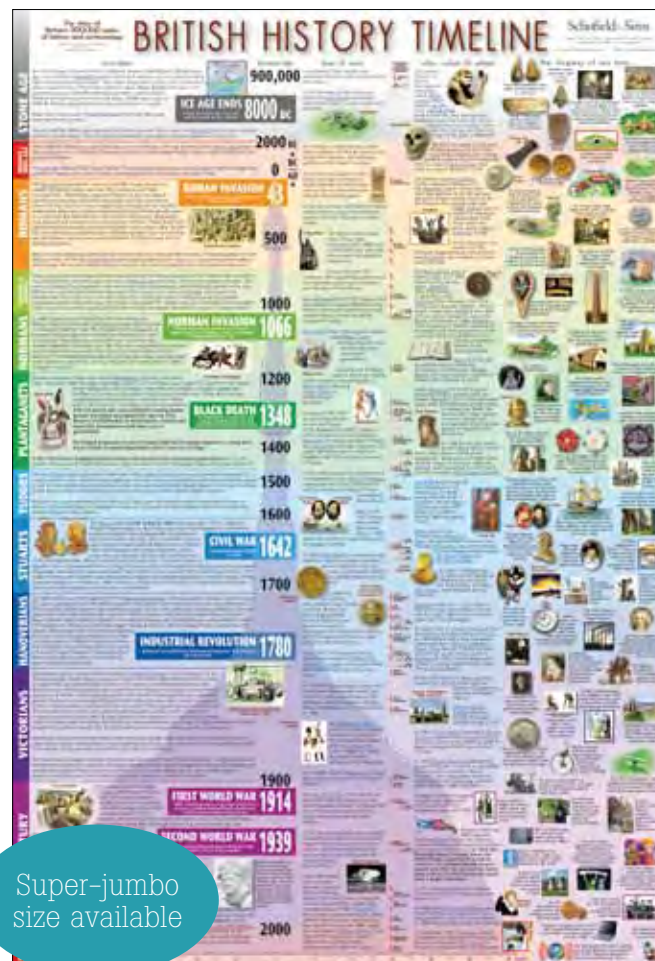
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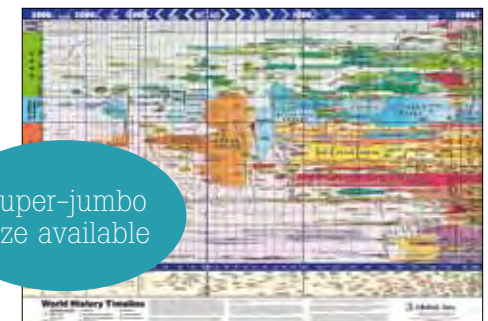
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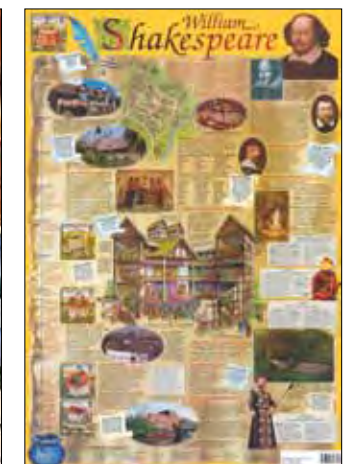
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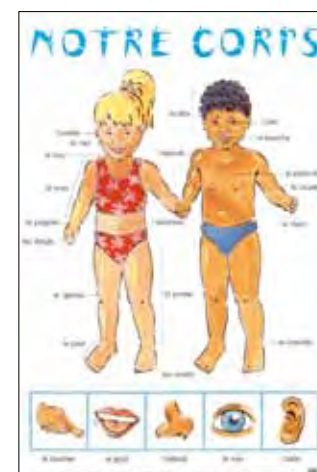
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