

Fix the Gap

SATs Reading Misconception Mastery

Targeted teaching, original texts, practice and reassessment across 8 Year 6 reading mastery areas.

8 mastery modules	120+ original questions	16 worked examples
8 recheck sets	fiction & non-fiction	1 teaching guide

How this pack works

Use the free Reading Find the Gap diagnostic first. Select the matching module, then follow Teach -> Model -> Practise -> Recheck. The pack is designed for targeted intervention, so pupils do not need to complete every page in order. This is an independent Redbridge Publishing resource and is not an official Standards and Testing Agency paper.

How to use this pack

Do not work through every page simply because it is there. The value comes from selecting the reading skill that matches the pupil's evidence.

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| 1. Diagnose | Use the free Reading Find the Gap diagnostic, a school paper or another reliable assessment. |
| 2. Select | Choose one or two modules that match repeated errors, not isolated slips. |
| 3. Teach | Read the misconception notes and model the worked examples aloud. |
| 4. Practise | Complete the focused questions. Ask pupils to explain how they found the answer. |
| 5. Recheck | Use the three-question recheck without coaching. If the same pattern remains, reteach before adding more practice. |

Module map

- 1. Retrieval & locating evidence** - Find explicit information quickly and precisely, even when the wording of the question differs from the wording of the text.
- 2. Vocabulary in context** - Use context to explain the meaning of words and phrases precisely.
- 3. Inference** - Infer feelings, motives and situations from evidence without inventing unsupported details.
- 4. Explaining with evidence** - Support explanations with concise, relevant evidence from the text.
- 5. Summarising main ideas** - Identify and summarise the main ideas across a paragraph, section or whole text.
- 6. Prediction** - Make plausible predictions that grow directly from textual evidence.
- 7. Author's language & structure** - Explain how language and organisation shape meaning and reader response.
- 8. Comparison & mixed reading reasoning** - Compare ideas, attitudes and presentation across two texts while still applying retrieval, inference and evidence skills.

Mastery tracker

Record the diagnostic clue, teaching date, and whether the recheck is secure.

Area	Diagnostic clue	Taught	Recheck	Next step
Retrieval & locating evidence				
Vocabulary in context				
Inference				
Explaining with evidence				
Summarising main ideas				
Prediction				
Author's language & structure				
Comparison & mixed reading reasoning				

Assessment language

Secure = accurate and independently explained. Nearly there = mostly accurate but still needs prompting.
Reteach = the same misconception is still affecting answers.

MODULE 1

Retrieval & locating evidence

Find explicit information quickly and precisely, even when the wording of the question differs from the wording of the text.

What this gap often looks like

Reading past the evidence; answering from memory; copying too much or too little; missing a detail because the question paraphrases the text.

Teaching priority

Teach pupils to identify the key word in the question, scan for a synonym or related phrase, then lift only the information needed.

Mastery goal

Find explicit information quickly and precisely, even when the wording of the question differs from the wording of the text.

Worked examples

Model the thinking aloud before asking the pupil to answer independently.

Mini text

At 7:15 a.m., Mina unlocked the greenhouse. The overnight storm had snapped one tomato cane, but the seedlings on the east bench were unharmed. Before breakfast, she tied the damaged plant to a fresh support and checked the rain gauge: 18 millimetres.

Example 1

What time did Mina unlock the greenhouse?

Model answer

7:15 a.m. The answer is stated directly.

Example 2

Which plants were unharmed?

Model answer

The seedlings on the east bench. The question uses 'which plants', so the answer must name the plants, not the place alone.

Before you move on

Ask the pupil to explain how they located or built the answer. If they can only repeat the answer but cannot explain the route, the skill is not yet secure.

Practice A - Secure the skill

Read the text carefully. Answer independently and return to the text for evidence.

The lighthouse log

Every evening, keeper Tomas climbed 86 spiral steps to the lantern room. On Tuesday, thick fog arrived before sunset, so he lit the lamp forty minutes early. At 8 p.m. the radio crackled with a message from a fishing boat called The Silver Gull. Its compass had failed, but the crew could see the lighthouse beam whenever the fog thinned.

Tomas replied with the harbour bearing and asked the crew to signal again once they reached the outer buoy. At 8:47 p.m. a second message arrived: the boat had passed the buoy safely. Tomas wrote the time in the logbook, then checked the lamp's fuel level before beginning his next round of the tower.

1 What was Tomas's job?

Answer:

2 How many steps did he climb to reach the lantern room?

Answer:

3 Why did he light the lamp early on Tuesday?

Answer:

4 What was the name of the fishing boat?

Answer:

Practice B - Apply the skill

Continue with the same text. Aim for precise answers rather than long answers.

5 What had failed on the boat?

Answer:

6 At what time did the second radio message arrive?

Answer:

7 What did Tomas record in the logbook?

Answer:

8 What did he check after writing in the logbook?

Answer:
