

**Literacy and numeracy  
lesson plans**

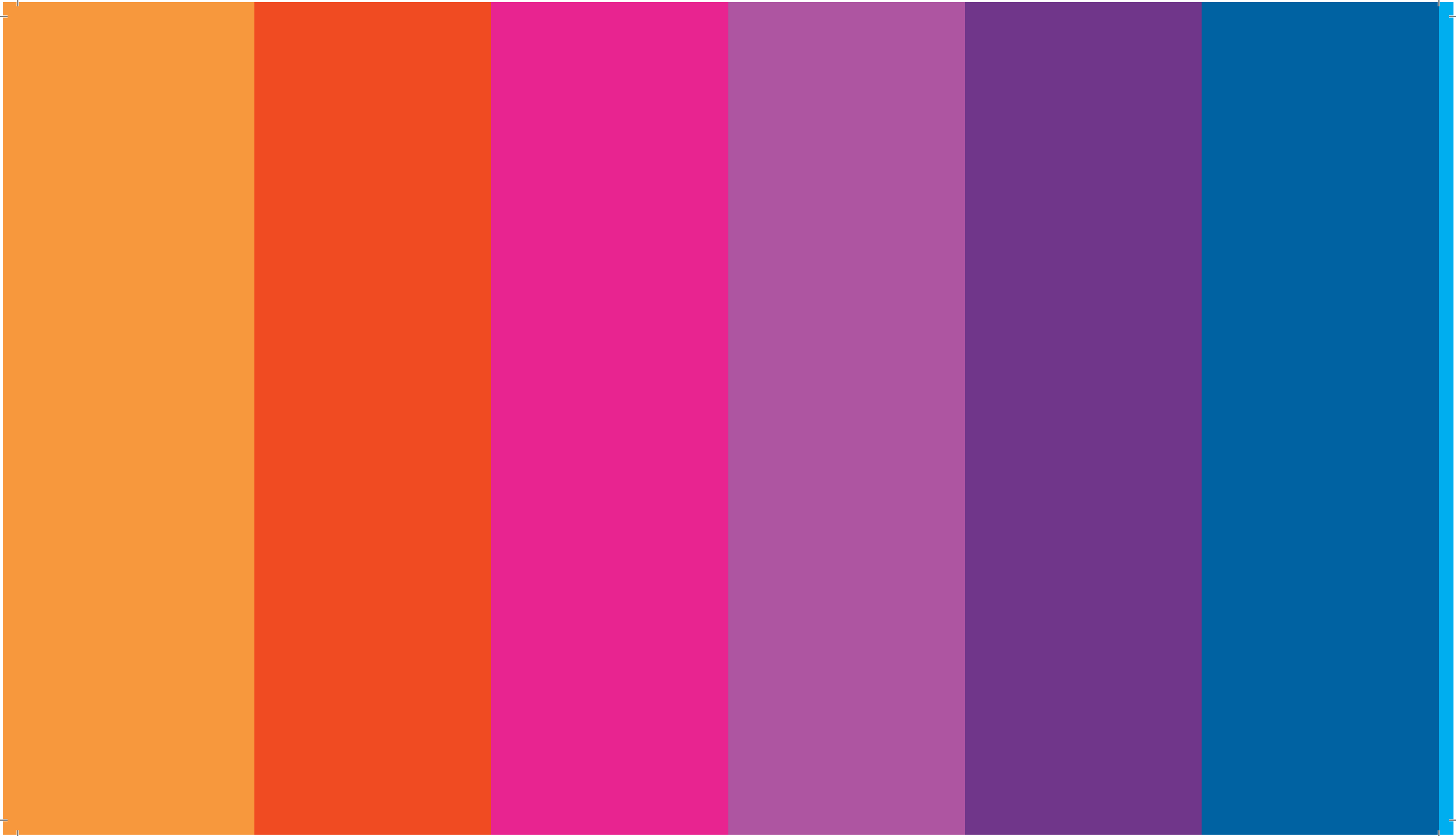
**Primary 1, weeks 1—30**

**Guidelines for conducting  
pupil assessments to support  
teaching and learning**

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lesson plans**

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## Introduction

Poor educational outcomes continue to undermine sustainable human development in Nigeria. At basic education level, low levels of pupil learning outcomes are a direct consequence of poor quality teaching (ESSPIN Composite Survey 2012 and 2014).

ESSPIN works with government partners in six states – Enugu, Jigawa, Kaduna, Kano, Kwara and Lagos – to build the capacity of teachers to become more effective through its School Improvement Programme (SIP).

A key initiative of the SIP is the introduction of literacy and numeracy lesson plans as a ready guide to help teachers improve their classroom practice and deliver lessons with greater competence, thereby giving children the enabling conditions to improve learning outcomes.

The lesson plans are based on the Nigeria Educational Research & Development Council (NERDC) curriculum and are designed to enhance task-based and child-centred learning, a departure from inflexible and didactic teaching methods. Every lesson within the school year has a corresponding lesson plan to help teachers get better organised.

This publication of guidelines for conducting pupil assessments is a further tool to strengthen the capacity of teachers to get the most out of the teaching-learning situation while keeping children as active learners. Literacy and numeracy assessments in this publication directly support learning activities and tasks and are linked to weekly learning outcomes defined for Primary 1—3.

Acknowledgements go to all involved with the school improvement programme who retain the passion to transform learning experiences for children, and to UKAid for being a partner in this important endeavour.

**Kayode Sanni**  
ESSPIN National Programme Manager

# These literacy and numeracy assessments support the teaching and learning of the Primary 1 lesson plans

## Examples of pupil activities

This section illustrates some of the classroom activities that support pupil learning during the week.

## Progression steps

These sequence of steps build on pupils' achievement as they make progress each week.

They set out how prior learning supports the current learning, and how it leads to future learning.

The steps set out the learning that pupils need to have experienced in order to understand the week's focus for learning, and how this impacts on future learning.

## Assessment tasks

These assessment tasks are linked with the weekly learning outcomes.

For pupils to be successful the learning outcomes need to have been taught well.

It is important that any assessment questions are asked in the same way that the pupils have been taught.

The literacy assessments focus mainly on letters and sounds. This is because they lay the foundations for the key skills needed to read and write.

## Assesement

These assessments do not replace any other form of assessment already taking place in the classroom, rather to support them.

It is important that assessments are carried out in a safe environment, and that pupils are not afraid to make mistakes.

Look upon the pupils' mistakes as an opportunity to offer support.

## Choosing pupils

The learning outcomes are aimed at most pupils.

Therefore when it comes to assessing your pupils choose from your core set of learners.

## Classroom assessment

Assessment in the class-room happens all the time. It is an ongoing process that helps you to find out:

What your pupils have learned.

How well you are teaching.

How to plan your next steps of teaching.

What your pupils are doing well, and what they need to practice.

## Effective questioning

Questioning is a very useful way to find out what pupils already know and whether they understand what they are learning.

When you use questioning as part of your teaching, you are involving pupils in their learning, and giving them immediate feedback.

Asking questions in a positive way will support your pupils' learning, and will help you understand a pupil's thinking, eg:

Can you explain what you have done so far?

What else is there to do?

Why did you decide to use this method?

Are you beginning to see a pattern or a rule?

## Effective assessment

Effective assessment can support the teaching and learning of all pupils.

It is about informed observation and effective questioning, which helps you to note what pupils can do, and what they need to do next.

Used well, it can move pupil learning forward, giving all pupils the chance to be successful learners.

# Literacy

1—5

## Primary 1: Literacy assessment

### Week 1

#### Progression steps

**By the end of this week most pupils will be able to:**

read and write the letter 's'

**previous step:** hear and say the sound 's'

**next step:** form simple CVC words with the letter 's'

#### Assessment tasks

**Choose five pupils at the end of week 1 and work through the following activities:**

Hold up a flash card with the letter 's' and ask an individual pupil to say the sound without you saying it.

Ask an individual pupil to write the letter 's', without copying and without seeing any examples.

Ask an individual pupil to come out and pick the letter 's' from a set of flash cards.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 2. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



reading the letter 's'



writing the letter 's'



greetings

## Primary 1: Literacy assessment

### Week 2

#### Progression steps

**By the end of this week most pupils will be able to:**

read and write the letter 'a'

**previous step:** hear and say the sound 'a'

**next step:** form simple CVC words with letter 'a'

#### Assessment tasks

**Choose five pupils at the end of week 2 and work through the following activities:**

Hold up a flash card with the letter 'a' and ask an individual pupil to say the sound without you saying it.

Ask an individual pupil to write the letter 'a', without copying and without seeing any examples.

Ask an individual pupil to match pictures with the following words: 'car', 'bus', 'bicycle', 'canoe', 'lorry'.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 3. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



writing the letter 'a'



matching flash cards  
to objects



role playing,  
the 'a' story

## Primary 1: Literacy assessment

### Week 3

#### Progression steps

**By the end of this week most pupils will be able to:**

read and write the letter 't'

**previous step:** hear and say the sound 't'

**next step:** form simple CVC words

#### Assessment tasks

**Choose five pupils at the end of week 3 and work through the following activities:**

Hold up flash cards with the letters 'a', 's' and 't' and ask an individual pupil to say the sounds without you saying them.

Ask an individual pupil to write the letters 'a', 's' and 't', without copying and without seeing any examples.

Ask an individual pupil to come out and put the letter sounds in the right order to make the words 'sat' or 'at'.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 4. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



writing the letters  
't', 'a' and 's'



writing the letter 's'



blending sounds to  
make CVC words

## Primary 1: Literacy assessment

### Week 4

#### Progression steps

**By the end of this week most pupils will be able to:**

read and write the letter 'i'

**previous step:** hear and say the sound 'i'

**next step:** form simple CVC words

#### Assessment tasks

**Choose five pupils at the end of week 4 and work through the following activities:**

Ask an individual pupil to write the letters 'a', 's', 't' and 'i', without copying and without seeing any examples.

Ask an individual pupil to come out and pick the letters 'a', 's', 't' and 'i' from a set of flash cards.

Ask an individual pupil to come out and put the letters in the right order to form the following words: 'it', 'is', 'sit', 'sat', 'at'.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 5. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



writing the letter 'i'



blending sounds to  
make CVC words



matching colour flash  
cards with objects

## Primary 1: Literacy assessment

### Week 5

#### Progression steps

**By the end of this week most pupils will be able to:**

read and write the letter 'p'

**previous step:** hear and say the sound 'p'

**next step:** form simple CVC words

#### Assessment tasks

**Choose five pupils at the end of week 5 and work through the following activities:**

Hold up some flash cards used this term and ask an individual pupil to say the sound without you saying it.

Ask an individual pupil to write the letters 's', 'a', 't', 'n', 'i', 'p', without copying and without seeing any examples.

Let an individual pupil come out and put the flash cards in the right order to form any CVC words learned this week, eg: 'tap', 'pan' or 'sit'.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 6. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



writing the letter 's'



making CVC words



playing the CVC game

6—10

## Primary 1: Literacy assessment

### Week 6

#### Progression steps

**By the end of this week most pupils will be able to:**

read and write the letter 'n'

**previous step:** hear and say the sound 'n'

**next step:** form simple CVC words with the letter 'n'

#### Assessment tasks

**Choose five pupils at the end of week 6 and work through the following activities:**

Ask an individual pupil to tell you the 'n' sound when you hold up the 'n' flash card.

Ask an individual pupil to write the letter 'n', without copying and without seeing any examples.

Ask an individual pupil to introduce themselves in English by telling you their name and something about themselves.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 7. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



writing the letter 'n'



revising letter sounds



explaining pictures

## Primary 1: Literacy assessment

### Week 7

#### Progression steps

**By the end of this week most pupils will be able to:**

read and write the letters 'c' and 'k'

**previous step:** hear and say the sounds 'c' and 'k'

**next step:** form simple CVC words

#### Assessment tasks

**Choose five pupils at the end of week 7 and work through the following activities:**

Ask an individual pupil to tell you the 'c' and 'k' sounds when you hold up the flash cards.

Ask an individual pupil to write the letters 'c' and 'k', without copying and without seeing any examples.

Ask an individual pupil to make simple CVC words using all the flash cards used this term.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 8. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



writing the letters 'c' and 'k'



matching flash cards with classroom objects



making CVC words

## Primary 1: Literacy assessment

### Week 8

#### Progression steps

**By the end of this week most pupils will be able to:**

read and write the letters and sounds 'e', 'h' and 'ck'

**previous step:** hear and say the sounds 'e', 'h' and 'ck'

**next step:** form CVC words with the letters learned this term

#### Assessment tasks

**Choose five pupils at the end of week 8 and work through the following activities:**

Ask an individual pupil to tell you the 'e', 'h' and 'ck' sounds when you hold up the flash cards.

Ask an individual pupil to write the letters or sounds 'e', 'h' and 'ck', without copying and without seeing any examples.

Ask an individual pupil to make simple CVC words using some of the flash cards used this term.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 9. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



writing the letters  
'e' and 'h'



making simple  
CVC words



matching objects  
from outside  
with flash cards

## Primary 1: Literacy assessment

### Week 9

#### Progression steps

**By the end of this week most pupils will be able to:**

read and write the letters 'm' and 'r'

**previous step:** hear and say the sounds 'm' and 'r'

**next step:** form CVC words with the letters learned this term

#### Assessment tasks

**Choose five pupils at the end of week 9 and work through the following activities:**

Ask an individual pupil to tell you the 'm' and 'r' sounds when you hold up the flash cards.

Ask an individual pupil to write the letters 'm' and 'r', without copying and without seeing any examples.

Ask an individual pupil to match an object from the house to a room in the house.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 10. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



writing the letters  
'm' and 'r'



CVC words



matching flash  
cards with objects  
found in a house

## Primary 1: Literacy assessment

### Week 10

#### Progression steps

**By the end of this week most pupils will be able to:**

read and write the letter 'd'

**previous step:** hear and say the sound 'd'

**next step:** form CVC words with the letters learned this term

#### Assessment tasks

**Choose five pupils at the end of week 10 and work through the following activities:**

Ask an individual pupil to tell you the letter sound when you hold up the 'd' flash card.

Ask an individual pupil to write the letter 'd', without copying and without seeing any examples.

Ask an individual pupil to make simple CVC words using some of the flash cards from this term.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 11. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



writing the letter 'd'



forming simple  
CVC words



matching pictures  
of village objects with  
flash cards

11—15

## Primary 1: Literacy assessment

## Week 11

### Progression steps

**By the end of this week most pupils will be able to:**

read and write the letters 'g' and 'o'

**previous step:** hear and say the sounds 'g' and 'o'

**next step:** make CVC words that contain the letters 'g' and 'o'

### Assessment tasks

**Choose five pupils at the end of week 11 and work through the following activities:**

Hold up 'g' and 'o' flash cards and ask an individual pupil to say the sounds without you saying them.

Ask an individual pupil to write the letters 'g' and 'o', without copying and without seeing any examples.

Ask an individual pupil to come out and pick the letters 'g' and 'o' from a set of flash cards.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 12. If not, spend another lesson focussing on the most challenging part of this week.

### Examples of pupil activities



writing the letters 'g' and 'o'



blending sounds to make CVC words



having conversations

## Primary 1: Literacy assessment

## Week 12

### Progression steps

**By the end of this week most pupils will be able to:**

read and write the letters 'f' and 'l'

**previous step:** hear and say the sounds 'f' and 'l'

**next step:** make CVC words that contain the letters 'f' and 'l'

### Assessment tasks

**Choose five pupils at the end of week 12 and work through the following activities:**

Hold up 'f' and 'l' flash cards and ask an individual pupil to say the sounds without you saying them.

Ask an individual pupil to write the letters 'f' and 'l', without copying and without seeing any examples.

Ask an individual pupil to make CVC words using some of the flash cards used this term.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 13. If not, spend another lesson focussing on the most challenging part of this week.

### Examples of pupil activities



writing the letters 'f' and 'l'



reading 'f' words



making sentences with flash cards

## Primary 1: Literacy assessment

### Week 13

#### Progression steps

**By the end of this week most pupils will be able to:**

read and write the letters 'b' and 'u'

**previous step:** hear and say the sounds 'b' and 'u'

**next step:** make CVC words that contain the letters 'b' and 'u'

#### Assessment tasks

**Choose five pupils at the end of week 13 and work through the following activities:**

Hold up 'b' and 'u' flash cards and ask an individual pupil to say the sounds without you saying them.

Ask an individual pupil to write the letters 'b' and 'u', without copying and without seeing any examples.

Ask an individual pupil to make CVC words using some of the flash cards used this term.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 14. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



writing the letters  
'b' and 'u'



blending sounds to  
make CVC words



making simple  
sentences

## Primary 1: Literacy assessment

### Week 14

#### Progression steps

**By the end of this week most pupils will be able to:**

read and write the letter 'j'

**previous step:** hear and say the sound 'j'

**next step:** make CVC words that contain the letter 'j'

#### Assessment tasks

**Choose five pupils at the end of week 14 and work through the following activities:**

Hold up the letter 'j' flash card and ask an individual pupil to say the sound without you saying it.

Ask an individual pupil to write the letter 'j', without copying and without seeing any examples.

Ask an individual pupil to make CVC words using some of the flash cards used this term.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 15. If not, spend another lesson focussing on the most challenging part of this week.

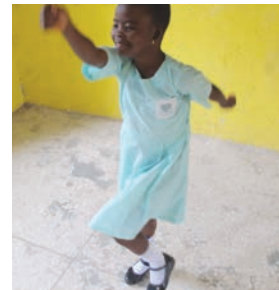
#### Examples of pupil activities



writing the letter 'j'



answering simple  
questions



miming action  
verbs, running

## Primary 1: Literacy assessment

### Week 15

#### Progression steps

**By the end of this week most pupils will be able to:**

read and write CVC words containing 'a', 'o' and 'u'

**previous step:** blend CVCs to begin reading words

**next step:** use CVC words in simple sentences

#### Assessment tasks

**Choose five pupils at the end of week 15 and work through the following activities:**

Hold up the 'g', 'o', 'f', 'l', 'b', 'u' and 'j' flash cards and ask individual pupils to say the sounds without you saying them.

Ask individual pupils to write the letters 'g', 'o', 'f', 'l', 'b', 'u' and 'j', without copying and without seeing any examples.

Ask individual pupils to match flash cards in English to the correct fruits and vegetables.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 16. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



reading CVC words



writing CVC words



looking at fruits  
and vegetables

16—20

## Primary 1: Literacy assessment

### Week 16

#### Progression steps

**By the end of this week most pupils will be able to:**

read and write the letter 'z'

**previous step:** blend CVCs to begin reading words

**next step:** use CVC words in simple sentences

#### Assessment tasks

**Choose five pupils at the end of week 16 and work through the following activities:**

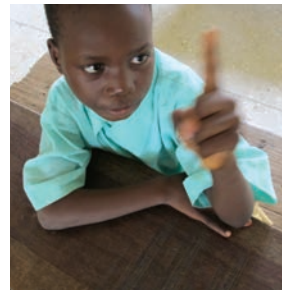
Hold up the letter 'z' flash card and ask an individual pupil to say the sound without you saying it.

Ask an individual pupil to write the letter 'z', without copying and without seeing any examples.

Ask an individual pupil to read the following CVC words: 'log', 'dog', 'on', 'get', 'got'.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 17. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



writing the letter 'z'



blending sounds  
to make and  
read CVC words



arranging flash  
cards to make  
sentences

## Primary 1: Literacy assessment

### Week 17

#### Progression steps

**By the end of this week most pupils will be able to:**

read and write the letter 'w'

**previous step:** blend CVCs to begin reading words

**next step:** use CVC words in simple sentences

#### Assessment tasks

**Choose five pupils at the end of week 17 and work through the following activities:**

Hold up a letter 'w' flash card and ask an individual pupil to say the sound without you saying it.

Ask an individual pupil to write the letter 'w', without copying and without seeing any examples.

Ask an individual pupil to make CVC words using some of the flash cards used this term.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 18. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



writing the letter 'w'



blending sounds  
to make and read  
CVC words



saying the clapping  
rhyme

## Primary 1: Literacy assessment

### Week 18

#### Progression steps

**By the end of this week most pupils will be able to:**

read and write the letters 'v' and 'y'

**previous step:** blend CVCs to begin reading words

**next step:** use CVC words in simple sentences

#### Assessment tasks

**Choose five pupils at the end of week 18 and work through the following activities:**

Hold up 'v' and 'y' flash cards and ask an individual pupil to say the sounds without you saying them.

Ask an individual pupil to write the letters 'v' and 'y', without copying and without seeing any examples.

Ask an individual pupil to read the following CVC words: 'lot', 'cot', 'rot', 'hot', 'pot'.

Ask an individual pupil to make some CVC words using some of the flash cards used this year.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 19. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



writing the letters  
'v' and 'y'



blending sounds  
to make and read  
CVC words



role playing, Ebum  
the elephant

## Primary 1: Literacy assessment

### Week 19

#### Progression steps

**By the end of this week most pupils will be able to:**

read and write 'x' and 'ai' words

**previous step:** blend sounds to begin reading words

**next step:** use CVC words in simple sentences

#### Assessment tasks

**Choose five pupils at the end of week 19 and work through the following activities:**

Hold up flash cards with the words 'six', 'box' and 'tail', and ask an individual pupil to read the words.

Ask an individual pupil to write some CVC words that they have learned this year, eg: 'lot', 'rot' or 'pot', without copying and without seeing examples.

Ask an individual pupil to read the following CVC words: 'bug', 'hut', 'but', 'tug'.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 20. If not, spend another lesson focussing on the most challenging part of this week.

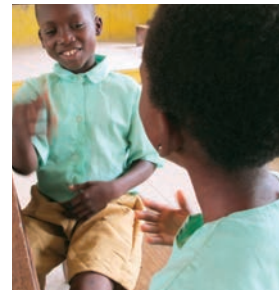
#### Examples of pupil activities



underlining the 'ai'  
in words



blending sounds  
to make and read  
CVC words



talking in pairs

## Primary 1: Literacy assessment

### Week 20

#### Progression steps

**By the end of this week most pupils will be able to:**

read and write 'oa' and 'ee' words

**previous step:** blend sounds to begin reading words

**next step:** use CVC words in simple sentences

#### Assessment tasks

**Choose five pupils at the end of week 20 and work through the following activities:**

Hold up flash cards with the words 'goat', 'coat', 'see' and 'week', and ask an individual pupil to read the words.

Ask an individual pupil to write the following CVC words: 'but', 'rug'.

Ask an individual pupil to name some objects in the classroom, eg: 'This is a chair.', 'This is a book.'

If three out of five pupils can complete these tasks correctly, you can start teaching Week 21. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupils activities



underlining  
the 'oa' and 'ee'  
in words



blending sounds  
to make and read  
CVC words



naming objects  
in the classroom

21—25

## Primary 1: Literacy assessment

### Week 21

#### Progression steps

**By the end of this week most pupils will be able to:**

read and write 'or' words

**previous step:** blend sounds to read words

**next step:** read high frequency words

#### Assessment tasks

**Choose five pupils at the end of week 21 and work through the following activities:**

Hold up flash cards with the words 'corn' and 'fork', and ask an individual pupil to read the words.

Ask an individual pupil to write the words 'born', and 'torn', without copying and without seeing examples.

Hold up a picture of the market that you have looked at this week and ask an individual pupil to tell you what they can see.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 22. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



using letter cards to  
make 'or' words



writing simple  
sentences



role playing, buying  
from the market

## Primary 1: Literacy assessment

## Week 22

### Progression steps

**By the end of this week most pupils will be able to:**

read and write 'ow' words

**previous step:** blend sounds to read words

**next step:** read high frequency words

### Assessment tasks

**Choose five pupils at the end of week 22 and work through the following activities:**

Hold up flash cards with the words 'cow', 'brown' and 'how', and ask an individual pupil to read the words.

Ask an individual pupil to write the words 'now', 'town' and 'down', without copying and without seeing examples.

Ask the pupils to practise the market place activity in pairs, eg: 'Are you selling beans?', 'Yes, I am selling beans.'

If three out of five pupils can complete these tasks correctly, you can start teaching Week 23. If not, spend another lesson focussing on the most challenging part of this week.

### Examples of pupil activities



using letter cards to  
make 'ow' words



writing simple  
sentences



answering questions

## Primary 1: Literacy assessment

### Week 23

#### Progression steps

**By the end of this week most pupils will be able to:**

read and write 'sh' words

**previous step:** blend sounds to read words

**next step:** read high frequency words

#### Assessment tasks

**Choose five pupils at the end of week 23 and work through the following activities:**

Hold up flash cards with the words 'sheep', 'fish' and 'ship', and ask an individual pupil to read the words.

Ask an individual pupil to write the words 'shop', 'rush' and 'shed', without copying and without seeing examples.

Read 'The football story' and ask some questions about the story in English, eg: 'What is the referee doing?'

If three out of five pupils can complete these tasks correctly, you can start teaching Week 24. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



using letter cards  
to make 'sh' words



writing simple  
sentences



playing games

## Primary 1: Literacy assessment

### Week 24

#### Progression steps

**By the end of this week most pupils will be able to:**

read and write 'ch' words

**previous step:** blend sounds to read words

**next step:** read high frequency words

#### Assessment tasks

**Choose five pupils at the end of week 24 and work through the following activities:**

Hold up flash cards with the words 'chick', 'much' and 'chill', and ask an individual pupil to read the words.

Ask an individual pupil to write the words 'chop', 'rich', 'chin' and 'such', without copying and without seeing examples.

Hold up action flash cards and ask an individual pupil to mime one of them for you, eg: washing, sweeping, eating, jumping.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 25. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



using letter cards to  
make 'ch' words



writing 'ch' words



answering questions

## Primary 1: Literacy assessment

### Week 25

#### Progression steps

**By the end of this week most pupils will be able to:**

read and write 'th' words

**previous step:** blend sounds to read words

**next step:** read high frequency words

#### Assessment tasks

**Choose five pupils at the end of week 25 and work through the following activities:**

Hold up flash cards with the words 'then', 'that' and 'path', and ask an individual pupil to read the words.

Ask an individual pupil to write the words 'with', 'them' and 'moth', without copying and without seeing examples.

Hold up a family card and an action card and ask an individual pupil two questions, eg: 'What is Mother doing?' ('Mother is sitting.')

If three out of five pupils can complete these tasks correctly, you can start teaching Week 26. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



using letter cards to  
make 'th' words



writing 'th' words



reading as a group

26—30

## Primary 1: Literacy assessment

### Week 26

#### Progression steps

**By the end of this week most pupils will be able to:**

spell words by sounding them out

**previous step:** blend sounds to read words

**next step:** read high frequency words

#### Assessment tasks

**Choose five pupils at the end of week 26 and work through the following activities:**

Hold up flash cards with the words 'fig', 'big', 'hat' and 'bag', and ask an individual pupil to read the words.

Ask an individual pupil to make and read some 'sh', 'ch' and 'th' words using letter cards.

Ask an individual pupil to tell you something they remember about the story, 'The tortoise and the dog'.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 27. If not, spend another lesson focussing on the most challenging part of this week.

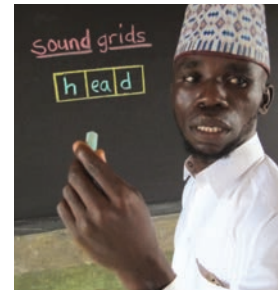
#### Examples of pupil activities



using letter cards to  
make 'sh' words



making plurals



using sound grids

## Primary 1: Literacy assessment

### Week 27

#### Progression steps

**By the end of this week most pupils will be able to:**

link letter sounds to the first letter of a word

**previous step:** blend sounds to read words

**next step:** write simple sentences

#### Assessment tasks

**Choose five pupils at the end of week 27 and work through the following activities:**

Hold up three or four different letter cards and ask an individual pupil to tell you the letter and then the sound.

Hold up two or three different pictures of animals and ask an individual pupil to tell you the letter that each animal begins with.

Ask an individual pupil to tell you the names of some of the foods and drinks they have been learning about.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 28. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



matching flash  
cards to pictures



playing 'What's in  
the box?'



role playing, drinking  
in a restaurant

## Primary 1: Literacy assessment

## Week 28

### Progression steps

**By the end of this week most pupils will be able to:**

make links between letter names and letter sounds

**previous step:** blend sounds to read words

**next step:** write simple sentences

### Assessment tasks

**Choose five pupils at the end of week 28 and work through the following activities:**

Hold up 3 or 4 different letter cards and ask an individual pupil to tell you the letter sound.

Ask an individual pupil to make and read the words 'cat', 'set', 'pot' and 'hot' using letter cards.

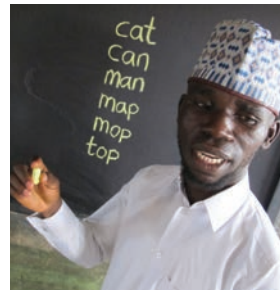
Hold up three or four different flash cards with the number words from 'one' to 'ten' and ask an individual pupil to hold up the correct number of fingers for each card.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 29. If not, spend another lesson focussing on the most challenging part of this week.

### Examples of pupil activities



blending sounds



playing 'Full circle'



reading words

## Primary 1: Literacy assessment

### Week 29

#### Progression steps

**By the end of this week most pupils will be able to:**

begin to sight read some tricky words

**previous step:** blend sounds to read words

**next step:** write simple sentences

#### Assessment tasks

**Choose five pupils at the end of week 29 and work through the following activities:**

Hold up three or four different tricky word flash cards and ask an individual pupil to read them to you.

Ask the pupils to practise the matching activity (from Days 3 and 4) with two sets of tricky words.

Ask an individual pupil to tell you something they might buy at the market.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 30. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



reading key words



writing sentences



reading tricky words

## Primary 1: Literacy assessment

### Week 30

#### Progression steps

**By the end of this week most pupils will be able to:**

begin to read, write and spell some tricky words

**previous step:** blend sounds to read words

**next step:** write simple sentences

#### Assessment tasks

**Choose five pupils at the end of week 30 and work through the following activities:**

Hold up three or four tricky word flash cards and ask an individual pupil to read them to you.

Show two different sentences with tricky words and ask an individual pupil to read them to you.

Ask an individual pupil to tell you some of the activities they do at break time or something they might buy at the market.

#### Examples of pupil activities



reading tricky words



role playing,  
eating



writing words



# Numeracy

1—5

## Primary 1: Numeracy assessment

### Week 1

#### Progression steps

**By the end of this week most pupils will be able to:**

count whole numbers from 1—5

**previous step:** join in with familiar number rhymes, stories, songs and games

**next step:** count whole numbers from 0—10

#### Assessment tasks

**Choose five pupils at the end of week 1 and work through the following activities:**

Ask an individual pupil to count their fingers on one hand.

Ask an individual pupil to count a group of 1—5 objects.

Group different objects and ask an individual pupil to match a number card with the number of objects.

Ask an individual pupil to read the number cards 1—5.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 2. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



writing the numbers  
1—5



counting from 1—5



ordering the numbers  
1—5

## Primary 1: Numeracy assessment

### Week 2

#### Progression steps

**By the end of this week most pupils will be able to:**

name 2D shapes

**previous step:** use familiar objects and common shapes to create patterns and build models

**next step:** describe features of everyday 2D and 3D shapes

#### Assessment tasks

**Choose five pupils at the end of week 2 and work through the following activities:**

Ask an individual pupil to order the numbers 1—5.

Ask an individual pupil to pick one 2D shape and tell you its name in English.

Ask an individual pupil to sort similar 2D shapes into groups, eg: triangles, rectangles, squares or circles.

Ask an individual pupil to draw one 2D shape, eg: a triangle, rectangle, square or circle.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 3. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



ordering the numbers  
1—5



sorting 2D shapes



drawing 2D shapes

## Primary 1: Numeracy assessment

### Week 3

#### Progression steps

**By the end of this week most pupils will be able to:**

count whole numbers from 6—9

**previous step:** say and use number names in order, in familiar contexts

**next step:** reliably count whole numbers from 0—20

#### Assessment tasks

**Choose five pupils at the end of week 3 and work through the following activities:**

Ask an individual pupil to draw one 2D shape, eg: a triangle, rectangle, square or circle.

Ask an individual pupil to count a group of 1—9 objects.

Ask an individual pupil to read the 1—9 number cards.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 4. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



writing numbers



counting objects  
in groups



counting using  
a number line

## Primary 1: Numeracy assessment

### Week 4

#### Progression steps

**By the end of this week most pupils will be able to:**

count whole numbers from 0—10

**previous step:** say and use number names, in order, in familiar contexts

**next step:** reliably count whole numbers from 0—20

#### Assessment tasks

**Choose five pupils at the end of week 4 and work through the following activities:**

Ask an individual pupil to count their fingers on both hands.

Ask an individual pupil to write down one or two numbers from 0—10, without copying.

Ask an individual pupil to count a group of 1—10 objects.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 5. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



drawing shapes



counting objects



ordering numbers

## Primary 1: Numeracy assessment

### Week 5

#### Progression steps

**By the end of this week most pupils will be able to:**

understand the differences between 2D and 3D shapes

**previous step:** sort objects that are different shapes

**next step:** describe some features of everyday 2D and 3D shapes

#### Assessment tasks

**Choose five pupils at the end of week 5 and work through the following activities:**

Ask an individual pupil to pick one 3D shape and tell you its English name.

Ask an individual pupil to sort similar 3D shapes.

Ask an individual to describe some features of a 3D shape.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 6. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



ordering numbers



comparing 2D  
and 3D shapes



handling solid shapes

6—10

## Primary 1: Numeracy assessment

### Week 6

#### Progression steps

**By the end of this week most pupils will be able to:**

recognise and identify different monetary notes

**previous step:** explore the concept of, and recognise numbers

**next step:** use different coins and notes to buy objects

#### Assessment tasks

**Choose five pupils at the end of week 6 and work through the following activities:**

Ask an individual pupil to order the 0—10 number cards.

Ask an individual pupil to identify the value of a note or coin that you show them.

Ask an individual pupil to go to the shopping corner and collect an object with the same value as the note you give them.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 7. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



ordering numbers



identifying coins  
and notes



using the shopping  
corner

## Primary 1: Numeracy assessment

### Week 7

#### Progression steps

**By the end of this week most pupils will be able to:**

understand sets of Ten

**previous step:** know that numbers identify how many objects are in a set

**next step:** position whole numbers from 0—10 accurately on a number line

#### Assessment tasks

**Choose five pupils at the end of week 7 and work through the following activities:**

Ask an individual pupil to identify the value of a note or coin that you show them.

Ask an individual pupil to make a set of Ten using different objects.

Ask an individual pupil to write down two or three numbers from 0—20.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 8. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



writing numbers



making sets of Ten



looking for numbers

## Primary 1: Numeracy assessment

### Week 8

#### Progression steps

**By the end of this week most pupils will be able to:**

compare the length of objects

**previous step:** explore the size of objects, using a range of vocabulary

**next step:** estimate and measure the length of different objects

#### Assessment tasks

**Choose five pupils at the end of week 8 and work through the following activities:**

Ask an individual pupil to use a number line to count from 1—10.

Ask an individual pupil to show you one short and one long object in the classroom.

Ask an individual pupil to compare three objects according to their length and tell you which one is long, longer or longest.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 9. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



singing 'Ten green bottles'



comparing objects



exploring height

## Primary 1: Numeracy assessment

### Week 9

#### Progression steps

**By the end of this week most pupils will be able to:**

know the days of the week in correct order

**previous step:** have awareness of passing time and some understanding of different days

**next step:** begin to use the vocabulary of time

#### Assessment tasks

**Choose five pupils at the end of week 9 and work through the following activities:**

Ask an individual pupil to explain the difference between day and night.

Ask an individual pupil to tell you one thing they do in the morning and one thing they do in the evening.

Ask an individual pupil to order the days of the week flash cards.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 10. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



working in pairs



matching activities



learning the days of  
the week

## Primary 1: Numeracy assessment

### Week 10

#### Progression steps

**By the end of this week most pupils will be able to:**

use a 0—10 number line

**previous step:** count whole numbers from 0—10

**next step:** read and write whole numbers from 0—20

#### Assessment tasks

**Choose five pupils at the end of week 10 and work through the following activities:**

Ask an individual pupil to order the days of the week flash cards.

Ask an individual pupil to fill in some missing numbers on a number line that you draw, without telling them the numbers.

Ask an individual pupil to make a 0—10 number line using shuffled number cards.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 11. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



singing the 'Days of the week' song



matching numbers with objects



identifying missing numbers

11—15

## Primary 1: Numeracy assessment

## Week 11

### Progression steps

**By the end of this week most pupils will be able to:**

add numbers from 1—10

**previous step:** count, read and write (with some reversals) and order whole numbers reliably up to 10

**next step:** use the numbers up to 10 to solve problems involving addition

### Assessment tasks

**Choose five pupils at the end of week 11 and work through the following activities:**

Ask an individual pupil to order the 0—10 number cards.

Show an individual pupil a '+' or '=' flash card and ask them to tell you what the symbol means.

Give individual pupils counters to complete the sum:  $4 + 2 =$

If three out of five pupils can complete these tasks correctly, you can start teaching Week 12. If not, spend another lesson focussing on the most challenging part of this week.

### Examples of pupil activities



counting



finding number  
friends



grouping in numbers

## Primary 1: Numeracy assessment

### Week 12

#### Progression steps

**By the end of this week most pupils will be able to:**

add numbers from 1—10

**previous step:** count, read, write (with some reversals) and order whole numbers reliably up to 10

**next step:** use numbers up to 10 to solve problems involving addition

#### Assessment tasks

**Choose five pupils at the end of week 12 and work through the following activities:**

Show an individual pupil a '+' or '=' flash card and ask them to tell you what the symbol means.

Show an individual pupil a number line and ask them to find the number that is 3 more than 5.

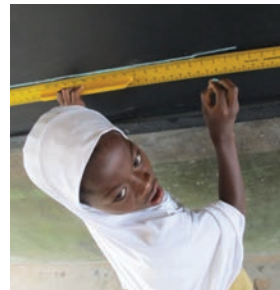
Give an individual pupil 10 counters to complete the sums:  $3 + 5 =$  and  $7 + 1 =$

If three out of five pupils can complete these tasks correctly, you can start teaching Week 13. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



making a number  
line



drawing a number  
line



counting objects

## Primary 1: Numeracy assessment

### Week 13

#### Progression steps

**By the end of this week most pupils will be able to:**

add numbers from 0—20

**previous step:** count, read, write (with some reversals) and order whole numbers reliably up to 20

**next step:** use the numbers up to 20 to solve problems involving addition

#### Assessment tasks

**Choose five pupils at the end of week 13 and work through the following activities:**

Show an individual pupil two or three number cards from 1—20 and ask them to tell you each number.

Give individual pupils counters to complete the sums:  $4 + 3 =$  and  $6 + 2 =$

Show an individual pupil a number from 1—20 and ask them to count that number of objects.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 14. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



understanding  
'more than'  
and 'less than'



writing numbers



counting objects

## Primary 1: Numeracy assessment

### Week 14

#### Progression steps

**By the end of this week most pupils will be able to:**

add numbers from 0—20

**previous step:** count, read, write (with some reversals) and order whole numbers reliably up to 20

**next step:** use the numbers up to 20 to solve problems involving addition

#### Assessment tasks

**Choose five pupils at the end of week 14 and work through the following activities:**

Give individual pupils counters to complete the sums:  $2 + 6 =$  and  $4 + 3 =$

Show an individual pupil two or three number cards from 1—20 and ask them to tell you each number.

Ask an individual pupil to make a number from 1—20 with bundles of Ten and single sticks or straws.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 15. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



making sets of Ten



answering  
addition sums



working in pairs

## Primary 1: Numeracy assessment

### Week 15

#### Progression steps

**By the end of this week most pupils will be able to:**

order coins and notes according to value

**previous step:** recognise and identify different coins and notes

**next step:** use different coins and notes to buy objects

#### Assessment tasks

**Choose five pupils at the end of week 15 and work through the following activities:**

Ask an individual pupil to make a number between 1—20 with bundles of Ten and single sticks or straws.

Ask an individual pupil to identify the value of a note or coin that you show them.

Show an individual pupil two items from the shopping corner and ask them to add their prices together.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 16. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



expanding numbers



shopping



ordering coins  
and notes

16—20

## Primary 1: Numeracy assessment

### Week 16

#### Progression steps

**By the end of this week most pupils will be able to:**

find halves and quarters of shapes

**previous step:** recognise halves and quarters in practical contexts

**next step:** find three quarters of different shapes

#### Assessment tasks

**Choose five pupils at the end of week 16 and work through the following activities:**

Ask an individual pupil to select coins to make an amount up to 20k.

Give an individual pupil a cut-out shape and ask them to fold it in half.

Give an individual pupil a shape divided into quarters and ask them to colour in one quarter.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 17. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



finding a half



labelling a half



dividing into quarters

## Primary 1: Numeracy assessment

### Week 17

#### Progression steps

**By the end of this week most pupils will be able to:**

carry out simple subtraction

**previous step:** recall all number bonds to 10

**next step:** understand that subtraction is the same as taking away

#### Assessment tasks

**Choose five pupils at the end of week 17 and work through the following activities:**

Give an individual pupil a cut-out shape and ask them to fold it in half.

Show an individual pupil a '-' flash card and ask them to tell you what the symbol means.

Give an individual pupil 10 counters to complete the sums:  $6 - 2 =$  and  $5 - 3 =$

If three out of five pupils can complete these tasks correctly, you can start teaching Week 18. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



labelling a half



solving 'How many are left?'



working out  $3 - 1 =$

## Primary 1: Numeracy assessment

### Week 18

#### Progression steps

**By the end of this week most pupils will be able to:**

carry out simple subtraction

**previous step:** recall all numbers bonds up to 10

**next step:** understand that subtraction is the same as taking away

#### Assessment tasks

**Choose five pupils at the end of week 18 and work through the following activities:**

Give an individual pupil a number line and ask them to complete the sum:  
 $10 - 3 =$

Give an individual pupil 10 counters to complete the sums:  $7 - 5 =$  and  $6 - 1 =$

Show an individual pupil a 0—10 number line and ask them to use it to find the answer to 4 take away 1.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 19. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



subtracting using  
a number line



working in pairs



counting objects

## Primary 1: Numeracy assessment

### Week 19

#### Progression steps

**By the end of this week most pupils will be able to:**

recognise whole numbers from 0—99

**previous step:** say and use the number names up to 20, in order, in familiar contexts

**next step:** know the number names up to 50

#### Assessment tasks

**Choose five pupils at the end of week 19 and work through the following activities:**

Give an individual pupil 10 counters to complete the sum:  $8 - 4 =$

Ask an individual pupil to show you 14 using a bundle of Ten and Unit counting sticks.

Show an individual pupil the number 45 and ask them how many Tens and how many Units it has.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 20. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



playing 'Bingo'



using place value  
cards



making 15

## Primary 1: Numeracy assessment

### Week 20

#### Progression steps

**By the end of this week most pupils will be able to:**

add and subtract the numbers 0—10

**previous step:** relate addition to combining two groups of objects and subtraction to taking away

**next step:** add and subtract numbers to solve problems in a range of contexts

#### Assessment tasks

**Choose five pupils at the end of week 20 and work through the following activities:**

Show an individual pupil the number 25 and ask them how many Tens and how many Units it has.

Give an individual pupil 10 counters to complete the sum:  $3 + 5 =$

Give an individual pupil 10 counters to complete the sum:  $10 - 2 =$

If three out of five pupils can complete these tasks correctly, you can start teaching Week 21. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



adding



subtracting two-  
digit numbers



counting objects

21—25

## Primary 1: Numeracy assessment

### Week 21

#### Progression steps

**By the end of this week most pupils will be able to:**

use 'o'clock' to tell the time

**previous step:** use vocabulary relating to time

**next step:** read the time to the hour and half hour

#### Assessment tasks

**Choose five pupils at the end of week 21 and work through the following activities:**

Ask an individual pupil to tell you which number comes just before 18.

Ask an individual pupil to tell you which number comes just after 25.

Show an individual a clock set at 8 o'clock and ask them to tell you the time.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 22. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



making two-digit numbers



using a Hundred square



telling the time

## Primary 1: Numeracy assessment

### Week 22

#### Progression steps

**By the end of this week most pupils will be able to:**

add numbers from 0—20 using a number line

**previous step:** relate addition to combining two groups of objects

**next step:** understand that addition can be done in any order and use this to add mentally

#### Assessment tasks

**Choose five pupils at the end of week 22 and work through the following activities:**

Show an individual pupil a Hundred square, point to a number and ask them to continue reading the next five numbers.

Ask an individual pupil to use a Hundred square to tell you which number comes just before 34.

Show an individual pupil a 0—20 number line and ask them to complete the sum:  $13 + 3 =$

If three out of five pupils can complete these tasks correctly, you can start teaching Week 23. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



finding two-digit numbers



using a number line for addition



counting to one hundred

## Primary 1: Numeracy assessment

### Week 23

#### Progression steps

**By the end of this week most pupils will be able to:**

subtract numbers from 0—20 using a number line

**previous step:** understand that subtraction is the same as taking away

**next step:** subtract when solving problems in a range of contexts

#### Assessment tasks

**Choose five pupils at the end of week 23 and work through the following activities:**

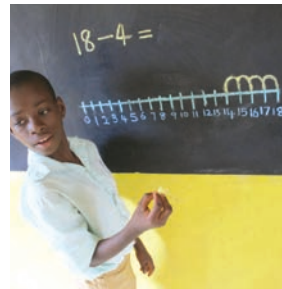
Show an individual pupil the number 63 and ask them how many Tens and how many Units it has.

Ask an individual pupil to make 54, 26 and 73 with bundles of Tens and single sticks or straws.

Show an individual pupil a 0—20 number line and ask them to complete the sum:  $17 - 5 =$

If three out of five pupils can complete these tasks correctly, you can start teaching Week 24. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



subtracting on  
a number line



using 'less than'



finding two-digit  
numbers

## Primary 1: Numeracy assessment

### Week 24

#### Progression steps

**By the end of this week most pupils will be able to:**

divide objects into halves and quarters

**previous step:** identify shapes in the environment

**next step:** find three-quarters of different shapes

#### Assessment tasks

**Choose five pupils at the end of week 24 and work through the following activities:**

Give an individual pupil a cut-out shape and ask them to fold it into quarters.

Give an individual pupil a shape divided into quarters and ask them to colour in one quarter.

Ask an individual pupil to show you something that is square in the environment.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 25. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



identifying half of a shape



finding shapes in the environment



dividing shapes into quarters

## Primary 1: Numeracy assessment

### Week 25

#### Progression steps

**By the end of this week most pupils will be able to:**

compare the length and height of objects

**previous step:** explore the size of objects, using a range of vocabulary

**next step:** suggest suitable standard or non-standard units to estimate and measure length

#### Assessment tasks

**Choose five pupils at the end of week 25 and work through the following activities:**

Ask an individual pupil to make 75, 28 and 43 with their bundles of Ten and Units.

Ask three pupils to stand in a line and ask an individual pupil, 'Who is the tallest?'

Show an individual pupil three sticks and ask, 'Which is longest?'

If three out of five pupils can complete these tasks correctly, you can start teaching Week 26. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



comparing length



using Tens and Units



finding out who is taller

26—30

## Primary 1: Numeracy assessment

### Week 26

#### Progression steps

**By the end of this week most pupils will be able to:**

compare the length and height of objects

**previous step:** explore the size of objects, using a range of vocabulary

**next step:** suggest suitable standard or non-standard units to estimate and measure length

#### Assessment tasks

**Choose five pupils at the end of week 26 and work through the following activities:**

Show individual pupils 46, 18 and 73, and for each number, ask 'How many Tens does this number have?'

Ask an individual pupil, 'Who is the shortest in the class?'

Ask an individual pupil to show you how to measure the classroom using footsteps.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 27. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



measuring with  
a handspan



measuring with  
a ruler



measuring with  
footsteps

## Primary 1: Numeracy assessment

### Week 27

#### Progression steps

**By the end of this week most pupils will be able to:**

compare the capacity of a variety of containers

**previous step:** explore the capacity of a variety of containers

**next step:** measure and order the capacity of containers using direct comparison

#### Assessment tasks

**Choose five pupils at the end of week 27 and work through the following activities:**

Give an individual pupil some counting sticks and ask them to show one way to make 10.

Give an individual pupil a number line and ask them to complete the sum:  
 $4 + 5 =$

Give an individual pupil three containers and ask, 'Which one holds the most sand/water?'

If three out of five pupils can complete these tasks correctly, you can start teaching Week 28. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



making number  
bonds up to 10



exploring capacity



ordering containers  
by capacity

## Primary 1: Numeracy assessment

### Week 28

#### Progression steps

**By the end of this week most pupils will be able to:**

add and subtract numbers from 0—20

**previous step:** relate addition to combining two groups of objects and subtraction to taking away

**next step:** add and subtract numbers to solve problems in a range of contexts

#### Assessment tasks

**Choose five pupils at the end of week 28 and work through the following activities:**

Ask an individual pupil to order the days of the week flash cards.

Show an individual pupil two number cards from 1—99 and ask them to tell you the number.

Give an individual pupil 20 counters to complete the sum:  $11 + 4 =$

Give an individual pupil 20 counters to complete the sum:  $15 - 6 =$

If three out of five pupils can complete these tasks correctly, you can start teaching Week 29. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



ordering the days  
of the week



using a number line



working in groups

## Primary 1: Numeracy assessment

### Week 29

#### Progression steps

**By the end of this week most pupils will be able to:**

add coins with a sum up to N1

**previous step:** recognise and identify different coins and notes

**next step:** use different coins and notes to buy objects

#### Assessment tasks

**Choose five pupils at the end of week 29 and work through the following activities:**

Show an individual pupil a 0—20 number line and ask them to complete the sum:  $14 - 5 =$

Show an individual pupil a 0—20 number line and ask them to complete the sum:  $12 + 4 =$

Ask an individual pupil to identify the value of a note or coin that you show them.

Ask an individual pupil to work out how to use coins to make 25k.

If three out of five pupils can complete these tasks correctly, you can start teaching Week 30. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



addition on  
a number line



adding coins



ordering coins

## Primary 1: Numeracy assessment

### Week 30

#### Progression steps

**By the end of this week most pupils will be able to:**

role play shopping, paying and receiving change

**previous step:** order coins and notes according to value

**next step:** use N and k notation

#### Assessment tasks

**Choose five pupils at the end of week 30 and work through the following activities:**

Ask an individual pupil to identify the value of a note or coin that you show them.

Ask an individual pupil to complete the following sum:  $18k + 7k =$

Ask an individual pupil to tell you the cost of one carrot at 3k and four onions at 20k.

#### Examples of pupil activities



using number bonds up to 10



solving which holds the most



working out problems involving length



### Special thanks go to

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Honourable Commissioner of Education and Human Capital Development (MOEHCD), Alhaji Mohammed Atolagbe Raji, the Executive Chairman of the State Universal Basic Education Board (SUBEB), Alhaji (Barr) Lanre Daibu and their staff for their time and valuable input.

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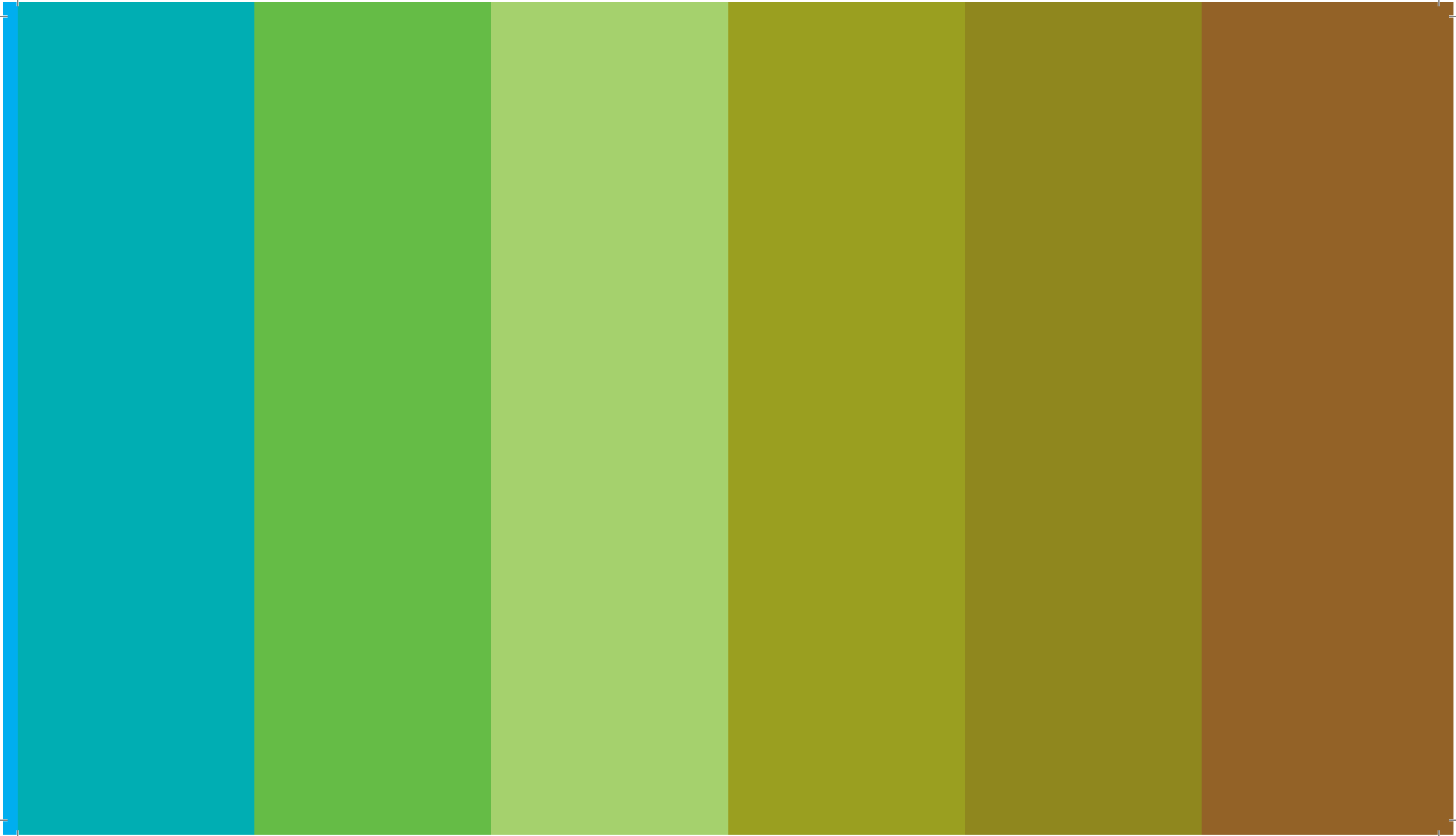
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