



# Box 2

## Progression Guide

**Prim-Ed**  
Publishing  
[www.prim-ed.com](http://www.prim-ed.com)

Our lesson plans ○ Your classroom

Teachers Inspiring Teachers



## Using the Progression Guide

How to structure card use to secure children's progress in word reading, grammar and comprehension, following the principles of post level assessment.

### Planning for Content

#### Identifying Breadth and Depth of Coverage

The identification of individual card titles and genres informs teachers of the wide range of titles offered, allowing them to:

- choose titles that stimulate and motivate individuals to make progress; and
- highlight, foreground and make reference in other contexts to titles related to class topic and text type focuses.

The identification of comprehension, word reading and grammatical skills, related to each title, informs:

- planning for use in accordance with the explicit teaching of the above skills;
- encouragement of independence in broadening and extending skills in key areas; and
- discussion surrounding strengths and weaknesses in answering specific questions, with implications for future planning and teaching in other contexts.

### Planning for Progress

In giving an at-a-glance view as to repetition and reinforcement of specific knowledge and skills, the *Progression Guide* provides information to influence decisions regarding pace and speed of progress through the cards.

Suggested starting points and predicted progress for each of the three attainment bands flexibly structures the children's learning journey through the cards, allowing teachers to adjust the pace according to the assessments made.

Individual and class progress through the cards provides an ideal context for reviews at termly pupil progress meetings, where discussions surrounding acceleration and gap analyses made will be significantly informed through evidence from the record keeping frames in the *Teacher's Guides*.

### Evidence of Progress

The *Pupil Answer Recording Sheet* is specific to each card element, and:

- ensures children's involvement in their learning; and
- develops awareness/knowledge of their skills and areas for improvement.

The Pupil Tracking Sheet is a grid-based form used to record individual progress. It features a header section for 'Name' and 'Date'. The main body consists of a grid with rows representing different skills or topics (e.g., Reading, Writing, Grammar) and columns representing different levels or stages of learning. The grid is color-coded to indicate different levels of achievement or progress.

The *Pupil Tracking Sheet* provides children with an overview of their linear progress.

The Pupil Answer Recording Sheet is a form used to record individual answers to specific questions. It features a header section for 'Name' and 'Date'. The main body consists of a grid with rows representing different questions or topics and columns representing different levels or stages of learning. The grid is color-coded to indicate different levels of achievement or progress.

The *Teacher Tracking Sheet* provides a clear recording framework, giving highly specific information for making accurate individual assessments, and identifying dates for measuring attainment and progress.

The Teacher Tracking Sheet is a form used to record teacher observations and assessments. It features a header section for 'Name' and 'Date'. The main body consists of a grid with rows representing different skills or topics and columns representing different levels or stages of learning. The grid is color-coded to indicate different levels of achievement or progress.

The *Informal Assessment Review* reference materials can be found in the copymaster pages in the back of the *Teacher's Guides* (page references are provided in the grids). These provide additional activities that may be used as formative assessments to support end of term judgements and influence decisions regarding card progress.

These activities, and any additional material from the copymaster pages in the *Teacher's Guides*, have been extracted from existing *Prim-Ed Publishing* titles, namely *Proofreading and Editing Skills*, *Teaching Comprehension Strategies* and *Primary Grammar and Word Study*. These are designed for flexible use, and provide valuable evidence for assessing understanding and demonstrating progress made.

## Literacy Box 2

|                | <b>NC Year Group</b>  | <b>Former Level</b> | <b>Title of Card and Genre</b>  | <b>Comprehension Strategies</b>  | <b>All about Words (card content)</b>  | <b>Grammar and Punctuation (card content)</b>   |
|----------------|---|---------------------|---|--|--|---|
| <b>Scarlet</b> | Key Stage 2<br>Year 4<br>Y4 Working Towards (Term 2)<br>Y3 Expected (Term 3)<br>Y3 Exceeding (Term 2) | 3c                  | 1. The fox and the crow (imaginative – fable)<br>2. What big eyes you have (informative – description)<br>3. Mr. Jones’s cold (imaginative – poem)<br>4. Ants are stronger than elephants (persuasive – exposition)<br>5. Escape! (imaginative – humour)                  | Understanding words, finding information, identifying the main idea, sequencing, similarities and differences, predicting, concluding, summarising, inferring, cause and effect, fact or opinion, point of view and purpose, pronoun reference | Word and phrase meanings, word groups, definitions, verb tenses, rhyming words, compound words, syllabification, antonyms, synonyms, homophones, homographs, personification, alliteration, similes<br><b>Spelling:</b> ‘-ough’, ‘-ing’, ‘-ly’ | <b>Grammar:</b> nouns, pronouns, comparative and superlative adjectives, adverbs, verb tenses, conjunctions, connectives, prepositions, similes<br><b>Punctuation:</b> apostrophes for speech/possession/contractions   |
| <b>Peach</b>   | Key Stage 2<br>Year 4<br>Y4 Working Towards (Term 2)<br>Y3 Expected (Term 3)<br>Y3 Exceeding (Term 2) | 3c                  | 1. The best circus trick (imaginative – humour)<br>2. The upside down tree (informative – report)<br>3. You’ll be dead meat! (imaginative – play)<br>4. A case of Spooneritis (imaginative – humour)<br>5. I’m bored! There’s nothing to do! (persuasive – exposition)    | Understanding words, finding information, identifying the main idea, sequencing, similarities and differences, predicting, concluding, summarising, inferring, cause and effect, fact or opinion, point of view and purpose, pronoun reference | Word and phrase meanings, word groups, definitions, verb tenses, rhyming words, compound words, syllabification, antonyms, synonyms, homophones<br><b>Spelling rules:</b> adding ‘-ing’, rules for plurals – ‘y’ to ‘i’ and add ‘es’           | <b>Grammar:</b> nouns, abstract nouns, reflexive pronouns, comparative and superlative adjectives, adverbs, verb forms, possessive determiners, conjunctions, connectives, prepositions, similes<br><b>Punctuation:</b> apostrophes for speech/possession/contractions, commas, capitals for proper nouns |
| <b>Jade</b>    | Key Stage 2<br>Year 4<br>Y4 Working Towards (Term 2)<br>Y4 Expected (Term 1)<br>Y3 Exceeding (Term 3) | 3c                  | 1. The Alley (imaginative – fantasy)<br>2. Turtle or tortoise? (informative – report)<br>3. I’m not playing football – ever! (imaginative – personal recount)<br>4. Teeth enemies experiment (informative – procedure)<br>5. West Coast Water World (persuasive – poster) | Understanding words, finding information, identifying the main idea, sequencing, similarities and differences, predicting, concluding, summarising, inferring, cause and effect, fact or opinion, point of view and purpose, pronoun reference | Word and phrase meanings, word categories, definitions, compound words, syllabification, antonyms, synonyms, homophones, homographs, contractions<br><b>Spelling rules:</b> adding ‘-ing’, adding ‘-ed’ to words ending in ‘y’                 | <b>Grammar:</b> proper nouns, compound adjectives, adverbs of time and place, verb forms and groups, conjunctions, connectives, pronouns, prepositions, similes<br><b>Punctuation:</b> quotation marks, apostrophes for possession/contractions, commas, capitals for proper nouns                        |

## Literacy Box 2

|                | <b>NC Year Group</b>   | <b>Former Level</b> | <b>Title of Card and Genre</b>  | <b>Comprehension Strategies</b>  | <b>All about Words (card content)</b>  | <b>Grammar and Punctuation (card content)</b>   |
|----------------|--|---------------------|---|--|--|---|
| <b>Apricot</b> | Key Stage 2<br>Year 4<br>Working Towards (Term 3)<br>Y4 Expected (Term 1)<br>Year 3 Exceeding (Term 3) | 3c                  | 1. The Polar bear and the trolls (imaginative – traditional tale)<br>2. Perfect pavlovas (informative – procedure)<br>3. Looking after Lara (imaginative – recount)<br>4. Sniff Sniff (informative – explanation)<br>5. Go Alaska! (persuasive – exposition)          | Understanding words, finding information, identifying the main idea, sequencing, similarities and differences, predicting, concluding, summarising, inferring, cause and effect, fact or opinion, point of view and purpose, pronoun reference | Word and phrase meanings, word categories, definitions, compound words, abbreviations, syllabification, antonyms, synonyms, homophones, homographs, onomatopoeia, contractions<br><b>Spelling rules:</b> adding '-ing', plurals, doubling consonants | <b>Grammar:</b> collective nouns, compound adjectives, adverbs of time/place/manner, verb forms and groups, conjunctions, connectives, comparatives, pronouns, prepositions<br><b>Punctuation:</b> quotation marks, apostrophes for possession/contractions, commas to separate words and phrases |
| <b>Emerald</b> | Key Stage 2<br>Year 4<br>Y4 Working Towards (Term 3)<br>Y4 Expected (Term 1)<br>Y3 Exceeding (Term 3)  | 3c                  | 1. Don't judge us (imaginative – fantasy)<br>2. Art or crime? (informative – report)<br>3. The class photo (imaginative – supernatural)<br>4. Zebra finches (informative – report)<br>5. Give bullies a chance (persuasive – exposition)                              | Understanding words, finding information, identifying the main idea, sequencing, similarities and differences, predicting, concluding, summarising, inferring, cause and effect, fact or opinion, point of view and purpose, pronoun reference | Word and phrase definitions, words from other languages, compound words, abbreviations, syllabification, antonyms, synonyms, homophones, homographs<br><b>Spelling rules:</b> adding suffixes  | <b>Grammar:</b> forms of the verb 'to be', irregular past tense, verb groups, prepositions, adverbs of frequency, possessives, conjunctions, comparatives<br><b>Punctuation:</b> apostrophes for direct speech/possession, capitals for proper nouns  |
| <b>Violet</b>  | Key Stage 2<br>Year 4<br>Y4 Working Towards (Term 3)<br>Y4 Expected (Term 2)<br>Y4 Exceeding (Term 1)  | 3c                  | 1. The last passenger (imaginative – horror)<br>2. The land of the midnight sun (informative – explanation)<br>3. Nothing much (imaginative – narrative)<br>4. Sweden's Ice Hotel (informative – description)<br>5. Don't be a couch potato (persuasive – exposition) | Understanding words, finding information, identifying the main idea, sequencing, similarities and differences, predicting, concluding, summarising, inferring, cause and effect, fact or opinion, point of view and purpose, pronoun reference | Word and phrase definitions, word groups, compound words, syllabification, synonyms, homophones, prefixes and suffixes<br><b>Spelling rules:</b> adding suffixes, soft 'c'   | <b>Grammar:</b> verb groups in past tense, prepositions, adverbs of manner and place, pronouns, possessives, conjunctions<br><b>Punctuation:</b> apostrophes for possession, capitals for proper nouns, ! , ?   |

## Literacy Box 2

|               | <b>NC Year Group</b>  | <b>Former Level</b> | <b>Title of Card and Genre</b>   | <b>Comprehension Strategies</b>  | <b>All about Words (card content)</b>   | <b>Grammar and Punctuation (card content)</b>   |
|---------------|---|---------------------|--|--|---|---|
| <b>Olive</b>  | Key Stage 2<br>Year 4<br>Y5 Working Towards (Term 1)<br>Y4 Expected (Term 2)<br>Y4 Exceeding (Term 1) | 3c                  | 1. The Raja and the vetala (imaginative – legend)<br>2. Nature’s amazing light shows (informative – explanation)<br>3. The river monster (imaginative – narrative)<br>4. Bones (imaginative – horror)<br>5. Are we smart, smarter or the smartest? (persuasive – exposition) | Understanding words, finding information, identifying the main idea, sequencing, similarities and differences, predicting, concluding, summarising, inferring, cause and effect, fact or opinion, point of view and purpose, pronoun reference | Word and phrase definitions, words from other languages, word groups, compound words, syllabification, alliteration, onomatopoeia, synonyms, homophones, homographs<br><b>Spelling rules:</b> adding suffixes, soft ‘c’, -ight, silent letters, doubling consonants | <b>Grammar:</b> verb tenses, verb forms, verb groups, prepositions, adverbs, possessives, conjunctions, comparatives, pronouns<br><b>Punctuation:</b> quotation marks for direct speech, apostrophes for possession and contractions, use of commas in phrases and clauses, use of ellipsis |
| <b>Salmon</b> | Key Stage 2<br>Year 4<br>Y5 Working Towards (Term 1)<br>Y4 Expected (Term 2)<br>Y4 Exceeding (Term 1) | 3b                  | 1. The loon’s necklace (imaginative – folk tale)<br>2. The salt shaker trick (informative – procedure)<br>3. Never going home! (persuasive – interview)<br>4. Safe drinking water (informative – report)<br>5. The sly seer (imaginative – folk tale)                        | Understanding words, finding information, identifying the main idea, sequencing, similarities and differences, predicting, concluding, summarising, inferring, cause and effect, fact or opinion, point of view and purpose, pronoun reference | Word definitions, confused words, compound words, contractions, syllabification, synonyms, homophones, homographs<br><b>Spelling:</b> long ‘a’, ‘e’, ‘oo’, soft ‘c’, suffix ‘-ful’  | <b>Grammar:</b> verb tenses, verb forms, verb groups, prepositions, adverbs, possessives, conjunctions, comparatives, pronouns<br><b>Punctuation:</b> apostrophes for possession/ownership, use of commas in phrases and clauses, ellipsis  |
| <b>Lilac</b>  | Key Stage 2<br>Year 5<br>Y5 Working Towards (Term 2)<br>Y4 Expected (Term 3)<br>Y4 Exceeding (Term 2) | 3b                  | 1. Crow attack (imaginative – personal recount)<br>2. Marco Polo’s stories (informative – report)<br>3. Walking tall (persuasive – exposition)<br>4. Agent 335463 (imaginative – mystery)<br>5. What’s black and eats rotting flesh? (imaginative – folk tale)               | Understanding words, finding information, identifying the main idea, sequencing, similarities and differences, predicting, concluding, summarising, inferring, cause and effect, fact or opinion, point of view and purpose, pronoun reference | Word definitions, confused words, compound words, contractions, syllabification, synonyms, antonyms, homophones, homographs, prefixes<br><b>Spelling:</b> long ‘a’, ‘e’, ‘o’, silent letters  | <b>Grammar:</b> verb tenses, noun and adjective groups, prepositions, adverbs, similes, conjunctions, relative pronouns, determiners<br><b>Punctuation:</b> use of apostrophes, use of ellipsis for dramatic effect   |

## Literacy Box 2

|                 | <b>NC Year Group</b>  | <b>Former Level</b> | <b>Title of Card and Genre</b>   | <b>Comprehension Strategies</b>  | <b>All about Words (card content)</b>  | <b>Grammar and Punctuation (card content)</b>   |
|-----------------|---|---------------------|--|--|--|---|
| <b>Sapphire</b> | Key Stage 2<br>Year 5<br>Y5 Working Towards (Term 2)<br>Y4 Expected (Term 3)<br>Y4 Exceeding (Term 2) | 3b                  | 1. Goal! (imaginative – narrative)<br>2. The Long Walk (informative – factual recount)<br>3. The Smith Street solution (persuasive – email)<br>4. How to make a goldfish grin (informative – explanation)<br>5. Zombie worms (imaginative – narrative) | Understanding words, finding information, identifying the main idea, sequencing, similarities and differences, predicting, concluding, summarising, inferring, cause and effect, fact or opinion, point of view and purpose, pronoun reference | Word definitions, confused words, compound words, contractions, syllabification, synonyms, antonyms, homophones, homographs, suffixes (-ful, -ment)<br><b>Spelling:</b> soft 'g' sound, 'sh' sound e.g. 'professional', long 'i', 'e', 'o' | <b>Grammar:</b> verb tenses, noun and adjective groups, prepositions, adverbs, similes, conjunctions, relative pronouns, possessive determiners<br><b>Punctuation:</b> quoted speech, apostrophes, use of ellipsis  |
| <b>Crimson</b>  | Key Stage 2<br>Year 5<br>Y5 Working Towards (Term 3)<br>Y4 Expected (Term 3)<br>Y4 Exceeding (Term 2) | 3b                  | 1. Secret friend (imaginative – narrative)<br>2. The smiling sea creature (informative – report)<br>3. The fight for junk food (persuasive – exposition)<br>4. The temples of Bali (informative – report)<br>5. River horse (imaginative – narrative)  | Understanding words, finding information, identifying the main idea, sequencing, similarities and differences, predicting, concluding, summarising, inferring, cause and effect, fact or opinion, point of view and purpose, pronoun reference | Word definitions, confused words, compound words, contractions, syllabification, synonyms, antonyms, homophones, homographs<br><b>Spelling:</b> hard and soft 'c', soft 'g', doubling consonants   | <b>Grammar:</b> verb tenses, noun groups, adjectives, prepositions, adverbs, similes, conjunctions, pronouns, determiners<br><b>Punctuation:</b> quoted speech, apostrophes, use of ellipsis  |
| <b>Lavender</b> | Key Stage 2<br>Year 5<br>Y5 Working Towards (Term 3)<br>Y5 Expected (Term 1)<br>Y4 Exceeding (Term 3) | 3b                  | 1. A deadly dentist (imaginative – horror)<br>2. The power of sleep (informative – report)<br>3. Bear-ing the truth (persuasive – exposition)<br>4. What is a dwarf planet? (informative – report)<br>5. Two left feet (imaginative – humour)          | Understanding words, finding information, identifying the main idea, sequencing, similarities and differences, predicting, concluding, summarising, inferring, cause and effect, fact or opinion, point of view and purpose, pronoun reference | Word and phrase definitions, confused words, compound words, contractions, prefixes, syllabification, synonyms, antonyms, homophones, homographs<br><b>Spelling:</b> split vowel digraphs, word and sentence corrections                   | <b>Grammar:</b> verb tenses, noun groups, comparative and superlative adjectives (regular and irregular), prepositions, adverbs, similes, conjunctions, relative pronouns, possessive determiners, hyperbole<br><b>Punctuation:</b> apostrophes for possession, commas in lists, capitalisation, ellipsis |

## Literacy Box 2

|               | <b>NC Year Group</b>  | <b>Former Level</b> | <b>Title of Card and Genre</b>   | <b>Comprehension Strategies</b>  | <b>All about Words (card content)</b>   | <b>Grammar and Punctuation (card content)</b>   |
|---------------|---|---------------------|--|--|---|---|
| <b>Teal</b>   | Key Stage 2<br>Year 5<br>Y6 Working Towards (Term 1)<br>Y5 Expected (Term 1)<br>Y4 Exceeding (Term 3) | 3a                  | 1. Katholm (imaginative – folk tale)<br>2. Zzzz.... Why do we dream? (informative – explanation)<br>3. Travelling to Tasmania (persuasive – letter)<br>4. If I could fly (imaginative – poem)<br>5. Bad dog (imaginative – narrative)            | Understanding words, finding information, identifying the main idea, sequencing, similarities and differences, predicting, concluding, summarising, inferring, cause and effect, fact or opinion, point of view and purpose, pronoun reference | Word and phrase definitions, word precision, confused words, compound words, apostrophes in contractions, prefixes, syllabification, synonyms, antonyms, homophones<br><b>Spelling:</b> long vowels 'a', 'i' and 'u', plurals | <b>Grammar:</b> verb tenses, noun groups, comparative and superlative adjectives, prepositions, adverbs, adverbials, conjunctions, relative pronouns, possessive determiners, similes<br><b>Punctuation:</b> apostrophes for possession, commas for extra information, capitalisation |
| <b>Indigo</b> | Key Stage 2<br>Year 5<br>Y6 Working Towards (Term 1)<br>Y5 Expected (Term 1)<br>Y4 Exceeding (Term 3) | 3a                  | 1. Trail of destruction (imaginative – narrative)<br>2. The lost city of stone (informative – report)<br>3. Money matters (persuasive – exposition)<br>4. Disappeared (imaginative – horror)<br>5. The trigger (imaginative – narrative)         | Understanding words, finding information, identifying the main idea, sequencing, similarities and differences, predicting, concluding, summarising, inferring, cause and effect, fact or opinion, point of view and purpose, pronoun reference | Word and phrase definitions, idioms, word precision, confused words, compound words, contractions, prefixes, syllabification, synonyms, antonyms, homophones<br><b>Spelling:</b> soft 'c', plurals                            | <b>Grammar:</b> verb tenses, noun groups, hyphenated adjectives, confused words, prepositions, adverbs, conjunctions, similes<br><b>Punctuation:</b> apostrophes for ownership, commas for extra information, capitalisation, ellipsis  |
| <b>Bronze</b> | Key Stage 2<br>Year 5<br>Y6 Working Towards (Term 2)<br>Y5 Expected (Term 2)<br>Y5 Exceeding (Term 1) | 3a                  | 1. Wayamba (imaginative – folk tale)<br>2. Frozen stiff (imaginative – adventure)<br>3. Beauty and brains (persuasive – exposition)<br>4. The ballad of a sultana (imaginative – poem)<br>5. The Blue Planet Run (informative – factual recount) | Understanding words, finding information, identifying the main idea, sequencing, similarities and differences, predicting, concluding, summarising, inferring, cause and effect, fact or opinion, point of view and purpose, pronoun reference | Definitions, confused words, compound words, syllabification, synonyms, antonyms, homophones, homographs<br><b>Spelling:</b> correct spelling   | <b>Grammar:</b> verb tenses, verb subjects, noun groups, adjectives, confused words, determiners, prepositions, adverbs, conjunctions, similes<br><b>Punctuation:</b> quotation marks, apostrophes for possession, commas in phrases and lists, capitalisation                        |

***Predicted Card Colour to be Attained at the End of each Term***

| Year 2   | Year 3  | Year 4  | Year 5   | Year 6   |
|--|---|---|--|--|
| <b>Y2 Working Towards:</b><br>End of Term 2: Yellow (BOX 1)<br>End of Term 3: Orange (BOX 1)<br><br><b>Y2 Expected</b><br>End of Term 1: Yellow (BOX 1)<br>End of Term 2: Green (BOX 1)<br>End of Term 3: Black (BOX 1)<br><br><b>Y2 Exceeding:</b><br>End of Term 1: Green (BOX 1)<br>End of Term 2: Black (BOX 1)<br>End of Term 3: Pink (BOX 1) | <b>Y3 Working Towards:</b><br>End of Term 1: Brown (BOX 1)<br>End of Term 2: Grey (BOX 1)<br>End of Term 3: Mauve (BOX 1)<br><br><b>Yr 3 Expected:</b><br>End of Term 1: Pink (BOX 1)<br>End of Term 2: Silver (BOX 1)<br>End of Term 3: Peach (BOX 1)<br><br><b>Yr 3 Exceeding:</b><br>End of Term 1: Silver (BOX 1)<br>End of Term 2: Peach (BOX 2)<br>End of Term 3: Emerald (BOX 2) | <b>Y4 Working Towards:</b><br>End of Term 1: Gold (BOX 1)<br>End of Term 2: Jade (BOX 2)<br>End of Term 3: Violet (BOX 2)<br><br><b>Y4 Expected:</b><br>End of Term 1: Emerald (BOX 2)<br>End of Term 2: Salmon (BOX 2)<br>End of Term 3: Crimson (BOX 2)<br><br><b>Y4 Exceeding:</b><br>End of Term 1: Salmon (BOX 2)<br>End of Term 2: Crimson (BOX 2)<br>End of Term 3: Indigo (BOX 2) | <b>Y5 Working Towards:</b><br>End of Term 1: Salmon (BOX 2)<br>End of Term 2: Sapphire (BOX 2)<br>End of Term 3: Lavender (BOX 2)<br><br><b>Year 5 Expected:</b><br>End of Term 1: Indigo (BOX 2)<br>End of Term 2: Saffron (BOX 3)<br>End of Term 3: Khaki (BOX 3)<br><br><b>Year 5 Exceeding:</b><br>End of Term 1: Saffron (BOX 3)<br>End of Term 2: Khaki (BOX 3)<br>End of Term 3: Aquamarine (BOX 3) | <b>Y6 Working Towards:</b><br>End of Term 1: Indigo (BOX 2)<br>End of Term 2: Burgundy (BOX 3)<br>End of Term 3: Turquoise (BOX 3)<br><br><b>Y6 Expected:</b><br>End of Term 1: Aquamarine (BOX 3)<br>End of Term 2: Charcoal (BOX 3)<br>End of Term 3: Denim (BOX 3)<br><br><b>Y6 Exceeding:</b><br>End of Term 1: Coral (BOX 3)<br>End of Term 2: Denim (BOX 3)<br>End of Term 3: Rust (BOX 3) |

### Literacy Box Teachers Guide: Informal Assessment Review Pages

|                               | <b>Comprehension</b><br>(Activities extracted from the Prim-Ed series:<br>Teaching Comprehension Strategies)                             | <b>All about Words</b><br>(Activities extracted from the Prim-Ed series:<br>Proofreading and Editing Skills) | <b>Grammar and Punctuation</b><br>(Activities extracted from the Prim-Ed series:<br>Primary Grammar and Word Study)           |
|-------------------------------|--|--|---|
| <b>Year 2 Working Towards</b> | <i>Activity Title:</i> Understanding words – ‘The farm trip’ and ‘Teeth for Tex Rex’<br><i>TGI:</i> pp152–157                            | <i>Activity Title:</i> Floating eggs<br><i>TGI:</i> pp136–137  | <i>Activity Title:</i> Capital letters<br><i>TGI:</i> pp208–209<br><i>Activity Title:</i> Full stops<br><i>TGI:</i> pp212–213 |
| <b>Year 2 Expected</b>        | <i>Activity Title:</i> Finding information – ‘Teddy bears’ and ‘Fruit roll’<br><i>TGI:</i> pp158–163                                     | <i>Activity Title:</i> Amy’s dance report<br><i>TGI:</i> pp138–139   | <i>Activity Title:</i> Nouns<br><i>TGI:</i> pp202–203<br><i>Activity Title:</i> Verbs<br><i>TGI:</i> pp204–205                |
| <b>Year 2 Exceeding</b>       | <i>Activity Title:</i> Identifying the main idea – ‘Tree house’ and ‘My favourite top’<br><i>TGI:</i> pp164–169                          | <i>Activity Title:</i> The story of digestion<br><i>TGI:</i> pp140–141                                       | <i>Activity Title:</i> Commas<br><i>TGI:</i> pp210–211  |
|                               | <b>Comprehension</b><br>(Activities extracted from the Prim-Ed series:<br>Teaching Comprehension Strategies)                             | <b>All about Words</b><br>(Activities extracted from the Prim-Ed series:<br>Proofreading and Editing Skills) | <b>Grammar and Punctuation</b><br>(Activities extracted from the Prim-Ed series:<br>Primary Grammar and Word Study)           |
| <b>Year 3 Working Towards</b> | <i>Activity Title:</i> Sequencing – ‘A clean weekend’ and ‘Draw a self-portrait’<br><i>TGI:</i> pp178–183                                | <i>Activity Title:</i> The adventures of Adam Ant<br><i>TGI:</i> pp146–147                                   | <i>Activity Title:</i> Adjectives<br><i>TGI:</i> pp216–217<br><i>Activity Title:</i> Adverbs<br><i>TGI:</i> pp218–219         |
| <b>Year 3 Expected</b>        | <i>Activity Title:</i> Finding similarities and differences – ‘Paige’s farmyard of pets’ and ‘Public transport’<br><i>TGI:</i> pp184–189 | <i>Activity Title:</i> TV fun<br><i>TGI:</i> pp144–145   | <i>Activity Title:</i> Pronouns<br><i>TGI:</i> pp220–221<br><i>Activity Title:</i> Plurals<br><i>TGI:</i> pp222–223           |
| <b>Year 3 Exceeding</b>       | <i>Activity Title:</i> Predicting – ‘Working with Papa’ and ‘Robber Ron’<br><i>TGI:</i> pp190–195  | <i>Activity Title:</i> The frog prince<br><i>TGI:</i> pp142–143  | <i>Activity Title:</i> Commas<br><i>TGI:</i> pp224–225  |

## Literacy Box Teachers Guide: Informal Assessment Review Pages

|                               | <b>Comprehension</b><br><i>(Activities extracted from the Prim-Ed series:<br/>Teaching Comprehension Strategies)</i>  | <b>All about Words</b><br><i>(Activities extracted from the Prim-Ed series:<br/>Proofreading and Editing Skills)</i>           | <b>Grammar and Punctuation</b><br><i>(Activities extracted from the Prim-Ed series:<br/>Primary Grammar and Word Study)</i>  |
|-------------------------------|---|--|--|
| <b>Year 4 Working Towards</b> | <i>Activity Title:</i> Concluding – ‘The Taj Mahal’ and ‘The world’s most boring game’<br><i>TG2:</i> pp152–157   | <i>Activity Title:</i> Fish for classroom pets<br><i>TG2:</i> pp138–139  | <i>Activity Title:</i> Nouns<br><i>TG2:</i> pp202–203<br><i>Activity Title:</i> Verbs<br><i>TG2:</i> pp204–205   |
| <b>Year 4 Expected</b>        | <i>Activity Title:</i> Summarising – ‘Marie Antoinette’ and ‘Whale sharks’<br><i>TG2:</i> pp158–163<br><i>Activity Title:</i> Inferring – ‘Stuck in the sand’ and ‘Favourite sports’<br><i>TG2:</i> pp164–169 | <i>Activity Title:</i> My pop<br><i>TG2:</i> pp144–145<br><i>Activity Title:</i> The wind and the sun<br><i>TG2:</i> pp136–137 | <i>Activity Title:</i> Prefixes<br><i>TG2:</i> pp208–209<br><i>Activity Title:</i> Apostrophes<br><i>TG2:</i> pp210–211<br><i>Activity Title:</i> Determiners<br><i>TG2:</i> pp212–213 |
| <b>Year 4 Exceeding</b>       | <i>Activity Title:</i> Cause and effect – ‘How to conserve water’ and ‘Changing matter’<br><i>TG2:</i> pp178–183  | <i>Activity Title:</i> The storm<br><i>TG2:</i> pp146–147<br><i>Activity Title:</i> Wonderwings<br><i>TG2:</i> pp140–141       | <i>Activity Title:</i> Adjectives<br><i>TG2:</i> pp216–217<br><i>Activity Title:</i> Pronouns<br><i>TG2:</i> pp218–219<br><i>Activity Title:</i> Commas<br><i>TG2:</i> pp224–225       |
|                               | <b>Comprehension</b><br><i>(Activities extracted from the Prim-Ed series:<br/>Teaching Comprehension Strategies)</i>  | <b>All about Words</b><br><i>(Activities extracted from the Prim-Ed series:<br/>Proofreading and Editing Skills)</i>           | <b>Grammar and Punctuation</b><br><i>(Activities extracted from the Prim-Ed series:<br/>Primary Grammar and Word Study)</i>  |
| <b>Year 5 Working Towards</b> | <i>Activity Title:</i> Fact or opinion – ‘Redbacks vs Tigers’ and ‘Bonsai trees’<br><i>TG2:</i> pp184–189   | <i>Activity Title:</i> Volcanoes<br><i>TG2:</i> pp142–143  | <i>Activity Title:</i> Nouns<br><i>TG2:</i> pp202–203<br><i>Activity Title:</i> Verbs<br><i>TG2:</i> pp204–205<br><i>Activity Title:</i> Apostrophes<br><i>TG2:</i> pp210–211          |

### Literacy Box Teachers Guide: Informal Assessment Review Pages

|                               |  |   |  |
|-------------------------------|--|---|--|
| <b>Year 5 Expected</b>        | <p><i>Activity Title:</i> Point of view and purpose – ‘Kids in the kitchen’ and ‘Gifflands’<br/> <i>TG2:</i> pp190–195</p> <p><i>Activity Title:</i> Understanding words – ‘Jupiter’ and ‘Sunny days’<br/> <i>TG3:</i> pp164–169</p> | <p><i>Activity Title:</i> Dream catcher<br/> <i>TG3:</i> pp136–137</p>  | <p><i>Activity Title:</i> Adjectives<br/> <i>TG2:</i> pp216–217</p> <p><i>Activity Title:</i> Pronouns<br/> <i>TG2:</i> pp218–219</p> <p><i>Activity Title:</i> Commas<br/> <i>TG2:</i> pp224–225</p>  |
| <b>Year 5 Exceeding</b>       | <p><i>Activity Title:</i> Finding information – ‘The International Red Cross’ and ‘Ski surprise!’<br/> <i>TG3:</i> pp170–175</p>   | <p><i>Activity Title:</i> Roald Dahl<br/> <i>TG3:</i> pp142–143</p> <p><i>Activity Title:</i> Improve your freestyle swimming stroke<br/> <i>TG3:</i> pp144–145</p> | <p><i>Activity Title:</i> Nouns<br/> <i>TG3:</i> pp214–215</p> <p><i>Activity Title:</i> Adjectives<br/> <i>TG3:</i> pp216–217</p> <p><i>Activity Title:</i> Conjunctions<br/> <i>TG3:</i> pp218–219</p>                                       |
|                               | <p style="text-align: center;"><b>Comprehension</b><br/> <i>(Activities extracted from the Prim-Ed series:<br/> Teaching Comprehension Strategies)</i></p>   | <p style="text-align: center;"><b>All about Words</b><br/> <i>(Activities extracted from the Prim-Ed series:<br/> Proofreading and Editing Skills)</i></p>          | <p style="text-align: center;"><b>Grammar and Punctuation</b><br/> <i>(Activities extracted from the Prim-Ed series:<br/> Primary Grammar and Word Study)</i></p>  |
| <b>Year 6 Working Towards</b> | <p><i>Activity Title:</i> Identifying the main idea – ‘Cane toads in Australia’ and ‘Robin Hood – fact or fiction?’<br/> <i>TG3:</i> pp176–181</p>   | <p><i>Activity Title:</i> Windswept poem<br/> <i>TG3:</i> pp138–139</p> <p><i>Activity Title:</i> The ‘Titanic’ should be left alone<br/> <i>TG3:</i> pp140–141</p> | <p><i>Activity Title:</i> Commas<br/> <i>TG2:</i> pp224–225</p>  |
| <b>Year 6 Expected</b>        | <p><i>Activity Title:</i> Concluding – ‘The mystery of the Mary Celeste’ and ‘The castle tour’<br/> <i>TG3:</i> pp190–195</p>  | <p><i>Activity Title:</i> Chocolate<br/> <i>TG3:</i> pp150–151</p> <p><i>Activity Title:</i> The castle on the hill<br/> <i>TG3:</i> pp152–153</p>                  | <p><i>Activity Title:</i> Conjunctions<br/> <i>TG3:</i> pp218–219</p> <p><i>Activity Title:</i> Quotation marks<br/> <i>TG3:</i> pp222–223</p> <p><i>Activity Title:</i> Verbs<br/> <i>TG3:</i> pp228–229</p>                                  |
| <b>Year 6 Exceeding</b>       | <p><i>Activity Title:</i> Summarising – ‘Wolfgang Amadeus Mozart’ and ‘Reality TV’<br/> <i>TG3:</i> pp196–201</p> <p><i>Activity Title:</i> Inferring – ‘Ballet on a board’ and ‘To be sold by auction’<br/> <i>TG3:</i> 202–207</p> | <p><i>Activity Title:</i> Making a papier mache piggy bank<br/> <i>TG3:</i> pp156–157</p> <p><i>Activity Title:</i> The hothouse<br/> <i>TG3:</i> pp158–159</p>     | <p><i>Activity Title:</i> Adverbs<br/> <i>TG3:</i> pp230–231</p> <p><i>Activity Title:</i> Punctuation marks and capital letters<br/> <i>TG3:</i> pp236–237</p> <p><i>Activity Title:</i> Colons and semicolons<br/> <i>TG3:</i> pp238–239</p> |

# ALSO AVAILABLE

