



## Revise 11+ English

### Recovery guidance

#### Pearson Revise 11 + English Practice Book and Ten-Minute Tests

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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.

#### 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/>.

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

About the resources

Pearson Revise 11+ Practice Books 1 and 2, together with Revise 11+ Ten-Minute tests, provide comprehensive coverage of the skills and knowledge requirements of the 11+ examination. 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 maximise opportunities for progression.

Practice Books

The Practice Books introduce the key knowledge students need to build their skills and confidence with Comprehension, Writing and Spelling and Punctuation and Grammar.



Worked examples

- 1 Complete the sentences below, using the plural form of the word in brackets.
- a I made the cakes in two batches. (batch)
  - b The dentist said that my teeth were healthy. (tooth)
  - c We hung our coats on the pegs. (coat)

**abc** Most plurals are made by adding **-s** to the noun. For example, one cat, two cats. However, if a noun ends in **-s**, **-x**, **-z**, **-ch** or **-sh**, you add **-es**. For example, one box, two boxes. Some nouns don't follow these rules and form plurals in irregular ways, for example, one mouse becomes two **mice**. You have to learn these irregular spellings.

- 2 Which statement below is true? Tick **one** box.
- ☒ When a noun ends in **y**, you drop the **y** and add **-ies** to form a plural.
  - ☐ When a noun ends in **y**, you add **s** to form a plural.

Think about the word 'baby'. The plural form is 'babies'.

Supports learners with worked examples and guided practice for every topic.

Provides practice through on-the-page questions.

- 3 Which spelling below is correct? Tick **one** box.

- ☐ prejuidice
- ☐ prejudice
- ☐ prejuidise

Record any words that you frequently spell incorrectly in the personal dictionary at the back of this book.

Time to reflect

Mark your **Have a go** section out of 8. How are you doing so far? Check your answers in the back of the book and write your score in the progress chart.

☐ **Had a go**  
0-4 marks

Have another look at the *Worked examples* on page 32. Then try these questions again.

☐ **Nearly there**  
5-7 marks

Look at your incorrect answers. Make sure you understand how to get the correct answer.

☐ **Nailed it!**  
8 marks

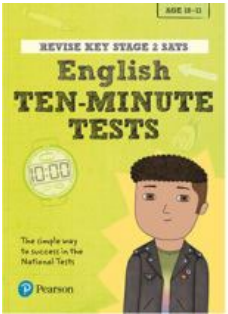
Congratulations! Now see whether you can get full marks on the *Timed practice*.

When you are ready, try the *Timed practice* on the next page.

Measures success through checkpoint assessments and simple progress tracking.

**Ten-Minute Tests**

These books provide a series of ten-minute tests with opportunity for student reflection throughout. The book contains full answers, including a commentary that addresses other alternative answers and some common misconceptions.



**Spelling**

Plural nouns and tricky spellings

Each test covers a clear topic.

Spaces allow students to write their answers directly into the book.

3 marks

8 Write the correct plural of each of the words below.

a gentleman \_\_\_\_\_ b baby \_\_\_\_\_ c child \_\_\_\_\_

Each question is given a mark.

**Time to reflect**

**Mark your test out of 33. How did you do?**

Check your answers in the back of the book. If any of your answers are incorrect, go to practice section 6 in Practice Book 1 to revise this topic.

Time to reflect helps students to look back over their work and provides advice for how they can improve their work.

**Answers**

**Grammar and punctuation**

**1 Parts of speech**

1 went

2 hot, slowly

You could choose any appropriate adverb that describes how the traffic was moving.

All tests can be marked by the teacher—or self-marked—using the answer section at the end of the book.

## Using these books to support catch-up

The structure of these books provides one of the most effective approaches to delivering catch-up through a secure framework by incorporating an integrated approach to plan and implement an effective recovery programme to ensure that learners achieve their potential.

### Pearson Revise English and Recovery Fund Premium Funding

These books can help you meet the objectives of the Recovery Fund Premium by giving you the tools to meet your catch-up objectives through:

- evidence-based learning
- targeted one-to-one and small group learning
- guidance for wider strategies.

#### Evidence-based learning

Effective assessment is at the heart of learner success. Diagnostic tests, mid-way checkpoints and progress tests are provided throughout the series to ensure that learner progress is tracked.

**Practice Book 1** introduces the key knowledge and skills required for success in Comprehension, Writing and Spelling and Punctuation and Grammar.

**Practice Book 2** perfects these skills and provides further reinforcement and extension.

The **Ten-Minute tests** further support learning through the provision of time-focused sessions to enable learners to get exam ready.

Each topic is covered over a four-stage, fully scaffolded approach which includes:

1. Worked example
2. Guided questions
3. Have a go
4. Timed practice.

#### Worked example

The 'Worked example' models the approach to each topic and provides the answers. Detailed explanations of each answer are provided in the **lilac** text boxes. For example, in the topic 'Language for Effect', the text box states, 'A metaphor makes a comparison between two things by saying that something **is** like something else. For example: 'The crocodile's teeth **were** daggers'.

**abc** A metaphor makes a comparison between two things by saying that something **is** something else. For example: 'The crocodile's teeth **were** daggers'.



## Guided questions

The next step in the sequence of learning is 'Guided questions' where the learner independently answers questions in the same format and on the same topic. In this stage, the learner is supported by the **yellow** text boxes which steer them towards the correct answer (as seen below).

Both the 'Worked example' and 'Guided questions' provide 'Beyond the exam' extension suggestions to further reinforce learning.

These words make a comparison between the weather and a cloak, but do not use 'like' or 'as'.

## Have a go

The 'Have a go' section provides the opportunity for the learner to practise exam-style questions almost completely independently. However, some **yellow** text box prompts are in place to consolidate knowledge from the previous sessions (as seen below)

Further guidance is introduced at this stage by the orange 'difficulty dials' which tell the learner what level of challenge each question poses.

This is a comparison. Look for the words 'like' or 'as' to decide whether it is a simile or a metaphor.

## Timed practice

The final stage in mastery of each topic takes place in 'Timed practice' where the learner 'flies solo' having gained confidence to do so through the previous three sessions. Learners are encouraged to self-check their own progress in the 'Time to reflect' section. This appears at the end of the last two sessions in each topic.

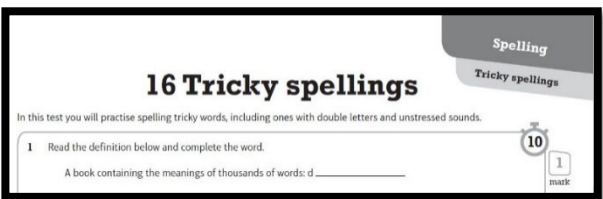
### Timed practice

*This extract continues the story 'Hitting the Right Note'. In this section, Jade discovers a talent for a new musical instrument.*

10

## Ten-Minute tests

The Ten-Minute tests provide shorter (2 page) tests for the learner to work on independently. Each test corresponds to a practice section in the two Revise 11+ English Practice books.



All books in the series include a variety of quality texts, both fiction and non-fiction, designed to engage audiences with a diverse range of interests in topics and genres.

## Supporting catch-up with evidence-based practice

Although primarily designed to support home tutoring for Key Stage 2 children who wish to sit for the 11 +, the structure of the content (coupled with easy-to-follow guidance) in these resources also enable schools to achieve the objectives of catch-up via the provision of targeted academic support through focused high-quality teaching.

## Integrated approach and building firm foundations

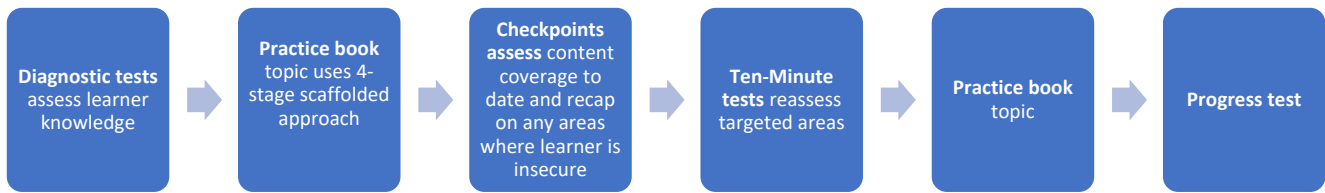
The skills and knowledge covered are aligned with the objectives of the English National Curriculum and created to build a firm foundation for progression at KS3 and eventual success at GCSE level.

<b>List of Contents: Revise 11 + Practice Book 1</b>	<b>List of Contents: Revise 11+ Practice Book 2</b>	<b>List of Contents: Revise 11+ English Ten-Minute Tests</b>
<b>Grammar and Punctuation</b> Parts of speech Tenses Common punctuation marks Sentences	<b>Grammar and Punctuation</b> Parenthesis Prepositions Conjunctions Direct speech Colons, semicolons and dashes Apostrophes	<b>Grammar and Punctuation</b> Parts of speech Tenses Common punctuation marks Sentences Parenthesis Conjunctions Direct speech Colons, semicolons and dashes Apostrophes
<b>Checkpoint 1</b>	<b>Checkpoint 1</b>	
<b>Spelling</b> Prefixes and suffixes Plural nouns and tricky spellings Silent letters	<b>Spelling</b> Homophones and homonyms <i>le/ei</i> and <i>ough</i> Tricky spellings	<b>Spelling</b> Prefixes and suffixes Plural nouns and tricky spellings Silent letters Homophones and homonyms <i>le/ei</i> and <i>ough</i> Tricky spelling
<b>Checkpoint 2</b>	<b>Checkpoint 2</b>	
<b>Comprehension</b> Locating information Language for effect Inference Summarising Using evidence	<b>Comprehension</b> Understanding texts Explaining texts Giving your opinion Explaining poetry	<b>Comprehension</b> Locating information Language for effect Inference Summarising Using evidence Understanding texts Explaining texts Giving your opinion Explaining poetry
<b>Checkpoint 3</b>	<b>Checkpoint 3</b>	
<b>Composition</b> Writing fiction Progress test Answer Personal dictionary Progress chart	<b>Composition</b> Writing non-fiction Progress test Answers Progress Chart	<b>Composition</b> Writing fiction and non-fiction Answers

# Using these books for catch-up

**Practice Book 2** presents topics and texts of a greater degree of challenge than **Practice Book 1**. The level of challenge of the reading comprehension skills in **Practice Book 2** is also higher than those of **Practice Book 1**.

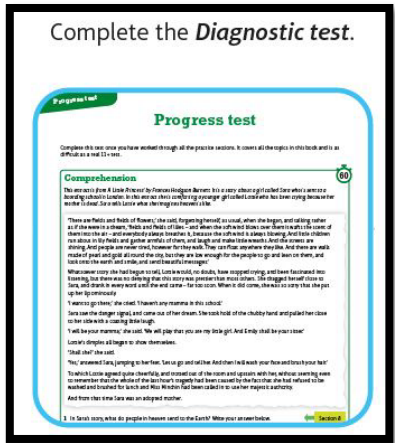
Books 1 and 2 are cumulative in terms of progression and level of comprehension skills and primarily designed to be used sequentially, however as each topic can be used as a stand-alone, there is a high degree of flexibility. Therefore, if using the series as part of a catch-up programme, specific areas of challenge can be addressed through targeted intervention focusing on particular topics.



## Diagnostic tests

The diagnostic tests at the beginning of both Practice Books 1 and 2 are designed to assess the learner for knowledge and skills in Comprehension and Grammar and Spelling and Punctuation covered in each book. The results from these will enable you to best plan your interventions to address gaps in the learner's knowledge. This assessment will indicate which topics require more targeted intervention.

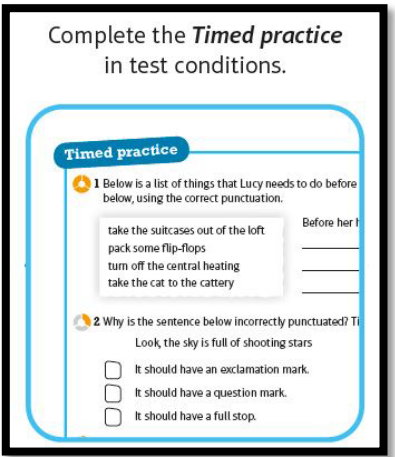
For example, it may be evident from the GSP diagnostic test that the learner is secure in understanding the passive tense but doesn't fully understand subordinate clauses. Each question in the diagnostic reading text is aligned to one of the comprehension topics. For example, Q16 assesses inference skills and finding evidence, therefore should the learner be unable to answer this correctly, topic 10 'Inference' would be a priority session.



## Practice book topics

Although each four-part section focuses on a specific literacy objective, there are opportunities throughout each topic to recap and reinforce the English National Curriculum objectives and strands.

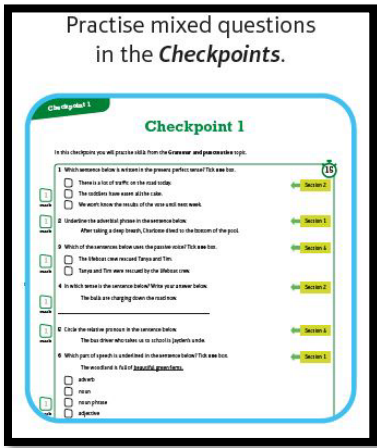
Example questions are suggested in the table below. When reading with your learner be mindful of the types of questions he or she may find challenging and provide additional support. The chart below sets out some suggested questions which could be incorporated to maximise learning opportunities.



## Checkpoint

If using the series sequentially use the mixed questions at each checkpoint stage to assess learner progress, identify any gaps in knowledge and address with extra support. Reassess specific areas with the Ten-Minute tests.

Equally, the checkpoints can be used as stand-alones to assess the specific knowledge in that section.



## Composition

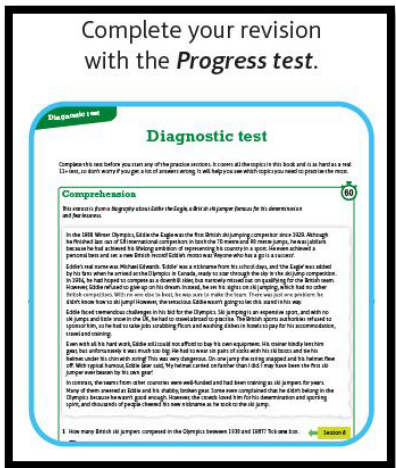
The composition section of the books provides structured support in practising writing a piece of fiction (Practice Book 1) and non-fiction (Practice Book 2). These sections follow the same scaffolded, four-stage approach as the other topics. Before beginning writing, spend time talking to your learners to help them generate ideas. Model planning a story of your own, verbalising your thought process as you do so. Discuss the purpose and audience of the writing. You may wish to provide pictures or other realia to prompts ideas.

## Ten-Minute tests

These are designed to allow students to test their own skills and learning. You may wish to provide more support at first as learners build their comfort with doing this. Depending on their confidence, students can be encouraged to self-mark their work and reflect on their learning.

## Progress tests

The progress tests at the end of both Practice Books 1 and 2 are designed to provide comprehensive assessments of all coverage in each book. If using the series sequentially, ensure that the learner is secure in all areas of Practice Book 1 before moving on to Practice Book 2.





## Guidance on using 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. This, together with the diagnostic tests, will help you to select texts to inspire and engage them. For example, learners who are interested in history and/or feminism may be inspired by pages 54 to 57 in Practice Book 2 about the Suffragette movement. Use picture prompts when appropriate as visual stimuli.

At the beginning of each session, discuss the learning objectives with the pupil. Each four-page 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 Using Evidence? We usually use the word 'evidence' when we need to prove something. In this situation, we need to 'prove' that our answer is correct to maximise the number of marks gained.'

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 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.

Go through the Worked example together and discuss the answers. If the session is for 20 minutes, each topic may stretch over 3–4 sessions. Use your professional judgement in deciding whether the learner needs to complete all four pages of a topic. For example, if mastery is demonstrated after Guided questions it may be appropriate to omit 'Have a go' and move on to 'Timed practice.'

Revisit the learning objectives at the end of the session. Use the 'Time to reflect' section to discuss their progress and collaboratively plan the next lesson.

## Supporting pupils in accessing the text

The comprehension texts are designed for one-to-one lessons or small group tutorials. This provides the optimum opportunity for pupil 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 pupil with dyslexia or one who is using English as a second language may struggle to decode a text. However, as a learners' verbal and cognitive skills may exceed their decoding ability, they should not be prevented from participating. In this instance, read the text to the pupil and ensure that unfamiliar vocabulary is pre-taught. Conversely some pupils, 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 practising segmenting and blending polysyllabic words.

## Examples of additional questions to embed the range of comprehension skills throughout the series.

**Red** = Main topic focus

**Blue** = Additional example questions

<b>Practice Book 1 Main Topic Focus</b>	<b>Language for Effect</b>	<b>Inference and Using Evidence</b>	<b>Summarising</b>
<b>Locating Information Topic 8 P42</b>	Find two examples of alliteration. P42	What sort of person is Anne? How do you know? P43	What is the main theme of the third paragraph? P45
<b>Answers</b>	Flickering flame Delirious dream	She is kind and caring. We know because she is worried about leaving Marilla alone 'with her troubles'.	The instrument for measuring earthquakes.
<b>Language for Effect Topic 9 P46</b>	<b>Locating Information</b>	<b>Inference and Using Evidence</b>	<b>Summarising</b>
	What was Jade's dog called? P48	Does Kolfi live in the town or countryside? Which words tell us this? P46	In your own words summarise what happens in Kolfi's Wish. P46
<b>Answers</b>	Sid	He lives in the town. We know because it says 'There were no screeching cars' and 'not even the clattering of bottles' and this was unusual.	Kolfi wakes up and can tell from the silence outside that it has snowed. He and his brother are both very excited about this.
<b>Inference Topic 10 P50</b>	<b>Language for Effect</b>	<b>Locating Information</b>	<b>Summarising</b>
	What does Ben compare the colour of their old school uniforms to and why is this effective in describing his feelings? P53	When does Bobbie suggest that they eat buns? P51	What is the main theme of 'The Terrible Teacher'? a) Enjoying Year 9 b) What an unpleasant man Mr Higginbottom was P52
<b>Answers</b>	He compares it to hawthorn berries. This is effective because the colour is bright and cheerful, and this reminds him of how he used to feel.	On Thursday the 15 <sup>th</sup> .	How horrible Mr Higginbottom was.

<b>Summarising</b> <b>Topic 11</b> <b>P54</b>	<b>Locating Information</b>	<b>Language for Effect</b>	<b>Inference and Using Evidence</b>
	Who is Ben Weatherstaff? P56	Find an example of alliteration. P53	Was Mary's mother a good parent? Which words tell you this? P54
<b>Answers</b>	The gardener	'big bare moor and big bare gardens'	No, she wasn't a good parent. We know because it says that when Mary was born, she was 'handed over to the care of an Ayah' and told 'she must keep the child out of sight.'
<b>Using Evidence</b> <b>Topic 12</b> <b>P50</b>	<b>Locating Information</b>	<b>Inference</b>	<b>Summarising</b>
	What percentage of birds do <b>not</b> migrate each year? P61	Do you think Gemma is a caring person or not? How do you know this? P60	What is the main theme of the second paragraph? P61
<b>Answers</b>	60%	Yes, she is caring. We know because she chooses the thin scaggy pup because she feels sorry for it.	The habits of robins
<b>Practice Book 2</b> <b>Main Topic</b> <b>Focus</b>	<b>Locating Information</b>	<b>Summarising</b>	<b>Language for Effect</b>
<b>Understanding</b> <b>Texts Topic 10</b> <b>P 50</b>	Why are the deers' dark red coats essential for their survival? P53	Summarise what happens in the second paragraph. P52	Find an example of onomatopoeia in the first paragraph of Brilliant Bolving. P50
<b>Answers</b>	They are essential because they camouflage them so that eagles and foxes are less likely to attack their young.	Holly, a girl about 10 years old, enters the bolving competition and makes such an authentic sound that a stag deer answers her.	bellowing
<b>Explaining</b> <b>Texts Topic</b> <b>11 P56</b>	<b>Locating Information</b>	<b>Summarising</b>	<b>Inference and Using Evidence</b>
	Did Christabel Pankhurst always live in London? P55	Summarise the main events of the second paragraph on P56.	Which of these adjectives best describes Olivia Smith and how do you know? Depressed Principled Vain P55
<b>Answers</b>	No, she moved there at a young age.	The suffragettes took extreme measures to draw attention to their cause and chained themselves to the railings of the Prime Minister's house.	Principled. We know because she chooses to go to prison rather than pay a fine because she knows that she is fighting a just cause.

<b>Giving your Opinion</b>	<b>Language for Effect</b>	<b>Locating Information</b>	<b>Inference and Using Evidence</b>
	Find two examples of onomatopoeia in the first paragraph on P61.	Was Jacob a pupil in Year 6? How do you know?	Why is Parveen afraid to score the goal? Which words tell us this? P60
<b>Answers</b>	Sniffing and snuffling	No, he wasn't because it says he wanted to 'lead his brave troops into battle against the dastardly Year 6.'	She is afraid because she is being bullied and threatened by members of the other team. We know because it states 'Beat us and you're dead, loser.'
<b>Explaining Poetry</b>	<b>Language for Effect</b>	<b>Explaining Texts</b>	<b>Understanding texts</b>
	'He clasps the crag with crooked hands.' What literary device is this?	What are personal times of difficulty compared to in this poem? P65	Which words does the poet use to make the poem rhyme? P64
<b>Answer</b>	alliteration	Gales and storms	Hands, lands, stands, crawls, walls, falls

## Mapping to National Curriculum Objectives

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Pearson Revise 11 + Topic	English National Curriculum Objective	Strand
Locating Information	Literal Comprehension	Information Retrieval
Language for Effect	Language for Effect	Literary Language
Inference	Inference	Making Inferences
Summarising	Literal Comprehension	Literal Comprehension
Using Evidence	Relates to any question where evidence from text is required to back up answer.  Often used to support answers in inference questions	
Understanding Texts	Themes and Conventions  Literal Comprehension	Text Structure  Accuracy
Explaining Texts	Can relate to several topics including: Language for Effect  Themes and Conventions	Literary Language  Text Structure
Giving your Opinion	Responding to Text	Personal Response  Evaluation of Text
Explaining Poetry	Relates to several NC objectives including: Language for Effect  Themes and Conventions	Literary Language  Text Structure