

SAMPLE PACK

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THE ENGLISH SKILLS BOX

NEW
for 2019



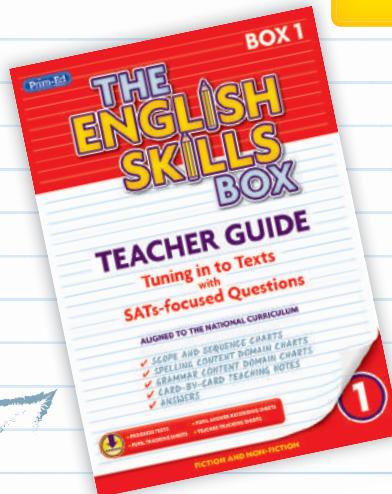
BOX 1-3

**Tuning in to Texts
with
SATs-focused Questions**

- ✓ RANGE OF TEXTS ✓ SPELLING
- ✓ COMPREHENSION ✓ GRAMMAR
- ✓ VOCABULARY ✓ PUNCTUATION

THE ENGLISH SKILLS BOX FEATURES:

- 75 graded question and answer cards
- Teacher Guide
- Progression tests
- Tracking sheets

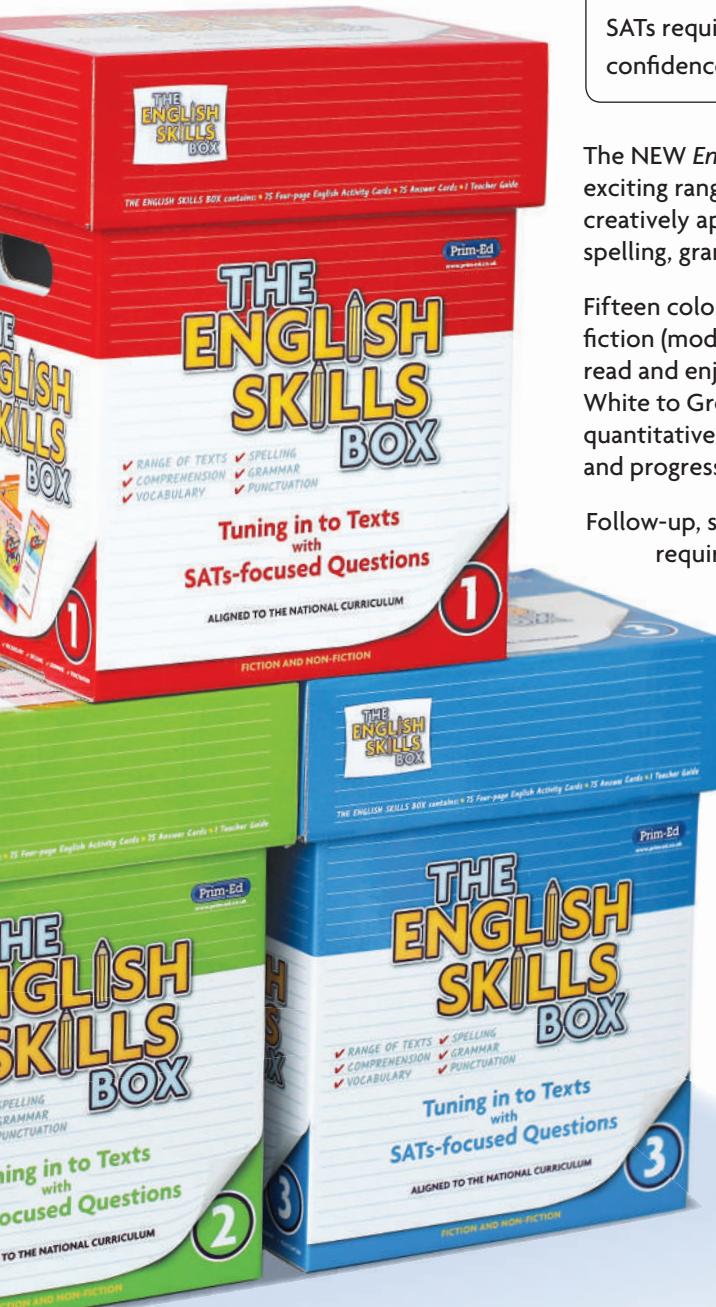


FICTION AND NON-FICTION

ALIGNED TO THE NATIONAL CURRICULUM

See inside

An Introduction to *The English Skills Box*



Each box has 75 graded reading texts to align with the national curriculum and SATs requirements of KS1, LKS2 and UKS2, with skill-focused activities to inspire confidence in learners.

The NEW *English Skills Boxes* 1–3 provide opportunities for pupils to read an exciting range of graded texts to support, match or challenge their needs and to creatively apply their skills and knowledge of English comprehension, vocabulary, spelling, grammar and punctuation.

Fifteen colour sets of five cards within each box provide a range of illustrated fiction (modern and classic), non-fiction, rhyme and poetry texts for children to read and enjoy. The texts are aligned to book bands: Box 1 Green to White, Box 2 White to Grey, and Box 3 Grey to Dark Red and beyond. The use of a qualitative and quantitative readability measure ensures greater reliability in text measurement and progression.

Follow-up, skills-focused activities link to the statutory English national curriculum requirements and the content domains for reading, spelling, punctuation and grammar, as featured in national tests (SATs). The number of activities gradually increases over the three boxes.

The careful grading and steady skills progression mean the cards may be used in whole-class teaching, small guided reading groups or independently by the pupils. They may be used in sequence or selected by the teacher to match identified needs. The cards have been written to increase in difficulty as children progress through the box. Cards within a colour set may be tackled in any order.

After every three card sets, pupils may take a progress test to review knowledge and skills met along the way. Each test covers reading comprehension, vocabulary, spelling, grammar and punctuation and has a maximum score of 20 marks. Tests are written in the style of national tests and are free to download from www.prim-ed.co.uk. The answers are available in the Teacher Guide.

The English Skills Boxes each contain:

- 75 cards in 15 colour sets of five cards;
- 75 child-friendly answer cards;
- a *Teacher Guide* with card-by-card notes and answers; and
- free, downloadable progress tracking resources from www.prim-ed.co.uk, including:
 - five progress tests;
 - tracking sheets for teachers; and
 - tracking sheets for pupils.

How to Use Each Card

Teacher-led Whole-class Work

Select a card for the class:

- by reading level;
- by skill content; or
- by topic.

Refer to the scope and sequence charts to make the selection.

Tune in to the text:

- share the text; and
- talk about the comprehension questions.

Focus on skills:

- talk about selected skill activities;
- model answers; and
- get children to answer orally and/or in writing.

Teacher-led Group Work

Select a card for the group:

- by reading level;
- by skill content; or
- by topic.

Refer to the scope and sequence charts to make the selection.

Tune in to the text:

- get children to read the text aloud; and
- talk about the comprehension questions.

Focus on skills:

- talk about selected skill activities;
- model answers; and
- get children to answer orally and/or in writing.

Teacher-led Independent Work

Children select a card. Teacher ensures they can:

- choose a card by colour and number;
- record and mark their answers;
- return the card in sequence; and
- request a progress test at the correct time.

Tune in to the text:

- read the text; and
- record answers to comprehension questions.

Focus on skills:

- record answers to each skill section.

Mark answers:

- self- or peer-mark using answer cards.

Select next card.

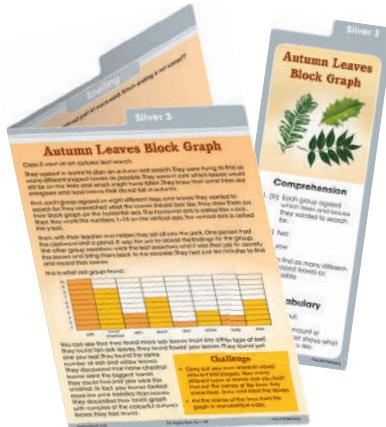


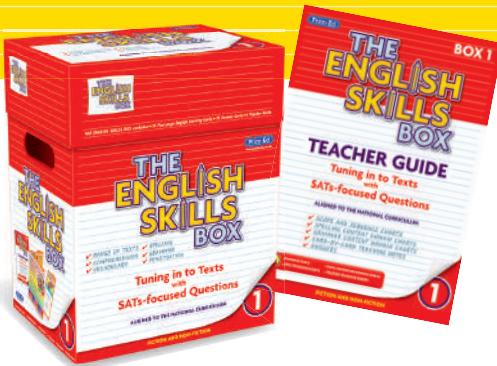
Progress Tracking:

- after three card sets, request a progress test; and
- use results to inform next card selections.

Progress Tracking:

- after three card sets, request a progress test; and
- use results to talk about progress.





Book Band Chart for Box 1

Year 1		Year 2	
The English Skills Box Colour Set	Book Band Guide	The English Skills Box Colour Set	Book Band Guide
Red Set	Working within Green	Purple Set	Working within Turquoise
Yellow Set	Working within Green	Brown Set	Working within Turquoise
Blue Set	Working within Orange	Black Set	Working within Purple
Orange Set	Working within Orange	Lime Set	Working within Purple
Green Set	Working within Turquoise	Grey Set	Working within Purple
		Pink Set	Working within Gold
		Lemon Set	Working within Gold
		Mauve Set	Working within Gold
		Silver Set	Working within White
		Gold Set	Working within White

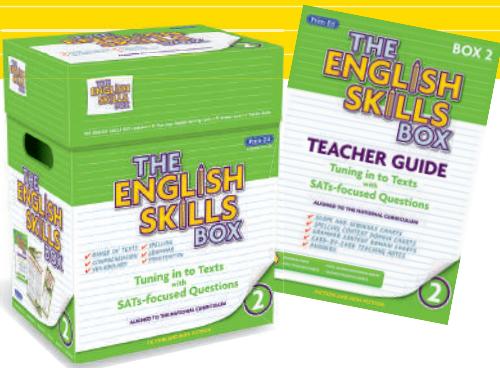
Sample Scope and Sequence Charts for Box 1

Year 1			Content Domain: Reading					Content Domain: Grammar, Punctuation and Spelling						
Card Colour and Number	Title	Text Type – Genre	1a Define/Explain	1b Retrieve	1c Summarise/Sequence	1d Infer	1e Predict	G1 Grammatical terms/Word classes	G2 Sentences	G3 Combining words, phrases and clauses	G4 Verb forms, tense and consistency	G5 Punctuation	G6 Vocabulary	Spelling
Red – 1	The Dream Dragon	Narrative	2	3	1			G1.1 Nouns G1.2 Verbs		G3.1 Sentences	G4.1a Simple past tense	G5.1 Capital letters G5.3 Question marks		S6, S8, S37

Year 2, Part 2			Content Domain: Reading					Content Domain: Grammar, Punctuation and Spelling						
Card Colour and Number	Title	Text Type – Genre	1a Define/Explain	1b Retrieve	1c Summarise/Sequence	1d Infer	1e Predict	G1 Grammatical terms/Word classes	G2 Sentences	G3 Combining words, phrases and clauses	G4 Verb forms, tense and consistency	G5 Punctuation	G6 Vocabulary	Spelling
Silver – 3	Autumn Leaf Block Graph	Recount	2	3	1			G1.7 Prepositions (Year 3)	G2.1 Statements	G3.4 Subordinating conjunctions		G5.1 Capital letters G5.2 Full stops G5.5 Commas in lists	G6.3 Suffixes	S16, S21, S24, S27, S31

Sample Spelling and Grammar Domains Chart for Box 1

Year 1 Grammar Domain Coverage	Red	R1	Red	R1	Silver	S3	Silver	S3
G1.1 Nouns	●		S1	The sounds /t/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck.		S14	The /dʒ/ sound spelt as -ge and -dge at the end of words, and sometimes spelt as g elsewhere in words before e, i, and y.	
G1.2 Verbs	●		S2	The r̄ sound spelt n before k.		S15	The /s/ sound spelt c before e, i, and y; e.g. peace, cell, spicy, cycle.	
G1.3 Adjectives			S3	-tch		S16	The /n/ sound spelt kn- and (less often) gn- at the beginning of words.	●
G1.6 Adverbs			S4	The /v/ sound at the end of words.		S17	The /r/ sound spelt wr at the beginning of words.	
G2.1 Statements			S5	Adding -s and -es to words (plural of nouns and the third-person singular of verbs).		S18	The /l/ or /el/ sound spelt -le at the end of words.	
G2.2 Questions			S6	Adding the endings -ing, -ed and -er to verbs, where no change is needed in the root word.	●	S19	The /l/ or /el/ sound spelt -el at the end of words.	
G2.3 Commands			S7	Adding -er and -est to adjectives, where no change is needed in the root word.		S20	The /l/ or /el/ sound spelt -al at the end of words.	
G2.4 Exclamations			S8	Vowel digraphs and trigraphs.	●	S21	Words ending in -il.	●
G3.1 Sentences	●		S9	Words ending in -y (/i:/ or /ɪ/).		S22	The /ai/ sound spelt -y at the end of words; e.g. try, my.	
G3.2 Noun phrases			S10	New consonant spellings ph and wh.		S23	Adding -es to nouns and verbs ending in -y; e.g. babies, skies.	
G3.3 Co-ordinating conjunctions			S11	Using k for the /k/ sound.		S24	Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.	●
G3.4 Subordinating conjunctions			S12	Compound words.		S25	Adding the endings -ing, -ed, -er and -y to words ending in -e with a consonant before it.	
G4.1a Simple past and present	●		S13	Days of the week.		S26	Adding -ing, -ed, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter.	
G4.1d Present and past progressive			S37	Common exception words.		S27	The /ɔ:/ sound spelt a before l and ll; e.g. all, call, talk, walk.	●
G4.2 Tense consistency						S28	The /ʌ/ sound spelt o; e.g. mother, front, oven.	
G5.1 Capital letters	●					S29	The /i:/ sound spelt ey; e.g. key, donkey.	
G5.2 Full stops						S30	The /b/ sound spelt a after w and qu; e.g. swamp, wander.	
G5.3 Question marks	●					S31	The /ɔ:/ sound spelt or after w; e.g. worm, word.	●
G5.4 Exclamation marks						S32	The /ɔ:/ sound spelt ar after w; e.g. warm, war.	
G5.5 Commas in lists						S33	The /ʒ/ sound spelt s. (These words often end in -sion); e.g. vision, collision, usual, casual.	
G5.8 Apostrophes						S34	The suffixes -ment, -ness, -ful, -less and -ly.	
G6.2 Prefixes						S35	Words ending in -tion; e.g. station, fraction, lotion.	
G6.3 Suffixes						S36	Homophones and near-homophones.	
						S37	Common exception words.	
							Year 3/4 Extention	



Book Band Chart for Box 2

Year 3		Year 4	
The English Skills Box Colour Set		Book Band Guide	
Scarlet Set	Working within White	Salmon Set	Working within Brown
Peach Set	Working within White	Lilac Set	Working within Brown
Jade Set	Working within Lime	Sapphire Set	Working within Brown
Apricot Set	Working within Lime	Crimson Set	Working within Brown
Emerald Set	Working within Lime	Lavender Set	Working within Brown
Violet Set	Working within Lime	Teal Set	Working within Grey
Olive Set	Working within Brown	Indigo Set	Working within Grey
		Bronze Set	Working within Grey

Sample Scope and Sequence Charts for Box 2

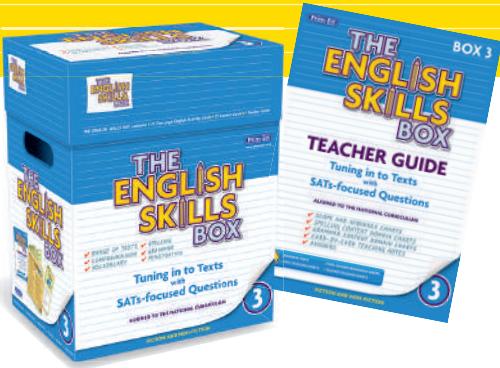
Year 3			Content Domain: Reading								Content Domain: Grammar, Punctuation and Spelling (R) indicates revision of an objective from a previous year.							
Card Colour and Number	Title	Text Type – Genre	2a Define	2b Retrieve	2c Summarise	2d Infer	2e Predict	2f Relate	2g Explore	2h Compare	G1 Grammatical terms/Word classes	G2 Sentences	G3 Combining words, phrases and clauses	G4 Verb forms, tense and consistency	G5 Punctuation	G6 Vocabulary	G7 Standard English and formality	Spelling
Violet – 1	The Egyptian Pyramid	Imaginative mystery	2	2	3				1		G1.6 Adverbs (R) G1.7 Prepositions G1.8 Determiners		G3.4 Subordinating clauses (R)	G4.1b Verbs in the perfect form	G5.7 Inverted commas G5.8 Apostrophes (R)		G7.1 Standard English	Word list, S38, S39, S42, S43, S46, S48, S51
Scarlet – 1	The Fox and the Crow	Fable	2	2	1	2	1				G1.2 Verbs G1.4 Conjunctions G1.5 Pronouns G1.6 Adverbs G1.8 Determiners	G2.4 Exclamations	G3.4 Subordinating conjunctions and clauses		G5.7 Inverted commas G5.8 Apostrophes for contracted forms	G6.3 Suffixes		Year 3/4 word list, S34(R), S42, S43, S46, S61

Sample Spelling and Grammar Domains Chart for Box 2

	Violet	Scarlet
	V1	S1
Year 3 – Grammar Domain Coverage		
G1.1 Nouns (R)		
G1.2 Verbs (R)		●
G1.3 Adjectives (R)		
G1.4 Conjunctions		●
G1.5 Pronouns		●
G1.6 Adverbs (R)	●	●
G1.7 Prepositions	●	
G1.8 Determiners	●	●
G1.9 Subject		
G2.1 Statements (R)		
G2.2 Questions (R)		
G2.3 Commands (R)		
G2.4 Exclamations (R)		●
G3.1 Sentences and clauses (R)		
G3.2 Noun phrases (R)		
G3.3 Co-ordinating conjunctions (R)		
G3.4 Subordinating conjunctions and clauses (R)	●	●
G4.1a Simple past and present (R)		
G4.1b Verbs in the perfect form	●	
G4.1d Present and past progressive (R)		
G4.2 Tense consistency (R)		
G5.1 Capital letters (R)		
G5.2 Full stops (R)		
G5.3 Question marks (R)		
G5.4 Exclamation marks (R)		
G5.5 Commas in lists (R)		
G5.7 Inverted commas	●	●
G5.8 Apostrophes for contracted forms (R)	●	●
G6.2 Prefixes (R)		
G6.3 Suffixes (R)		●
G6.4 Word families		
G7.1 Standard English	●	
G7.2 Formal and informal vocabulary		

	Violet	Scarlet
	V1	S1
Year 3 – Spelling Domain Coverage		
S38 Adding suffixes beginning with vowel letters.		
S39 <i>y</i> as in myth	mystery, myth, pyramid, Egyptian	
S40 <i>ou</i> as in young		
S41 Prefixes		
S42 Suffix <i>-ation</i>	location exploration	admiration
S43 Suffix <i>-ly</i>		proudly, hopefully, splendidly, gladly
S44 Words ending in <i>-sure</i> and <i>-ture</i>		
S45 <i>-sion</i> endings		
S46 Suffix <i>-ous</i>	curious	delicious
S47 <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i> endings		
S48 <i>ch</i> as in echo	stomach	
S49 <i>ch</i> as in chef		
S50 <i>-gue</i> and <i>-que</i> endings		
S51 <i>sc</i> as in science	science	
S52 <i>ei</i> as in vein, neigh, they		
S61 Homophones and near homophones		there/their/they're, piece/peace
Year 3/4 Word List	disappear	certain
Key Stage 1 Revision		beautiful, wonderful, careful (S34: suffix <i>-ful</i>)

(R) indicates revision of an objective from a previous year.



Book Band Chart for Box 3

Year 5		Year 6	
The English Skills Box Colour Set		Book Band Guide	The English Skills Box Colour Set
Burgundy Set	Working within Grey	Ruby Set	Working within Dark Red
Saffron Set	Working within Grey	Coral Set	Working within Dark Red
Turquoise Set	Working within Grey	Charcoal Set	Working within Dark Red
Copper Set	Working within Dark Blue	Maroon Set	Working within Dark Red
Khaki Set	Working within Dark Blue	Denim Set	Working within Dark Red
Magenta Set	Working within Dark Blue	Fuchsia Set	Working within Dark Red
Tan Set	Working within Dark Blue	Rust Set	Working beyond book bands
Aquamarine	Working within Dark Blue		

Sample Scope and Sequence Charts for Box 3

Year 5			Content Domain: Reading										Content Domain: Grammar, Punctuation and Spelling						
													(R) indicates revision of an objective from a previous year.						
Card Colour and Number	Title	Text Type – Genre	2a Define	2b Retrieve	2c Summarise	2d Infer	2e Predict	2f Relate	2g Explore	2h Compare	G1 Grammatical terms/Word classes	G2 Sentences	G3 Combining words, phrases and clauses	G4 Verb forms, tense and consistency	G5 Punctuation	G6 Vocabulary	G7 Standard English and formality	Spelling	
Magenta – 3	Poems by Robert Louis Stevenson	Poems	2	2		2	1	1	1	1	G1.4 Conjunctions (R) G1.5b Relative pronouns G1.6 Adverbs of possibility G1.6a Adverbials		G3.1a Relative clauses		G5.8 Apostrophes (R) G5.9 Parenthesis	G6.2 Prefixes	G7.2 Standard English	Word lists (Year 5/6); S55, S56, S59, S61	
Burgundy – 1	Boss for a Day	Imaginative recount	3	1		1	1	2	2		G1.5 Pronouns for cohesion (R) G1.6a Fronted adverbials (R) G1.6a Adverbials for cohesion G1.6 Adverbs of possibility	G3.2 Noun phrases (R) G2.1a Relative clauses	G4.1c Modal verbs	G5.8 Apostrophes G5.9 Punctuation for parenthesis	G6.3 Suffixes		Word lists (Years 3/4) and 5/6) S38(R), S47(R), S53, S55, S56, S60, S61		

Sample Spelling and Grammar Domains Chart for Box 3

	Magenta	Burgundy
	M3	B1
Year 5 – Grammar Domain Coverage		
G1.5b Relative pronouns	●	
G1.6 Adverbs for degrees of possibility		
G1.6a Adverbials		●
G1.7 Prepositions		
G1.8 Determiners		
G1.9 Subject and object		
G3.1a Relative clauses	●	●
G4.1c Modal verbs		●
G5.6a Commas to clarify meaning		
G5.9 Parenthesis	●	●
G6.2 Prefixes	●	
G6.3 Suffixes		
G7.2 Formal and informal		
Year 4 Revision		
G1.2 Word classes		
G1.4 Conjunctions	●	
G1.5 Pronouns for cohesion		●
G1.5a Possessive pronouns	●	
G1.6/G1.6a Adverbs and fronted adverbials		●
G1.7 Prepositions	●	
G1.8 Determiners		
G3.2 Nouns phrases		●
G3.4 Subordinating conjunctions and clauses		
G5.6b Comma after fronted adverbials		
G5.7 Punctuating speech		
G5.8 Apostrophes	●	●
G6.3 Suffixes		●
G7.1 Standard English forms	●	

Magenta	Burgundy
M3	B1
Year 5 – Spelling Domain Coverage	
S53 words ending -cious or -tious	
S54 -cial endings	
S55 -ant, -ance, -ancy, -ent, -ence, -ency endings	brilliant -ence
S56 -able, -ible, -ably, -ibly endings	miserable, flammable -able
S57 suffix -fer	
S58 ei after c	
S59 letter string -ough	through, rough
S60 silent letters	b
S61 homophones and near homophones	witch/which, plain/plane dessert/desert, allowed/ aloud, feet/feat, wonder/wander
Word list words	soldiers, rhyme, vehicle immediately
Revision Year 3/4	
S38 suffixes starting with vowels	R (attention)
S39 /i/ spelt y	
S40 /u/ spelt ou	
S41 prefixes	
S42 -ation	
S43 -ly	
S44 -ture	
S45 -sion	
S46 -ous	
S47 -tion, -sion, -ssion, -ch	-tion
S48 /k/ sound spelt ch	
S50 -	
S61 homophone	
Word Lists	different

Progress Test

Progress Test 1

You have finished 15 cards.

Practise your skills before you go on to the next set.

You can score 20 points on this test.

Pupil's name

1. Where did the hens live in this story?

Flora and Val were two fine, fat, white hens.
They lived in a large hen-house on a chicken farm.

Tick one box.

- | | |
|-----------------------------------|--------------------------|
| (a) Under the seesaw in the park | <input type="checkbox"/> |
| (b) In a hen-house on a farm | <input type="checkbox"/> |
| (c) On the roof of a chicken farm | <input type="checkbox"/> |



1 mark

2. What is the correct order for what happened first in this story?

It started as a regular morning at The Great Gino's Circus. The animal keepers were feeding the animals. The strong men were practising their astonishing feats of strength. The stunt cyclist was pedalling her very high unicycle along an uneven path.

Tick one box.

- | | |
|---|--------------------------|
| (a) practising feats of strength, pedalling a unicycle, feeding the animals | <input type="checkbox"/> |
| (b) feeding the animals, practising feats of strength, pedalling a unicycle | <input type="checkbox"/> |
| (c) pedalling a unicycle, practising feats of strength, feeding the animals | <input type="checkbox"/> |



1 mark

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8. Write the missing words.

We taste with our

1 mark

9. Write the next word in the list with the correct spelling and suffix.

beginning, beginner, swimming,.....

1 mark

measuring, measurer, gardening,.....

1 mark

10. At the beginning of which word can you add the prefix super- to make one word?

- | | |
|------------|--------------------------|
| (a) best | <input type="checkbox"/> |
| (b) speed | <input type="checkbox"/> |
| (c) market | <input type="checkbox"/> |

1 mark

11. What suffix can you add to these words?

admire..... imagine..... prepare.....

1 mark

- | | |
|-----------|--------------------------|
| (a) ation | <input type="checkbox"/> |
| (b) tion | <input type="checkbox"/> |
| (c) sion | <input type="checkbox"/> |

Bonus point Explain the rule for adding this suffix.

1 mark

12 Say the underlined sound. threw

Which word has the same sound?

- | | |
|-------------|--------------------------|
| (a) through | <input type="checkbox"/> |
| (b) though | <input type="checkbox"/> |
| (c) thought | <input type="checkbox"/> |

1 mark

13. Write a word to finish the sentence.

I enjoy reading information texts I like facts.

1 mark

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3. Why do you think the baobab tree has the nickname 'the tree of life'?

The baobab tree has many nicknames including: the upside-down tree, the bottle tree and the tree of life.

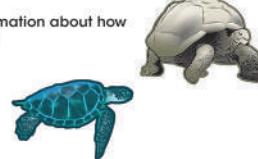
- | | |
|---|--------------------------|
| (a) Because it provides lots of different resources for people. | <input type="checkbox"/> |
| (b) Because it looks like life. | <input type="checkbox"/> |
| (c) Because it has lived for a long time. | <input type="checkbox"/> |



1 mark

4. Which header gives you information about how long turtles and tortoises live?

- | | |
|---------------------|--------------------------|
| (a) Lifespan | <input type="checkbox"/> |
| (b) Characteristics | <input type="checkbox"/> |
| (c) Habitat | <input type="checkbox"/> |



1 mark

5. Read the sentence:

If you're feeling adventurous, try our wild water rides.

The word **adventurous** means:

- | | |
|----------------------|--------------------------|
| (a) feeling brave | <input type="checkbox"/> |
| (b) feeling cautious | <input type="checkbox"/> |
| (c) feeling strong | <input type="checkbox"/> |

1 mark

6. What other words could the author have used instead of *proper*?

Both hens dreamed of escaping. Val dreamed of building a mighty catapult that would propel her over the fence and into the world beyond.

- | | |
|-------------------|--------------------------|
| (a) round or fast | <input type="checkbox"/> |
| (b) shoot or hurl | <input type="checkbox"/> |
| (c) run or escape | <input type="checkbox"/> |

1 mark

7. Write the missing word.

They lived all alone on the with sea all around them.

1 mark

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14. Circle the adverbs.

So, Mr. Brown skipped happily home and smiled smugly to himself.



1 mark

15. Join the correct prefix to each of these words.

Then write each word again.

- | | | |
|--------|----------|-------|
| dis- • | • active | |
| re- • | • agree | |
| in- • | • do | |

1 mark

16. Circle the prepositions in this sentence.

We close early during the winter months, so check the website before you leave home.

1 mark

17. Underline the direct speech in the sentences below.

'Bullies like Sam and Sean mustn't be allowed to get away with it,' Mum declared. 'Unless we say something to stop them, they'll do the same thing to someone else!'



Name the punctuation marks that tell you this is direct speech.

1 mark

18 Add a different punctuation mark to the end of each sentence.

- | | |
|--|--------------------------|
| (a) I was a football failure | <input type="checkbox"/> |
| (b) What an awesome football | <input type="checkbox"/> |
| (c) Shall we go and have a kick around | <input type="checkbox"/> |

1 mark

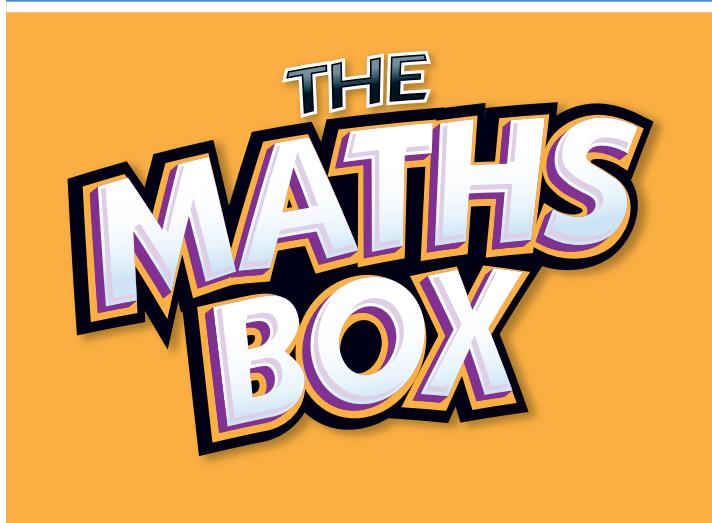
Total for this test: 20 marks

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