



New for  
2021!

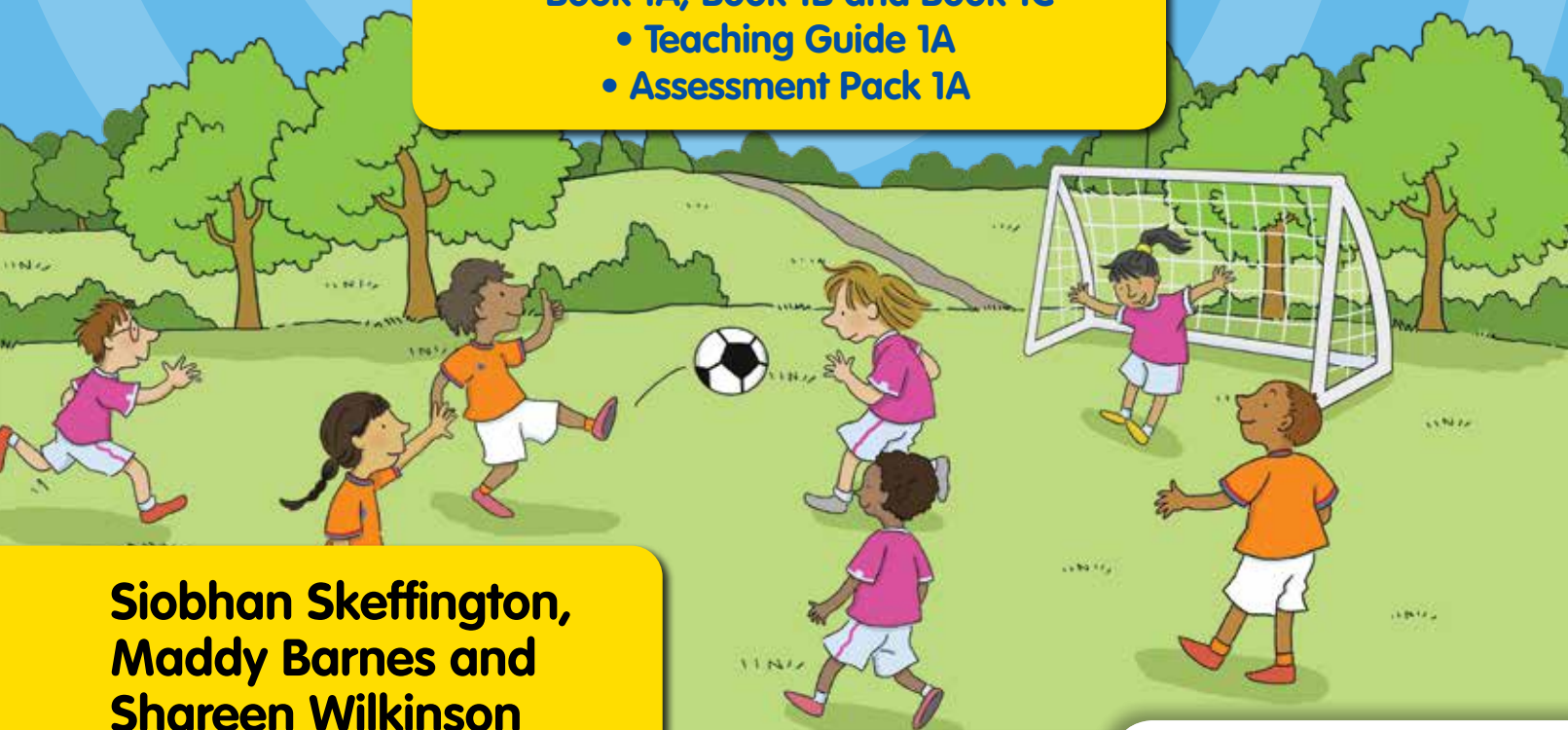
Sample  
booklet

# Literacy and English

## CfE First Level

This booklet contains sample pages from:

- Book 1A, Book 1B and Book 1C
- Teaching Guide 1A
- Assessment Pack 1A



**Siobhan Skeffington,  
Maddy Barnes and  
Shareen Wilkinson**

Series Editor: Gemma Meharg

The Boost logo, featuring a colorful dot pattern above the word 'Boost' in a bold, blue, sans-serif font.

The Hodder Gibson logo, featuring a stylized blue 'G' icon followed by the words 'HODDER GIBSON' in a bold, blue, sans-serif font, and 'LEARN MORE' in a smaller, blue, sans-serif font below it.

# Introducing...

## TeeJay Literacy and English for CfE First Level

Add fun to your lessons with the only Literacy and English scheme offering comprehensive, consistent coverage of the whole CfE First Level curriculum. From a leading Scottish educational publisher, TeeJay, this brand-new suite of resources helps you to easily deliver engaging lessons that will foster a love of reading and writing; and ensure full coverage of all CfE Benchmarks and Experiences and Outcomes.

### What resources are available?

#### Textbooks Print & Digital

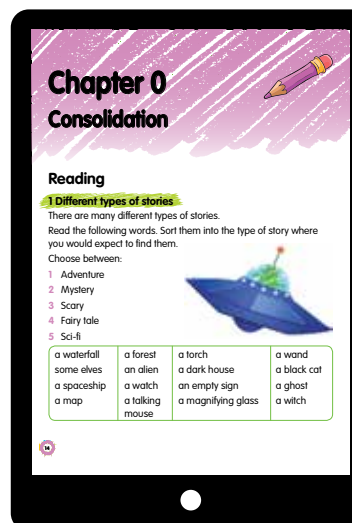
Add fun to your lessons with the only Literacy and English textbooks offering comprehensive, consistent coverage of the whole CfE First Level curriculum.

	Print Textbooks	Boost eBooks
Literacy and English CfE First Level Book 1A	9781398319653	9781398321007
Literacy and English CfE First Level Book 1B	9781398328266	9781398322363
Literacy and English CfE First Level Book 1C	9781398328273	9781398322394

Print textbooks – £10.99 each  
Boost eBooks – £3.00 each for a 1-year subscription



New!  
Publishing  
April 2021



#### Boost eBooks

**Boost eBooks are interactive, accessible and flexible.** They use the latest research and technology to provide the very best experience for students and teachers.

- **Personalise.** Easily navigate the eBook with search, zoom and an image gallery. Make it your own with notes, bookmarks and highlights.
- **Revise.** Select key facts and definitions in the text and save them as flash cards for revision.
- **Switch.** Seamlessly move between the printed view for front-of-class teaching and the interactive view for independent study.
- **Listen.** Use text-to-speech to make the content more accessible to students and to improve comprehension and pronunciation.



#### Teaching Guides Print & Digital download

Easily plan and deliver outstanding lessons that are bespoke to your classroom needs and save time by following step-by-step guidance.

	Printed Pack	Digital download (pdf)
Literacy and English CfE First Level Teaching Guide 1A	9781398332317	9781398348905
Literacy and English CfE First Level Teaching Guide 1B	9781398332324	9781398331150
Literacy and English CfE First Level Teaching Guide 1C	9781398332331	9781398331167

£70 each



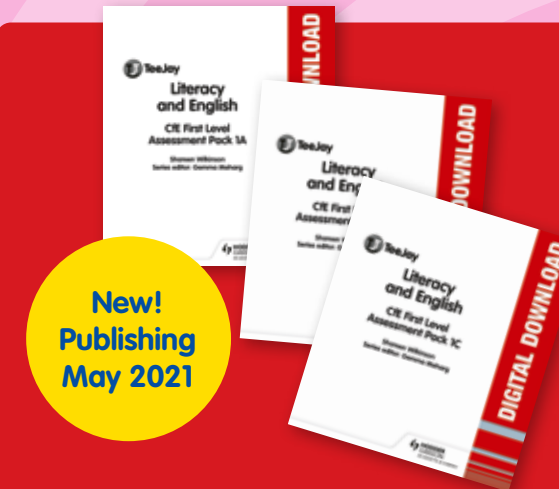
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#### Assessment Packs Digital download

Confidently assess students' progress with these Assessment Packs, tailored to support the CfE Benchmarks, Experiences and Outcomes.

	Digital download (pdf)
Literacy and English CfE First Level Assessment Pack 1A	9781398319677
Literacy and English CfE First Level Assessment Pack 1B	9781398329171
Literacy and English CfE First Level Assessment Pack 1C	9781398329812

£57.50 + VAT each



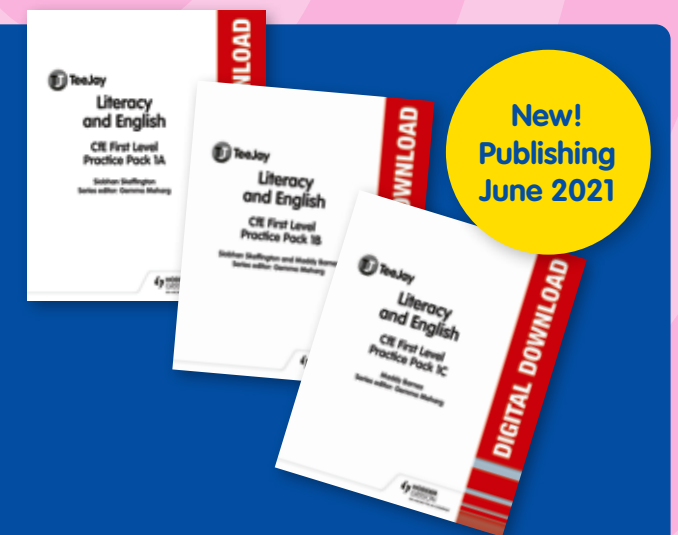
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#### Practice Packs Digital download

Provide students with all the practice they need to consolidate their knowledge and skills with these easy-to-use, ready-made Practice Packs.

	Digital download (pdf)
Literacy and English CfE First Level Practice Pack 1A	9781398328280
Literacy and English CfE First Level Practice Pack 1B	9781398328297
Literacy and English CfE First Level Practice Pack 1C	9781398328303

£57.50 + VAT each



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June 2021

#### Also available: Free course planner

This will map the CfE Outcomes to the content in each book, providing peace of mind for teachers that they are covering the required content in a carefully-planned sequence. The course planner is editable, so you can add your own notes and teaching strategies.



## What are teachers saying about our new Literacy and English resources?

We've worked closely with Scottish teachers throughout the creation of these resources, to make sure they are the best possible resources to support you and your students. Here's what two teachers have said about early proofs of our new Literacy textbooks:

"They look fantastic! I love the amount of activities related to the one story. I love that you could actually turn the story into a mini topic to work on with the literacy activities as the main focus. I found it easy to read, the instructions were clear and there was just enough pictures included."

Julie Pollock,  
Primary Teacher

"A huge well done to the team behind these books. They are fabulous ... well thought out, have excellent coverage of the level and offer a wide range of activities. The activities are creative and allow for recap and assessment. The texts chosen are interesting and will appeal to learners and there is clear progression in the content of the texts over the three books. The layout is bright and attractive leading to the pupils and staff being able to navigate each learning block with ease ... It's such a pleasure to see a Scottish based textbook covering the Experiences and Outcomes in some depth and tackling SPAG in a systematic manner."

Caroline McDonald,  
Class Teacher

### Second Level resources coming in 2022!

We're also producing Literacy and English resources for Second Level. These are due to publish in Spring 2022. So, you can purchase and start using your First Level resources this year knowing that you'll be able to continue using this scheme into Second Level for a consistent Literacy and English curriculum.

## What next?

### Try before you buy

You can view our print and digital titles free for 30-days with eInspection Copies and eBook trials. Request yours online at [www.hoddergibson.co.uk/TJ-Literacy-2021](http://www.hoddergibson.co.uk/TJ-Literacy-2021)

### Request a bespoke quote

Contact TeeJay consultant, Karen Kidd, to find out more and get a bespoke quote for your school.

- Email: [Karen.Kidd@hoddergibson.co.uk](mailto:Karen.Kidd@hoddergibson.co.uk)
- Tel: 07780 046795



## Putting students and teachers at the heart of what we do

At TeeJay, we are always listening to your feedback and thinking about new ways in which we can support teaching for the Scottish curriculum. Here's what we're looking forward to in 2021 – and beyond – to ensure we are keeping all students and teachers at the heart of what we do:

- ✓ **Allowing for more flexibility in how and when our resources are used** by making our textbooks, homework packs, assessment packs and teaching guides available online through the TeeJay digital library
- ✓ **Improving our accessibility** by creating new resources that all students will find **easy to read and use**, with a new layout created specifically for children with dyslexia or colour vision deficiency
- ✓ **Ensuring that all students are represented by and included in** our resources by featuring people of different ethnicities and heritage in our artwork and examples
- ✓ **Streamlining our approach** by ensuring our new resources include one book per academic year
- ✓ **Integrating play-based learning** in all our new textbooks and workbooks, with designated classroom activities that let you add fun to learning in appropriate ways, bespoke to CfE
- ✓ **Keeping true to the core TeeJay philosophy** of consolidation, review and progression in all new resources
- ✓ **Promising to maintain the high quality of the TeeJay range**

## 2 Books I love

- 1 Recommend a book to your class.  
Think of a book you have read that you really enjoyed. It can be fiction or non-fiction.  
Write the title on a sticky note.  
Draw a table like the one below. Put your sticky note in the right section of the table.

Fiction	Non-fiction

- 2 Tell your partner why you enjoyed reading the book.  
What made it a good book?  
Explain why you liked the book. Here are two examples:

It had colourful pictures and gave me new information.

It was a great story. I didn't know what was going to happen next.



- 3 Explain why your partner might enjoy the book.  
Think about what you know about them. What are they interested in?  
You could start by saying, 'I think you may find this book interesting because \_\_\_\_\_'.

### Let's try this!

You are going to go book shopping. Look in your school or class library for each item on your shopping list:

- 1 A book to find out about animals
- 2 A book that will make me laugh
- 3 A book to stretch my imagination

Tell the class which books you have chosen and why they are perfect for your shopping list.



'Let's try this!' helps you to easily integrate opportunities for play-based learning in your lessons

## Writing

We are going to design a poster advertising for new members of the football team and then write a match report for the team.





## Minibeasts in the Pond

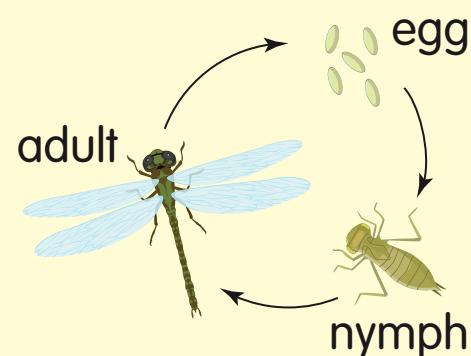
Read this text and answer the questions.

### FACT FILE

Minibeasts are very small animals. You can find them outside in a garden, a park, a wood or a pond. There are many different kinds of minibeasts.

#### Insects

Insects all have six legs. Many insects live in ponds. Water boatmen, whirligig beetles and pond skaters are all insects that live in ponds. Some flying insects, like dragonflies, live in ponds when they are larvae.



■ Life cycle of a pond insect

#### Frogs and toads

Frogs and toads are minibeasts. Frogs live in ponds.

Toads don't live in ponds, but they need to live near ponds to lay their eggs. Frogs and toads both lay their eggs in a sticky jelly in ponds. Tadpoles hatch from the eggs. They grow into frogs or toads.

#### Pond snails

Some snails live in rivers and ponds. Like land snails, pond snails have hard shells that protect them. They can pull their soft bodies inside their shells if they think



## Revisit, review, revise

Go back to page 14 to help you answer these questions.

### Reading

- 1 Where does the Mouse live?
- 2 Who also lives there?
- 3 What else does the Mouse eat?

Monitor progression consistently throughout First Level with end-of-chapter 'Revisit, review, revise' exercises that enable students to practise and consolidate their learning

### Punctuation

- 4 Which words in this sentence should have a capital letter?  
*the Lion lived in a forest in zambia which was next to a huge river called the congo.*

### Grammar

- 5 Write a sentence about the two characters from the fable. Make sure you use the word **and** in your sentence.

### Phonics and spelling

- 6 Write a word with each of these endings: **ff**, **ll**, **ss**, **zz** and **ck**.

### Writing

- 7 In the fable, the Lion let the Mouse go. What do you think the Mouse would have said to the Lion if he had written a letter at this point in the fable?  
Imagine you are the Mouse. Write a short letter to the Lion.

### Listening and talking

- 8 What do you think the Mouse may have been doing before she went to the woods and met the Lion? Tell your partner.



- ★ 2 Write the following sentences in the correct order and with the correct punctuation:
- she forest. the to ordered snow huntsman white into the take
  - across came a cottage tiny and went in. snow white

## 2 Correct it

What is wrong with the text below? Rewrite it, correcting the mistakes.

when the seven dwarfs came home to find snow white lying on the \_\_\_\_\_, they were very \_\_\_\_\_ they cried all night and showed how tender they were to snow white by carefully building her a \_\_\_\_\_ coffin

### Remember, remember

- Look for the missing capital letters and full stops.
- See which words would fit into the text.
- Remember to check that the sentences make sense.



## 3 Capital letters and full stops

Can you write four sentences about the fairy tale?

Check that they make sense and use capital letters and full stops correctly.

'Remember, remember' sections provide students with handy tips and hints

## Grammar

Overviews provide short explanations to introduce each topic.

Here, we are looking at adding the **suffixes -ed and -ing** to verbs.


A suffix is a group of letters placed after a word.

- The suffixes -ed and -ing change the tense of the verb.

We are also looking at how to use the **co-ordinating conjunction and**.



## 1 Fix it up

-  Rewrite the sentences below, adding -ed or -ing to the verbs.
  - The bird is fly\_\_\_\_\_ to its nest.
  - My mum look\_\_\_\_\_ for my book bag.
- Rewrite these sentences so that the verbs have the correct endings.
  - The cat is lyed on the mat.
  - I listening to the music.
  - Viktor is visited his friend.
  - What is happened today?
- ★ 3 Explain to your partner how you knew whether to choose -ed or -ing to correct the sentences.

Allow for effective differentiation with questions of varying difficulty levels. Question difficulty is highlighted for teachers using handy symbols, designed to avoid any stigma associated with being assigned the easier or harder questions.



## Snow White and the Seven Dwarfs

Read the text and answer the questions.

Once upon a time, there lived a lovely, **polite** princess with fair skin and blue eyes. She was so **fair** that she was named Snow White. Her mother died when Snow White was a baby and her father married again. This queen was very pretty but she was also very cruel. The wicked, **rotten** stepmother wanted to tell everyone that she was the most beautiful lady in the kingdom.

She would often ask her magic mirror, 'Mirror! Mirror on the wall! Who is the fairest of them all?'

The magic mirror would say, 'You are, Your Majesty!' Then one day, the mirror replied, 'Snow White is the fairest of them all!'



The **boastful** queen was very angry and jealous of Snow White. She ordered her huntsman to take Snow White into the forest and kill her. However, when the huntsman reached the forest with Snow White, he took pity on her and set her free.

When it was daylight, Snow White came to a tiny cottage and went inside. There was nobody there, but she found seven plates on the table and seven tiny beds in the bedroom. She cooked a wonderful meal and cleaned the house. Tired after all her work, she finally fell asleep on one of the tiny beds



Foster a love of reading with exciting text extracts provided in each chapter, exploring many different genres

## Questions



1 Re-read the story of *Snow White and the Seven Dwarfs*. Discuss the following questions with your partner.

- a Who is the villain in the story?
- b Who are the heroes?
- c Is the mirror a villain or a hero?



2 Give reasons for your answers to Questions a, b and c above.

3 Re-read the story, picking out words that describe the characters. Share your ideas with the class.

4 Find the following focus words that appear in bold in the story. These words describe characters.

- polite
- fair
- rotten
- stubborn
- trusting
- proud
- jolly

a Discuss with your partner what each word means.

b Use a dictionary to check the definitions.

c Compare your definitions with the ones in the dictionary.

- How are they different?
- How are they close?



Questions check and deepen students' understanding of what they have read

# Chapter 0

## Consolidation



'Chapter 0' gives students the opportunity to consolidate learning from the previous Level/Book

### Reading

#### 1 Different types of stories

There are many different types of stories.

Read the following words. Sort them into the type of story where you would expect to find them.

Choose between:

- 1 Adventure
- 2 Mystery
- 3 Scary
- 4 Fairy tale
- 5 Sci-fi



a waterfall	a forest	a torch	a wand
some elves	an alien	a dark house	a black cat
a spaceship	a watch	an empty sign	a ghost
a map	a talking mouse	a magnifying glass	a witch

#### 2 What can you remember?

Think about a book that you have read recently.

- 1 What is the name of the book?
- 2 Who is the author?
- 3 Can you remember five events that happened in the story?  
Draw a line like this in your jotter and then write the five events along the line in the order that they happened.



#### Remember, remember

You are ordering five events that you think retell the story.



### Grammar and punctuation

#### 1 In your own words

Add some details to these nouns to create expanded noun phrases:

- 1 The \_\_\_\_\_ tree
- 2 The \_\_\_\_\_ chair
- 3 My \_\_\_\_\_ car
- 4 His \_\_\_\_\_ shoes
- 5 Her \_\_\_\_\_ kitten
- 6 That \_\_\_\_\_ book





# Listening and talking

## 1 Act it out

Imagine you are performing this poem.  
Choose a section to practise and perform.

Bright, colourful design with images used throughout to add fun to your literacy lessons

### Remember, remember

- You might want to split the poem between a group of you.
- Will you do actions or change your voice for different parts of the poem?
- Jot down some ideas to help you while you perform.



## 2 Role play 1

Imagine each of the pets introduces itself to the class.

Choose three pets. Give each pet a name and write a mini introduction in role as each pet. Think about the impact you want to have on the class. Do you want to make them laugh, cry, feel scared?



## 3 Role play 2

★ What do you think the teacher will say when she comes back to school the next day?

Will she be happy with her pets, or will she wish she hadn't stayed in bed?

Create a short speech in role as the teacher.

## Remember, remember

When you are planning your speech, think about:

- why you stayed in bed
- if you are happy that you stayed in bed or not and why
- what you will do next time you want to stay in bed for the day.



# Writing

## 1 Planning and writing a description

<b>Task</b>	To write a descriptive paragraph
<b>Purpose</b>	To describe/entertain
<b>Audience</b>	No audience

Using the poem *The Teacher's Day in Bed*, write a description of what happened in the classroom.

When planning your description, think about the following:

- Which four pets will you write about?
- How will you describe each pet?
- Use all of your senses to describe what the pets did.
- Jot down some sentence starters that you might use.



Topic overview: Non-chronological report (pages 29-41)

### Curriculum map

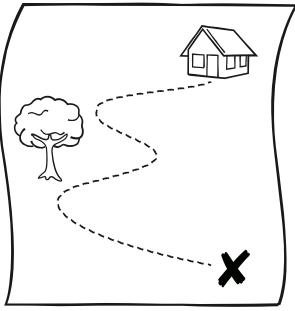
The skills and purposes in this chapter

Purposes to write

- persuasive writing
- writing a report
- designing a poster.

Grammar and punctuation

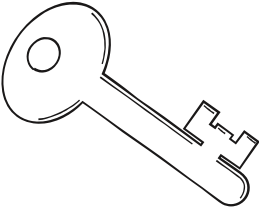
- co-ordinating conjunctions (joining words) and/so/but
- sentences making sense.



### Big ideas

The key concepts for this chapter

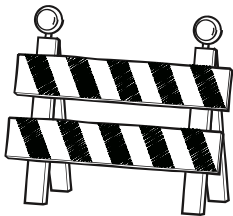
- Pupils recognise the difference between fiction and non-fiction texts.
- Pupils add missing words to a sentence and sense-check them.
- Pupils check their work carefully.
- Pupils ask and answer questions.
- Pupils recognise vowel digraphs.



### Potential misconceptions


The barriers to learning

- Pupils may assume that because this lesson looks at a non-fiction text with lots of pictures, all picture books are non-fiction. Ensure pupils understand that non-fiction books often have lots of pictures, but not all books with lots of pictures are non-fiction. They could be fiction.
- Pupils may think there is only one possible joining word that can be added to a sentence. Sometimes you can use different joining words in a sentence, and it can still make sense.



Core vocabulary			
coach	goalkeeper	keep fit	practise
scores	training	warmed up	

Listening and talking: Fiction and non-fiction



This lesson covers pages 35–37 of the TeeJay Literacy and English CfE First Level, Book 1A.

### Time to get started

**Can you guess what type of book it is from the cover?**

Look at a variety of books, one at a time. Show the books to the class and ask them to decide what kind of book it might be from looking at the cover. Ask them to explain their reasoning.

Ask the pupils to discuss question 1 of Activity 1 Fiction and non-fiction with a partner.


Now look at questions 2 and 3:

**What features does a fiction text have? What features does a non-fiction text have? Discuss with a partner.**

Address any misconceptions pupils might have on genres, such as that picture books are non-fiction because they feature lots of pictures.

Explain you would like them to write a feature of either fiction or non-fiction books on sticky notes. Use these sticky notes to create a class display of fiction and non-fiction features.

**Can you name a book with one of these features?**



### Time to learn

Explain you would like the pupils to think about books they really enjoy reading.

**Can you recommend a book you have read, either fiction or non-fiction?**


Complete question 1 of Activity 2 Books I love! as a class. Make sure pupils think carefully about the books they choose. Point out they need to think about their choice and be able to explain why they have chosen a particular book.

Display a large sheet of sugar paper, split into two sections headed 'Fiction' and 'Non-fiction'.

Fiction	Non-fiction

Explain you would like them to write the title of a book they have really enjoyed on a sticky note. It can be fiction or non-fiction. Invite pupils to come up and place their sticky note in the appropriate section of the chart.

Now model questions 2 and 3 with a book you have enjoyed reading.





If you have it to hand, show it to the class and explain what kind of book it was.

*I enjoyed reading it because ...*

*I think you may find this book interesting because ...*

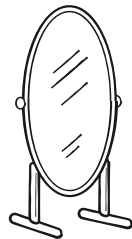
**Time to practise**

Ask the pupils to work in pairs to complete questions 2 and 3 of Activity 1 using their own recommendations. Use the examples in the Pupil Book to show how they might talk to their partner about the book.



**Time to reflect**

Choose two or three pupils to explain their choices to the class.

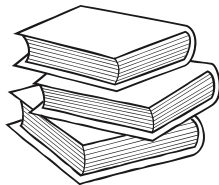


**Time to work on our own**

Look at the Let's try this! activity in the Pupil Book.

**Can you find three books to fulfil the shopping list?**

Explain to the pupils you would like them to carry out this activity independently, but it might work well if you send them to the class library or school library in small groups. For now, they just need to write down the titles of the books (if they collect them now, it may be difficult for later groups to complete the activity).



Ask each pupil to bring one of the books from their list to circle time, so they can explain why it is perfect for one of the purposes shown in the Pupil Book.

**Building blocks:**

Pupils could be supported by working with a more confident pupil.

**★ Stretch:**

Pupils could write a shopping list for a partner before heading to the library to fulfil each other's lists.



**Suggestions for differentiation in the Teacher Guides provide further advice on how to adapt the lessons for advanced or struggling learners, to help you cater your teaching to your specific classroom needs**

**Non-fiction 2: Farm Animals**

**Teacher sheet**

Listening and talking: non-chronological report and information text.

- Listens and responds appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions.
- Asks and responds to different types of questions to show understanding of the main ideas of spoken texts.
- Communicates clearly and audibly.

**Guidance for teachers:** Hand out the pupil sheet on the next page.

Allow learners to look at the pictures and read the text.

Once learners have read the text, ask them the questions below.

Answers to this section are included in the table to allow for real-time checking. Benchmark references are also included.

Question	Answer	Listening and understanding focus
1. Listen to the question carefully. Circle the animal that has a short tail.	Goat	● Answers literal questions.
2. Listen to the question carefully. What are the sub-headings of the two animals at the top of the page?	Sheep Goat	● Identifies and finds key information in non-fiction texts.
3. Look at the pictures. Tick all the animals that have ears.	All four animals should be ticked.	● Selects and uses, with support, appropriate resources to engage with others, for example: pictures and/or photographs.  ● Answers literal questions.

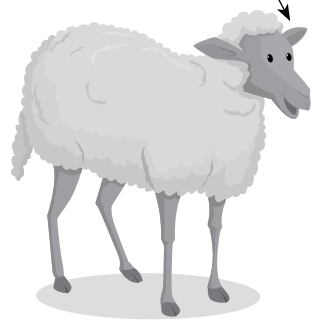
Non-fiction 2: *Farm Animals*

## Pupil sheet

**Sheep**

Sheep have coats of wool.  
They go into a pen at night.

It has ears.



It has wool on its legs.

**Dog**

It has ears.



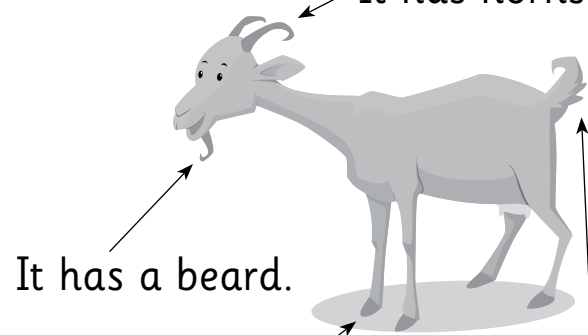
It has four legs.

It has a tail.

**Goat**

Goats go *maaa*.  
They go into a shed at night.

It has horns.



It has a beard.

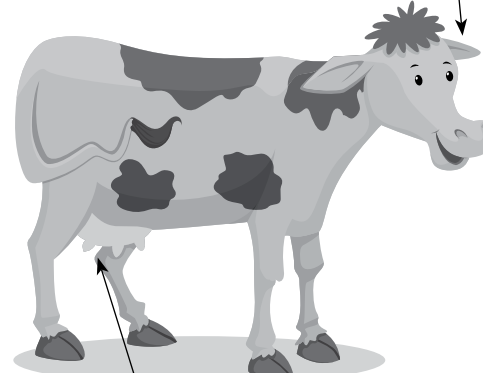
This is a hoof. It has a short tail.

**Cow**

Cows go *moo*.  
They go to the barn at night.

It has ears.

It has a tail.



This is an udder. This is a hoof.

## Diagnostic assessment: Reading

*Skip and the Shark*

Jen and Raj went on a boat.  
Skip the dog went with them.  
They went to look for sharks.

**Literal questions**

1. Tick ✓ **one** box to answer the question.

Jen and Raj went on a \_\_\_\_\_.

boat ☐

ship ☐

shark ☐

2. Skip was a \_\_\_\_\_.

3. Jen and Raj went to look for \_\_\_\_\_.

**Sample  
booklet**

## **Add fun to your lessons with the only Literacy and English resources offering comprehensive, consistent coverage of the whole CfE First Level curriculum.**

Confidently cover all CfE Benchmarks and Experiences & Outcomes for Writing, Listening & Talking, and Reading.

- Explore different genres and foster a love of reading with exciting text extracts
- Help pupils progress at their own pace with tasks for differentiation flagged throughout
- Bring the fun of learning to your classroom with activities for play-based learning
- Continuously build knowledge and monitor progression with end-of-chapter 'Revisit, review, revise' exercises
- Brush up on past teaching with the exercises in Chapter 0, which revise key skills from the previous Level/book
- Answers for the exercises are provided online
- Trust the core TeeJay philosophy - progression and consolidation - to help students build and develop their skills and understanding
- Support your teaching and core textbooks with accompanying Teaching Guides, Assessment and Practice Packs.

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Contact TeeJay consultant, Karen Kidd, to find out more about our new Literacy resources and get a bespoke quote for your school.

- Email: [Karen.Kidd@hoddergibson.co.uk](mailto:Karen.Kidd@hoddergibson.co.uk)
- Tel: **07780 046795**

