

The Complete Essex 11+ Programme – Preview

This preview is designed to show you in some depth the work we'll go through in this course. It covers all elements of the Essex 11 Plus exam.

Who is this course right for?

- The course is designed to fully prepare pupils for the Essex 11 Plus exam and should be central to the work of any child preparing at home.
- It is also very useful for any child using a tutor or going to a tuition centre. **Many Tutors use our courses as the basis of their work, especially for setting homework. If your tutor doesn't give homework then this course will fill the gap.**
- The programme is perfect if your child has 30 - 40+ weeks to go until the exam. It is delivered in 40 parts. Ideally a week would be spent on each part, however the programme could be completed more intensively in 30 weeks, or in a more relaxed way over longer than 40 weeks.

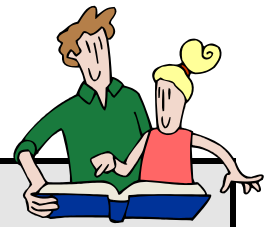
Why is the course so successful?

- 11 plus tests are weighted towards literacy skills over any other skill area.
- **60% of the marks** focus on literacy skills. Our course is similarly weighted to reflect this.
- The course is fully planned and structured, which makes life much easier for parents than using books alone.
- Revision and tests are gradually introduced so that children build their skills and confidence as they go.
- While the course is regularly updated, the core of it has been used for many years with proven success.
- Our course has been specifically tailored to prepare you for the 11 Plus test in the Essex area.
- For example, our course closely mirrors the **difficult comprehension texts** that the Essex test is know for. It also focuses heavily on **creative writing**, something which carries a high percentage of the marks in the Essex test.

SCROLL DOWN TO SEE COURSE EXAMPLES



Are you reading for at least half an hour each day?



The Complete Essex 11+ Programme - Preview

Remember that a wide vocabulary takes time to build up. Doing a little of this work each day and making sure words are learnt properly will widen your vocabulary significantly.

Vocabulary

1. **Reading:** This is always the first item on our list of work because it is so important. Suggested www.learningstreet.co.uk

Clear Instructions

Every part of The Complete Essex 11+ Programme starts with a front sheet like this. It details every item of work that is in that part and, where relevant, gives guidance on how to approach each item. Full answers are provided for every question.

2. **Your Personal Words List:** From this section you are asked to build a wider vocabulary. See **part 1**.

3. **Spelling Letter Patterns:** Check method to learn you learn them properly. Do not ask someone to test you?

4. **Spelling Letter Patterns Test Sheet:** Use the words you have learnt to fill in the gaps in this little fun story. The other tests then help to build and check your knowledge of the words as well as revising the spelling.

5. **Synonyms Revision:** This page revises all the synonyms you learnt last time using a **CLOZE** format. If you learnt the words properly then you should get 100%. Remember to add any words you are not sure of to your personal words list to ensure you see them with greater frequency.

6. **Compound Word Puzzle:** Compound words appear in many forms of verbal reasoning tests. This test helps children to think about their vocabulary and develop the tenacity to work through vocabulary based problems. These puzzles are very difficult and children will certainly need to use the clues and may

Organised for you

7. **Hor:** One of the main problems with using books is that it is difficult to know which ones to buy, which order to do the work in and what to cover. Parents have fed back to us that this programme solves that problem, leaving them free to help their child.
8. **Rev:** and as the

but are **SPELT** down any that

henscrab is an verbal goes to get greatly enhances if there are any

words that you are still unsure of.

9. **Revision Puzzle - Crossword:** This crossword puzzle revises the words you have learnt in this section of the course. Remember that it is important to have several goes at completing the puzzle because it is not designed to be easy and children will find that they need to work at it.

English:

10. **Reviewing Your Written Work:** This is a vital part of the learning process. Each week we will be asking you to improve upon the writing task you completed during the previous week.

11. **Comprehension:** Do the two exercises:

12. **Mad Word Pictures:** This week you will need to be creative if necessary.

13. **Find the Mistakes:** How good are you at spotting mistakes? How ready are you? Did you get them all?

14. **Diminutives:** Please learn any you didn't know.

15. **Punctuation:** Speech marks. Copy the words and complete the speech marks.

16. **Plurals - Add an 'es':** This is the section where you learn to add 'es' to nouns.

17. **Plurals Test:** Once you have learnt the plural words for this section do this test to ensure learning has been properly completed.

18. **Writing Task 2:** Describe a mountain.

Tailored Content

The 11+ test in the Essex area focuses mainly on Maths, Vocabulary, and English, with a particular emphasis on creative writing, so our course specifically targets improvement in those areas. The Essex test also includes questions on verbal and non-verbal reasoning; our course fully prepares children for anything that could come up.

Verbal Reasoning:

19. **Words With Opposite Meaning - Introduction and Technique**

Read the instructions carefully first please.

20. **Words With Opposite Meaning - 10 Questions**

Do the questions. Revisit technique if necessary.

Maths

21. **Working Accurately**

- **Accuracy table.** A second attempt at this test. After this you should have a good idea of whether there are any weaknesses in the core skills area. Try to

complete all the questions in five minutes because weaknesses sometimes don't emerge until skills are put under time pressure.

- **Spot the mistakes.** More mistakes to spot, see if you can get them all!

22. **Mental Maths Technique Development:** You may not use all these techniques but some will strike you as useful, have a go at using them and see how you get on.

23. **Mental Maths:** These questions are reasonably straightforward and children should be aiming for full marks- especially on those questions they feel they should know.

24. **Temperature Graph:**

- Keep going every day till you fill up the graph we gave you in Week 1. This type of graph is called a *Line Graph*. You will get another graph next week.

Used by Tutors

Private tutors also use this course a core part of their work with their pupils because it gives a clear structure for both lessons and homework .

can without making a

add up money in the

most efficient way possible.

Non-Verbal Reasoning:

27. **NVR Type 2 - Odd Ones Out:** Your second non-verbal reasoning question type. These are not difficult to learn but you need to concentrate to deliver accurate work. Please spend enough time understanding the question type and looking in detail at the answer then go on and do the ten questions. If you make a mistake, it's really important that you work out why, otherwise you will not improve. Very full answers to these questions are given to help you to grasp the concept.



- Please sign below when you have completed everything.
- Your helper may have to test you on some things.

Signed: (Parent/Teacher and Pupil).....

Please do lots of reading throughout this programme.

We hope you enjoyed this part of the course.

My Personal Words List

Each week you will find new words or words you haven't quite learnt yet.
Familiarisation and a wide vocabulary only develop with frequent exposure. Use
this sheet to identify new words, then revise them regularly.

New word (Write the new word here)	Meaning (Write down its meaning in your own words)	New word in sentence (Write a short sentence with your new word in it)

*This simple sheet is at the heart of everything we do. Children all have a **unique** vocabulary and our role is to help each child develop their **own** vocabulary.*

These personal word lists should be used by children to identify 20 words (during each part of the course) that they have either not quite learnt properly, or discovered through their reading.

Words from past papers

- These words have come up before in 11 Plus past papers and may come up again.
- Insert the right word into each sentence. Watch out because some words will fit more than one sentence but there is only one solution. Use your logic skills to re-adjust if you go wrong.
- If you don't know any of the words then add them to your personal words list.

quench	flourish	submit	release
proportion	expense	garment	ambition
mercy	conferred	influence	permit
		tenant	digest
			ordeal

1. He needed a _____ to park his car there.
2. She gained a large _____ of the votes.
3. He was employed in the _____ manufacturing industry.
4. The _____ of repairing the damage was shocking.
5. The popstar wanted to _____ a new song.
6. Peter tried to _____ his younger _____.
7. The criminal begged for _____.
8. No matter how much water she drank, she could not _____.
9. She went to _____ her application for the _____.
10. He began to _____ at school as he grew older.
11. The accident had been a scary _____.
12. He _____ with his colleagues.
13. She demonstrated her fierce _____ to win by training four times a week.
14. He took a few moments to _____ the information.
15. She had been a perfect _____ of the house.

This series looks at hundreds of challenging words that have come up previously in 11 plus papers or in papers produced by publishers.

Marks /15

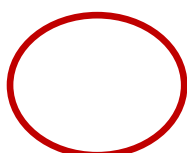


Synonyms

FOLD

Harder Word		Easier Word
abandon		leave
abbreviate		shorten
abode		dwelling
abrupt		sudden
abundant		plentiful
accommodation		room
accurate	<i>We cover hundreds of synonyms during the programme. Children will know some, but others will be less familiar. New words learnt should be added to their personal words list.</i>	correct
acute		sharp
adhere		stick
adversity		misfortune
affectionate		loving
aggressive		harsh
aid		help
ally		friend
altitude		height
amazement		wonder
amiable		friendly
ample		plentiful
ancient		old
animosity		hatred

First attempt



Second attempt



Synonyms Match-up

Below you will see words from the synonyms you have just learnt.
Match each word from the box below with its synonym in the list below.

annual	arrogant	attired	beverages
anonymous	assembly	audacity	broad
anticipate	assistance	austere	catastrophe
apparel	astonishment	avaricious	cautious
apparition	asunder	bombard	cease

apart

careful

clothes

disaster

dressed

drinks

expect

gathering

ghost

greedy

haughty

help

impudence

nameless

pelt

severe

stop

surprise

wide

yearly

A few days after the latest batch of synonyms we encourage children to do this revision exercise. The delay will reveal how well the words have been learnt. Repeated exposure is crucial to widen a child's vocabulary.

Synonyms Revision

You have already learnt these. Fill in the gaps to reveal the correct synonym.

expect ant _ _ _ p _ _ e

severe aus _ e _ e

pelt bo _ b _ _ d

stop c _ a _ e

drinks

careful

gathering

haughty

yearly

ghost

apart

dressed

greedy

disaster

help

surprise

nameless

clothes

impudence

wide

ant _ _ _ p _ _ e

aus _ e _ e

bo _ b _ _ d

c _ a _ e

In the next part of the course, children will get this tough revision exercise to consolidate the words learnt in the previous part. It uses a similar CLOZE format to that seen in many 11 Plus tests.

as _ _ d _ r

att _ _ r _

ava _ _ c _ ous

cat _ _ _ _ _ ph _

ass _ _ _ _ _ ce

ast _ _ _ s _ _ ent

an _ _ y _ _ _ s

ap _ _ r _ l

au _ _ c _ _ y

b _ _ _ d

Remember - this is a test and learning exercise. If you get them all correct you will have done incredibly well. If you haven't just learn the ones you missed. As you progress your vocabulary will grow each week

Marks / 20

Recommended Books for 9-12 years-olds

The National Education Association has created a list of one hundred books which it recommends as great reading for children. Here are the books from that list for children aged 9 to 12.

<i>Charlotte's Web</i>	E. B. White
<i>Hatchet</i>	Gary Paulsen
<i>The Lion, the Witch, and the Wardrobe</i>	C. S. Lewis
<i>Bridge to Terabithia</i>	
<i>Charlie and the Chocolate Factory</i>	
<i>A Wrinkle in Time</i>	
<i>Shiloh</i>	
<i>Little House on the Prairie</i>	
<i>The Secret Garden</i>	
<i>The Boxcar Children</i>	
<i>Sarah, Plain and Tall</i>	
<i>The Indian in the Cupboard</i>	
<i>Island of the Blue Dolphins</i>	
<i>Maniac Magee</i>	
<i>The BFG</i>	
<i>The Giver</i>	
<i>James and the Giant Peach</i>	
<i>Little House in the Big Woods</i>	
<i>Roll of Thunder, Hear My Cry</i>	Mildred D. Taylor
<i>Stone Fox</i>	John Reynolds Gardiner
<i>Number the Stars</i>	Lois Lowry
<i>Mrs. Frisby and the Rats of NIMH</i>	Robert C. O'Brien
<i>The Best Christmas Pageant Ever</i>	Barbara Robinson
<i>Matilda</i>	Roald Dahl
<i>Tales of a Fourth Grade Nothing</i>	Judy Blume
<i>Ramona Quim, Age 8</i>	Beverly Cleary
<i>The Trumpet of the Swan</i>	E. B. White
<i>The Chronicles of Narnia</i>	C. S. Lewis
<i>The Phantom Tollbooth</i>	Norton Juster
<i>Tuck Everlasting</i>	Natalie Babbitt
<i>Anne of Green Gables</i>	Lucy Maud Montgomery
<i>The Great Gilly Hopkins</i>	Katherine Paterson
<i>Little House books</i>	Laura Ingalls Wilder
<i>Sideways Stories from Wayside School</i>	Louis Sachar
<i>Harriet the Spy</i>	Louise Fitzhugh
<i>A Light in the Attic</i>	Shel Silverstein
<i>Mr. Popper's Penguins</i>	Richard Atwater
<i>My Father's Dragon</i>	Ruth Stiles Gannett
<i>Stuart Little</i>	E. B. White
<i>Walk Two Moons</i>	Sharon Creech
<i>The Witch of Blackbird Pond</i>	Elizabeth George Speare
<i>The Watsons Go to Birmingham-1963</i>	Christopher Paul Curtis

Reading

In each part of the course we remind you that children should be reading for at least half an hour every day to reach their full potential.

Reading helps children in many ways, but it is particularly important for vocabulary development.

Essential Spelling

Learn these words. Test yourself using the look, learn, cover, write, check method.

Look/Learn/Cover	Write/Check 1	Write/Check 2...	Write/Check 3...
committee			<p>Essential Spelling</p> <p><i>These sheets feature the 200 words children have to learn as part of KS2. It's highly likely these words will feature in 11 Plus tests because they are linked to the literacy curriculum.</i></p>
system			
communicate			
existence			
conscious			
queue			
community			
explanation			
competition			
conscience			

Choose from the words you have just learnt and use each a maximum of once to fill in the sentences below.

(You may need to use logic to get the right answer)

- 1/ I was _____ that the _____ at the ticket office was very long.
- 2/ The _____ allowed for some _____ between different companies.
- 3/ I wanted to _____ my views to the _____ .
- 4/ The _____ of the _____ depended on the local factory.
- 5/ My _____ was that my _____ would not allow me to not report the crime.

Fill in the gaps to find the word meaning the SAME or nearly the same as the words on the left.

description _____ converse _____
 routine _____ neighbourhood _____

Words with More than One Meaning

Some words have more than one meaning. They are called **homographs**.

For example:

I will **show** you how it is done. They went to the theatre to see a **show**.

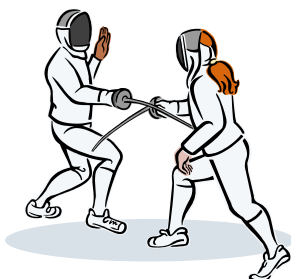
fair foil fine dip fence flex dart flutter draw duck

Homographs

These are words which have the same spelling but more than one meaning.

We cover hundreds of homographs throughout the programme. Children will be tested on them in their Verbal Reasoning and Literacy tests so it is essential to have a broad knowledge.

- Write in the word from the box.
1. He had to _____ as he was late.
The _____ waddled around.
 2. He tried to _____ between them.
His leg was bleeding where _____.
 3. There was a slight _____ in the air.
She wanted to _____ her hand.
 4. He would _____ the curtains.
He used his new pencils to _____.
 5. The _____ came to town.
He didn't think it was _____.
 6. The weather was _____.
He had to pay his parking _____.
 7. He was determined to _____ their plans.
Her mother had wrapped her sandwiches in _____.
 8. She tripped over the _____ of the Hoover.
He liked to _____ his muscles as the ladies walked past.
 9. We gripped our swords and started to _____.
The women stood talking over the garden _____.
 10. He liked a little _____ on the horses.
She would always _____ her eyelashes to get what she wanted.



Fence





Opposites

Easy Words	
1. come	go
2. cool	warm
3. dark	light/fair
4. day	night
5. deep	
6. defend	
7. deny	
8. depart	
Harder Words	
9. conceal	
10. condemn	
11. confined	
12. confirm	
13. contract	expand
14. coward	hero
15. damp	
16. defeat	
17. depth	
18. drunk	

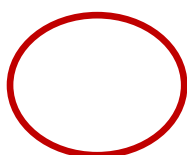
FOLD

Opposites are taught in a similar way to synonyms:

- 1. Children learn new words in a sheet like this.*
- 2. A match-up exercise is completed a few days later to consolidate learning.*
- 3. In the following part of the course a revision test is set.*

By including some easier words we help ensure everything is covered in a way that also helps boost confidence.

First attempt



Second attempt



More Difficult Opposites

Complete the word on the right so that it has the opposite meaning to the word on the left.

COMPLIMENT	I _ _ _ LT
CHEERFUL	SU _ _ _ N
INDULGE	DE _ _ _ VE
PERMIT	P _ _ _ _ BIT
AFFIRM	S _ _ _ N
GULLIBLE	_ A _ Y
IRRATIONAL	C _ H _ _ _ NT

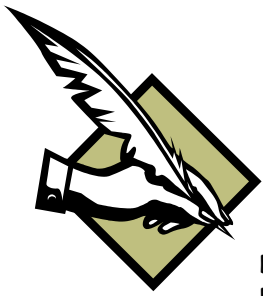
More Difficult Opposites

These sheets extend learning on opposites.

It is this mix of stretching and encouraging pupils to interact with words frequently which makes the course so successful.

Marks /10

If you want to improve your vocabulary make sure you read for at least half an hour every day.



Homophones



Some words are pronounced like other words but are different in spelling and meaning, e.g. write and right.

Die	To stop living
Dye	To colour or stain something, e.g. hair
Four	The number after 3
Fore	At or near the front e.g. forehead
Pray	To beg or implore, e.g. to say prayers to God
Prey	Animal hunted or captured for food
Rain	Water falling from the clouds
Reign	The act of ruling; to dominate

Homophones

These are words which sound the same but have different meanings and they are spelt differently. We will expose children to hundreds of these words.

er of coal

Waste To make poor use of. Rubbish

Choose the correct words from the pair to complete these sentences:

- A quadruped has _____ legs; two hind legs and two _____ legs. **four fore**
- Cutlery is usually made of stainless _____. **steel steal**
- Queen Elizabeth is our monarch. Long may she _____! **rein reign**
- Chloe decided to _____ her hair green. **die dye**
- The miners dug a tunnel until they _____
- Most people _____ with the _____
- Millions of people spread all over the _____
- In the _____ the rider used _____ muddy track. **rein rain**
- She placed the rubbish in the _____
- Her shirt was coming apart at the _____. **seam seem**

Children who have not developed their skills in this area will struggle with Verbal Reasoning and with some literacy tests.

You should learn these off by heart.

150 Commonly Misspelt Words

Say the word out loud, write it out five times while saying it aloud each time, then use the LOOK COVER WRITE CHECK method to learn them.

You **MUST** learn them.

There are 15 sheets altogether.

appearance

argument

August

awkward

beautiful

because

beginning

believe

bicycle

Britain

150 Commonly Misspelt Words

These words are those which research has shown children of this age struggle with most. There are bound to be some in this list which your child struggles with.

We ask children to learn the words properly before taking on a test to re-enforce learning.

I PROMISE

I know all these
10 words.

Signed:
.....



Homophones Fun Test 4

Words which sound the same but have different meanings.
Match each word to the correct meaning on the right.
Some of the meanings are exact, some are a little more fun.



Aid		Female deer
Aide		Not warm
Sold		Hurled
Soled		Totally
Wholly		Opposite of bought
Holy	<p><i>These tests use a mix of definitions and fun clues to engage pupils and help them to keep these words at the front of their minds.</i></p>	nt
Bold		one
Bowled		paper and sticky tape
Ate		ep
Eight		Consumed
Chilli		Shoes need this if worn too much
Chilly		Sacred
Rapt		Eaten with rice?
Wrapped		Opposite of timid
Heal		Spellbound
Heel	Part of the foot	
Does		
Doze		

Marks /18

CHAPTER IX

-THE STRANGEST HOUSE

ANY ONE EVER LIVED IN-



The Secret Garden is a classic novel which follows the story of Mary Lennox, an orphan who moves into her uncle's mansion. With the help of an enthusiastic

Paired reading (reading out loud together while both following the text) works magically to improve a child's reading skills and vocabulary knowledge.

in which she is first sees Mary's

It
h

imagine. The
climbing roses

which were so thick that they were matted together. Mary Lennox knew they were roses because she had seen a great many roses in India. All the ground was covered with grass of a wintry brown and out of it grew clumps of bushes which were surely rosebushes if they were alive. There were numbers of standard roses which had so spread their branches that they were like little trees. There were other trees in the garden, and one of the loveliest was that climbing tendrils which made each other or at a far distance made lovely bridges across now and Mary did not see the brown branches and saw everything, walls, and

It is especially useful to do this with classic texts where children can be exposed to a segment of a book in the same way they might be with a comprehension test. Each excerpt should be manageable in around 20 minutes.

their fastenings and run along the ground. It was this hazy tangle from tree to tree which made it all look so mysterious. Mary had thought it must be different from other gardens which had not been left all by themselves so long; and indeed it was different from any other place she had ever seen in her life.

"How still it is!" she whispered. "How still!"

Questions

The following words are all underlined in the text above:

Peculiar Imminent Unpleasant Exhilaration
Intermittent Vanished Distinguish
Excessive Hectic Extreme
Poignant Immediately
Overwhelming Frail

At the end of each paired reading section we use these tests to draw out interesting vocabulary.

This process will really help children to develop and refine a child's comprehension skills as well as their vocabulary.

E, write down a word from the box matches the following definitions

busy or full of frantic activity

very impressive and magnificent

disappear suddenly and completely

having or showing elegance and sophistication

to be eager or inquisitive about something

C

D

E

2) For the following five sentences, pick a word from the box above to complete the sentence so that it makes sense

As they had left hours ago, the arrival of her grandparents was _____ .

A. Arthur Lee's school work for marking

When I red about sailors feading chocolates to whales I did not beleive it for one minit. It could not possibly be troo, could it. Someone must have invented the storey for the newspaper's.

Everyone knose that whales only eat plankton and other see creatures.

On the o
with an e
particula

Recognising the mistakes of others is a brilliant way to improve your own accuracy.

Familiarity with this type of exercise is also important as Essex have used spot the mistake type questions in past English tests.

desperat for custard tarts at brekfast. Strainge isnt it?

How many mistakes in spelling or grammar did you spot?

Using Colons

- A **colon** is a **punctuation** mark that we can use to **introduce** the items in a **list**.
- For example: 'To bake a cake you will need: butter, flour, eggs and milk.'
- We use commas to **separate** each **item** in the list. Then we use the connective '**and**' before the last item.
- You will often see colons used in **ingredient** lists and sometimes in **instruction** manuals.



Exercise 1:

The colons in the sentences below have been used in the wrong places. Re-write the sentences and put the colons in the correct place. An example has been given.

1. The countries George has been to: include France, Italy, Spain, Ireland and Wales.
The countries George has been to include: France, Italy, Spain, Ireland and Wales.
2. Sasha's favourite colours are the following blue, orange, red: and yellow.

3. At the green grocers: we bought bread, potatoes, carrots, apples and bananas.

4. The boy's hobbies include h

5. Tori's favourite animals are

Punctuation and Grammar

We also work on punctuation and grammar throughout the course as Essex tests often have a section where children will need to correct mistakes.

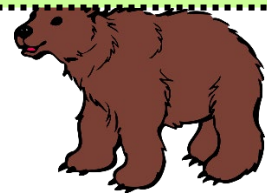
Exercise 2:

Write a list using a colon to describe the things below:

1. Your favourite foods

2. Your favourite subjects at school

3. What you need to make a cup of tea



Edgar Evans

Edgar Evans was born on March 7th 1876, near Rhossili in Wales. At fifteen he joined the Royal Navy. A few years later, while serving on HMS Majestic, he met a young naval lieutenant, Robert Falcon Scott. It was a fateful meeting.

In 1911, Captain Scott, by now a famous polar explorer, wanted to be the first man to reach the South Pole. The Norwegian, Roald Amundsen, had the same intention.

Scott sailed south with a large team, and after weeks of training and setting up food dumps along the intended route, he selected his team to make the final race to the pole. He chose his four best men - Petty Officer Evans, Lt. Henry Bowers, Capt. Titus Oates, and Dr. Edward Wilson. Scott described Evans as a 'giant worker'. "He is responsible for the equipment - every sledge, every sledge-fitting, the tents, sleeping-bags, harnesses, everything. He is a big man, strong, resourceful and always cheerful so he boosts our morale."



Eleven weeks after setting off from base camp, the five men reached the South Pole on 17 January 1912. They had man-hauled their sledge, with their food, tents and equipment on board, across hundreds of miles of rutted ice and snow. Imagine their despair when they saw the Norwegian flag planted in the ice. Amundsen's party had beaten them by five weeks.

Disheartened, Scott's team became a desperate affair and the wound did not heal as well as physically, succumbed to ascorbic acid deficiency and descended the Beardmore Glacier. His condition worsened and his food supplies gradually collapsed. He died in the hands of the 'man' who continuously saved him.

Comprehension
Essex English tests always tend to include some comprehension. We build skills by using a mix of texts including non-fiction texts like this one and the more difficult classic book fiction texts.

This pole, itally they rious the Evans rited

By March, Oates too was suffering from frostbite. His companions, walked out into the freezing night never to be seen again. The party was now three and there was no food left. The next food depot was only eleven miles away but the weather was closing in. Trapped in their tent by a ferocious blizzard, with temperatures plummeting, they could make no further progress.

The bodies of Scott and his companions were discovered by a search party on 12 November 1912 and his diary and their records retrieved. Their final camp became their tomb; a high cairn of snow was erected over it, topped by a roughly fashioned cross. In January 1913, before Terra Nova left for home, a large wooden cross was made by the ship's carpenters, inscribed with the names of the lost party and Tennyson's line from his poem *Ulysses*: "To strive, to seek, to find, and not to yield". It was erected as a permanent memorial on Observation Hill, overlooking Hut Point.

A Plaque in the little Norman church at Rhossili reads: "To the Glory of God and in memory of Edgar Evans 1st Class Petty Officer, R.N., and a native of this Parish, who perished on the 17 February 1912, when returning from the South Pole with the Southern Party of the British Antarctic Expedition under the command of Captain Robert Falcon Scott."

THE WONDERFUL WIZARD OF OZ – L. Frank Baum

This extract comes from the novel that the popular film, *The Wizard of Oz*, was based on. This is a story about Dorothy and her dog Toto, who are carried away in a cyclone and end up in Oz. In your extract, the cyclone has just hit Dorothy's prairie in Kansas.

Dorothy lived in the midst of the great Kansas prairies, with Uncle Henry, who was a farmer, and Aunt Em, who was the farmer's wife. Their house was small, for the lumber to build it had to be carried by wagon many miles. There were four walls, a floor and a roof, which made one room; and this room contained a rusty looking cookstove, a cupboard for the dishes, a table, three or four chairs, and the beds. Uncle Henry and Aunt Em had a big bed in one corner, and Dorothy a little bed in another corner.

called a cyclone
enough to crush
from which a lac

Timed English Papers

Our English papers always include a comprehension exercise. This one uses a difficult classic book text to ensure children are prepared for every eventuality. The Essex 11+ often uses more difficult texts in its comprehension exercise. Our exercise is delivered as a timed 11+ English paper with further questions dealing with punctuation and grammar.

5
10
15
When Dorothy
prairie on every
the edge of the
little cracks run
long blades unti
painted, but the
and grey as ever

When Aunt Em
too. They had t
from her cheeks

20
When Dorothy, who was an orphan, first came to her, Aunt Em had been so startled by the child's laughter that she would scream and press her hand upon her heart whenever Dorothy's merry voice reached her ears; and she still looked at the little girl with wonder that she could find anything to laugh at.

25
Uncle Henry never laughed. He worked hard from morning till night and did not know what joy was. He was grey also, from his long beard to his rough boots, and he looked stern and solemn, and rarely spoke.

30
It was Toto that made Dorothy laugh, and saved her from growing as grey as her other surroundings. Toto was not grey; he was a little black dog, with long silky hair and small black eyes that twinkled merrily on either side of his funny, wee nose. Toto played all day long, and Dorothy played with him, and loved him dearly.

Today, however, they were not playing. Uncle Henry sat upon the doorstep and looked anxiously at the sky, which was even greyer than usual. Dorothy stood in the door with Toto in her arms, and looked at the sky too. Aunt Em was washing the dishes.

35
From the far north they heard a low wail of the wind, and Uncle Henry and Dorothy could see where the long grass bowed in waves before the coming storm. There now came a sharp whistling in the air from the south, and as they turned their eyes that way they saw ripples in the grass coming from that direction also.

Suddenly Uncle Henry stood up.

Questions

Answer by circling the letter next to your chosen response.

1) Who does Dorothy live with? Choose one answer:

- a) Her parents
- b) Her aunt and uncle
- c) Her employers

2) What colour is mentioned?

- a) Black
- b) White
- c) Yellow
- d) Grey

3) What sort of climate is it?

- a) Kansas seems to be a hot state
- b) They have a lot of rain in Kansas
- c) Kansas is really cold

4) Do you think Dorothy is happy living with Uncle Henry and Aunt Em? Support your answer with evidence from the passage.

[4 marks]

.....

.....

.....

.....

5) Why do Uncle Henry and Aunt Em only have a 'small' house (Lines 2-3)? Use your own words.

[2 marks]

.....

.....

Timed English Papers

Our comprehension exercises use multiple choice questions, but our course also includes comprehension exercises which require written answers, which will appear in the Essex 11+. The technique required for these answers can be tricky, so we make sure children are fully prepared for them.

Metamorphosis

In the following passage there are some spelling mistakes. On each numbered line there is either one mistake, two mistakes or no mistakes. Each line is divided into groups of words with a letter underneath. If there is a mistake, ring the correct letter(s). If there is no mistake ring X.

- 1) "How about if I sleep a little bit longer and forget all this nonsense", he thought,
A B C D X
- 2) but that was something he was unable to do becuse he was used to sleeping on
X
- 3) his rigt
X
- 4) hard h
X
- 5) He mu
X
- 6) look at
A B C D X
- 7) mild, dull pain there that he had never felt before.
A B C D X

Timed English Papers - Mistakes Section

Our papers also include, in addition to the comprehension elements, sections on using correct spelling, punctuation and grammar. These questions mirror the type of questions children may face in their exam.

In the following sentences, there are either one or two mistakes in punctuation. Rewrite each sentence using the correct punctuation in the space provided.

- 8) The singer's voice was known as one of the country's best; his' dancing was known as the worst.

- 9) Catherine his wife of many years had decided to go and live in Spain.

- 10) Fred was asked to hold-up the picture.

- 11) My parents' house is in one of the citys nicest areas, said Josh.

Developing and Revising Descriptions Banks

We know that it is tempting to write piece after piece hoping for improvement.

While writing and revising your work does help, it is the creative content which has most effect on marks.



The best way to improve creative content is by having a very good descriptions bank at the front of your mind. This means you could write a couple of sentences quickly to describe a wood, crying, a tall father or a garage (as ex

Creative Writing

In our experience those who are better in creative writing:

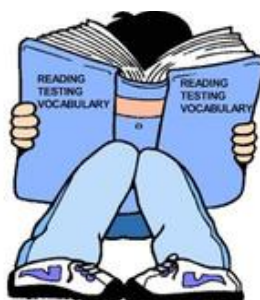
- They have lots of vocabulary
- They can adapt their writing
- The descriptions use

The marks in the Essex 11+ are heavily weighted towards the quality and creativity of written answers. Our course therefore places a particular focus on developing and practising these skills.

- The descriptions use interesting turns of phrase and literary devices
- The descriptions are engaging and life-like

Children who do well will continue to revise their descriptions and use them in their written work as they go. When they find new words they add them to their descriptions to improve them.

WE WILL BE ASKING YOU TO IMPROVE AND DEVELOP YOUR DESCRIPTIONS BANK IN EACH PART OF THE COURSE.



Describing the natural world

Being able to describe the natural environment will help you when explaining the setting of your writing. Below are examples of what we could describe. If you have any other ideas then you can add them to the picture:



Description Banks

This is an example of how we build a child's description bank on a particular topic, in this case the natural world. Throughout the course we emphasise how the marks are weighted in favour of writing which is simple, accurate, and uses an interesting range of vocabulary.

Here are a few examples:

Sea	vast, blue, soothing
Jungle	dense, green
Mountains	tall, snowy, rugged, magnificent, oppressive, steep, cold, dangerous, rocky
Waterfall	beautiful, mesmerising, soothing, cold, noisy, amazing, awe inspiring
Storm	loud, threatening, crash, thunder, lightning, rain, torrential, clouds, dark



Using literary devices can also be particularly helpful when describing the natural world.

Have a look at the following examples:

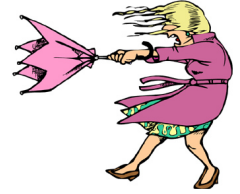
- *The wind roared around the house.*
- *The sea sparkled as the waves crashed into the cliff.*
- *The rain was as cold as ice.*
- *The garden was a jungle.*



Describing the natural world - exercises

EXERCISE 1

Think of three different ways to describe each of the following. Use more paper if you need to.



1) Describe the wind

2) Describe the cloud

Every topic will have a practice exercises sheet like this one. Practising writing small descriptions is hugely beneficial in helping to imbed the learning. Children then develop a bank of these descriptions (we provide further space for these), so that they become easy to draw on and adapt in our practice tests and in the exam.

3) Describe a river

You can have a go at describing these parts of the natural world when you are finished:

- Describe a storm
- Describe a waterfall
- Describe a forest



Remember to use the list of vocabulary to help you.

- Use some of the literary devices
- Think about your sentence starters
- Keep coming back to and refining your descriptions bank



Writing Task 16

You should have by now re-written the task from last time after considering improvements. Keep up your efforts! The process of re-writing work throughout the course will enhance your writing performance considerably.

Now have a go at your next writing task. Have in your mind the ways you improved the last task, and think about how they might help you write a better descriptive piece at the first attempt this time.

Describe a thunderstorm at sea:

- Use a range of onomatopoeia.
 - Try to use interesting words.
 - Use what you know about describing the weather.
- Every week we also include one of these writing task sheets, which continue the development of creative written answers. These build on skills practiced in other areas of the course as well, such as literary devices.

Thoughts to help you:

- How are you viewing the storm? Are you watching it from the window of a cosy coastal cottage or are you experiencing the full force of the storm from the deck of a rickety boat?

In the answers' section we include examples written by other children with our comments, to help you to compare to your child's own answer.

the storm.

Do you reach

Aim: Write 6-7 sentences. Try to complete the task within 12 minutes. In the answers you'll find an example written by one of our children. It's not the best example we've seen but neither is it the worst. It will give you some thoughts about how you could react to your own child's work.



Describe a thunderstorm at sea. Let your imagination run wild!

Letter Connections

Verbal Reasoning

Some Essex Verbal Reasoning questions focus on highly developed technique rather than a broad vocabulary. In these cases we provide very full technique guidance to ensure children can tackle the questions properly.

ing alphabetical knowledge but doesn't

O P Q R S T U V W X Y Z

Question

to FM

is to ___

Answer

TC

The Technique

1) These questions are all about moving backwards and forwards in the alphabet. Always add ABCDEFG to the end of your alphabet and UVWXYZ to the beginning to help you move around quickly.

2) The question is not asking you to compare the first letter of the first pair to the first letter of the second pair. Our example:

CG is to **FM** as **QW** is to ___?

What is the relationship between C and F? The answer is forward 3. Apply the same to the second section.

As QW is to ___? From Q, 3 forwards is T so the first letter is T.

3) Then we do the same with the second letter.

CG is to **FM** as **QW** is to **T_**?

The relationship between G and M is forward 6, so the relationship between W and the answer is forward six. $W + 6 = C$

4) With multiple choice questions if only one answer option started with a T then that would be the correct one. (realising this may have saved time)

We then provide practice questions as part of the technique development process, helping to ensure children have fully grasped it.

Write out the alphabet before you start this exercise.

THE ALPHABET

1. Write the letters in the word MESSENGER.
2. Which letter occurs only once in HEATING?
3. Which letter is nearest the end of the alphabet?
4. Which letter occurs most often in both BUSINESS and ASSASSIN?
5. If all the letters in the word FUZZY were omitted from the alphabet, which would be the last of the remaining letters?
6. Make a word from the two letters which occur most often in ATTACK.
7. What position does the middle letter in the alphabet?
8. Write the letters in the word SPIN in the second half of the alphabet.
9. Which letters in the word HOPE are in the alphabet?
10. Which letter in the word SPONTANEOUS is the 10th letter in the alphabet?

Core Skills Work

As well as work on each question type we also provide lots of core skills work.

This sheet focuses on developing alphabet skills which are particularly important with some Essex verbal reasoning question types.

How many correct? _____

If you have written out the alphabet first, your marks will be better.



Find two words, one from each group, that are closest in meaning.

Example

(devilish, deity, dreary)
(desperate, dear, divinity)

Answer

deity, divinity

QUESTION 1

(delusion, g
(contract,

Identify the words
meanings (one from

Example

(rich, pl
(weak, s

Answer

scarce is the

QUESTION 2

(reductio
(increase,

Find a single word which goes equally well with both pairs of words. Choose from the selection below each question.

Example

(PLANT CULTIVATE) (PIG BOAR)
soil, grow, hog, produce, sow

Answer

sow

QUESTION 3

(SMALL THIN) (BRIGHT LUMINOUS)
agile, light, torch, radiant

GO STRAIGHT ON

In each question choose two words, one from each group in brackets, that best complete the sentence.

Example

horizontal is to (flat, across, vertical)
as retreat is to (attack, backwards, defend)

Answer

horizontal is to vertical, as retreat is to attack
(they are connected because they are opposites)

QUESTION 4

, era)
, sharp)

word from each
word.

Revision Paper

This paper is in a similar style to the Essex verbal reasoning paper, complete with answer sheet, to get children used to the format of the exam.

We include several of these throughout the programme, building up to full length 50 minute tests of 85 questions.

In each pair the second word is formed from the letters of the first word in the same way each time. Find the missing word in the third pair.

Example

(stones nest) (stewed west) (deacon ?)

Answer

code

QUESTION 6

(spot pot) (stop top) (four ?)

GO STRAIGHT ON TO THE NEXT PAGE

Speed and Accuracy Test

- You have five minutes. Children should be working towards scoring 100%.
- Watch out for the changes to $+$ \div $-$ \times
- This test will be repeated five times, where mistakes are made it will be an indication that further times tables work and attention to detail is necessary.

$8 + 7 =$	$9 - 4 =$	$6 \times 7 =$	$54 \div 6 =$	$8 + 4 =$
$7 \times 5 =$	<p>Maths - Speed and Accuracy Tests</p> <p><i>At the beginning of the course we spend time exposing whether pupils have sufficiently solid core skills. As these skills provide the fundamental basis from which children will develop, ensuring these are well established will aid them during the other sections of the course.</i></p>			$=$
$12 - 7 =$				$=$
$96 \div 8 =$				$9 =$
$6 \times 3 =$				$=$
$5 + 8 =$				$3 =$
$5 \times 6 =$				$=$
$5 + 7 =$	$15 - 6 =$	$48 \div 6 =$	$5 + 4 =$	$64 \div 8 =$
$16 - 8 =$	$36 \div 9 =$	$8 + 8 =$	$42 \div 7 =$	$7 \times 7 =$
$7 \times 6 =$	$9 - 6 =$	$72 \div 9 =$	$9 + 8 =$	$108 \div 9 =$
$17 - 9 =$	$9 + 6 =$	$6 \times 8 =$	$19 - 7 =$	$12 + 5 =$
$8 \times 3 =$	$7 \times 8 =$	$63 \div 7 =$	$6 + 9 =$	$11 - 7 =$
$11 - 6 =$	$32 \div 8 =$	$12 - 9 =$	$7 \times 4 =$	$13 + 6 =$
$8 \times 6 =$	<p><i>The Maths section in the Essex 11+ is renowned for being one of the most difficult in the country. Our course reflects this and develops skills across the board in order to fully prepare children.</i></p>			$9 =$
$5 \times 7 =$				$7 =$
$7 - 2 =$				$4 =$
$3 + 7 =$				$6 =$
$12 - 9 =$	$9 \times 3 =$	$11 - 8 =$	$49 \div 7 =$	$5 + 8 =$
$8 \times 9 =$	$6 + 7 =$	$27 \div 9 =$	$15 - 4 =$	$9 \times 7 =$
$72 \div 8 =$	$13 - 9 =$	$5 \times 12 =$	$4 + 8 =$	$18 - 7 =$

Spot the Mistakes - Maths

- Victor has completed his Mental Maths task but unfortunately he's made a number of mistakes. His answers are underlined.
- Circle the mistakes. See if you can work out where he might have gone wrong.

① $300 + 6000 + 80 = \underline{6380}$

② $2 \frac{1}{2} \text{ Kg} - 800 \text{ g} = \underline{1700\text{g}}$

③ $\text{£}1.00 - 58\text{p} = \underline{42\text{p}}$

④ Find the sum of $\text{£}2.85 = \underline{\text{£}4}$

⑤ Find the total cost of 5 cards each costing 22p = £1.22

⑥ What is the product of $9 + 99 = \underline{108}$

⑦ From 1070mm take 20cm = 1050mm

⑧ $1 - \frac{3}{8} = \frac{5}{8}$

⑨ $116\text{mm} = \underline{11\text{cm}} \underline{6\text{mm}}$

Switching on their self-checking skills helps children work more accurately in the exam.

7.04

⑪ $2\text{km } 90\text{m} = \underline{290\text{m}}$

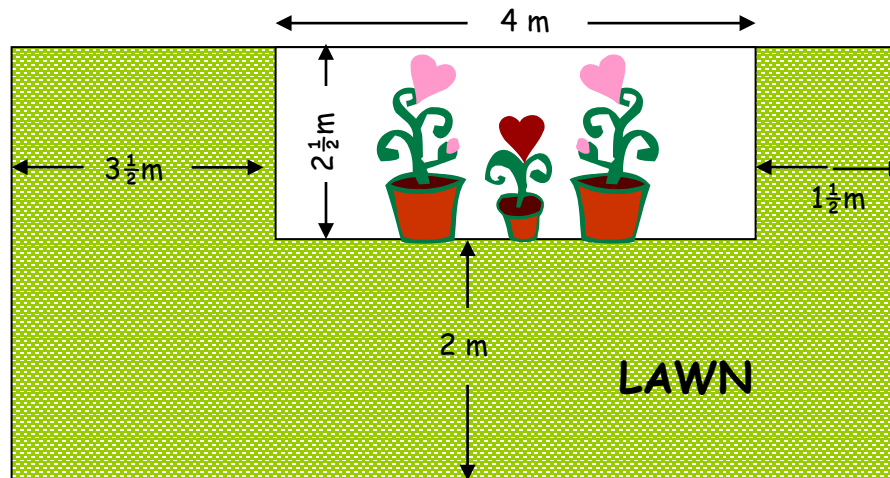
⑫ What is the product of 8 and 50 = 58

Marks /

Area Problems

A rectangular garden comprises a rectangular flowerbed surrounded on three of its sides by a lawn.

Answer the following questions which relate to this diagram.



a) How long is the garden? _____

b) How wide is the garden? _____

We also make sure we cover the core topics children may get questions on. This sheet is one we use to help children learn about area.

c) Work out, _____

Answer: _____

Other core topics covered include:

d) Work out, _____

Answer: _____

- Shapes
- Fractions
- Factors

e) What is the area of the lawn? _____

Answer: _____

- Volume
- Averages

f) Find the cost of re-sowing the lawn if grass seed costs £1.86 for each square metre of lawn.

Answer: _____

The BODMAS Rule

The rule for the order in which you conduct calculations is: **BODMAS**

This means:

Brackets **O**rders **D**ivision **M**ultiplication **A**ddition **S**ubtraction.

In other words:

1. You must work out the sum in the **B**racket first and then complete any **O**rders (this also means indices, powers, or roots e.g. 3^2).
2. Next you must work out any **D**ivision or **M**ultiplication.
3. Finally complete any **A**ddition or **S**ubtraction required.

Remember - if a number appears immediately before a bracket it means you must **M**ultiply (the result of the sum in the bracket) by that figure, so: $5(3.1 + 1.9)$ means $5 \times (3.1 + 1.9) = 5 \times 5 = 25$

Here is an example of the **BODMAS** rule in action:

$$\begin{aligned} &6(1.2 + 2) \\ &= 6 \times 2 \\ &= 12 - 3 \\ &= 9 \checkmark \end{aligned}$$

BODMAS

This is another example of the focus we place on individual topic knowledge. For some children topics will be entirely new, for others it will act as useful re-enforcement.

Now look at th

$$6(2.36 + 5.62) =$$

$$6 \times 7.98 = 47.88 \checkmark$$

Do the **B**racket sum first - $2.36 + 5.62 = 7.98$

Then **M**ultiply

Please file this away safely because you will need to refer to it again.

TIMED TEST NUMBER 1

You have 30 minutes to complete this test.

Write the missing number in the box:

1. *Timed Tests*
We start doing easier timed tests early on to get children used to answering exam style questions under time constraints.

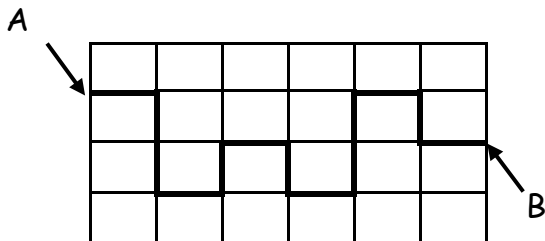
3.
$$\begin{array}{r} 10\ \square \\ 7 \overline{) 763} \end{array}$$

$$\begin{array}{r} 153 \\ 5 \overline{) 7\square 5} \end{array}$$

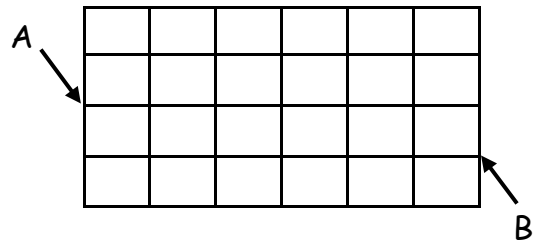
This calculation has the same number missing from each box.
What is it?

5. $\square \times \square - \square = 30$

The thick line from A to B divides the area of this grid into two halves:



6. Divide the area of this grid into two halves.
Start at A and go along the lines, finishing at B.



Mathematics Revision Test 2

1. $323.76 + 19$ hundredths
= _____

12. $12 \times 8 =$ _____

2. Draw a hexagon in this space:

13. $6 \times 7 =$ _____

14. $9 \times 6 =$ _____

3. $13^2 =$ _____

15. How many tenths in 23.9?

Maths Revision Tests

Throughout the course we ensure children are using the skills they have regularly. This is an example of our regular revision test sheets. These sheets cover a great deal of the syllabus and little by little help to re-enforce knowledge and give children confidence.

4. Draw an obtuse angle - label it.

NO/YES

5. Draw a rhombus

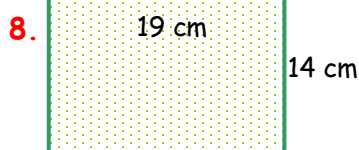
20. How many lines of symmetry has a hexagon?
= _____

6. $724 \div 100 =$ _____

SCORE BOX:

_____ 20

7. Find the volume of a cube with sides measuring 11 cm.
= _____

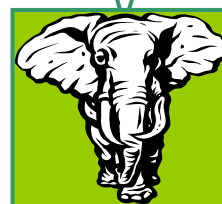


Find the area of this shape:
= _____

I can remember how to do long multiplication!

9. $4.9 \text{ L} =$ _____ mls

10. Write 555 tenths as a decimal = _____



11. 9 squared = _____

Are you improving? YES/ANY MINUTE NOW

5. Complete the following money problems.

a. A single bus fare to work costs £1.25. How much have I spent altogether on bus fares by the time I have returned home? _____

b. If I go to the newsagent and buy 5 magazines costing £3.99 each. How much do I have left? _____

c. I bought in _____

6. Answer the following questions. _____

a. Six squared = _____ e. The square root of 100 = _____

b. The cube root of 27 = _____ f. Two fifths of 75kg = _____

c. 60% of £60.00 = _____ g. $4(x + y)$ when $x = 6.1$ and $y = 3.8$ = _____

d. $2(p - q)$ when $p = 4.7$ and $q = 2.3$ = _____

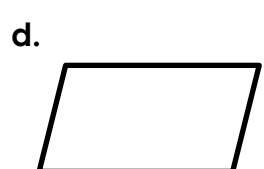
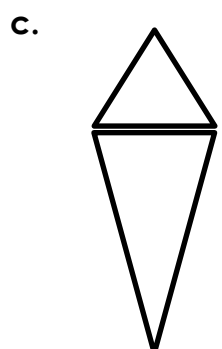
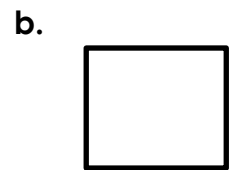
7. If $a = 5$, $b = 4$ and $c = 2$, answer the following questions:

a. $c \times a$ = _____ d. $b \times a - c$ = _____

b. $a + c - b$ = _____ e. $(b+c) \times (b-c)$ = _____

c. $a \times c \div b$ = _____

8. How many lines of symmetry do these shapes have? Some may have none.



Non-Verbal Reasoning

1. LIKE SHAPES / TYPE 1

In these questions you will be given an example where one shape becomes another shape. You will then be given a question shape and be asked to choose which one of five shapes it should become. You should use the example to help you choose. You should look at the example and understand exactly what changes for it to become the second shape and then apply the same reasoning to the question shape.

What to look out for

As with all Non-Verbal Reasoning question types this is largely a test of **logic** and **close observation**.

- How many sides do the shapes have?
- Are they rotating, and if so in which direction and by how many degrees?
- Are they reflections?
- Have the shapes got diagonal lines then?
- What size are the shapes?
- What thickness or boldness is there?
- Do shapes that are

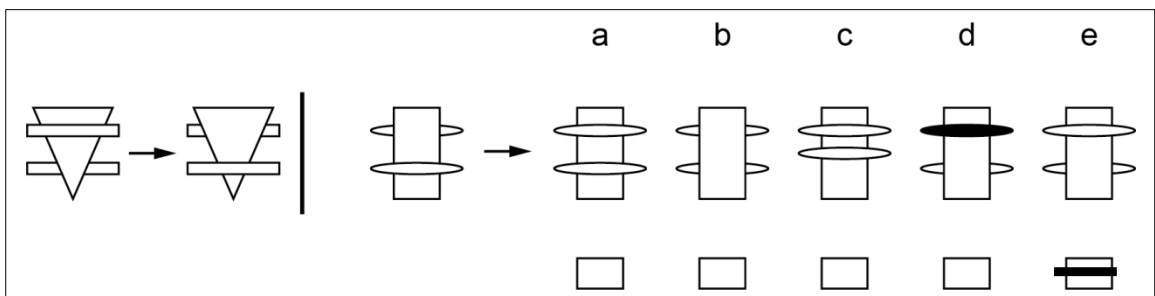
Non-Verbal Reasoning

We introduce each different type of non-verbal reasoning question with a very detailed explanation and an example, providing technique advice.

Technique tips

- Focus exactly on how the first shape has changed to become the second shape, more than one thing may have changed.
- Make a list of the changes if necessary.
- Once you have done this look at the answer options and see which has changed in the same way.
- Often you will be left with two options which are close, there will always be a small distinguishing item which makes one of these a closer match than the other (e.g. direction of diagonal lines within a shape). You will need to renew your focus to find it.
- Unless you are doing a timed test do one question at a time. Give your answer then check if it is correct and review the explanation. This takes time but looking at the answer and explanation while the question is still fresh is the only way to learn.

Example



Explanation

There is no change in the large shape from the first set of shapes to the second. However the shape that is behind the larger moves to the front and the other shape that is in front moves behind.

Non-Verbal Reasoning

1. LIKE SHAPES / TYPE 1

1

2

Like Shapes - Examples

Having explained the question type, we give children a few questions to try out to secure their learning. Very detailed answers are given to help children learn from their mistakes.

3

4

5

Non-Verbal Reasoning

3. ROTATIONS / TYPE 3

Example

	a	b	c	d	e
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Explanation

Only one of the answers is a rotation of the original. D is the only possible answer as it is the only hand with the thumb still on the left hand side. The lines also go from the bottom left of the hand to the top right.

1

	a	b	c	d	e
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2

		e
		<input type="checkbox"/>

3

		e
		<input type="checkbox"/>

Timed Papers

30 timed papers are included in the course once children have mastered the basics of the main non-verbal reasoning question types. Some of the papers are shorter, focusing on technique and accuracy, whereas others replicate more closely the volume and speed of the 11 Plus exam.

This particular sheet is part of one of our longer tests of 27 questions.

Find the Mistakes - Q

received Spain
 I recieved a postcard from Spane yesterday. My Gran is having a
 brief niece believe
breif holiday by the sea with her neice. She could not beleeve
 was beach burnt
 how hot it were. She had sat too long on the beechn and got burnd.
 Their neighbours conditioning
There nieghbours in the next villa don't have
 ceiling
 a cieling fan so they were really suffering. T
 cream rationed
 out of ice creem and water is being rashoned
 deceived agent
 Gran says she was decieved by the travel aje
 can't an
 would be nice and cool in July. You cant trust
 relief
 It will be a releif to get home, she wrote.

There are answers provided for every question in each part of the course.

Where a full detailed explanation is needed we give it.

English Exam - Robinson Crusoe

- | | |
|---|--|
| <p>1) b
 2) a
 3) a, b, c, e, g and h
 4) b</p> | <p>5) c
 6) a, d and f
 7) d
 8) b</p> |
|---|--|

9) *Crusoe expects to be on the island for a long time, at least several years, as he keeps a calendar that marks the 'weekly, monthly and yearly reckoning of time'.*

1 mark given for a reasonable inference and 1 mark for evidence from the passage to support it. The example answer above uses a quote as evidence - this is a concise way to show how you have used the passage to reach your answer.

10) *Crusoe means that he did not find the tools he needed in the shipwreck (1 Mark). As a result, the actions he undertakes in order to build his home on the island (1 Mark) take a lot longer than if he had been able to use tools (1 Mark).*

This is a tricky question, which point 4 on the advice sheet refers to. There were 3 marks available, so you needed to cover 3 separate points. 1 mark for explaining each of the following: why he had a 'want of tools'; what he was referring to with 'every work'; what he meant by 'go on heavily'.