

Box 3

Progression Guide

Prim-Ed
Publishing
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 screenshot shows a 'Pupil Tracking Sheet' with a header for 'Name' and a grid for recording progress. The grid has columns for 'Card 1', 'Card 2', 'Card 3', and 'Card 4'. The rows are color-coded and labeled: 'Language', 'Vocabulary', 'Grammar', 'Punctuation', 'Spelling', 'Reading', 'Writing', 'Thinking', 'Communication', 'Teamwork', 'Leadership', 'Problem Solving', 'Creativity', 'Innovation', 'Resilience', 'Perseverance', 'Determination', 'Commitment', 'Responsibility', 'Accountability', 'Integrity', 'Honesty', 'Transparency', 'Openness', 'Flexibility', 'Adaptability', 'Resilience', 'Perseverance', 'Determination', 'Commitment', 'Responsibility', 'Accountability', 'Integrity', 'Honesty', 'Transparency', 'Openness', 'Flexibility', 'Adaptability'.

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

The screenshot shows a 'Pupil Answer Recording Sheet' with a header for 'Name' and a grid for recording answers. The grid has columns for 'Question', 'Answer', and 'Mark'. The rows are labeled with question numbers from 1 to 20.

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 screenshot shows a 'Teacher Tracking Sheet' with a header for 'Teacher' and a grid for recording progress. The grid has columns for 'Date', 'Assessment', 'Progress', and 'Notes'. The rows are color-coded and labeled: 'Language', 'Vocabulary', 'Grammar', 'Punctuation', 'Spelling', 'Reading', 'Writing', 'Thinking', 'Communication', 'Teamwork', 'Leadership', 'Problem Solving', 'Creativity', 'Innovation', 'Resilience', 'Perseverance', 'Determination', 'Commitment', 'Responsibility', 'Accountability', 'Integrity', 'Honesty', 'Transparency', 'Openness', 'Flexibility', 'Adaptability'.

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 3

	NC Year Group	Former Level	Title of Card and Genre	Comprehension Strategies	All about Words (card content)	Grammar and Punctuation (card content)
Burgundy	Key Stage 2 Year 6 Y6 Working Towards (Term 2) Y5 Expected (Term 2) Y5 Exceeding (Term 1)	4c	1. Boss for a day (imaginative – recount) 2. Ode to the stinky skunk (informative – report) 3. Begin with breakfast! (persuasive – exposition) 4. Things happen in threes (imaginative – recount) 5. The discovery (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	Definitions, word categories, confused words, compound words, syllabification, synonyms, antonyms, homophones, homographs, alphabetical order Spelling: correct spelling, silent consonants, suffixes	Grammar: verb tenses, modal verbs, noun phrases, relative pronouns, adjectives, adjective phrases, confused words, quantifying determiners, prepositions, preposition phrases, adverbs, conjunctions, similes Punctuation: quotation marks for informal words, apostrophes for possession, commas in lists, capitalisation, ellipsis
Saffron	Key Stage 2 Year 6 Y6 Working Towards (Term 3) Y5 Expected (Term 2) Y5 Exceeding (Term 1)	4c	1. The monk and the pupil (imaginative – folk tale) 2. Bombing horror (imaginative – narrative) 3. Medieval v Modern (persuasive – discussion) 4. How to fix a puncture (informative – procedure) 5. An outdoor challenge (imaginative – 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, word categories, confused words, compound words, prefixes, suffixes, syllabification, synonyms, antonyms, homophones, homographs, alphabetical order, colloquial speech Spelling: correct spelling, silent consonants, suffixes	Grammar: verb tenses, modal verbs, noun phrases, relative pronouns, adjectives, adjective phrases, confused words, quantifying determiners, prepositions, preposition phrases, adverbs, adverbial phrases, conjunctions, similes Punctuation: direct speech, ellipsis
Turquoise	Key Stage 2 Year 6 Y6 Working Towards (Term 3) Y5 Expected (Term 3) Y5 Exceeding (Term 2)	4b	1. Greenland: A strange name for a land of ice (informative – report) 2. Split ends (imaginative – recount) 3. Buy a poppy to remember them! (persuasive – recount) 4. And the award goes to ... (informative – report) 5. Cupid and Psyche (imaginative – myth)	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, word categories, confused words, compound words, prefixes, suffixes, syllabification, synonyms, antonyms, homophones, homographs, alphabetical order, silent consonants, colloquial speech Spelling: rules for adding suffixes	Grammar: verb tenses, modal verbs, noun phrases, adjectives, comparatives and superlatives, adjective phrases, confused words, determiners, prepositions, preposition phrases, adverbs, adverbial phrases, conjunctions Punctuation: direct speech, ellipsis, hyphens

Literacy Box 3

	NC Year Group	Former Level	Title of Card and Genre	Comprehension Strategies	All about Words (card content)	Grammar and Punctuation (card content)
Copper	Key Stage 2 Year 6 Y5 Expected (Term 3) Y5 Exceeding (Term 2)	4b	1. Kaassassuk the orphan (imaginative – legend) 2. The turnspit dog (informative – report) 3. CRE – Chocolate Ready to Eat (persuasive – advertisement) 4. The pink ribbon (imaginative – narrative) 5. Factory in a garden (informative – report)	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, word categories, compound words, prefixes, suffixes, contractions, syllabification, synonyms, antonyms, homophones, homographs, alphabetical order Spelling: doubling consonants, words with 'f', 'j' and 'sh' sounds, rules for adding suffixes	Grammar: verb tenses, modal verbs, noun phrases, relative pronouns, adjectives, comparatives and superlatives, clauses, determiners, prepositions, preposition phrases, adverbs, adverbial phrases, conjunctions Punctuation: commas, capitalisation, apostrophes for possession
Khaki	Key Stage 2 Year 6 Y5 Expected (Term 3) Y5 Exceeding (Term 2)	4b	1. Frederick's Limericks (imaginative – limericks) 2. Delphi (informative – report) 3. Workbot 3000 (persuasive – exposition) 4. Lighting the night sky (informative – explanation) 5. Mystery of the missing hover racers (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	Definitions, word categories, word origins, compound words, prefixes, suffixes, contractions, syllabification, synonyms, antonyms, homophones, homographs, alphabetical order Spelling: rules for: doubling consonants, adding suffixes, words with sounds made with 's', 'c' and 'sc'	Grammar: verb tenses, modal verbs, noun phrases, relative pronouns, adjectives, comparatives and superlatives, clauses, identifying subject and predicate, determiners, prepositions, preposition phrases, adverbs, adverbials, conjunctions Punctuation: commas, capitalisation, apostrophes for possession, quotation marks for direct speech
Magenta	Key Stage 2 Year 6 Y6 Expected (Term 1) Y5 Exceeding (Term 3)	4b	1. Clever Claire (imaginative – poem) 2. The Dakar Rally (informative – report) 3. Vote for me for king of the world! (persuasive – poem) 4. The quest of Adrosis, the Adaro (imaginative – fantasy) 5. The old couple and the cherry tree (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	Definitions, word categories, word origins, compound words, confused words, prefixes, suffixes, contractions, syllabification, synonyms, antonyms, homophones, homographs, alphabetical order Spelling: letters represented by medial 'sh' sound, silent consonants, sounds representing 'ie' sound	Grammar: imperative verbs, adjectives, adverbs, nouns Spelling: confused words, misspelt words Vocabulary: enrichment – word definitions

Literacy Box 3

	NC Year Group	Former Level	Title of Card and Genre	Comprehension Strategies	All about Words (card content)	Grammar and Punctuation (card content)
Tan	Key Stage 2 Year 6 Y6 Expected (Term 1) Y5 Exceeding (Term 3)	4a	1. Romulus and Remus (imaginative – myth) 2. The outlaw in iron armour (informative – report) 3. The best author of the 21st century! (persuasive – exposition) 4. The Apple man (informative – biography) 5. The terror of Paris (informative – report)	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, word categories and meanings, compound words, silent consonants, prefixes, suffixes, contractions, syllabification, synonyms, antonyms, homophones, homographs, alphabetical order Spelling: correct spelling, medial 'sh'/'ch' sounds, soft 'c' and 'j', rules for adding suffixes '-ion' and '-ful'.	Grammar: noun phrases, relative pronouns, adjectives, comparatives and superlatives, verb tenses, clauses, possessive determiners, prepositions, preposition phrases, adverbs, adverbials, idioms, alliteration, conjunctions Punctuation: commas to separate phrases and clauses, capitalisation, apostrophes for possession, hyphens, ellipsis
Aquamarine	Key Stage 2 Year 6 Y6 Expected (Term 1) Y5 Exceeding (Term 3)	4a	1. Love triangle in cyberspace (imaginative – science fiction) 2. Worst case scenario (imaginative – narrative) 3. First day of school: Best or worst? (persuasive – discussion) 4. The great outdoorsman (imaginative – recount) 5. 1000 paper cranes (informative – report)	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, word categories, compound words, confused words, prefixes, syllabification, synonyms, antonyms, homophones, alphabetical order Spelling: correct spelling, medial 'sh' sounds, hard 'c' rules for adding suffixes to root words	Grammar: noun phrases, adjective phrases, verb tenses, auxiliary and modal verbs, determiners, preposition phrases, adverb classification, adverbials, conjunctions Punctuation: quotes for direct speech, commas in clauses, dashes, ellipsis
Ruby	Key Stage 2 Year 6 Y6 Expected (Term 2) Y6 Exceeding (Term 1)	4a	1. Operation Bamboozle (imaginative – recount) 2. Sapphire Island (imaginative – adventure) 3. A pioneering proposal (persuasive – exposition) 4. Buyer's remorse (imaginative – mystery) 5. Gross body parts (informative – report)	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, word categories, compound words, syllabification, silent consonants, contractions, synonyms, antonyms, homographs, alphabetical order Spelling: correct spelling, medial 'ch' sound, hard 'c', rules for adding suffixes to root words, rules for plurals	Grammar: noun phrases, adjective phrases, verb tenses, auxiliary and modal verbs, determiners, preposition phrases, adverb classification, adverbials, conjunctions Punctuation: quotes for direct speech, commas in clauses

Literacy Box 3

	NC Year Group	Former Level	Title of Card and Genre	Comprehension Strategies	All about Words (card content)	Grammar and Punctuation (card content)
Charcoal	Key Stage 2 Year 6 Y6 Expected (Term 2) Y6 Exceeding (Term 1)	5c	1. The four dragons (imaginative – folk tale) 2. Secret identity (informative – narrative) 3. An attitude of gratitude (persuasive – exposition) 4. Someone's got to do it! (imaginative – science fiction) 5. Lest we forget (informative – report)	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 categories and meanings, compound words, syllabification, synonyms, antonyms, homophones, homographs, alphabetical order Spelling: correct spelling, medial 'sh' sound, 'f' consonant sound, soft and hard 'c', rules for plurals	Grammar: word origins and phrase meanings, abstract and compound nouns, relative pronouns, verb tenses, auxiliary and modal verbs, participles as adjectives and nouns, determiners, preposition phrases, adverbials, conjunctions, homographs Punctuation: quotes for direct speech, colons, ellipsis
Coral	Key Stage 2 Year 6 Y6 Expected (Term 2) Y6 Exceeding (Term 1)	5b	1. Escape from Valera (imaginative – science fiction) 2. Go! Go! Go-Kart (informative – procedure) 3. Impressions Dance Studio (persuasive – advertisement) 4. Race to the top (informative – description) 5. The Death Railway (informative – report)	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 categories and origins, compound words, silent consonants, prefixes and suffixes, syllabification, synonyms, antonyms, homographs, alphabetical order Spelling: correct spellings, adding prefixes, suffixes and plurals	Grammar: word origins and phrase meanings, abstract and compound nouns, unstated pronouns, verb groups, auxiliary and modal verbs, participles as adjectives and nouns, determiners, preposition phrases, adverbials of time, main and dependent clauses, subordinating conjunctions, homographs Punctuation: hyphens in words
Maroon	Key Stage 2 Year 6 Key Stage 3 Year 7 Y6 Expected (Term 3) Y6 Exceeding (Term 2)	5b	1. Jessica Watson: An epic journey (informative – report) 2. The three riddles (imaginative – fairy tale) 3. Think before you ink! (informative – discussion) 4. Nellie Bly: Investigative reporter (informative – biography) 5. The legend of the Hand of Glory (imaginative – legend)	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 categories, compound words, confused words, silent 'p', prefixes and suffixes, syllabification, synonyms, antonyms, alphabetical order Spelling: correct spellings, doubling consonants, adding suffixes, forming adjectives from nouns	Grammar: noun groups, relative pronouns, irregular comparatives, verb groups, auxiliary verbs and tense, confused words, quantifying and demonstrative determiners, preposition phrases, adverbials, conjunctions Punctuation: quote marks for informal speech, dashes

Literacy Box 3

	NC Year Group	Former Level	Title of Card and Genre	Comprehension Strategies	All about Words (card content)	Grammar and Punctuation (card content)
Denim	Key Stage 2 Year 6 Key Stage 3 Year 7 Y6 Expected (Term 3) Y6 Exceeding (Term 2)	5b	1. A school in Kenya (informative – newspaper) 2. Sizzling solar flares (informative – report) 3. An Advent letter to the editor (persuasive – letter to the editor) 4. The power of the white snake (imaginative – fairy tale) 5. Space elevators? (informative – report)	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 categories, compound words, confused words, prefixes and suffixes, syllabification, synonyms, antonyms, alphabetical order Spelling: correct spellings, suffixes, soft 'g' sound – g/j	Grammar: noun groups, abstract nouns, definitions, relative pronouns, adjectives, verb groups, verb subject, modal verbs, main and independent clauses, subordinate clauses, determiners, preposition phrases, adverbials, conjunctions, idioms Punctuation: quote marks, dashes, semicolons
Fuchsia	Key Stage 2 Year 6 Key Stage 3 Year 7 Y6 Exceeding (Term 3)	5b	1. Satisfying sushi! (informative – report) 2. Ashoka: Unifier of India (informative – biography) 3. Before Harry Potter and Twilight (persuasive – book review) 4. Nure-Onna (imaginative – horror) 5. Rap it out for Jay Z (informative – biography)	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, word categories, word origins, compound words, prefixes and suffixes, syllabification, synonyms, antonyms, alphabetical order Spelling: correct spellings, adding suffixes, plurals	Grammar: noun groups, abstract nouns, preposition phrases as adjectives, adjective phrases, verb groups, verb subject and object, modal verbs, subordinate clauses, determiners, preposition phrases, adverbials, conjunctions, idioms Punctuation: quote marks to introduce terms, dashes instead of brackets
Rust	Key Stage 2 Year 6 Key Stage 3 Year 7/8 Y6 Exceeding (Term 3)	5a	1. Hatshepsut: The woman who was king (informative – report) 2. Restoring the gift of sight (informative – eulogy) 3. Texting gets the thumbs down (persuasive – exposition) 4. The ancient Maya (informative – description) 5. Urban legends (informative – explanation)	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 categories, word origins, prefixes, syllabification, synonyms, antonyms, homographs, colloquialisms, alphabetical order Spelling: correct spellings, adding suffixes, plurals, forming adverbs from adjectives	Grammar: noun groups, adjective phrases, non-finite verbs as adjectives, comparative and superlative adjectives, finite and non-finite verbs, expressive verbs, subordinate clauses, determiners, preposition phrases, adverbials, subordinating conjunctions Punctuation: quote marks for informal words, semicolons, italics for titles and names

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

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

Literacy Box Teachers Guide: Informal Assessment Review Pages

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

Literacy Box Teachers Guide: Informal Assessment Review Pages

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

Literacy Box Teachers Guide: Informal Assessment Review Pages

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

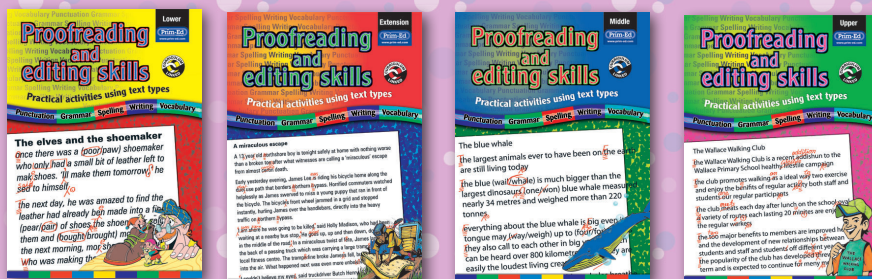
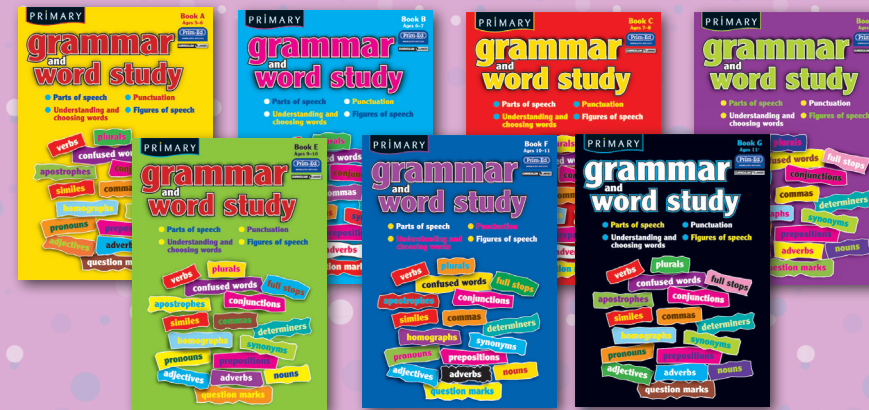
ALSO AVAILABLE

Prim-Ed
Publishing

www.prim-ed.com

Our lesson plans ○ Your classroom

Teachers Inspiring Teachers



Prim-Ed Publishing Ltd
Unit 2A, Block E
Waterford Road Business Park
New Ross, Co. Wexford
Y34 NC82, Ireland

Tel: +353 51 440075
Fax: +353 51 422982
Email: sales@prim-ed.com
Website: www.prim-ed.com