



## KS2 SATS English

### Recovery guidance

## Pearson Revise Key Stage 2 SATS English

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The COVID-19 pandemic has been disruptive for all learners, resulting in wider attainment gaps and reduced motivation. Disadvantaged students and those from lower socio-economic backgrounds have fallen further behind than their peers during this time and face greater barriers to recovering lost learning and boosting engagement and confidence.

The Recovery Fund Premium has been introduced in the wake of the pandemic to help schools deliver evidence-based approaches to support disadvantaged students (such as additional tutoring). All schools that are eligible for Pupil Premium are eligible for Recovery Premium. Pearson fully recognizes the challenges that schools face and has responded to the objectives of the Recovery Fund Premium by ensuring that teachers are equipped with the necessary tools to address these.

### Teacher Guidance

The Pearson Revise Key Stage 2 SATS series—Reading Comprehension Targeted Practice Book, Spelling Targeted Practice Book and Grammar Targeted Practice Book—together with Revise Key Stage 2 SATS + Ten-Minute Tests, provide comprehensive coverage of the skills and knowledge requirements of KS2 SATS. All the titles in the series are fully integrated and work together to provide the best support for learners through the provision of carefully graded steps to maximize opportunities for progression.

For more information on recovery catch-up visit: [pearsonschools.co.uk/recovery](https://pearsonschools.co.uk/recovery)

## Targeted academic support

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There are a wide range of evidence-based strategies that schools can implement to support recovery for all their students, and to help bridge gaps in learning and understanding. These could include:

- **Diagnostics** to help target interventions and focus on a small number of learning goals
- **One-to-one and small group interventions** linked to in-class teaching and the curriculum to provide tailored support in a structured setting
- **Homework** and homework clubs to help students progress towards mastery of key learning objectives and to develop effective learning habits

These resources are intended to help teachers and teaching assistants deliver structured interventions and to provide targeted academic support for primary school students looking to build their confidence and skills in English.

## Planning for recovery

One-to-one and small group structured interventions are very effective ways of improving student outcomes. They can be mediated by teachers, teaching assistants or other adults, and provide students with targeted support to reinforce in-class teaching and recover lost learning.

There is extensive suggested guidance for planning and delivering intervention sessions available via the Education Endowment Fund at <https://educationendowmentfoundation.org.uk/>.

## About the books

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The Revise Key Stage 2 SATS books are perfect for helping students ‘catch-up’ for their Year 6 National Tests in English.

The Targeted Practice Books are organised using a one-topic-per-page format with helpful hints, checkboxes to track progress and answers.

The Ten-Minute Tests book contains exam-style questions to familiarise students with the approach of the papers. It also includes scorecards and fully worked answers.

There is plenty of crossover of topics between the books meaning that they can be used in combination to provide the resources required for short ‘catch-up’ activities on a wide range of topics or skills of concern.

## Using these resources to support catch-up

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Although primarily designed to support SATS home tutoring for Key Stage 2 students, these resources (coupled with this easy-to-follow guide) support schools in achieving their catch-up objectives through the provision of targeted academic intervention focusing on high-quality teaching.

The structure of the Revise series provides one of the most effective approaches to delivering catch-up through a secure framework incorporating an integrated approach to

plan and implement an efficient recovery programme to ensure that learners achieve their full potential.

### **Pearson Revise English and recovery**

The Pearson Revise SATS Series is the ideal solution to enable schools to implement effective recovery strategies as it supports accountability by providing measurable, clearly defined targets. The content is:

- Designed for one-to-one and small group intervention
- Ideal for confidence building
- Able to be used flexibly and adapted to individual learning targets
- Holistic and covers a comprehensive range of English skills.

### ***Use for Key Stage 3***

The skills and knowledge covered are aligned with the objectives of the English National Curriculum and created to build a firm foundation for progression at KS3 and eventual success at GCSE level.

Wider strategies, such as the focus on transition from primary to secondary, are embedded so the content is also appropriate as catch-up for lower KS3.

### ***Evidence-based learning delivered through a scaffolded approach***

Effective assessment is at the heart of learner success. The Ten-Minute Tests provide SATS-style questions for the learner to work on independently to ensure that learner progress is tracked. The maximum number of marks achievable for each test is given to guide the learner in providing as complete an answer as possible.

In order to familiarise the test taker, the questions are presented in a variety of formats:

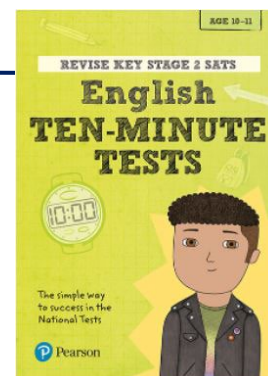
- multiple choice
- true or false
- cloze
- complete the table
- free writing.

The Ten-Minute Tests reflect the content of the three targeted practice books.

## Revise KS2 SATS English Ten-Minute Tests

This book contains two full sets of Ten-Minute Tests, with scorecards and answers to help students:

- Build their confidence in answering questions
- Practise answering questions by writing straight into the book
- Perfect their responses, with fully worked answers



Set A Grammar Test 2

**1** Which sentence is a statement?  
Tick one.

Is the game already over

The game is already over

Bring the game to an end

1 mark

**2** Which sentence uses an apostrophe correctly?  
Tick one.

The brother's birthdays were both in June.

The brothers' birthdays were both in June.

The brothers birthday's were both in June.

The brothers birthdays' were both in June.

1 mark

**3** Complete the table below by adding a suffix to each noun to make an adjective.

Noun	Adjective
wind	
danger	
hope	
child	

1 mark

**4** Which sentence is an exclamation?  
Tick one.

That was a great goal

What a fantastic goal that was

Who scored the goal

1 mark




Set A Scorebook

### Scoresheet

When you finish the tests in Set A, write your marks in the boxes.

Grammar, punctuation and spelling (GPS)		Reading	
Spelling Test	<input type="text"/> /15	Reading Test 1	<input type="text"/> /8
Grammar Test 1	<input type="text"/> /11	Reading Test 2	<input type="text"/> /8
Grammar Test 2	<input type="text"/> /11	Reading Test 3	<input type="text"/> /8
Grammar Test 3	<input type="text"/> /11	Reading Test 4	<input type="text"/> /8
Grammar Test 4	<input type="text"/> /11	Reading Test 5	<input type="text"/> /8
Grammar Test 5	<input type="text"/> /11	Reading Test 6	<input type="text"/> /8
GPS total:	<input type="text"/> /70	Reading total:	<input type="text"/> /50

**How did you do?**  
Use your test scores to check how well you did in the full set of tests.

 <b>GPS total: 0-39</b> <b>Reading total: 0-24</b> <small>Good start! Practise the topics you found difficult and try to answer the questions in Set A again. Then try Set B.</small>	 <b>GPS total: 40-54</b> <b>Reading total: 25-39</b> <small>Well done! You're already doing well, but look at the questions you got wrong in Set A and make sure you know how to answer them. Then try Set B.</small>	 <b>GPS total: 55-70</b> <b>Reading total: 40-50</b> <small>Great work! You're already doing really well. Look back at the questions you found difficult. Then see if you can do even better in Set B.</small>
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**A note for parents**  
Set A is designed to be equivalent to a full set of English SATs tests. The exact number of marks students need in order to reach the expected standard in the next tests will vary from year to year. Based on previous assessments, we think students who score 40 or more in the Grammar, Punctuation and Spelling tests and 25 or more in the Reading tests are working at or above the expected standard.

You have 10 minutes to complete each test. The number under each line at the side of the page tells the students the maximum number of marks for the question.

The diagnostic tests in Ten-Minute Tests assess the learner for knowledge and skills in Reading Comprehension and Grammar, Spelling and Punctuation covered in each book. The results from these will enable you to plan interventions to best address gaps in the learner's knowledge. This assessment will indicate which topics require more targeted intervention.

Each question in the Ten-Minute Test is aligned to one of the Targeted Practice Book topics. This can be used as a springboard for invention.

For example, it may be evident from the Ten-Minute Test that the learner is secure in understanding modal verbs but doesn't fully understand relative clauses. In this scenario, page 25 of Grammar Targeted Practice Book would be a priority.

# Revise KS2 SATS Targeted Practice Book

These books are designed to provide simple, brilliantly smart support to Year 6 learners preparing for the National Curriculum tests.



Checkboxes at the head of each page help students track their progress:

1. *Had a go* – learner completes a question in which an example answer is given, or a prompt is provided.
2. *Nearly there* – learner continues to practise a question where guidance is provided.
3. *Nailed it!* – learner completes 3<sup>rd</sup> question independently.

Organise their study

Spelling patterns Had a go  Nearly there  Nailed it!

One-topic-per-page format that helps students revise more quickly, without the hassle

## Plurals

1. Some plural words end with -e and others end with -es. Put the words in the cloud in the correct column of the table. One has been done for you.

window	beach	wish	door	cake	banana	shoe
cross	waltz	bus	church			
-e	-es					
windows						

2. a) Write the plural of the words in the boxes.

pony → \_\_\_\_\_  
 activity → \_\_\_\_\_  
 mystery → \_\_\_\_\_  
 family → \_\_\_\_\_  
 reply → \_\_\_\_\_

b) What do each of the plural forms you have written have in common?  
 \_\_\_\_\_ 1 mark

3. Circle the correct spelling of the words in the sentences.

a) The knives were in the drawer. 2 marks  
 b) The citys were in the north of the country.

Speed up their study with helpful hints

A plural is more than one.

Add 's' to words ending in 's', 'sh', 'ch', 'x', 'z' or 'z' to make the plural.

10 marks

When the letter before a 'y' is a consonant, change the 'y' to an 'i' before adding 'es'.

5 marks

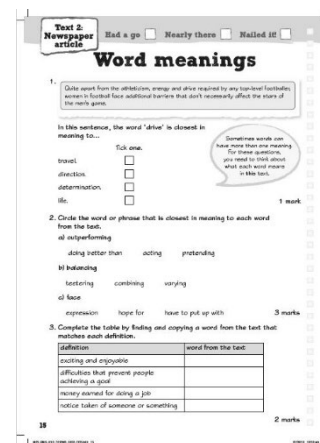
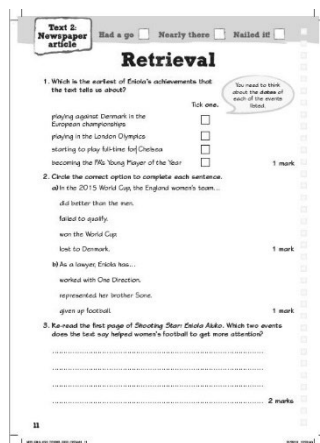
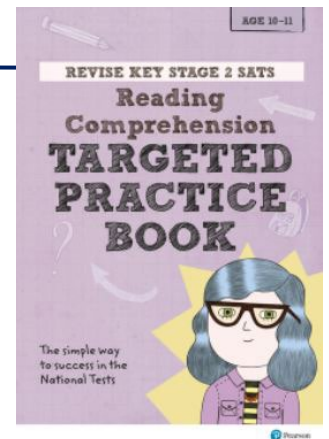
Tips that help students understand concepts and the skills they will need to complete questions

Loads of practice questions to help students build their skills

Simple structure that makes it easy to follow, with write-in features that help students 'own' the books

## Reading Comprehension Targeted Practice Book

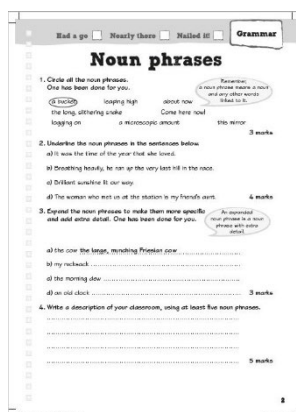
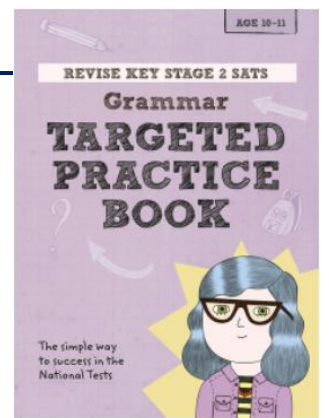
This book provides five quality texts of different genres to reflect sections of the SATS test. Each text provides the stimulus for five separate comprehension skill areas covering a selection of the following topics: information retrieval, inference, word meanings, language for effect, summarising, making connections. The core skill areas of literal comprehension and inference are revisited in each section for reinforcement and the sub-strands such as prediction (inference) and summarising (literal) are also included.



## Grammar Targeted Practice Book

Thirty-nine separate grammar and punctuation topics are covered in this part of the series. This provides coverage of all SPAG NC objectives for end of KS2. Each page is dedicated to a particular topic which is presented over a three-stage, scaffolded approach.

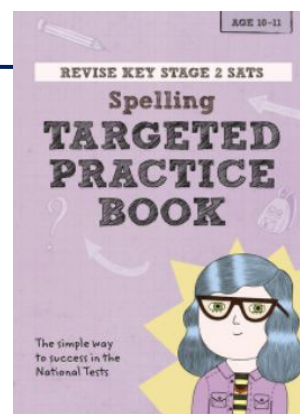
Related topics which are cumulative in knowledge are organised sequentially. For example, page 21 looks at 'Clauses' while page 22's 'Main and Subordinate Clauses' builds on that knowledge.



## Spelling Targeted Practice Book

This book covers thirty-nine spelling topics providing complete coverage of all spelling NC targets for the Year 6 students.

The topics are organised in four main sections: Spelling patterns (for example, plurals), Word beginnings (prefixes), Word endings (suffixes) and Get it Right! (for example, tricky spellings and homophones). The sequence of presentation follows that of Letters and Sounds and NC objectives.



**Spelling patterns** Had a go  Nearly there  Nailed it!

### Root words

1. How many words can you find with the root word 'celest' in them? Write the words in the boxes. One has been done for you.

celestial

5 marks

2. Use the prefix and affixes in the table to make as many words as you can from the root words 'observe' and 'tolerate'. Write your words in the middle of the table. One has been done for you.

prefix	observe	tolerate	affixes
in-			-ed
			-est
			-ance
un-	unobservant		-ing

9 marks

3. a) Complete the passage with the words listed below.

unprovable    prove    disapproved    approval

The detective needed to ..... that the accused man was guilty. The lawyer said the crime was ..... In court, all was ..... which gained the ..... of the people watching.

b) What is the root word? ..... 5 marks

**Spelling patterns** Had a go  Nearly there  Nailed it!

### The 'ei after c' rule

1. Circle each of the words listed below that is spelled correctly.

deceive    decieve    The 'ei after c' rule usually applies when the second 'e' is 'ai'.

conceive    concieve

recieve    receive    3 marks

2. Complete the words with the missing letters in the sentences.

a) The top of the Christmas tree touched the c...ing.    The 'ei after c' rule applies when the 'e' is the letter already before the 'ai'.

b) The ch...\_f inspector was interviewing the suspect.    2 marks

3. Draw lines to match each word with its meaning.

word	meaning
perceive	dishonesty or lying
conceit	recognise or identify something
deceit	self-importance or vanity

3 marks

4. Unscramble the following words and write the correct spellings.

a) ceptier ..... (proof of receiving)    3 marks

b) steclm ..... (trouble)

c) ctedelnet ..... (big-headed)

5. Write the missing letters into the words below.

a) fianc...r    Be careful with these words. They are tricky!

b) spec...s

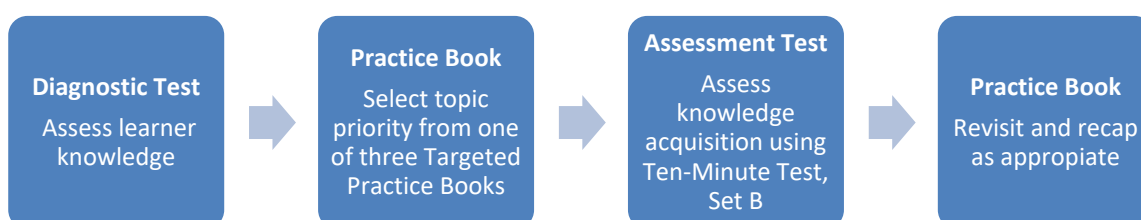
c) anc...nt    3 marks

## Using these books for catch-up

Although the books are primarily designed to be used sequentially, as each topic can be used as a standalone, there is a high degree of flexibility. Therefore, if using the series as part of a catch-up programme, specific areas of challenge can be addressed through targeted intervention focusing on particular topics.

The materials also provide an ideal framework for delivering a blended approach to literacy interventions—phonics and spelling (segmenting and blending), oral interventions (developed of verbal and expressive skills), writing and reading comprehension skills—while still retaining an evidence-based approach.

Look for opportunities to embed and reinforce all areas of learning in each lesson.



## Guidance on using in a one-to-one catch-up

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Make sure that, as far as is feasible, you and the learner are in a quiet, comfortable location with as few interruptions as possible to ensure maximum value is gained from each 20-minute session.

Take time to get to know your learners and build rapport. Find out about their domain and prior knowledge, interests, hobbies, and learning style. Ensure that the learner doesn't feel pressurised by the assessment process underpinning the series. Explain that the purpose of the tests is not to judge their performance but so that collaboratively you can identify any gaps in their knowledge and work on these. Ask them what they would like to get out of the sessions and how you can best help them to address any areas they find challenging.

At the beginning of each session, discuss the learning objectives with the student. Each section falls under the title of a NC literacy objective so ensure that the student understands the terminology. For example – *'What do we mean by Retrieval? We usually use the word 'retrieval' when we need to find something. In this situation, we need to 'find' the answer in the text to maximise the number of marks gained.'*

Revisit the learning objectives at the end of the session to check that the student feels confident that they have achieved them.

## Sample Lesson 1, Reading Comprehension

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<b>Diagnostic test</b>	<p>Select a test from the Ten-Minute Tests, for example, Set A, Reading Test 1 'Howzat' by Paul Mason. Decide on the most appropriate approach to accessing the text. If carrying out the exercise as part of formative assessment, you may choose to read the text with the learner rather than they read it independently. If the lesson is 1 – 2, paired reading would be appropriate.</p> <p>Each of the questions relates to one of the topics in the Reading Comprehension Targeted Practice Book:</p> <p>Q 1 word meaning, Q2 retrieval, Q3 word meaning, Q4 a) retrieval b) summarise, Q5 inference and retrieval, Q6 a) word meaning b) inference</p>
<b>Targeted Practice Book</b>	<p>Use the results from the tests to guide your choice of priority topic. For example, the learner may show strengths in retrieval and word meaning but find inference questions challenging. In this scenario, give greater focus to these sections in the Targeted Practice Book.</p> <p>For example, when reading Text 1 Fiction, ask the learner questions to guide his/her thoughts in forming an opinion about Mr. Pandolfo's character (e.g., <i>Do you feel sorry for Mr. Pandolfo? Why? Why not?</i>). Use the opportunity to deliver oral intervention strategies to develop the student's pronunciation, discussion skills and speech.</p>



	You may choose to read the inference questions with the student prior to them accessing the text to alert them to the types of clues they are looking for. When reading aloud draw attention to any unusual spellings such as ‘rheumatism.’ Draw their attention to the ‘Had a Go’ prompts.
Assessment test	Select a different 10-Minute Test which includes at least two inference questions such as Set B Reading Test 5, The Velvet Thief (Q3, Q5, Q6). The learner completes this independently in order to enable you to assess and track progress.

## Sample Lesson 2, Grammar

Diagnostic test	Select a test from the Ten-Minute Tests, for example Grammar Test 1 which covers several items. Refer to the scoresheet on page 35 and discuss with the learner. <i>‘Which questions did they find difficult?’</i>
<i>Targeted Practice Book</i>	Use the results from the tests to guide your choice of priority topics. For example, an incorrect answer to Q7 would flag that the learner is not secure in conjunctions. In this scenario a priority focus would be page 7 of the Targeted Practice Book. Provide support or extension activities where appropriate, for example, flashcards with subordinate and coordinate conjunctions as prompts for the student to form sentences both verbally and in writing.  For example, ‘Think of a coordinate as a link in a chain. Which link would join these two phrases together? We can tell it was windy last night <u>_(symbol of chain link)_</u> there are a lot of branches on the ground. This might be supported by two pictures, one of a windy scene and the other of branches on the ground, in order to link cause and effect.
Assessment test	After revisiting grammar topics, reassess knowledge using Set A, Grammar Test 2. Pay particular attention to Q4 (conjunctions).

## Sample Lesson 2, Spelling

Diagnostic test	Carry out Set A Spelling Test. Read each sentence aloud and ask the learner to complete the missing word. Refer to the scoresheet on page 35 and discuss with the learner: <i>‘Which spellings did they find difficult?’</i>
<i>Targeted Practice Book</i>	Use the results from the tests to guide your choice of priority topics. For example, an incorrect answer to Q6 would flag that the learner is not secure in the suffixes ‘tious’ and ‘cious’ and therefore a priority topic would be page 17 of the practice book. Print off a selection of polysyllabic words containing these suffixes and cut into individual syllables. Play ‘Snap syllable.’ The game includes three players—player 1 holds all the first syllables, player 2 the middle syllables, and player 3 the third syllables.

	When a complete word is made, i.e., del/i/cious, the first player to call the word wins.
Assessment test	Reassess using Set B Spelling Script or a bespoke test. Record results to track student progress.

## Supporting students in accessing the text

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The comprehension texts in Reading Comprehension Targeted Practice Book are designed for one-to-one lessons or small group tutorials. This provides the optimum opportunity for student assessment and the adaptation of teaching strategies in order to achieve learner potential.

In instances where a learner is working at below age-related expectations in terms of decoding skills, it is important to ensure that they are still able to access the text and engage in answering higher-level comprehension skills.

For example, a student with dyslexia or one who is using English as a second language may struggle to decode a text. However, as a learner's verbal and cognitive skills may exceed their decoding ability, they should not be prevented from participating. In this instance, read the text to the student and ensure that unfamiliar vocabulary is pre-taught. Conversely, some students, while having developed rapid and fluent decoding skills, often do not understand what they have read due to restricted vocabulary. Strategies for developing an even pace and self-checking for understanding are important habits for these learners to develop.

Strategies for working out the meaning of unfamiliar words from the context are particularly important for learners with a limited English vocabulary. For example, the meaning of the word 'herbivore' can be worked out in the following sentence. '*Unlike lions which only eat meat, deer are herbivores.*'

Learners who have fallen behind in reading ability during the pandemic may also require support in practicing segmenting and blending polysyllabic words.

## Content list

The following table outlines the content of each resource. The numbers at the head of each section indicates the page numbers.

Revise SATS Key Stage 2 Ten-Minute Tests	Revise SATS Key Stage 2 Reading Comprehension Targeted Practice	Revise SATS Key Stage 2 Grammar Targeted Practice	Revise SATS Key Stage 2 Spelling Targeted Practice
<b>Set A</b>	<b>Text 1: Fiction</b>	<b>Grammar</b>	<b>Spelling patterns</b>
1 Grammar Test 1	1–2 Text	1 Nouns	1 Root words
5 Grammar Test 2	3–4 Retrieval	2 Noun phrases	2 Double consonants
8 Grammar Test 3	5–6 Inference	3 Pronouns	3 Plurals
11 Grammar Test 4	7 Word meanings	4 Possessive pronouns	4 Possessive apostrophes with plurals
14 Grammar Test 5	8 Language for effect	5 Relative pronouns	5 Contractions
		6 Determiners	6 Using hyphens
17 Reading Test 1	<b>Text 2: Newspaper article</b>	7 Conjunctions	7 The “ei” after ‘c’ rule
20 Reading Test 2		8 Prepositions	
23 Reading Test 3	9–10 Text	9 Adjectives	<b>Word beginnings</b>
26 Reading Test 4	11–12 Retrieval	10 Present and past Progressive tenses	8 Prefixes: <i>un</i> and <i>de</i>
29 Reading Test 5	13 Inference	11 Perfect tense	9 Prefixes: <i>im</i> , <i>in</i> , <i>il</i> , <i>ir</i>
32 Reading Test 6	14 Making connections	12 Auxiliary verbs	10 Prefixes: <i>auto</i> , <i>bi</i> , <i>tri</i>
35 Scoresheet	15 Word meanings	13 Modal verbs	11 More prefixes
	16 Summarise	14 Subjunctive verb forms	
<b>Set B</b>		15 Adverbs	<b>Word endings</b>
36 Spelling Test	<b>Text 3: Poem</b>	16 Adverbials	12 <i>able</i> and <i>ible</i>
37 Grammar Test 1	17–18 Text	17 Questions and statements	13 <i>ibly</i> and <i>ably</i>
40 Grammar Test 2	19 Retrieval	18 Commands and exclamations	14 <i>tion</i> , <i>sion</i> , <i>cian</i> , <i>ssion</i>
43 Grammar Test 3	20–21 Inference	19 Subject and object	15 <i>ant</i> and <i>ent</i>
46 Grammar Test 4	22 Word meanings	20 Phrases	16 <i>cial</i> and <i>tial</i>
49 Grammar Test 5	23 Language for effect	21 Clauses	17 <i>tious</i> and <i>cious</i>
52 Reading Test 1	24 Summarise	22 Main and subordinate clauses	18 <i>al</i> , <i>el</i> , and <i>le</i>
55 Reading Test 2		26 Active and passive	19 <i>ant</i> and <i>ent</i>
58 Reading Test 3	<b>Text 4: Fiction</b>	27 Past tense	20 <i>ance</i> and <i>ence</i>
61 Reading Test 4	25–26 Text	28 Future tense	21 <i>ancy</i> and <i>ency</i>
64 Reading Test 5	27–28 Retrieval	29 Standard English	22 <i>sure</i> , <i>ture</i> , and <i>cher</i>
67 Reading Test 6	29–30 Inference		23 <i>ly</i>
70 Scoresheet	31 Word meanings	<b>Punctuation</b>	24 <i>ous</i>
	32 Prediction	30 Capital letters and full stops	25 <i>ation</i>
		31 Question marks and exclamation marks	26 adding suffixes to words ending in <i>fer</i>
	<b>Text 5: Information text</b>	32 Commas in lists	27 adding suffixes to longer words
	33–34 Text	33 Commas for clarity	28 more suffixes
	35 Retrieval	34 Parenthesis	
	36 Inference	35 Hyphens	<b>Get it right!</b>
	37 Word meanings		29 Homophones
	38 Make connections		30 Silent letters
	39 Summarise		31 Words ending in <i>ie</i> , <i>igh</i> , or <i>ey</i>
	40–43 Answers		

		36 Colons and semi-colons 37 Apostrophes 38 Punctuating speech 39 Bullet points 40–43 Answers	32 Words with <i>y</i> 33 Words with <i>ough</i> 34 Words with <i>ei</i> or <i>ie</i> 35 Words with <i>ou</i> 36 Words with <i>gue</i> and <i>que</i> 37 Words with <i>sc</i> 38 Words with <i>ch</i> 39 Tricky spellings 40 Acrostics 41 Look, say, cover, write, check 42–44 Answers
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## Mapping to National Curriculum Objectives

Pearson Revise SATS Reading Topic	English National Curriculum Objective	Strand
Retrieval	Literal Comprehension	Information Retrieval
Word Meaning	Literal Comprehension	Accuracy
Language for Effect	Language for Effect	Literary Language
Inference	Inference	Making Inferences
Summarise	Literal Comprehension	Literal Comprehension
Make Connections	Themes and Conventions	Text Structure
Prediction	Inference	Prediction