

**Literacy and numeracy
lesson plans**

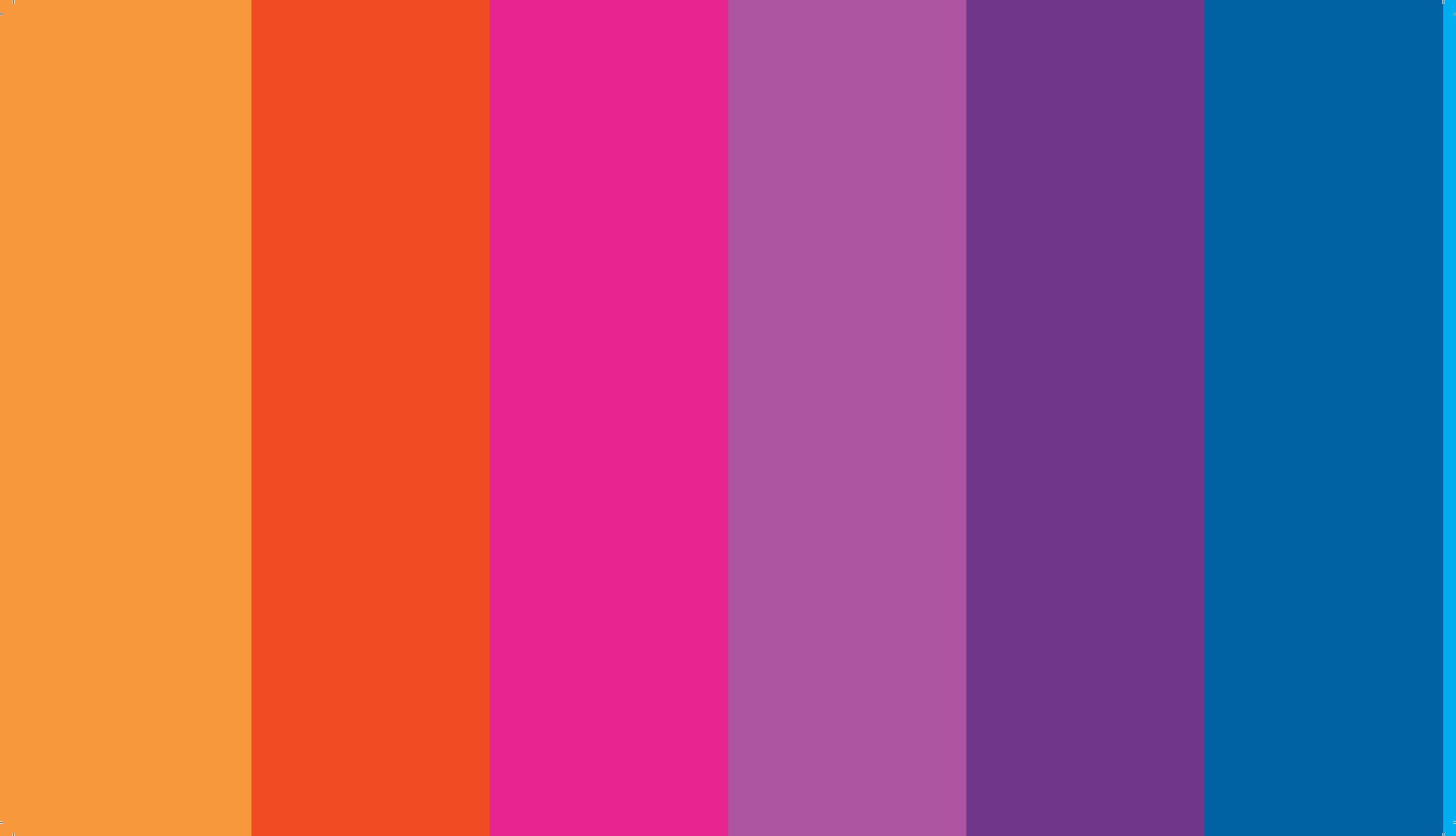
Primary 2, weeks 1—30

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

**Literacy and numeracy
lesson plans**

Primary 2, weeks 1—30

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



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 2 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 2: Literacy assessment

Week 1

Progression steps

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

read words with the letter blends 'qu' and 'ar'

previous step: read and say the letter blends 'qu' and 'ar'

next step: read and write simple sentences

Assessment tasks

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

Hold up flash cards with the letter blends 'qu' and 'ar' and ask an individual pupil to say the letter blends without you saying them.

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

Ask an individual pupil to make and read two 'qu' and 'ar' words using letter cards.

Ask an individual pupil to read the following words: 'head', 'nose', 'leg', 'arm'.

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 'qu' and 'ar' words



singing 'Head, shoulders, knees and toes'



saying 'ar' words

Primary 2: Literacy assessment

Week 2

Progression steps

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

read words with the letter blend 'oi'

previous step: read and say the letter blend 'oi'

next step: read and write simple sentences

Assessment tasks

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

Hold up flash cards with the letter blend 'oi' and ask an individual pupil to say the letter blend without you saying it.

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

Ask an individual pupil to make and read two 'oi' words using letter cards.

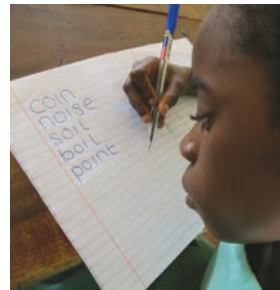
Hold up flash cards with the words 'jumping', 'skipping', 'walking', 'dancing' and 'sitting', and ask one individual pupil to carry out the action and say what they are doing, eg: 'I am dancing'.

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



underlining words
with 'oi'



writing 'oi' words



miming actions,
jumping

Primary 2: Literacy assessment

Week 3

Progression steps

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

read words with the letter blends 'er' and 'ue'

previous step: read and say the letter blends 'er' and 'ue'

next step: read and write simple sentences

Assessment tasks

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

Hold up flash cards with the letter blends 'er' and 'ue' and ask an individual pupil to say the letter blends without you saying them.

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

Ask an individual pupil to make and read two 'er' and 'ue' words using letter cards.

Ask an individual pupil to tell you something about the story they have been reading this week.

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 'er' and 'ue' words



using 'er' and 'ue' flash cards



sharing work

Primary 2: Literacy assessment

Week 4

Progression steps

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

read words with the letter blend 'ou'

previous step: read and say the letter blend 'ou'

next step: read and write simple sentences

Assessment tasks

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

Hold up flash cards with the letter blend 'ou' and ask an individual pupil to say the letter blend without you saying it.

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

Hold up three or four different flash cards of number words from 'one' to 'ten' and ask an individual pupil to read them to you.

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 'ou' words



reading 'ou' words



counting from
1—10

Primary 2: Literacy assessment

Week 5

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: read and write simple sentences

Assessment tasks

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

Hold up flash cards containing three or four of the following words: 'finger', 'river', 'out', 'mouth', 'oil', 'soil', 'car', 'dark' and ask an individual pupil to read the words.

Hold up flash cards containing three or four of the following tricky words: 'we', 'me', 'he', 'be', 'she', and ask an individual pupil to read them.

Ask an individual pupil to write two or three of the following tricky words: 'we', 'me', 'he', 'be', 'she', without copying and without seeing any examples.

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



underlining the 'e' words



revising words



making groups of specific numbers

6—10

Primary 2: Literacy assessment

Week 6

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: read and write simple sentences

Assessment tasks

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

Hold up two or three colour word flash cards and ask an individual pupil to go and find something that is the same colour.

Ask an individual pupil to read the following tricky word flash cards: 'I', 'you', 'the', 'go', 'no', 'yes'.

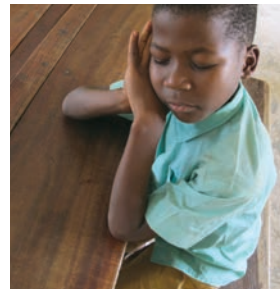
Ask an individual pupil to write two or three of the following tricky words: 'I', 'you', 'the', 'go', 'no', 'yes', without copying and without seeing any examples.

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



answering questions



miming sentences:
I go to sleep



playing the
'Colours' game

Primary 2: Literacy assessment

Week 7

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: read and write simple sentences

Assessment tasks

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

Ask an individual pupil to read the following tricky word flash cards: 'go', 'to', 'do', 'was', 'they', 'all', 'never', 'always'.

Ask an individual pupil to write two or three of the following tricky words: 'go', 'to', 'do', 'was', 'they', 'all', 'never', 'always', without copying and without seeing any examples.

Ask an individual pupil to tell you something they remember about 'The greedy tortoise, part 1'.

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



revising words



using 'some', 'all' and 'none'



discussing in groups

Primary 2: Literacy assessment

Week 8

Progression steps

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

read and spell words with the letter blend 'ng'

previous step: read and say the letter blend 'ng'

next step: read and write simple sentences

Assessment tasks

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

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

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

Ask an individual pupil to read the following flash cards: 'long', 'sing', 'hang', 'king', 'rang'.

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 sentences



playing 'What's in the box?'



role playing, the 'ng' story

Primary 2: Literacy assessment

Week 9

Progression steps

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

read and spell words with the letter blends 'sh', 'ch', 'wh' and 'th'

previous step: read and say the letter blends 'sh', 'ch', 'wh' and 'th'

next step: read and write simple sentences

Assessment tasks

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

Hold up flash cards with the letter blends 'sh', 'ch', 'wh' and 'th' and ask an individual pupil to say the letter blends without you saying them.

Ask an individual pupil to write the letter blends 'sh', 'ch', 'wh' and 'th', without copying and without seeing any examples.

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

Hold up number word flash cards and ask an individual pupil to match each word card with a number card.

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



finding matching
sounds



playing 'What's in the
box?'



matching numbers
with word flash
cards

Primary 2: Literacy assessment

Week 10

Progression steps

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

answer questions with 'yes' or 'no'

previous step: begin to understand simple questions

next step: give a full sentence answer to questions

Assessment tasks

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

Hold up revision flash cards and ask an individual pupil to say the words without you saying them.

Ask an individual pupil a simple question they can answer with 'yes' or 'no'.

Hold up a picture that you have looked at this week and ask an individual pupil to say something about it.

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



revising words



answering questions



sharing sentences

11—15

Primary 2: Literacy assessment

Week 11

Progression steps

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

read and spell words with the letter blend 'qu' and letter sound 'ea'

previous step: read and say the letter blend 'qu' and letter sound 'ea'

next step: read and write simple sentences

Assessment tasks

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

Hold up flash cards with the letter blend 'qu' and the letter sound 'ea' and ask an individual pupil to say the sounds without you saying them.

Ask an individual pupil to write the letter blend 'qu' and the letter sound 'ea', without copying and without seeing any examples.

Ask an individual pupil to read the sentence 'The man is on the seat.'

Ask an individual pupil to complete this sentence: 'In the afternoon, I ____.'

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



reading sentences



reading 'qu' and 'ea' words



playing 'Ask your neighbour'

Primary 2: Literacy assessment

Week 12

Progression steps

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

read and spell words with the sound 'oo'

previous step: read and say the sound 'oo', as in food and book

next step: read and write simple sentences

Assessment tasks

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

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

Ask an individual pupil to write 'oo', without copying and without seeing any examples.

Ask an individual pupil to make and read an 'oo' word using letter cards.

Ask an individual pupil to read the sentence: 'I go to school.'

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



underlining 'oo'
in words



writing pronouns



learning in pairs

Primary 2: Literacy assessment

Week 13

Progression steps

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

read and spell words with the letter
blend 'igh'

previous step: read and say the letter blend 'igh'

next step: read and write simple sentences

Assessment tasks

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

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

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

Ask an individual pupil to make and read an 'igh' word using letter cards.

Ask an individual pupil to read the sentence 'Lami can jump high.'

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



completing 'igh'
words



writing 'igh' words



making sentences

Primary 2: Literacy assessment

Week 14

Progression steps

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

read and spell words with the sound 'ee'

previous step: read and say the sound 'ee'

next step: read and write simple sentences

Assessment tasks

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

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

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

Ask an individual pupil to make and read an 'ee' word using letter cards.

Hold up some opposite flash cards and ask individual pupils to match them.

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



following instructions,
sweeping



writing 'ee' words



finding opposites

Primary 2: Literacy assessment

Week 15

Progression steps

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

read and spell words with the letter blends 'oi' and 'oy'

previous step: read and say the letter blends 'oi' and 'oy'

next step: read and write simple sentences

Assessment tasks

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

Hold up 'oi' and 'oy' flash cards and ask an individual pupil to say the letter blends without you saying them.

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

Ask an individual pupil to make and read two 'oi' and 'oy' words using letter cards.

Ask an individual pupil to read the sentences 'He is sitting.' And 'They are jumping.'

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



underlining 'oy' in words



reading sentences



writing sentences

16—20

Primary 2: Literacy assessment

Week 16

Progression steps

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

read and spell words with the letter blend 'er'

previous step: read and say the letter blend 'er'

next step: read and write simple sentences

Assessment tasks

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

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

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

Ask an individual pupil to make and read 'er' words using letter cards.

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



underlining 'er'
in words



writing simple
sentences



ordering the months
of the year

Primary 2: Literacy assessment

Week 17

Progression steps

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

read and spell words with the letter blend 'ch'

previous step: read and say the letter blend 'ch'

next step: read and write simple sentences

Assessment tasks

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

Hold up 'ch' flash cards and ask an individual pupil to say the letter blend without you saying it.

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

Ask an individual pupil to make and read 'ch' words using letter cards.

Ask an individual pupil to tell you something about the story they have read this week.

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



completing 'ch' words



underlining 'ch' words



sharing sentences

Primary 2: Literacy assessment

Week 18

Progression steps

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

read and spell words with the letter blends 'ear' and 'ing'

previous step: read and say the letter blends 'ear' and 'ing'

next step: read and write simple sentences

Assessment tasks

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

Hold up 'ear' and 'ing' flash cards and ask an individual pupil to say the letter blends without you saying them.

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

Ask an individual pupil to make and read 'ear' and 'ing' words using letter cards.

Ask an individual pupil to match the flash cards for objects in the shopping corner with the real objects.

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



miming actions,
swimming



writing 'ear' words



writing labels for
the shopping corner

Primary 2: Literacy assessment

Week 19

Progression steps

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

read words with two-syllables

previous step: read and say letter blends in words

next step: read and write simple sentences

Assessment tasks

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

Hold up two-syllable word flash cards and ask an individual pupil to read them aloud without you saying them.

Ask an individual pupil to use 'market', 'happy', 'teacher' or 'football' to say a simple sentence, eg: 'I play football.', 'I am happy.'

Hold up flash cards with the following commands: 'sit', 'walk', 'jump', 'run' and ask an individual pupil to follow the instructions.

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



writing sentences



clapping syllables



learning in pairs

Primary 2: Literacy assessment

Week 20

Progression steps

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

read words with the ending 'ing'

previous step: read and say letter blends in words

next step: read and write simple sentences

Assessment tasks

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

Hold up 'air' and 'ing' flash cards and ask an individual pupil to say the letter blends without you saying them.

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

Ask an individual pupil to make and read 'air' and 'ing' words using letter cards.

Ask an individual pupil to tell you some of the things you need to play football.

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



making 'ing' words



miming actions,
shouting



playing a game

21—25

Primary 2: Literacy assessment

Week 21

Progression steps

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

read and write words with the 'ur' letter blend

previous step: read and say the letter blend 'ur'

next step: read and write simple sentences

Assessment tasks

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

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

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

Ask an individual pupil to make and read 'ur' words using letter cards.

Ask an individual pupil to turn these regular verbs into the past tense: 'play', 'wash', 'kick', 'pray'.

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 'ur' words



reading sentences



playing games

Primary 2: Literacy assessment

Week 22

Progression steps

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

read and write high frequency words

previous step: read and say letter blends in words

next step: read and write simple sentences

Assessment tasks

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

Hold up the following high frequency word flash cards and ask individual pupils to read them: 'will', 'that', 'this', 'then', 'them', 'with', 'see', 'for', 'now', 'down', 'look', 'too'.

Ask an individual pupil to order the sentences they wrote on Day 2.

Ask an individual pupil to tell you what they like doing at school.

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



revising high
frequency words



reading sentences



explaining pictures

Primary 2: Literacy assessment

Week 23

Progression steps

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

read and write high frequency words

previous step: read and say letter blends in words

next step: read and write simple sentences

Assessment tasks

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

Hold up the following high frequency word flash cards and ask individual pupils to read them: 'will', 'that', 'this', 'then', 'them', 'with', 'see', 'for', 'now', 'down', 'look', 'too', 'help', 'children', 'just'.

Ask the pupils to work with a partner to match the 'opposites' flash cards.

Ask the pupils to look at the 'opposites' diagram and ask them to use 'opposite' words to describe it.

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



matching flash cards



writing sentences



saying the clapping
rhyme

Primary 2: Literacy assessment

Week 24

Progression steps

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

read and write high frequency words

previous step: read and say letter blends in words

next step: read and write simple sentences

Assessment tasks

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

Ask the pupils to work with a partner to match the high frequency word flash cards.

Ask the pupils to mime one of the following actions to a partner: jumping, walking, sleeping, dancing, running, laughing, digging.

Ask their partner, 'What is s/he doing?' – tell their partner to answer using the present continuous tense, eg: 'She is digging.'

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.

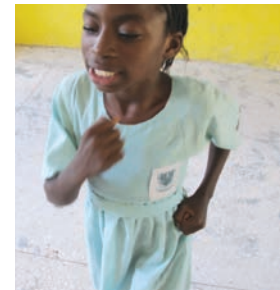
Examples of pupil activities



matching high
frequency words



sequencing
sentences



miming actions,
running

Primary 2: Literacy assessment

Week 25

Progression steps

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

read and write high frequency words

previous step: read and say letter blends in words

next step: read and write simple sentences

Assessment tasks

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

Hold up all the high frequency word flash cards learned so far and ask individual pupils to read them.

Ask individual pupils to read one of the following sentences: 'Ayo fed the cow.', 'You can hear a goat.'

Ask individual pupils to tell you about the story 'The tortoise and the wisdom pot'.

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



reading key words



reading sentences



writing in pairs

26—30

Primary 2: Literacy assessment

Week 26

Progression steps

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

read, write and spell high frequency words

previous step: read and say letter blends in words

next step: read and write simple sentences

Assessment tasks

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

Hold up the following high frequency word flash cards and ask individual pupils to read them: 'said', 'have', 'like', 'do', 'some', 'come', 'were', 'there', 'little', 'one', 'when', 'out'.

Ask an individual pupil to spell the high frequency words: 'said', 'have', 'like', 'do', 'some' and 'come', without copying and without seeing any examples.

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



practising high
frequency word
spellings



underlining high
frequency words



discussing stories

Primary 2: Literacy assessment

Week 27

Progression steps

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

write simple sentences using the rules for sentence writing

previous step: read, write and spell high frequency words

next step: write a sequence of sentences

Assessment tasks

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

Hold up the following high frequency revision word flash cards and ask individual pupils to read them: 'will', 'that', 'this', 'then', 'them', 'with', 'see', 'for', 'now', 'down', 'look', 'too'.

Ask individual pupils to spell some of the high frequency words they have learned without copying and without seeing any examples.

Ask individual pupils to tell you the rules for writing sentences.

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



writing sentences



learning the rules
for sentences



having group
discussions

Primary 2: Literacy assessment

Week 28

Progression steps

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

write simple sentences using the rules for sentence writing

previous step: read, write and spell high frequency words

next step: write a sequence of sentences

Assessment tasks

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

Hold up the following high frequency revision word flash cards and ask individual pupils to read them: 'said', 'have', 'like', 'do', 'some', 'come', 'were', 'there', 'little', 'one', 'when', 'out'.

Ask an individual pupil to spell the high frequency words: 'said', 'have', 'like', 'do', 'some' and 'come', without copying and without seeing any examples.

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



writing sentences



having group
discussions



working in pairs

Primary 2: Literacy assessment

Week 29 Stories

Progression steps

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

spell words with letter blends

previous step: read, write and spell high frequency words

next step: write a short text

Assessment tasks

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

Hold up some of the revision letter blend flash cards used this term and ask an individual pupil to say the letter blends without you saying them.

Hold up the following revision word flash cards with and ask individual pupils to read them, without copying and without seeing any examples: 'car', 'soil', 'house', 'meat', 'fish', 'chin', 'with', 'queen', 'blue', 'river', 'moon'.

Ask individual pupils to spell the following revision words: 'farm', 'boil', 'shout', 'heat', 'shop', 'rich', 'this', 'true', 'sister', 'food', 'moon'.

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



using sound grids



writing sentences



making 'sh' words

Primary 2: Literacy assessment

Week 30

Progression steps

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

spell words with the letter blends 'oy', 'air', 'igh', 'ur' and 'ear'

previous step: read, write and spell high frequency words

next step: write a sequence of sentences

Assessment tasks

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

Hold up 'oy', 'air', 'igh', 'ur' and 'ear' flash cards and ask an individual pupil to say the letter blends without you saying them.

Hold up the following revision word flash cards and ask individual pupils to read them without copying and without seeing any examples: 'ear', 'fight', 'burn', 'pair', 'boy', 'chair', 'hear', 'fur', 'joy'.

Ask an individual pupil to spell, by sounding out, the following revision words: 'hear', 'turn', 'toy', 'hair' and 'night'.

Examples of pupil activities



revising 'ea' words



discussing in groups



writing sentences



Numeracy

1—5

Primary 2: Numeracy assessment

Week 1

Progression steps

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

count whole numbers from 1—20

previous step: count, read, write (with some reversals) and order whole numbers reliably up to 50

next step: accurately say the number names up to 100.

Assessment tasks

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

Show an individual pupil a clock set at 2 o'clock and ask them to tell you the time.

Ask an individual pupil to use a clock to make 9 o'clock.

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

Ask an individual pupil to make a number between 1 and 99 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 2. If not, spend another lesson focussing on the most challenging part of this week.

Examples of pupil activities



telling the time



learning in pairs



using Tens and Units

Primary 2: Numeracy assessment

Week 2

Progression steps

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

understand how many Tens and Units there are in a number

previous step: count, read, write (with some reversals) and order whole numbers reliably up to 50

next step: accurately say the number names up to 100

Assessment tasks

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

Show an individual pupil a clock set at half past 1 and ask them to tell you the time.

Ask an individual pupil to use a clock to make 11 o'clock.

Show an individual pupil two or three number cards between 1 and 99 and ask them to tell you the number.

Ask an individual pupil to make a number between 1 and 99 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 3. If not, spend another lesson focussing on the most challenging part of this week.

Examples of pupil activities



telling the time



making bundles
of ten



using Tens and Units

Primary 2: Numeracy assessment

Week 3

Progression steps

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

name 3D shapes

previous step: sort objects that are different shapes

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

Assessment tasks

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

Show an individual pupil a Hundred square, point to two or three numbers and ask them to tell you what they are.

Show an individual pupil a cube and a cuboid and ask them to name the shapes.

Show an individual pupil a cube and ask them to tell you how many corners the shape has.

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



making two-digit
numbers



finding shapes
in the environment



identifying 3D
objects

Primary 2: Numeracy assessment

Week 4

Progression steps

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

add 10 to a single-digit number

previous step: add two single-digit numbers mentally

next step: use mental strategies to solve simple problems

Assessment tasks

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

Show an individual pupil a Hundred square, point to two or three numbers and ask them to count on for four or five numbers.

Show an individual pupil the sum ' $9 + 10 =$ ' and ask them to show you how to complete it using the Hundred square.

Show an individual pupil the sum ' $2 + 30 =$ ' and ask them to show you how to complete it using the Hundred square.

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



counting numbers on a Hundred square



identifying Tens and Units



working in pairs

Primary 2: Numeracy assessment

Week 5

Progression steps

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

use N notation when calculating and recording sums involving money

previous step: add coins with a sum up to N1

next step: use different coins and notes to buy objects

Assessment tasks

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

Show an individual pupil a Hundred square, point to the number 3 and ask them to add on 10.

Show an individual pupil the sum ' $7 + 40 =$ ' and ask them to show you how to solve it using the Hundred square.

Show an individual pupil three different Naira notes and ask, 'Which note is worth the most?'.

Show an individual pupil N20 and ask, 'What could you buy with this?'.

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



expanding two-digit numbers



using a shopping corner



looking at money

6—10

Primary 2: Numeracy assessment

Week 6

Progression steps

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

measure the capacity of a variety of containers

previous step: explore and compare the capacity of a variety of containers

next step: suggest suitable measuring equipment to estimate and measure capacity

Assessment tasks

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

Ask an individual pupil to complete the sum: $5 + 5 =$

Ask an individual pupil to expand the number 34.

Show an individual pupil the sum ' $21 + 26 =$ ' and ask them to show you how to complete it using a number line.

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 7. If not, spend another lesson focussing on the most challenging part of this week.

Examples of pupil activities



adding on
a number line



measuring capacity



ordering containers

Primary 2: Numeracy assessment

Week 7

Progression steps

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

subtract two, two-digit numbers 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 7 and work through the following activities:

Ask an individual pupil to mentally complete the sum: $8 + 2 =$

Ask an individual pupil to expand the number 26.

Ask an individual pupil to complete the sum ' $19 - 8 =$ ' and explain what they are doing.

Give an individual pupil 20 counters and ask them to subtract eight. Ask if the number left is odd or even.

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



finding numbers



subtracting on
a number line



identifying odd
and even numbers

Primary 2: Numeracy assessment

Week 8

Progression steps

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

subtract two, two-digit numbers 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 8 and work through the following activities:

Ask an individual pupil to mentally complete the sum: $7 + 3 =$

Show an individual pupil a Hundred square and ask them to count in Tens from 5.

Ask an individual pupil to use a number line to complete the sum: $71 - 20 =$

Show an individual pupil the symbol for subtraction and ask them to tell you any other names for it that they know.

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



using subtraction
vocabulary



working in pairs



counting in Tens

Primary 2: Numeracy assessment

Week 9

Progression steps

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

measure using a metre stick

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

next step: estimate, compare and measure lengths, choosing and using suitable measuring instruments

Assessment tasks

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

Ask an individual pupil to mentally complete the sum: $20 - 3 =$

Ask an individual pupil to use a number line to complete the sum: $57 - 44 =$

Ask an individual pupil to demonstrate how to use a metre stick to measure.

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



subtracting two-digit numbers



using non-standard units of measurement



using a metre stick

Primary 2: Numeracy assessment

Week 10

Progression steps

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

add and subtract two-digit numbers

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

next step: use addition and subtraction to solve one-step word problems

Assessment tasks

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

Ask an individual pupil to use a number line to complete the sum: $24 + 11 =$

Ask an individual pupil to use a number line to complete the sum: $57 - 44 =$

Show an individual pupil the symbol for subtraction and ask them to tell you any other names they know for it.

Show an individual pupil the symbol for addition and ask them to tell you any other names they know for it.

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



subtracting two-digit numbers



working individually



using flash cards

11—15

Primary 2: Numeracy assessment

Week 11

Progression steps

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

begin to count whole numbers from 0—999

previous step: understand what each digit in a two-digit number represents

next step: begin to compare and order numbers to 999

Assessment tasks

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

Show an individual pupil the numbers 124 and 157 and ask them to tell you what they are.

Show an individual pupil the number 124 and ask: 'How many Hundreds?', 'How many Tens?', 'How many Units?'.

Ask an individual pupil to tell you a number that is more than 124.

Ask an individual pupil to tell you a number that is less than 124.

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



ordering days of
the week



making three-digit
numbers



using bundles of Ten

Primary 2: Numeracy assessment

Week 12

Progression steps

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

add two amounts of money to total N100

previous step: add coins with a sum of not more than N1

next step: use different coins and notes to buy objects

Assessment tasks

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

Show an individual pupil the number 329 and ask: 'How many Hundreds?', 'How many Tens?', 'How many Units?'.

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 50k.

Show an individual pupil two items from the shopping corner and ask them to choose which notes they would use to pay for them.

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



working in groups



making three-digit
numbers



understanding
place value

Primary 2: Numeracy assessment

Week 13

Progression steps

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

identify the number of faces, edges and corners on 3D shapes

[previous step](#): name 3D shapes

[next step](#): construct 3D shapes

Assessment tasks

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

Show an individual pupil a cube or cuboid and ask them to count how many faces it has and name the 2D face shapes.

Show an individual pupil a cube or cuboid and ask them to tell you how many corners (vertices) it has.

Put a 3D shape in a bag and ask an individual pupil to feel inside and tell you what the shape is.

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



solving how many
faces a shape has



working out
how many edges
a shape has



recognising
3D shapes

Primary 2: Numeracy assessment

Week 14

Progression steps

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

compare and order numbers up to 100

previous step: understand what each digit in a two-digit number represents

next step: begin to compare and order numbers to 999

Assessment tasks

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

Show an individual pupil a selection of 3D objects and ask them to show you one that has a square face.

Put a 3D shape in a bag and ask an individual pupil to feel inside and tell you what the shape is.

Give an individual pupil a 0—50 number line and ask them to use it to complete the sum: $25 + 15 =$

Give an individual pupil a 0—20 number line and ask them to solve: 'How many more than 5 is 15?'

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



naming 3D shapes



asking, 'How many more than?'



answering, 'How many more than?'

Primary 2: Numeracy assessment

Week 15

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 15 and work through the following activities:

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

Give an individual pupil a Hundred square and ask them to count in Tens.

Give an individual pupil 20 counters and ask them to make four equal piles.

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



dividing in half



finding a half



finding a quarter

16—20

Primary 2: Numeracy assessment

Week 16

Progression steps

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

measure using metres and centimetres

previous step: compare and measure the length and height of objects

next step: read, choose, use and record standard metric units to estimate and measure length

Assessment tasks

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

Ask an individual pupil to explain what equipment they have been using to measure with this week.

Ask an individual pupil to demonstrate how to use a metre stick to measure.

Ask an individual pupil to demonstrate how to use a ruler to measure.

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 fractions



measuring big
objects



measuring small
objects

Primary 2: Numeracy assessment

Week 17

Progression steps

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

subtract two, two-digit numbers using a number line

previous step: recall subtraction facts for each number up to 20

next step: use practical and informal written methods to subtract two-digit numbers

Assessment tasks

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

Give an individual pupil a set of place value cards and ask them to make the numbers 354 and 542.

Show an individual pupil the numbers 625 and 153. For each number, ask: 'How many Hundreds?', 'How many Tens?', 'How many Units?'.

Ask an individual pupil to explain how to expand 31.

Give an individual pupil a number line and ask them to complete the sum:
 $28 - 12 =$

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



comparing numbers



expanding numbers



subtracting using
a number line

Primary 2: Numeracy assessment

Week 18

Progression steps

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

recognise o'clock and half past on a clock face

previous step: use everyday language related to time order

next step: tell the time using hour, half-hour and quarter-hour units

Assessment tasks

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

Show an individual pupil a clock set at half past 5, then half past 9 and ask them to tell you the times.

Ask an individual pupil to use a clock to make 3 o'clock, 7 o'clock and 11 o'clock.

Give an individual pupil a number line and ask them to complete the sum:
 $48 - 18 =$

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



sharing work



telling the time



showing half
past one

Primary 2: Numeracy assessment

Week 19

Progression steps

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

order days of the week, months of the year and weekly events

previous step: use everyday language related to time order

next step: tell the time using hour, half-hour and quarter-hour units

Assessment tasks

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

Show an individual pupil a clock set at 8 o'clock and at 2 o'clock and ask them to tell you the times.

Ask an individual pupil to use a clock to make half past 11, then half past 1.

Ask an individual pupil to tell you what months the rainy season is in.

Give an individual pupil a 0—60 number line and ask them to complete the sum: $57 - 37 =$

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



talking about time



using a calendar



ordering the months
of the year

Primary 2: Numeracy assessment

Week 20

Progression steps

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

add and subtract two, two-digit numbers using a number line

previous step: recall all addition and subtraction facts for each number up to 20

next step: use practical and informal written methods to add and subtract two-digit numbers

Assessment tasks

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

Ask an individual pupil to use a clock to make half past 4 and half past 7.

Ask an individual pupil to expand 21.

Give an individual pupil a number line and ask them to complete the sum:
 $31 - 20 =$

Give an individual pupil a number line and ask them to complete the sum:
 $23 + 34 =$

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



showing Tens
and Units



expanding numbers



subtracting on
a number line

21—25

Primary 2: Numeracy assessment

Week 21

Progression steps

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

add and subtract two, two-digit numbers using a number line

previous step: recall all addition and subtraction facts for each number up to 20

next step: use practical and informal written methods to add and subtract two-digit numbers

Assessment tasks

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

Give an individual pupil a number line and ask them to complete the sum:
 $28 - 20 =$

Give an individual pupil a number line and ask them to complete the sum:
 $25 + 21 =$

Ask an individual pupil to solve ' $8 + 5 =$ ' in their head.

Show an individual pupil the numbers 436 and 241. For each number, ask: 'How many Hundreds?', 'How many Tens?', 'How many Units?'.

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



counting



displaying Hundreds, Tens and Units



subtracting on a number line

Primary 2: Numeracy assessment

Week 22

Progression steps

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

add two, two-digit numbers using a number line

previous step: add numbers 0—20 using a number line

next step: use practical and informal written methods to add two- and three-digit numbers

Assessment tasks

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

Give an individual pupil a number line and ask them to complete the sum:
 $42 - 21 =$

Give an individual pupil a number line and ask them to complete the sum:
 $52 + 17 =$

Show an individual pupil the numbers 412 and 675. For each number, ask: 'How many Hundreds?', 'How many Tens?', 'How many Units?'.

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



identifying 3D
objects



working in pairs



adding on a
number line

Primary 2: Numeracy assessment

Week 23

Progression steps

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

use different notes to buy objects and work out the change

previous step: recognise and order different coins and notes according to value

next step: use addition and subtraction to solve one-step word problems

Assessment tasks

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

Give an individual pupil a number line and ask them to complete the sum:
 $27 + 34 =$

Give an individual pupil a number line and ask them to complete the sum:
 $N50 - N10 =$

Ask an individual pupil to work out the change from N50 Naira if they spend N25.

Show an individual pupil the number 359 and ask, 'How many Tens does this number have?'

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



adding the cost of two items



making N50



solving word problems

Primary 2: Numeracy assessment

Week 24

Progression steps

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

explore the weight of objects, using a range of vocabulary

previous step: compare the weight of objects

next step: estimate, compare and measure weight, choosing suitable measuring instruments

Assessment tasks

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

Give an individual pupil the numbers, 491, 213 and 341 and ask them to put them in order.

Show an individual pupil the number 545, and ask: 'How many Hundreds?', 'How many Units?'.

Show an individual pupil two objects and ask, 'Which one is heaviest?'

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



ordering three-digit numbers



discussing in groups



comparing weight

Primary 2: Numeracy assessment

Week 25

Progression steps

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

explore and compare the capacity of a variety of containers

previous step: measure the capacity of a variety of containers

next step: suggest suitable standard units to measure capacity

Assessment tasks

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

Ask an individual pupil to add 9 to a number, eg: $26 + 9 =$

Ask an individual pupil to subtract 9 from a number, eg: $47 - 9 =$

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

Show an individual pupil the containers used this week and ask them to choose the one that holds 1 litre.

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



discussing in groups



ordering containers



measuring capacity

26—30

Primary 2: Numeracy assessment

Week 26

Progression steps

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

subtract two two-digit numbers using a number line

previous step: expand numbers to solve subtraction sums

next step: use subtraction to solve one-step word problems

Assessment tasks

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

Ask an individual pupil to expand 34.

Give an individual pupil a number line and ask them to complete the sums:
 $44 - 6 =$ and $55 - 7 =$

Give an individual pupil a ruler and ask them to point to the place that shows 5cm, then 8cm.

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



expanding two-digit numbers



measuring accurately



subtracting two-digit numbers

Primary 2: Numeracy assessment

Week 27

Progression steps

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

expand numbers to solve subtraction problems

previous step: expand two- and three-digit numbers

next step: use practical and informal written methods to subtract three-digit numbers

Assessment tasks

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

Ask an individual pupil to explain what they would measure in the classroom with a metre stick.

Show an individual pupil the '-' sign and ask them to tell you the mathematical vocabulary they have learned for this sign.

Give individual pupils a number line and ask them to complete the sums:
 $43 - 19 =$ and $84 - 26 =$

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



looking closely
at a metre stick



discussing
subtraction



solving word
problems

Primary 2: Numeracy assessment

Week 28

Progression steps

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

order days of the week, months of the year and weekly events

previous step: record different times of the day

next step: tell the time using hour, half-hour and quarter-hour units

Assessment tasks

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

Ask an individual pupil to count in fives up to at least 50.

Ask an individual pupil to use a clock to make half past 4.

Ask an individual pupil to use a clock to make 5 past 7.

Give an individual pupil a number line and ask them to solve 46 minus 15.

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



telling the time



understanding o'clock times



writing the time

Primary 2: Numeracy assessment

Week 29

Progression steps

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

count groups of the same size

previous step: share objects into equal groups

next step: recall multiplication facts for the 2, 3, 5 and 10 times tables and the related division facts

Assessment tasks

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

Give an individual pupil a Hundred square and ask them to count in threes.

Give an individual pupil a Hundred square and ask them to count in fives.

Give an individual pupil a 0—20 number line and ask them to complete the sum: $3 \times 4 =$

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



working in pairs



using a Hundred square to count in threes



multiplying on a number line

Primary 2: Numeracy assessment

Week 30

Progression steps

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

count groups of the same size

previous step: share objects into equal groups

next step: recall multiplication facts for the 2, 3, 5 and 10 times tables and the related division facts

Assessment tasks

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

Give an individual pupil a Hundred square and ask them to count in twos.

Give an individual pupil a Hundred square and ask them to count in threes.

Give an individual pupil a set of counters and ask them to make 2 groups of 5.

Give an individual pupil a 0—20 number line and ask them to complete the sum: $3 \times 5 =$

Examples of pupil activities



making sets of 3



identifying multiples of 5



counting in 2s



Special thanks go to

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.

The Teacher Development Division School, MOEHCD, School Improvement Unit, SUBEB and the State School Improvement Team (SSIT) for their contributions.

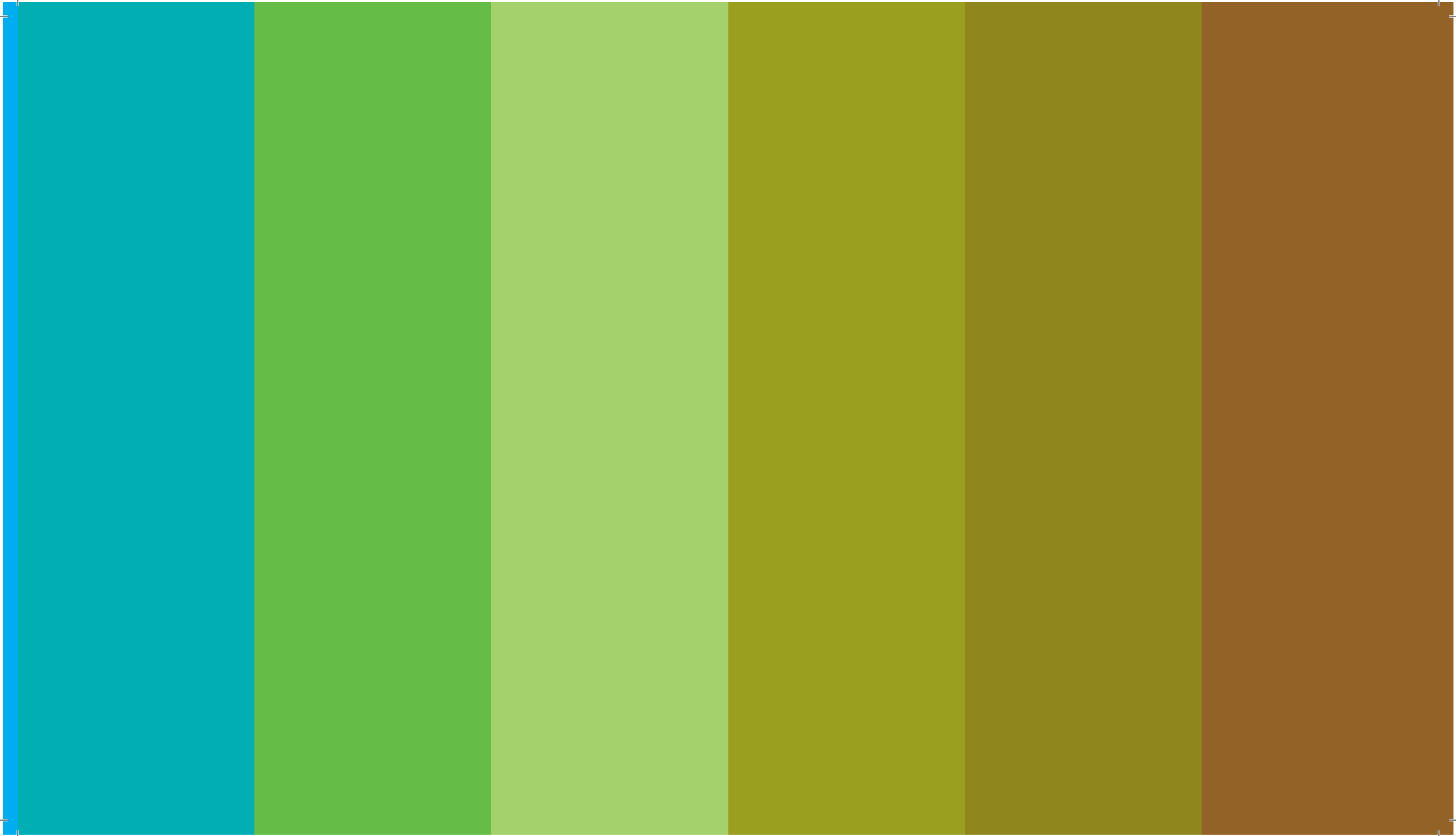
Thanks also go to all the teachers who have used the plans and started to bring about change in their classrooms.

This document is issued for the party which commissioned it and for specific purposes connected with the captioned project only. It should not be relied upon by any other party or used for any other purpose.

We accept no responsibility for the consequences of this document being relied upon by any other party, or being used for any other purpose, or containing any error or omission which is due to an error or omission in data supplied to us by other parties.

These materials were produced with UKaid technical assistance from DFID under ESSPIN.

Copyright © Cambridge Education Limited 2016.



This publication is not for sale

These assessments belong to:



Federal Ministry of Education

Produced with the
support of

esspin

Education Sector
Support Programme
in Nigeria



UKaid

from the Department for
International Development