

# THE LITERACY BOX

# Box 1 Progression Guide

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## 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* provides children with an overview of their linear 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 *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 1

|               | <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>Red</b>    | Key Stage 1<br>Year 2<br>Y2 Working Towards (Term 2)<br>Y2 Expected (Term 1)                          | 2c                  | <ol style="list-style-type: none"> <li>1. The dream dragon (imaginative – fantasy)</li> <li>2. Quick! Hide! (imaginative – recount)</li> <li>3. Little Blue Jacket (imaginative – fairy tale)</li> <li>4. The cat in the hat (persuasive – book review)</li> <li>5. What covers you? (informative – report)</li> </ol>  | Understanding words, finding information, main idea, sequencing, similarities/differences, predicting, concluding, inferring, cause and effect, point of view/purpose, pronoun/noun reference | Word meanings, rhyming words, homophones, consonant blends, long vowels 'a' and 'e' | <p><b>Grammar:</b> nouns, proper nouns, verbs, adjectives</p> <p><b>Punctuation:</b> full stops, commas, question marks, exclamation marks, capital letters</p> |
| <b>Yellow</b> | Key Stage 1<br>Year 2<br>Y2 Working Towards (Term 2)<br>Y2 Expected (Term 1)                          | 2b                  | <ol style="list-style-type: none"> <li>1. Catch that clown! (imaginative – humour)</li> <li>2. The ant and the grasshopper (informative – fable)</li> <li>3. The best rhyme (persuasive – poem)</li> <li>4. Cuddly koalas (informative – report)</li> <li>5. Talk to a pizza (informative – interview)</li> </ol>   | Understanding words, finding information, main idea, sequencing, similarities/differences, predicting, concluding, inferring, cause and effect, point of view/purpose, pronoun/noun reference | Word meanings, rhyming words, homophones, consonant blends, long vowels 'a' and 'e' | <p><b>Grammar:</b> nouns, proper nouns, verbs, adjectives</p> <p><b>Punctuation:</b> full stops, commas, question marks, exclamation marks, capital letters</p> |
| <b>Blue</b>   | Key Stage 1<br>Year 2<br>Y2 Working Towards (Term 3)<br>Y2 Expected (Term 2)<br>Y2 Exceeding (Term 1) | 2b                  | <ol style="list-style-type: none"> <li>1. Real ninjas (informative – report)</li> <li>2. How the coconut came to Burma (imaginative – folk tale)</li> <li>3. Stacey met a spider and Timmy met a termite (imaginative – poem)</li> <li>4. Bubbles! Bubbles! Bubbles! (persuasive – exposition)</li> <li>5. Flash! Zap! (informative – explanation)</li> </ol> | Understanding words, finding information, main idea, sequencing, similarities/differences, predicting, concluding, inferring, cause and effect, point of view/purpose, pronoun/noun reference | Word meanings, rhyming words, final consonants, medial vowels, correct spellings    | <p><b>Grammar:</b> nouns, proper nouns, verbs, adjectives</p> <p><b>Punctuation:</b> full stops, commas, question marks, exclamation marks, capital letters</p> |

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|---------------|--|---------------------|--|---|---|--|
| <b>Orange</b> | Key Stage 1<br>Year 2<br>Y2 Working<br>Towards (Term 3)<br>Y2 Expected<br>(Term 2)<br>Y2 Exceeding<br>(Term 1) | 2b                  | 1. In the garden (imaginative – adventure)<br>2. Fun Parks (informative – report)<br>3. Stormy days are the best (persuasive – exposition)<br>4. The painting (imaginative – narrative)<br>5. Roses, roses, roses (informative – poem)                         | Understanding words, finding information, main idea, sequencing, similarities/differences, predicting, concluding, inferring, cause and effect, point of view/purpose, pronoun/noun reference | Synonyms, antonyms, syllabification, compound words, alphabetical order, silent letters   | <b>Grammar:</b> nouns, adjectives, verbs, verb tenses, conjunctions<br><b>Punctuation:</b> full stops, commas, question marks, exclamation marks   |
| <b>Green</b>  | Key Stage 1<br>Year 2<br>Y3 Working<br>Towards (Term 1)<br>Y2 Expected<br>(Term 2)<br>Y2 Exceeding<br>(Term 1) | 2b                  | 1. Cooking with Dad (imaginative – recount)<br>2. Interesting inchworms (informative – report)<br>3. Red, red is far ahead! (persuasive – exposition)<br>4. Snow day (imaginative – narrative)<br>5. Speedy balloon rocket (informative – procedure)           | Understanding words, finding information, main idea, sequencing, similarities/differences, predicting, concluding, inferring, cause and effect, point of view/purpose, pronoun/noun reference | Synonyms, antonyms, definitions, syllabification, compound words, long 'o' and 'u'  | <b>Grammar:</b> adjectives, conjunctions, nouns, verbs<br><b>Punctuation:</b> full stops, commas, exclamation marks, commas in lists, contractions |
| <b>Purple</b> | Key Stage 1<br>Year 2<br>Y3 Working<br>Towards (Term 1)<br>Y2 Expected<br>(Term 3)<br>Y2 Exceeding<br>(Term 2) | 2b                  | 1. The sea creature with eight arms (informative – report)<br>2. Whale of a tale (imaginative – narrative)<br>3. City life is the winner (persuasive – exposition)<br>4. A cat's life (imaginative – recount)<br>5. Sweet as honey (informative – explanation) | Understanding words, finding information, main idea, sequencing, predicting, concluding, inferring, cause and effect, point of view/purpose, pronoun/noun reference                           | Synonyms, antonyms, definitions, syllabification, compound words, alphabetical order<br><b>Spelling:</b> '-ing', 'ow', long 'e' | <b>Grammar:</b> nouns, adjectives, verb identification, conjunctions<br><b>Punctuation:</b> capitalisation, full stops, question marks             |

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|--------------|--|---------------------|--|---|---|--|
| <b>Brown</b> | Key Stage 1 Year 2<br>Y3 Working Towards (Term 1)<br>Y2 Expected (Term 3)<br>Y2 Exceeding (Term 2) | 2a                  | 1. When I grow up (imaginative – narrative)<br>2. Magic milk (informative – procedure)<br>3. Dentists are fun (persuasive – exposition)<br>4. Underwater adventure (imaginative – adventure)<br>5. How do we hear? (informative – explanation)                       | Understanding words, finding information, main idea, sequencing, predicting, concluding, inferring, cause and effect, fact or opinion, point of view/purpose, pronoun/noun reference  | Synonyms, antonyms, definitions, syllabification, compound words, alphabetical order<br><br><b>Correct spelling:</b> short 'i', 'oo' 'ou'/'ow'                          | <b>Grammar:</b> nouns, pronouns, adjectives, adverbs, verbs (identification and tense)   |
| <b>Black</b> | Key Stage 1 Year 2<br>Y3 Working Towards (Term 2)<br>Y2 Expected (Term 3)<br>Y2 Exceeding (Term 2) | 2a                  | 1. Tidy mice (imaginative – narrative)<br>2. Super sea cows (informative – report)<br>3. Fruit or vegetable? (persuasive – exposition)<br>4. The classroom pet (imaginative – recount)<br>5. The Gobi Desert (informative – report)                                  | Understanding words, finding information, main idea, sequencing, similarities/differences, predicting, concluding, summarising, inferring, cause and effect, fact or opinion, point of view/purpose, pronoun/noun reference     | Synonyms, antonyms, definitions, syllabification, compound words, word categories, rhyming words, alphabetical order<br><br><b>Correct spelling:</b> long 'i', long 'e' | <b>Grammar:</b> nouns, adjectives, adverbs, verbs (identification and tense)<br><br><b>Punctuation:</b> full stops, exclamation marks, question marks, commas in lists                       |
| <b>Lime</b>  | Key Stage 2 Year 3<br>Y3 Working Towards (Term 2)<br>Y3 Expected (Term 1)<br>Y2 Exceeding (Term 3) | 2a                  | 1. A prickly plant (informative – explanation)<br>2. The Toyshop (imaginative – adventure)<br>3. All trolls are not mean! (persuasive – exposition)<br>4. International space bug (imaginative – science fiction)<br>5. Puzzling pencils (informative – explanation) | Understanding words, finding information, main idea, sequencing, similarities and differences, predicting, concluding, summarising, inferring, cause and effect, fact or opinion, point of view/purpose, pronoun/noun reference | Synonyms, antonyms, definitions, syllabification, compound words, word categories<br><br><b>Correct spelling:</b> long 'a', 'i' and 'o'                                 | <b>Grammar:</b> nouns, adjectives, adverbs, verbs, conjunctions<br><br><b>Punctuation:</b> full stops, exclamation marks, question marks, commas in lists, quotation marks for direct speech |

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|--------------|---|---------------------|---|---|--|---|
| <b>Grey</b>  | Key Stage 2<br>Year 3<br>Y3 Working Towards (Term 2)<br>Y3 Expected (Term 1)<br>Y2 Exceeding (Term 3) | 2a                  | 1. Lightening tights (imaginative – adventure)<br>2. How monkeys got their red bottoms (informative – folk tale)<br>3. Fuzzbucket (persuasive – letter)<br>4. The happiest girl (imaginative – narrative)<br>5. How to make a pinball machine (informative – procedure) | Understanding words, finding information, main idea, sequencing, similarities and differences, predicting, concluding, summarising, inferring, cause and effect, fact or opinion, point of view/purpose, pronoun/noun reference | Synonyms, antonyms, definitions, syllabification, compound words, word ‘confusions’<br><br><b>Correct spelling:</b> long ‘e’, ‘-ing’, ‘ea’ making long ‘e’ sound, ‘-ff’, ‘-st’ | <b>Grammar:</b> nouns, pronouns, adjectives, adverbs, verbs (identification and tense), conjunctions, prepositions<br><br><b>Punctuation:</b> question marks, exclamation marks, capitalisation |
| <b>Pink</b>  | Key Stage 2<br>Year 3<br>Y3 Working Towards (Term 3)<br>Y3 Expected (Term 1)<br>Y2 Exceeding (Term 3) | 2a                  | 1. The tunnel (imaginative – adventure)<br>2. The big hairy toe (imaginative – adventure)<br>3. Insects make the best pets (persuasive – exposition)<br>4. Interview with a fossil hunter (informative – interview)<br>5. Back in time (imaginative – supernatural)     | Understanding words, finding information, main idea, sequencing, similarities and differences, predicting, concluding, summarising, inferring, cause and effect, fact or opinion, point of view/purpose, pronoun/noun reference | Synonyms, antonyms, homophones, definitions, syllabification, compound words, word ‘confusions’<br><br><b>Correct spelling:</b> ‘ou’, ‘-ff’, ‘ea’, plurals                     | <b>Grammar:</b> nouns, pronouns, adjectives, adverbs, verbs (identification and tense), conjunctions, prepositions<br><br><b>Punctuation:</b> capitalisation                                    |
| <b>Lemon</b> | Key Stage 2<br>Year 3<br>Y3 Working Towards (Term 3)<br>Y3 Expected (Term 2)<br>Y3 Exceeding (Term 1) | 2a                  | 1. Sleepy Inn (imaginative – mystery)<br>2. Crash! (imaginative – recount)<br>3. Spiders are horrible! (persuasive – exposition)<br>4. Dogs at work (informative – report)<br>5. Slinkies (informative – explanation)   | Understanding words, finding information, main idea, sequencing, similarities and differences, predicting, concluding, summarising, inferring, cause and effect, fact or opinion, point of view/purpose, pronoun/noun reference | Synonyms, antonyms, homophones, definitions, syllabification, compound words, apostrophes for contractions<br><br><b>Correct spelling:</b> ‘sh’ sound as in ‘-tion’            | <b>Grammar:</b> nouns, pronouns, adjectives, adverbs, verbs (identification and tense), conjunctions, prepositions, similes<br><br><b>Punctuation:</b> question marks, capitalisation           |

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|---------------|---|---------------------|--|---|---|---|
| <b>Mauve</b>  | Key Stage 2<br>Year 3<br>Y3 Working Towards (Term 3)<br>Y3 Expected (Term 2)<br>Y3 Exceeding (Term 1) | 2a                  | 1. Finding Trouble (imaginative – mystery)<br>2. How to groom a horse (informative – explanation)<br>3. Get out and play! (persuasive – exposition)<br>4. The graceful giraffe (informative – report)<br>5. Around the world (imaginative – science fiction)                             | Understanding words, finding information, main idea, sequencing, similarities and differences, predicting, concluding, inferring, cause and effect, fact or opinion, point of view/purpose, pronoun/noun reference              | Synonyms, antonyms, homographs, definitions, syllabification, compound words, apostrophes for contractions<br><br><b>Correct spelling:</b> ‘-ing’, long ‘e’, ‘ea’ making long ‘e’ sound, silent letters   | <b>Grammar:</b> nouns, pronouns, adjectives, adverbs, verbs (identification and tense), conjunctions, prepositions, similes<br><br><b>Punctuation:</b> exclamation marks, capitalisation  |
| <b>Silver</b> | Key Stage 2<br>Year 3<br>Y4 Working Towards (Term 1)<br>Y3 Expected (Term 2)<br>Y3 Exceeding (Term 1) | 3c                  | 1. Evil MacSneevil (imaginative – narrative)<br>2. A very clever man (informative – biography)<br>3. Reading is not a chore (persuasive – exposition)<br>4. Memories in the attic (imaginative – narrative)<br>5. Mummy! (informative – explanation)                                     | Understanding words, finding information, main idea, sequencing, similarities and differences, predicting, concluding, summarising, inferring, cause and effect, fact or opinion, point of view/purpose, pronoun/noun reference | Synonyms, antonyms, homographs, definitions, syllabification, compound words, apostrophes for contractions, rhymes/poems<br><br><b>Correct spelling:</b> silent letters, ‘ch’/‘tch’, ‘-er’, long ‘o’, long ‘ie’   | <b>Grammar:</b> nouns, pronouns, comparatives, adjectives, adverbs, verbs (identification and tense), homophones, homographs, conjunctions, prepositions, similes<br><br><b>Punctuation:</b> capitalisation, exclamation marks                    |
| <b>Gold</b>   | Key Stage 2<br>Year 3<br>Y4 Working Towards (Term 1)<br>Y3 Expected (Term 3)<br>Y3 Exceeding (Term 2) | 3c                  | 1. The curse of the silver spoon (imaginative – narrative)<br>2. Madagascar (informative – report)<br>3. J is the best letter in the alphabet (persuasive – exposition)<br>4. The story of Gelert (imaginative – folk tale)<br>5. The cat and the big, fat rat (imaginative – narrative) | Understanding words, finding information, main idea, sequencing, similarities and differences, predicting, concluding, inferring, cause and effect, fact or opinion, point of view/purpose, pronoun/noun reference              | Word meanings, definitions, rhyming words, compound words, syllabification, antonyms, synonyms, homophones, homographs, prefixes, suffixes, similes, apostrophes for contractions<br><br><b>Spelling:</b> silent letters, long ‘e’, ‘i’, ‘o’, doubling consonants | <b>Grammar:</b> nouns, pronouns, comparative adjectives, adverbs, verbs (identification and tense), homophones, homographs, conjunctions, prepositions, similes<br><br><b>Punctuation:</b> capitalisation, commas, commas in lists, adding ‘-ing’ |

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

| Year 2  | Year 3  | Year 4  | Year 5   | Year 6   |
|---|---|---|--|--|
| <p><b>Y2 Working Towards:</b><br/>End of Term 2: Yellow (BOX 1)<br/>End of Term 3: Orange (BOX 1)</p> <p><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)</p> <p><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)</p> | <p><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)</p> <p><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)</p> <p><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)</p> | <p><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)</p> <p><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)</p> <p><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)</p> | <p><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)</p> <p><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)</p> <p><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)</p> | <p><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)</p> <p><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)</p> <p><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)</p> |



## 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 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><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 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  |

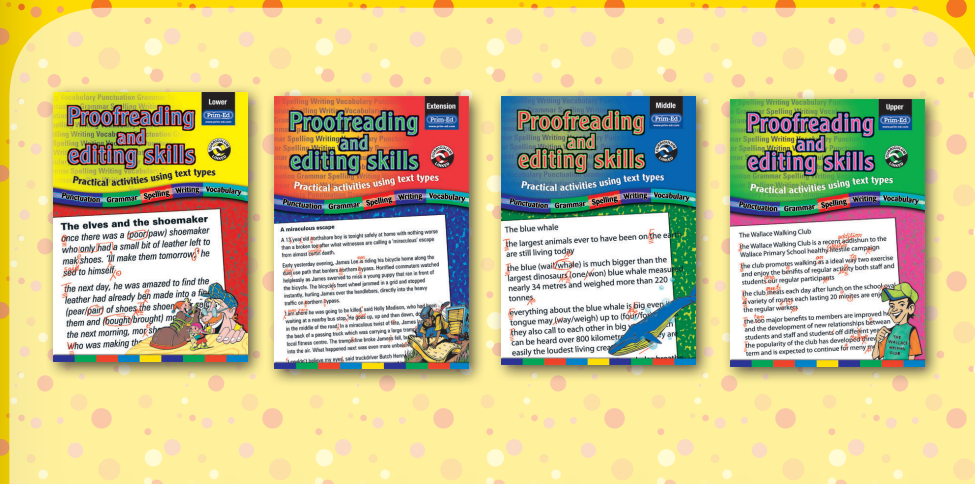
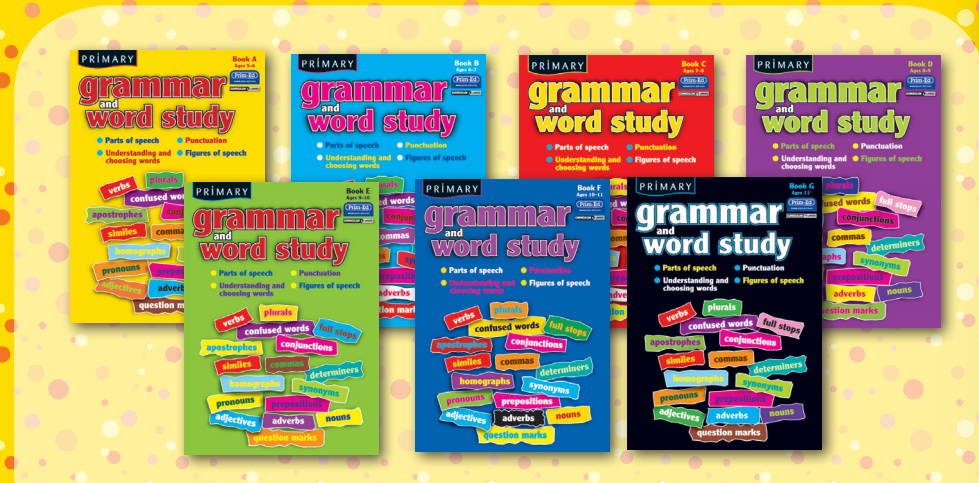
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|                               | <b>Comprehension</b><br><i>(Activities extracted from the Prim-Ed series:<br/>Teaching Comprehension Strategies)</i>  | <b>All about Words</b><br><i>(Activities extracted from the Prim-Ed series:<br/>Proofreading and 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>  |
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|-------------------------------|--|---|--|
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