

Welcome to English
at Abbey Park
Middle School -
parent workshop



Abbey Park
Schools Federation



Aims of tonight:

- Clarify what we teach, when we teach it and how we teach it
- Give examples of aspects of the National Curriculum programme of study
- Provide some ideas to support learning at home



The National Curriculum 2014



Has 3 main areas of statutory requirements:

- Reading
- Writing (including handwriting, presentation and spelling)
- Vocabulary, grammar and punctuation

Reading



Today a
READER,
tomorrow a
LEADER.

Margaret Fuller



10 ways to become a
better reader...


1. Read 2. READ

3. Read 4. read

5. READ 6. Read

7. Read

8. read

9. Read 

10. READ



The power of reading



Creating a love of reading in children is potentially one of the most powerful ways to improve academic potential.

There can be few better ways to improve pupils' chances in school, or beyond in the wider world, than to enable them to become truly independent readers.



APMS children as readers



What Do We Want for Our Children?

To read for pleasure

To be able to choose
what they would like
to read for
themselves

To be able to
summarise
what has been
read

To read with
understanding

To read with
expression

To have reasons
for preferences in
what they read

Read aloud and understand words based on knowledge of root words, prefixes and suffixes

Read further exception words, including those with unusual spelling/sound links

Retell some fairy tales or traditional tales orally

Identify themes and conventions in a range of books

Perform plays and poetry aloud using intonation, tone, volume

Recognise some different forms of poetry

Use dictionaries to check the meanings of words

Check that a text makes sense, including explaining the meaning of words in context

Identify and summarise the main ideas drawn from more than one paragraph

Draw inferences about feelings thoughts and motives

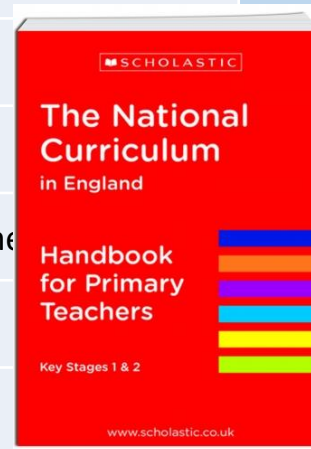
Use evidence to justify inferences

Discuss words and phrases which capture the reader's interest

Identify how language contributes to meaning

Identify how structure and presentation contribute to meaning

Retrieve and record information from non-fiction texts



Y3/4 Reading programme of study

Use knowledge of morphology and etymology to read aloud and understand new words

Make comparisons within and across books

Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions

Identify and discuss themes and conventions across a wide range of writing

Discuss understanding of texts, including exploring meaning of words in context

Ask questions to improve understanding of texts

Summarise ideas drawn from more than one paragraphs, identifying key details

Predict future events from details stated and implied

Identify how language, structure and presentation contribute to meaning

Discuss how authors use language, including figurative language, to affect the reader

Make book recommendations, giving reasons for choices

Participate in discussions about books, building on and challenging ideas

Explain and discuss understanding of reading

Participate in formal presentations and debates about reading

Provide reasoned justifications for views

Y5/6 Reading programme of study

So what does
that all mean?!!



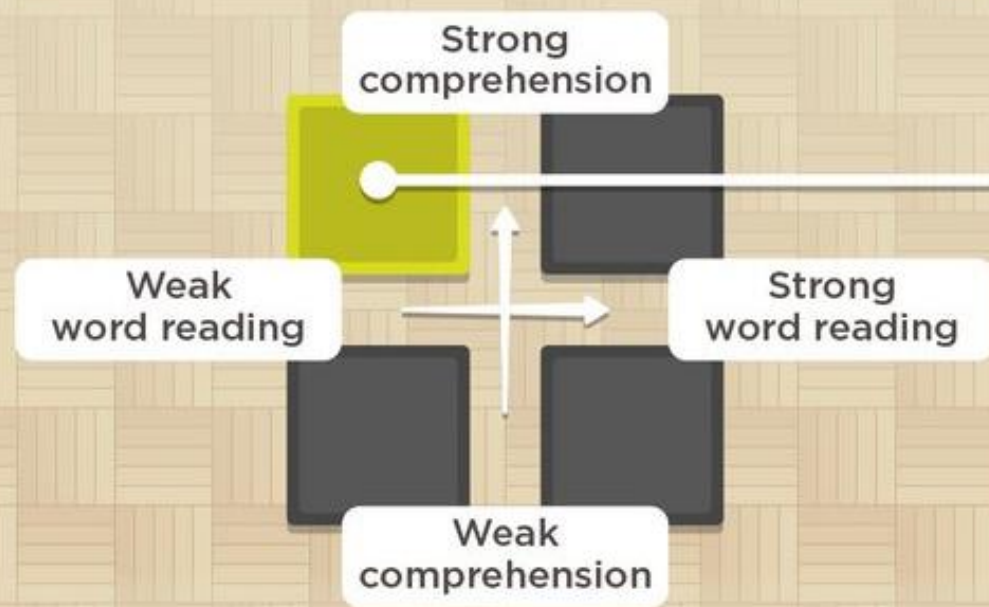
Word recognition

The National Curriculum 2014 deals first with the horizontal axis - word recognition: 'Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.'

Comprehension

Second, it looks at the vertical axis: 'Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion..... as well as from reading and discussing a range of stories, poems and non-fiction.'

Grouping your class for effective guided reading



- ✓ Strong comprehension
- ✗ Weak word reading

Easy to identify, these children contribute to class discussions and understand what is going on at story-time but their word recognition skills let them down.

Top tips:


- 1-1 reading is key in developing word recognition and decoding skills
- Guided reading plays a key role – allowing access to stories higher than their word recognition level to keep them motivated
- Focus your efforts on phonics, using an intervention programme for older children if necessary. See www.oxfordprimary.co.uk for more advice on closing the gap

- 
- ✗ Weak comprehension
 - ✗ Weak word reading

These children clearly need support for both areas to become good readers. In this context guided reading should focus on comprehension rather than word recognition skills initially.



Top tips:

- 1-1 reading is key in developing word recognition and decoding skills
 - Guided reading should focus on engaging these children with stories and develop comprehension skills
 - For word recognition a reading intervention may be needed. For support visit www.oxfordprimary.co.uk
 - Structured and rigorous synthetic phonics can make all the difference
 - Reading to this group works well
- 

- 
- 
- ✗ Weak comprehension
 - ✓ Strong word reading



These children are often incorrectly labelled good readers because of their strong word recognition skills. However if they don't understand what is going on they have not achieved the 'real reader' status.



Top tips:

- Talk, talk, talk, talk, talk!
- As much group and guided reading as possible
- Questions, activities, teacher-led and group-led discussion all develop understanding

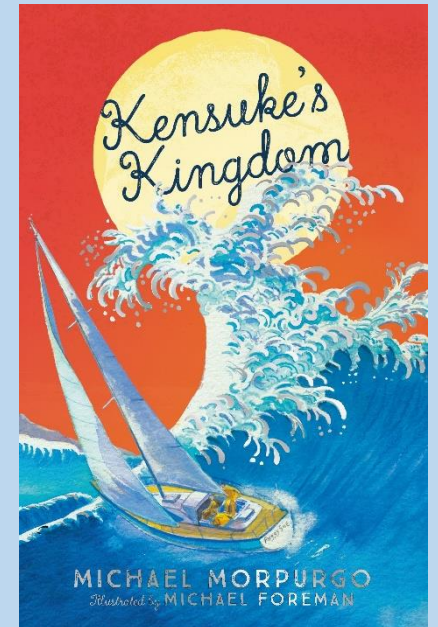
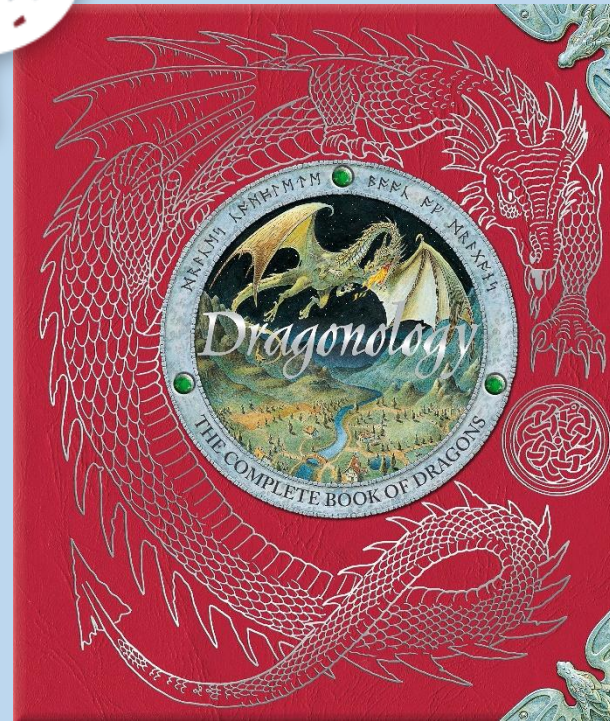
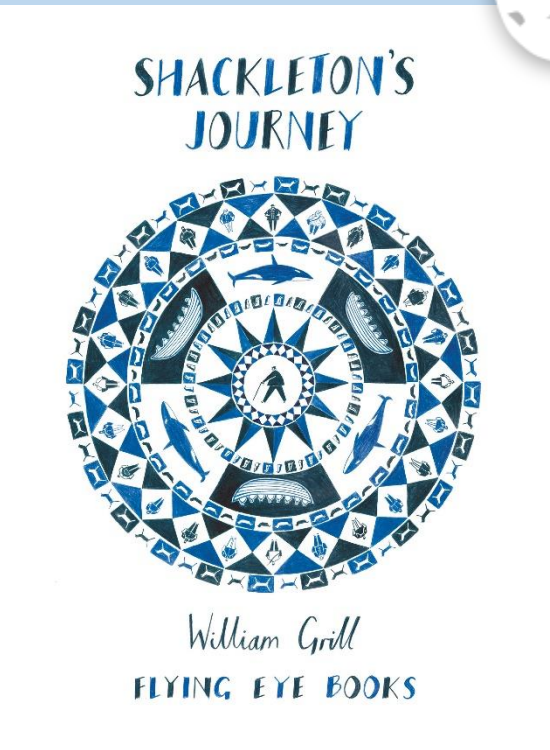
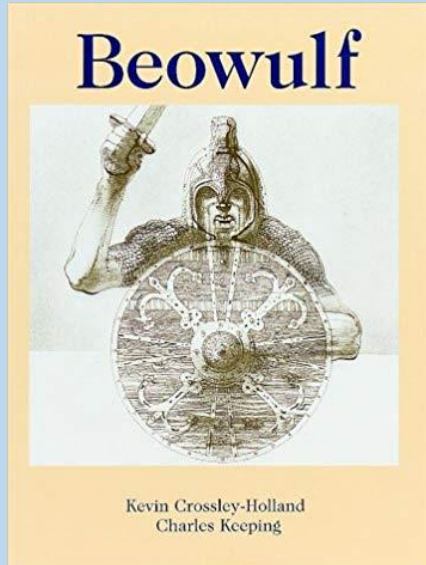
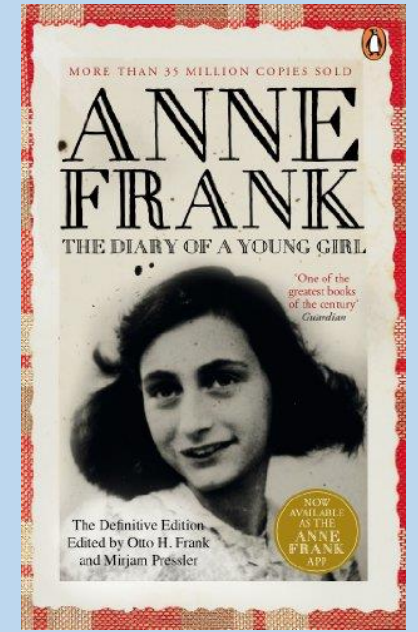
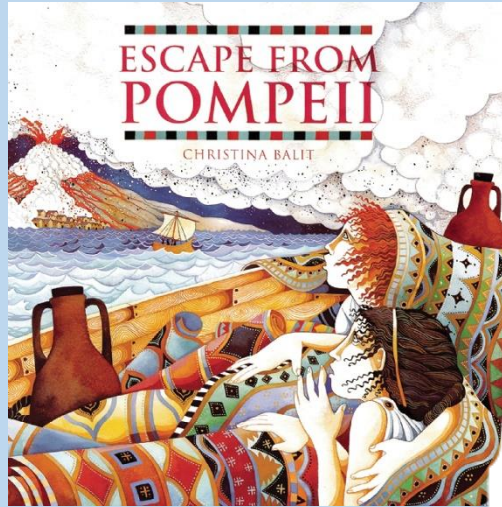
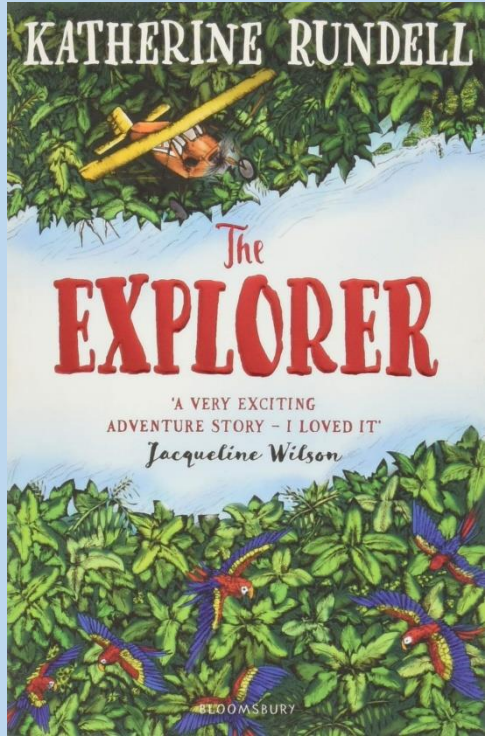
Note: Guided reading is crucial. Drama is a powerful tool with this group as are role plays and debates.



Comprehension skills



- Being able to read does not mean you understand what you are seeing.
- Your child might sound like a good reader but may not necessarily understand what the text means.
- The best way to develop understanding is to talk about texts such as...

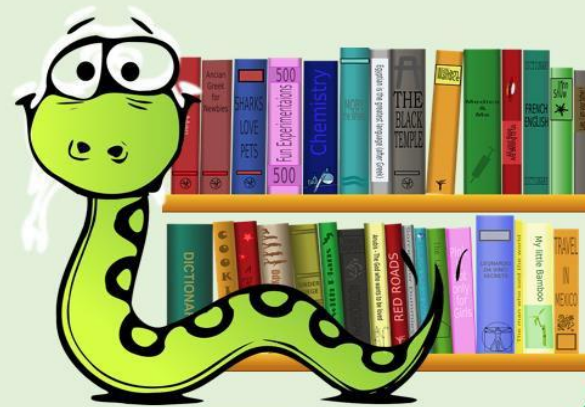


Composition skills continued

Each unit of work will have opportunities to embed all of these reading skills through whole class reading, guided reading, independent comprehension work and teacher modelling use of skills.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise

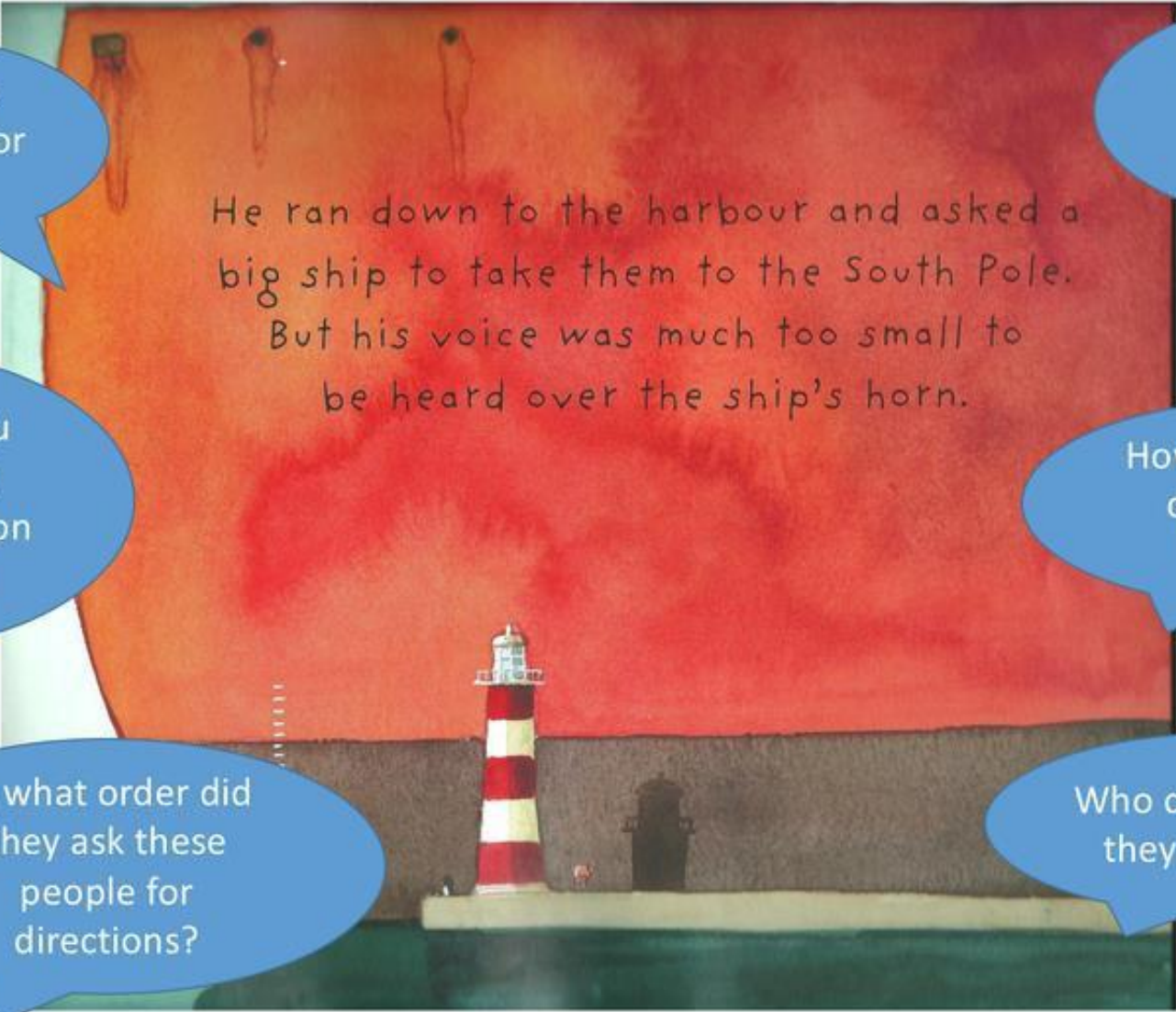


I

Is a ships horn loud or quiet?

Which word is a place where ships 'park'?

V



He ran down to the harbour and asked a big ship to take them to the South Pole.
 But his voice was much too small to be heard over the ship's horn.

E

Explain what you would do if you found a penguin on your doorstep

How did they get down to the harbour?

R

S

In what order did they ask these people for directions?

Who do you think they ask next?

P

Vocabulary Victor might ask...

What does this word tell us about the character/setting/atmosphere?

Look at that sentence/passage and circle a word/phrase that means the same as _____.

Which words/phrase in this text give us the impression that the main character is _____?

Which words/phrase in this text give us the impression that the setting is _____?

Which words/phrase in this text give us the impression that the atmosphere is _____?

The author uses words like _____ to describe _____. What impression does this give us of the character/setting/atmosphere?

The author describes the main character as _____. Think of another word that could have been used instead.

Why did the author use the word _____ to describe _____?

How does the author make the reader feel _____ in this part of the text?

How has the author's choice of words created the feeling _____?

What do phrases such as _____ tell you about _____?

What might that mean?

What do you think the writer is saying, when they _____?

What does that imply/suggest/indicate about _____?

Rex Retriever might ask...

Where is the story set?

How does the main character look/behave/speak?

When is the story set?

Where would you find a section about _____?

Can _____ have more than one meaning?

What does the word _____ mean?

What did _____ do when _____?

Where did _____ go?

Find a word or phrase which tells us how the character is feeling.

Where in the book would you find _____?

Who are the key characters in the book?

What happened at _____?

Describe...

Which paragraph tells us _____?

Which section tells us _____?

Where does the story take place?

When did the story take place?

What did (s)he/it look like?

Who was (s)he/it?

Summarising Sheba might ask...

What is the main theme/argument in this paragraph?

What is the main message in this paragraph?

Can you describe what has happened in this paragraph/chapter?

Using less than 20 words, could you write a new blurb for this book..

Which is the most important message in this book?

Can you describe what happened in three sentences?

Why do you think that might be important?

Is there anything you know now which you didn't know before?

What sticks most in your mind about _____?

What moment do you remember most from _____?

Can you remind us about _____?

How would you sum up _____?



Inference Iggy might ask...

What makes you think _____? Give evidence for your opinions.

Which words/phrases give you that impression?

Why do you think the author chose to _____? Give reasons for your answer.

How was _____ different after _____? Why?

Explain why the author chose this word to describe...

What impression do we get of _____? Why?

What do you think will happen to the main character now? Can you give reasons for your opinion?

What makes you think this?

Why is _____ important?

What does the word _____ imply about _____?

Which character would you most like to meet? Explain why.

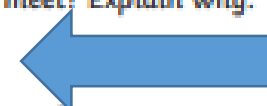
Why did the character behave like this?

What do people usually do when _____?

Does that remind you of _____?

Why do you think (s)he _____?

What do they seem to think about each other?



So linking back to the Y5/6 curriculum...

- Use knowledge of morphology (the study of words) and etymology (the history/origin of the word) to read aloud and understand new words
- Make comparisons within and across books
- Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions
- Identify and discuss themes and conventions across a wide range of writing
- Discuss understanding of texts, including exploring meaning of words in context
- Ask questions to improve understanding of texts
- Summarise ideas drawn from more than one paragraphs, identifying key details
- Predict future events from details stated and implied
- Identify how language, structure and presentation contribute to meaning
- Discuss how authors use language, including figurative language, to affect the reader
- Make book recommendations, giving reasons for choices
- Participate in discussions about books, building on and challenging ideas
- Explain and discuss understanding of reading
- Participate in formal presentations and debates about reading
- Provide reasoned justifications for views



Billy was crying; his whole day was spoilt. All his hard work had been broken by the wave. His mother came to stop him crying but she accidentally trod on the only tower that was left. Billy cried even more. "Never mind," said his mother, "You can always build another one tomorrow." Billy stopped crying and went home for his tea.

We test pupils' knowledge of reading skills in a number of ways: within class work, guided reading, whole class reading, short summative PIXL tests like this.

- What is the most crucial word in this passage? Why?
- How do we know where this is taking place?
- Why is Billy crying?
- What has spoilt his day?
- What work has he been doing?
- Why was only one tower left?
- Why is it easy to build one tomorrow?
- Why did Billy stop crying?
- What time was it?

PIXL assessments & end of KS2 Reading SATs - testing their knowledge!



40

Edward found a game. How can you tell that there was something strange about the game?

Explain **two** ways, using evidence from the text to support your answer.

1. _____

2. _____

3 marks

4

Look at page 4.

According to the text, what do pandas spend the majority of their time doing?

1 mark

40

Edward found a game. How can you tell that there was something strange about the game?

Explain **two** ways, using evidence from the text to support your answer.

Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text

Acceptable points:

1. it was hidden / in an unusual location
2. the unusual dice
3. Em Sharp's unusual / negative reaction to the discovery of the game
4. the unusual / mysterious name of the game
5. it was split up
6. Edward's reaction to the game / Em Sharp.

Award 3 marks for **two** acceptable points, at least **one** with evidence, e.g.

- *Because it was hidden behind the shelf and looked like it hasn't been opened. Em Sharp was very angry that he had that in his hands. [AP1 + evidence, AP3]*
- *The dice had some very odd symbols on it that Edward had not seen before on a regular dice. The title of the game seems creepy. [AP2 + evidence, AP4].*

Up to
3m



majority of their time doing?
 on / identify key details from fiction

1m

• *they need to eat all day.*

Do not accept answers which refer to another activity in addition to eating / feeding, e.g.

- *eating bamboo and sleeping.*

Supporting reading at home

- Make reading visible; have books around the home and let children see you read. Children need to see that reading is something adults do too.
- Talk about the books all family members are reading
- Sit and listen to your child read
- Ask questions about books (see handouts)
- Read to your child - they are never too old!
- Visit the library together
- Discuss the Picture News stories from the week



Grammar, Punctuation & Spelling (GPS)

Grammar Terminology – Word, sentence, text, punctuation

1	<p>letter, capital letter word, singular, plural sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>
2	<p>noun, adjective, adverb, compound, suffix statement, question, exclamation, command, noun phrase sentence, verb (past and present)</p> <p>apostrophe, comma</p>
3	<p>word family, prefix, consonant, vowel preposition, conjunction, clause, subordinate clause direct speech</p> <p>inverted commas</p>
4	<p>determiner pronoun, possessive pronoun adverbial</p> <p>apostrophes (plural possession)</p>
5	<p>modal verb, relative pronoun relative clause cohesion, ambiguity</p> <p>parenthesis, brackets, dash</p>
6	<p>subject, object active, passive synonym, antonym</p> <p>ellipsis, hyphen, colon, semi colon, bullet point</p>

Plus the NC
 2014
 programme for
 spelling



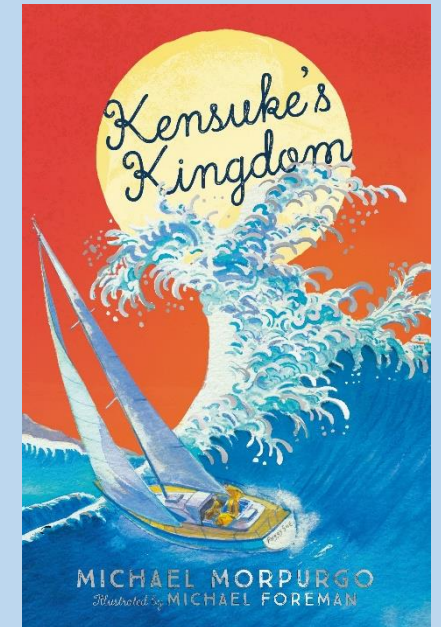
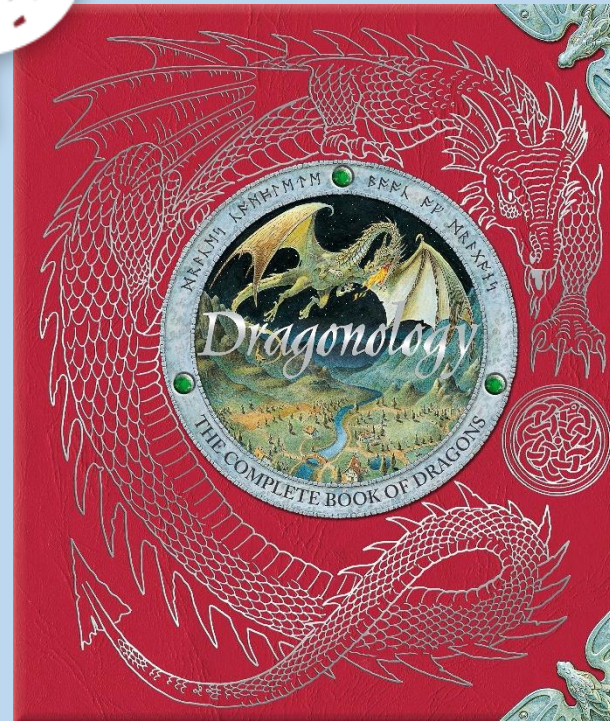
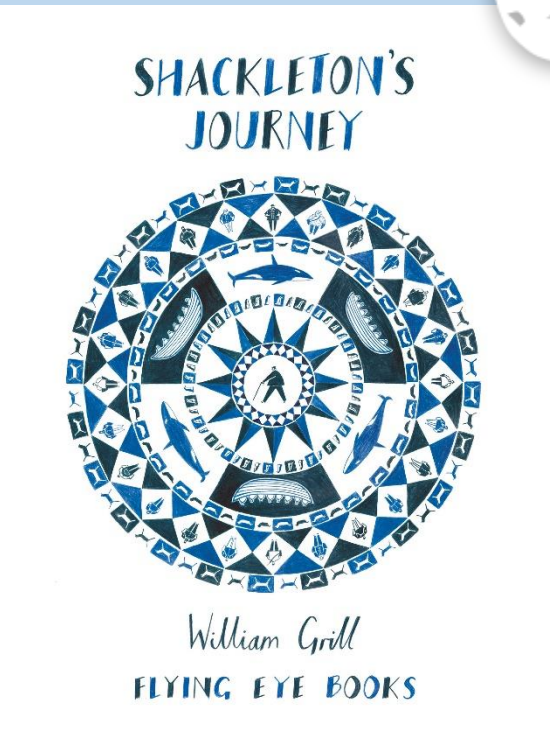
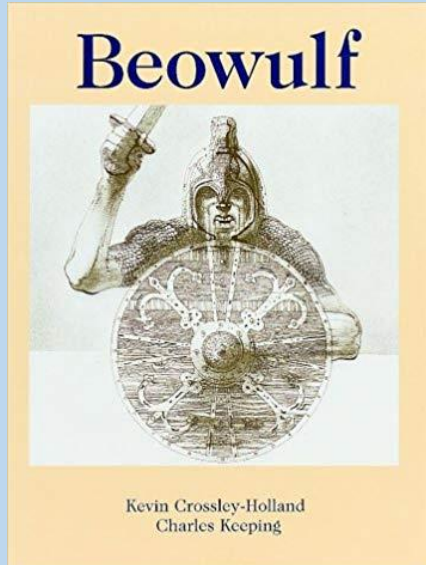
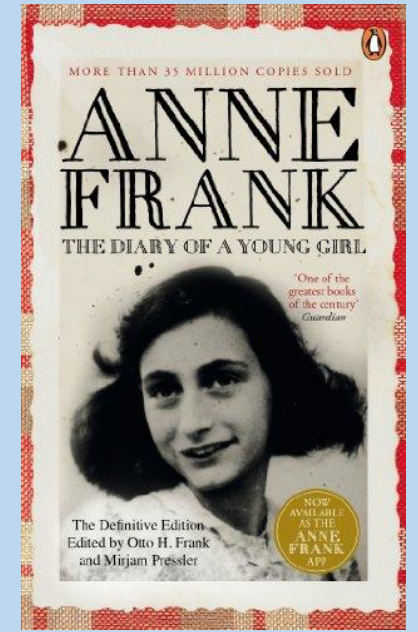
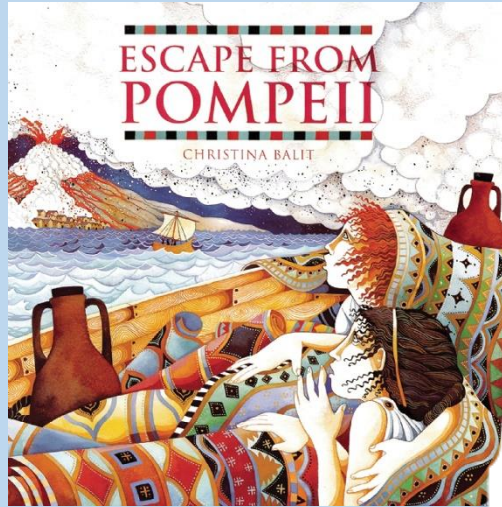
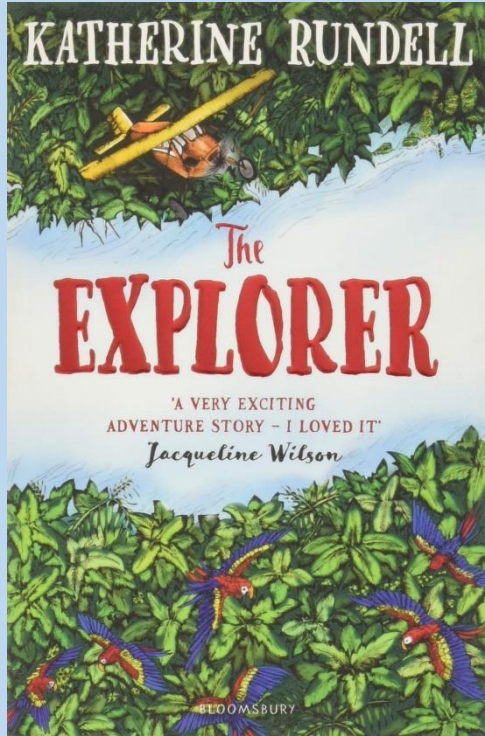
words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	adding suffixes beginning with vowel letters to words of more than one syllable	the /i/ sound spelt y other than at the end of words	endings that sound like //ʌn/, spelt -tion, -sion, -ssion, -cian	homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)
sign knock straight crumb bruise thumb descendant	polishing nationality inspiring disobeyed obtained adventurous	gymnastics sympathetic typical	mission possession passion variation operation percussion attention	loose drawer prey coarse council
		words with the /s/ sound spelt sc scent descendant		
prefixes	words ending in -able and -ible words ending in -ably and -ibly	the suffix -ly	words with the /ei/ sound spelt ei, eigh, or ey	adding suffixes beginning with vowel letters to words ending in -fer
discover dissolve disorder misplaced	edible unavoidably washable probable sensibly portable	ferociously likely originally usually	sleigh lightweight weightless	offering suffered
the /ʌ/ sound spelt ou		endings that sound like /ʒʌn/	endings which sound like //ʃəl/	words with the /i:/ sound spelt ei after c
country cousin thorough trouble		illusion vision	facial essential	ceiling inconceivable
words with endings sounding like /ʒə/ or /tʃə/	words with the //ʃ/ sound spelt ch	the suffix -ous	words ending in -ant, -ance, -ancy, -ent, -ence, -ency	words containing the letter string ough
posture mixture	parachute monarch architect	delicious ominous previous nervous adventurous	abundance distance brilliant substance violence science	thoughtless toughest dough
words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que	endings which sound like //ʃəs/ spelt -cious or -tious			
vague	cautious			

Y5/6 NC SPELLING LIST

Incorporating these aspects in writing



- The Y5/6 teams look at what the National Curriculum requirements are for GPS
- From this, we plan opportunities to teach the skills and pupils to comprehend and embed each skill
- Pupils learn the skills linked to their topics and texts, not in isolation
- We reflect on learning and teach it again in a different way and at a different time - practise makes perfect!





GPS - *relative clauses*

What is a *relative clause*, a *relative pronoun*, how do we teach them and why do we need them??!



GPS - dashes

What is a dash, how do we teach them and why do we need them in our writing??!

How does GPS link to writing?

2018 national curriculum assessment

Key stage 2

Teacher assessment exemplification: end of key stage 2

English writing

Working at greater depth within
the expected standard: Frankie



Dear Diary
Right now I'm not actually holding this pen-it is mirac-
ulously hovering in the air and writing down my
thoughts for me. Because ghosts can't hold stuff, right?
I've never really liked writing a diary but my parents
always told me it would be fun to look back on when I
am older. But I'll never be 'older'. I s'pose I can look
back on the day I died.

It was all fine at first - my brothers teasing
with me about my 'giants' necklace and Mum and
Dad ~~cutting~~ brushing off the burnt toast. I thought,
"Just a couple more inches of shells for my necklace -
then I shall reach the toaster!"

Soon enough we were all lying on the beach
staring out into the shimmering turquoise water.
Everything was fine; it all seemed so calm. After about
twenty minutes everyone started climbing back up to
the house to pack up. I thought that if I just
stayed maybe another hour, I'd surely have enough
shells to finish my necklace.



This extended first-person narrative draws on a close reading of 'The Giant's Necklace' by Michael Morpurgo, imaginatively reconstructing key events in the novel as the diary of the main character, Cherry.

Frankie effectively captures and maintains the voice of the young protagonist as she recalls the events leading up to – and her gradual realisation of – her tragic death.

An appropriate informal tone is established and maintained throughout the piece through the choice of vocabulary (*stuff; okay*) and grammatical structures (*I s'pose; ...would take no more than ten minutes, right?*). However, this conversational style contrasts with the effective use of more figurative language and descriptive detail (*the monstrous waves gathering out in the Atlantic; the frothing water was thrashing against my ankles*), reflecting the literary language of the original novel.

Complex shifts in time are skilfully managed across the paragraphs, from the reflective opening, to the flashback of the sequence of events on the beach, and finally to the aftermath of the tragedy. A range of devices, including ellipsis and adverbials maintains cohesion within and across sentences and paragraphs.

Dear Diary

Right now I'm not actually holding this pen – it is miraculously hovering in the air and writing down my thoughts for me. Because ghosts can't hold stuff, right? I've never really liked writing a diary but my parents always told me it would be fun to look back on when I am older. But I'll never be 'older'. I s'pose I can look back on the day I died.

Appropriate selection of verb forms (the present progressive, the simple present, the present perfect, the simple past, and modals) skilfully manages the different time frames and raises questions about the narrator's identity at the outset, demonstrating excellent control over language to create a specific effect.
[GP]

It was all fine at first – my brothers teasing with me about my 'giant's' necklace and Mum ~~and Dad cutting~~ brushing off the burnt toast. I thought, "Just a couple more inches of shells for my necklace – then I shall reach the toaster!"

The semi-colon used to separate 2 short independent clauses creates a link between the calm of the 'shimmering turquoise water' and the narrator's mistaken assumption that all was, and would be, well.
[GP]

Soon enough we were all lying on the beach staring out into the shimmering turquoise water. Everything was fine; it all seemed so calm. After about twenty minutes everyone started climbing back up to ~~the~~ the house to pack up. I thought that if I just stayed maybe another hour, I'd surely have enough shells to finish my necklace.

As I bent over the sand, I realized that almost three hours had passed and I still had fifty shells to go. I looked up from my work and the sky had suddenly turned an angry grey colour and I could already see the monstrous waves gathering out



PIXL assessments - what they tell us

2018 National Papers: GPS					No. of 21	
Yr grp ref	Question number	Question type	Topic	Question focus	Max ntion	Confid
3	1	Insert	Punctuation	Insert a comma to mark a clause	1	95%
1	2	Multiple choice	Punctuation	Tick 1 of 4 - identify the correct use of a question mark	1	76%
3	3	Multiple choice	Vocabulary	Tick 1 of 4 - understand the impact of adding a prefix (re)	1	90%
2	4	Tabulated	Functions of sentences	Complete a table to identify questions, statements, commands	1	86%
2	5	Insert	Punctuation	Insert commas to separate items in a list	1	81%
2	6	Identify	Grammatical terms / word classes	Tick 1 box to identify the adverb	1	81%
5	7	Insert	Punctuation	Insert commas to mark parenthesis	1	62%
4	8	Multiple choice	Verb forms, tense and consistency	Tick 1 of 4 - identify the grammatically accurate sentence	1	67%
6	9	Multiple choice	Vocabulary	Tick 1 of 4 - identify a synonym (produce)	1	57%
2	10	Multiple choice	Functions of sentences	Tick 1 of 4 - identify the command	1	76%
3	11	Match	Vocabulary	Draw lines to match prefixes with words	1	76%
3	12	Multiple choice	Verb forms, tense and consistency	Tick 1 of 4 - complete the sentence in the past perfect tense	1	71%
4	13	Multiple choice	Standard English and formality	Tick 1 of 4 - identify the sentence written in Standard English	1	71%
5	14	Multiple choice	Punctuation	Tick 1 of 4 - identify the correct use of a dash	1	67%

PIXL assessments - what they tell us

26	4	24	Rewrite	Grammatical terms / word classes	Replace proper nouns with pronouns	1	29%
27	6	25	Multiple choice	Standard English and formality	Identify a formal sentence	1	38%
28	2	26	Write	Functions of sentences	Write a question	1	67%
29	6	27	Identify	Grammatical terms / word classes	Underline the subject of a sentence	1	29%
30	5	28	Write	Punctuation	Name alternative forms of parenthesis	1	33%
31	6	29	Multiple choice	Standard English and formality	Circle the most formal option to complete three sentences	1	19%
32	4	30	Tabulated	Punctuation	Complete a table to identify singular and plural nouns	1	38%
33	2	31	Write	Grammatical terms / word classes	Name the word class (adjective and adverb)	1	19%
34	6	32	Multiple choice	Verb forms, tense and consistency	Tick 1 of 4 - identify the most formal sentence	1	29%
35	3	33	Identify	Grammatical terms / word classes	Circle four prepositions in the sentence below	1	19%
36	6	34	Insert	Punctuation	Insert a hyphen and a comma	1	14%
37	4	35	Explain	Punctuation	Explain the impact of a plural/singular possessive apostrophe	1	29%
38	5	36	Multiple choice	Punctuation	Identify two sentences that use parenthesis correctly	1	29%
39	5	37	Identify	Combining words, clauses and phrases	Underline the relative clause in three sentences	1	29%
40	2	38	Rewrite	Verb forms, tense and consistency	Rewrite verbs in simple past tense	1	33%
41	2	39	Write	Combining words, clauses and phrases	Name an expanded noun phrase	1	14%
42	6	40	Tabulated	Verb forms, tense and consistency	Complete a table to identify active and passive form	1	5%
43	4	41	Rewrite	Punctuation	Rewrite a sentence as direct speech	1	29%
44	4	42	Identify	Grammatical terms / word classes	Circle the possessive pronoun	1	0%
45	2	43	Rewrite	Combining words, clauses and phrases	Rewrite two sentences as one, using a coordinating conjunction	1	38%
46	4	44	Identify	Grammatical terms / word classes	Underline an adverbial phrase	1	10%
47	5	45	Identify	Grammatical terms / word classes	Circle the relative pronoun	1	14%

6

Tick the **adverb** in the sentence below.

Tick **one**.

The lively crowd cheered loudly when the rally car race began.

14

Tick the sentence that uses a **dash** correctly.

Tick **one**.

I find baking tricky – there are too many things to go wrong.

I find baking tricky there are too many things – to go wrong.

I find baking – tricky there are too many things to go wrong.

I find baking tricky there are – too many things to go wrong.

37

Underline the **relative clause** in each sentence.

We visited the funfair that came to our town.

My uncle who lives in Australia has sent me a present.

My friend whose rabbit I look after is on holiday.

45

Circle the **relative pronoun** in the sentence below.

The boy who knocked on our door was at the wrong house.

1 mark

1 mark

36

Which **two** sentences use punctuation to show **parenthesis**?

Tick **two**.

There are some books – including story books – in the cupboard.

To make space, we moved the chairs, tables and the boxes of games.

Our classroom, at the end of the corridor, has a red door.

On Tuesday, we will be selling cakes for charity.

1 mark

50

Underline the **subordinate clause** in the sentence below.

Hassan and I are going to our dance class; we are going to be late as we missed the bus.

1 mark

1 mark

6 G1.6	<p>The lively crowd cheered loudly when the rally car race began.</p> <p> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>	1m
-----------	--	----

14 G5.12	<p>I find baking tricky – there are too many things to go wrong.</p> <p> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </p>	1m
-------------	---	----

36 G5.9	<p>Award 1 mark for two correct sentences ticked.</p> <p>There are some books – including story books – in <input checked="" type="checkbox"/> the cupboard.</p> <p>Our classroom, at the end of the corridor, has a <input type="checkbox"/> red door.</p> <p><input type="checkbox"/></p>	1m
------------	--	----

37 G3.1a	<p>Award 1 mark for all three correct.</p> <p>We visited the funfair <u>that came to our town</u>.</p> <p>My uncle <u>who lives in Australia</u> has sent me a present.</p> <p>My friend <u>whose rabbit I look after</u> is on holiday.</p>	1m
-------------	---	----



Supporting GPS at home



- Encourage children to write for pleasure: stories, thank you cards, letters/emails, shopping lists, etc.
- Participate in writing competitions such as BBC 500 Words
- Use child-friendly GPS games such as Education City
- Brush up on your own knowledge of GPS with books like Carol Vorderman
- Additional learning through revision guides

DK

Carol Vorderman
Spelling, Punctuation & Grammar Made Easy

Key Stage 2
AGES 10-11

NOUNS
VARIETY
COMMA
QUEUE

Fully linked to **NEW** National Curriculum

- Supports classroom teaching
- Key parental guidance, notes and tips

With **GOLD REWARD STARS**
 ★★★★★

DK

For ages 9-11
KEY STAGE 2

HELP YOUR KIDS WITH SATS

THE BEST PREPARATION FOR SATS SUCCESS

CAROL VORDERMAN

CGP

Key Stage Two Maths

SATS Revision Book

New! Ages 10-11

KS2 SATs
 English

Revision Guide

7-11 years

Schofield&Sims

AGE 10-11

REVISE KEY STAGE 2 SATS

English REVISION WORKBOOK

Expected Standard

The simple way to success in the National Tests

Pearson

Collins

KS2 English SATs Revision Guide

English

Age 7-11

Key Stage 2

SATS Revision Guide

Prepare for the national curriculum tests

Letts

KS2 Success

Age 7-11

English

Revision Guide

Supports the new national curriculum

For the new National Curriculum

Schofield&Sims

English

Revision Guide Key Stage 2

English

Revision Guide Key Stage 2