

**Literacy and numeracy  
lesson plans**

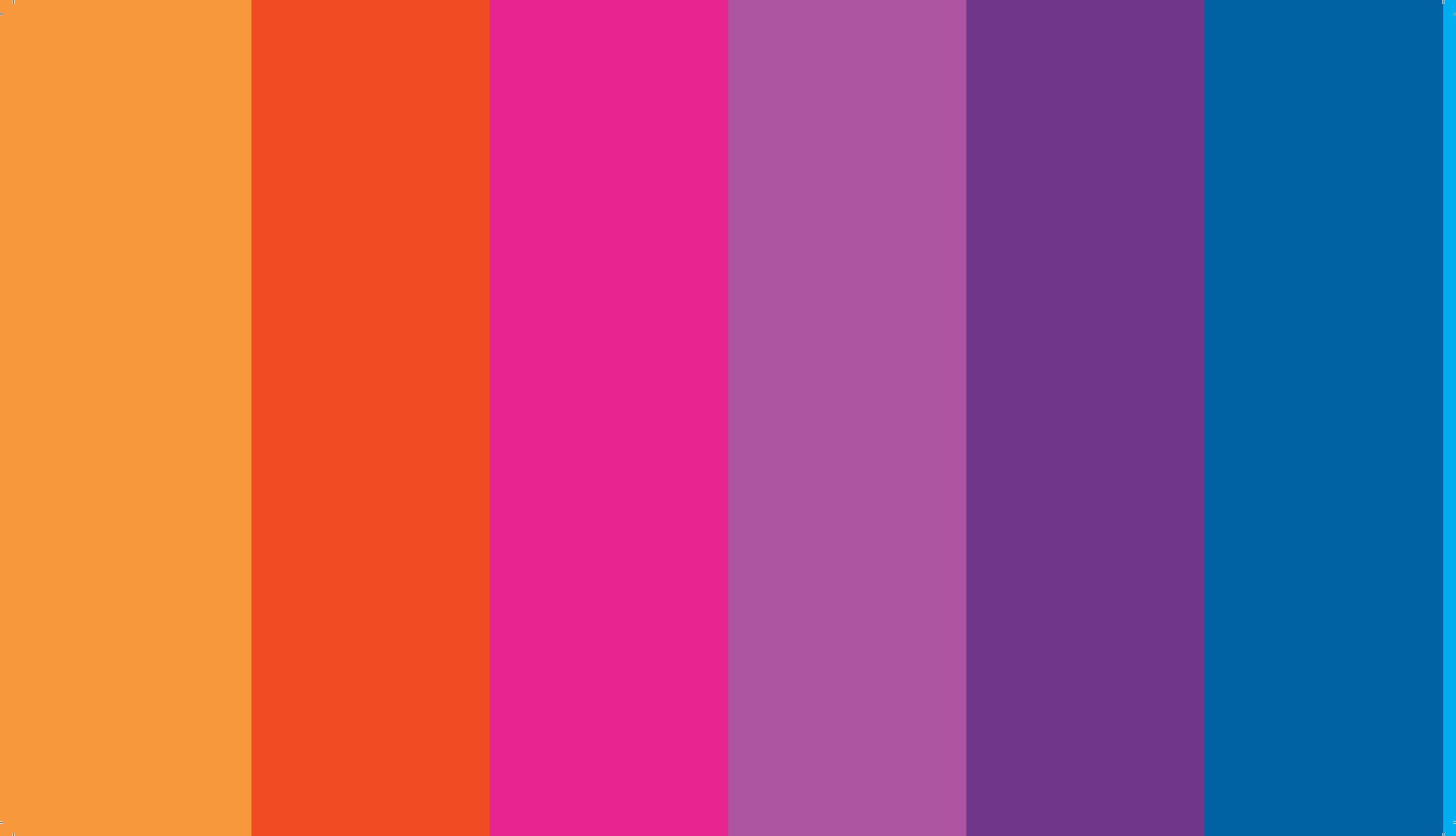
**Primary 3, weeks 1—30**

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

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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 3 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 3: Literacy assessment

### Week 1

#### Progression steps

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

spell some CVCC words

**previous step:** read some CVCC words

**next step:** write a sequence of simple sentences

#### Assessment tasks

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

Hold up 'ch', 'sh', 'wh', 'th', 'zz', 'ss', 'll' and 'ff' 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 an individual pupil to read them: 'fish', 'shop', 'then', 'chop', 'what'.

Hold up the revision word flash cards 'fell', 'miss', 'puff' and 'jazz', and ask an individual pupil to write them without copying and without seeing any examples.

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



using letter cards  
to make 'ch'  
and 'sh' words



ordering sentences



having group  
discussions



## Primary 3: Literacy assessment

### Week 2

#### Progression steps

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

spell some CVCC words

**previous step:** read some CVCC words

**next step:** write a sequence of simple sentences

#### Assessment tasks

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

Hold up the following 'ck' revision word flash cards and ask an individual pupil to read the words without you saying them: 'duck', 'peck', 'chick', 'pack'.

Ask an individual pupil to spell, by sounding out, the following revision words: 'tick', 'clock', 'lick', 'back'.

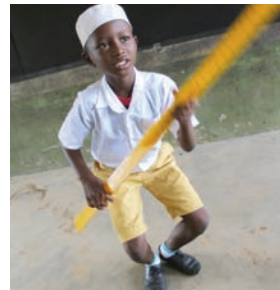
Hold up the following CVCC flash cards and ask an individual pupil to read the words without you saying them: 'tent', 'bend', 'wind', 'rest', 'test', 'pant'.

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



using letter cards  
to make 'ck' words



miming, bending



retelling a story

## Primary 3: Literacy assessment

### Week 3

#### Progression steps

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

spell some CVCC words

**previous step:** read some CVCC words

**next step:** write a sequence of simple sentences

#### Assessment tasks

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

Hold up the following CVCC word flash cards and ask an individual pupil to read the words without you saying them: 'went', 'help', 'wind', 'sand', 'cold', 'bend'.

Ask an individual pupil to spell, by sounding out, the following CVCC words: 'tent', 'felt', 'sink', 'told', 'jump', 'held', 'hand', 'wink', 'pump', 'hold', 'damp'.

Hold up the following CVCC word flash cards and ask an individual pupil to write the words, without copying and without seeing any examples: 'sand', 'lamp', 'tank', 'bent', 'lift'.

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



using letter cards  
to make 'ld'  
and 'nk' words



underlining the 'nt'  
in words



finding opposites

## Primary 3: Literacy assessment

### Week 4

#### Progression steps

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

spell some CVCC words

**previous step:** read some CVCC words

**next step:** write a sequence of simple sentences

#### Assessment tasks

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

Hold up the following CVCC word flash cards and ask an individual pupil to read the words without you saying them: 'link', 'send', 'sink', 'want', 'desk'.

Ask an individual pupil to spell, by sounding out, the following CVCC words: 'sand', 'lamp', 'tank', 'fast', 'last'.

Ask an individual pupil to think about the story 'The farmer's eagle' and tell you what they think the eagle could see when it was flying.

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



underlining vowels



rhyming words



reading sentences

## Primary 3: Literacy assessment

### Week 5

#### Progression steps

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

spell some CVCC words

**previous step:** read some CVCC words

**next step:** write a sequence of simple sentences

#### Assessment tasks

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

Hold up the following CVCC word flash cards and ask an individual pupil to read the words without you saying them: 'dent', 'kept', 'rest', 'tent', 'slept', 'calf', 'last'.

Ask an individual pupil to spell, by sounding out, the following CVCC words: 'fast', 'pest', 'half', 'sent', 'past', 'rent', 'bent'.

Ask individual pupils to read one of the following sentences:  
'Tomorrow I am going to sing at school.'  
'Tomorrow I am going to play at school.'  
'Tomorrow I am going to run to school.'

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



making CVCC words



underlining rhyming words



using the future tense

6—10

## Primary 3: Literacy assessment

### Week 6

#### Progression steps

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

read words beginning with the silent letters 'w' and 'g'

**previous step:** read some CVCC words

**next step:** write a sequence of simple sentences

#### Assessment tasks

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

Hold up the silent 'w' and 'g' flash cards and ask individual pupils to read them, without you saying them.

Ask an individual pupil to spell the following words, without copying and without seeing any examples: 'gnat', 'gnaw', 'wrist', 'wrap'.

Ask an individual pupil to tell you something about the song 'Five little speckled frogs'. Ask, 'Where were the frogs sitting at the start of the song?', 'Where did the frogs jump?'

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



reading silent  
letter words



singing rhymes



learning in pairs

## Primary 3: Literacy assessment

### Week 7

#### Progression steps

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

read and spell words with the silent letter 'b'

**previous step:** read some CVCC words

**next step:** write a sequence of simple sentences

#### Assessment tasks

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

Hold up the following silent 'wr' and 'g' flash cards and ask an individual pupil to read the words without you saying them: 'wrist', 'wrap', 'write', 'gnat', 'sign', 'gnaw'.

Hold up the following silent 'b' flash cards and ask an individual pupil to read the words without you saying them: 'lamb', 'thumb', 'climb', 'comb'.

Ask an individual pupil to spell the following words, without copying and without seeing any examples: 'lamb', 'thumb', 'climb', 'comb'.

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



reading silent letter words



matching words and pictures



understanding plurals



## Primary 3: Literacy assessment

### Week 8

#### Progression steps

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

read and spell words beginning with the silent letter 'k'

**previous step:** read some CVCC words

**next step:** write a sequence of simple sentences

#### Assessment tasks

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

Hold up the following revision flash cards and ask an individual pupil to read the words without you saying them: 'wrist', 'wrinkle', 'gnash', 'sign', 'lamb', 'climb'.

Hold up the following silent 'k' flash cards and ask an individual pupil to read the words without you saying them: 'knot', 'knuckle', 'kneel', 'know'.

Ask an individual pupil to spell the following words without copying and without seeing any examples: 'gnaw', 'wrap', 'numb', 'knife', 'knee'.

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



reading sentences



matching flash cards



ordering months  
of the year



## Primary 3: 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 blend 'ur'

**previous step:** read some CVCC words

**next step:** write a sequence of simple sentences

#### Assessment tasks

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

Hold up the following revision flash cards and ask an individual pupil to read the words without you saying them: 'wrist', 'sign', 'climb', 'knot'.

Ask an individual pupil to spell the following words, without copying and without seeing any examples: 'gnaw', 'numb', 'knife', 'wrap', 'fur'.

Hold up the following 'ur' flash cards and ask an individual pupil to read the words without you saying them: 'burnt', 'hurt', 'nurse', 'purple'.

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 'ur' words



sharing sentences



finding opposites

## Primary 3: Literacy assessment

### Week 10

#### Progression steps

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

read and spell words with the letter blend 'wa'

**previous step:** read some CVCC words

**next step:** write a sequence of simple sentences

#### Assessment tasks

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

Hold up the following revision flash cards and ask an individual pupil to read the words without you saying them: 'wriggle', 'sign', 'climb', 'knot', 'hurt'.

Ask an individual pupil to spell the following words without copying and without seeing any examples: 'gnat', 'thumb', 'knee', 'wrong', 'curl'.

Hold up the following 'wa' flash cards and ask an individual pupil to read the words without you saying them: 'was', 'wash', 'wasp', 'want', 'watch', 'wallet', 'wander'.

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



reading words



sharing sentences



having pair  
discussions

11—15

## Primary 3: Literacy assessment

## Week 11

### Progression steps

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

read and spell words with 'ou'

**previous step:** read some CVCC words

**next step:** write a sequence of simple sentences

### Assessment tasks

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

Hold up the following flash cards and ask an individual pupil to read the words without you saying them: 'ground', 'pound', 'found', 'round', 'out', 'cloud', 'count'.

Ask an individual pupil to spell the following words, without copying and without seeing any examples: 'about', 'shout', 'loud', 'sound'.

Ask an individual pupil to make and read a sentence with the sentence cards from Day 5.

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



matching 'ou' words



writing 'ou' words



writing sentences

## Primary 3: Literacy assessment

## Week 12

### Progression steps

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

read and spell words containing 'ee' and 'ie'

**previous step:** read some CVCC words

**next step:** write a sequence of simple sentences

### Assessment tasks

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

Hold up the following flash cards and ask an individual pupil to read the words without you saying them: 'about', 'shout', 'weep', 'sweep', 'green', 'belief', 'shield', 'field'.

Ask an individual pupil to spell the following words, without copying and without seeing any examples: 'out', 'cloud', 'chief', 'thief', 'deep', 'sleep', 'sheep'.

Ask an individual pupil to make and read a sentence with the sentence cards from Day 3.

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 sentences



miming words,  
sleeping



discussing in pairs

## Primary 3: Literacy assessment

### Week 13

#### Progression steps

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

read and spell words containing 'ea'

**previous step:** read some CVCC words

**next step:** write a sequence of simple sentences

#### Assessment tasks

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

Hold up the following flash cards and ask an individual pupil to read the words without you saying them: 'about', 'weep', 'belief', 'field', 'head', 'wealth', 'instead', 'flown'.

Ask an individual pupil to spell the following words, without copying and without seeing any examples: 'cloud', 'field', 'sleep', 'bread', 'read', 'spread'.

Ask an individual pupil to read a sentence with the sentence cards from Day 4.

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



reading 'ea' words



using a sound grid



writing 'ea' words

## Primary 3: Literacy assessment

## Week 14

### Progression steps

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

read and spell words containing 'oy'

**previous step:** read some CVCC words

**next step:** write a sequence of sentences

### Assessment tasks

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

Hold up the following flash cards and ask an individual pupil to read the words without you saying them: 'found', 'sweep', 'green', 'chief', 'read', 'bread'.

Ask an individual pupil to spell the following words, without copying and without seeing any examples: 'count', 'deep', 'shield', 'head'.

Hold up the following 'oy' flash cards and ask an individual pupil to read the words without you saying them: 'boy', 'toy', 'joy', 'annoy', 'enjoy'.

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



underlining 'oy'  
words



writing sentences



ordering sentences



## Primary 3: Literacy assessment

### Week 15

#### Progression steps

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

read and spell words containing 'ir'

**previous step:** read some CVCC words

**next step:** write a sequence of sentences

#### Assessment tasks

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

Hold up the following flash cards and ask an individual pupil to read the words without you saying them: 'pound', 'seed', 'thief', 'spread', 'boy'.

Ask an individual pupil to spell the following words, without copying and without seeing any examples: 'about', 'deep', 'field', 'head', 'toy'.

Hold up the following 'ir' flash cards and ask an individual pupil to read the words without you saying them: 'bird', 'dirty', 'first', 'stir', 'circle', 'thirteen', 'thirsty', 'thirty'.

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



drawing pictures  
for 'ir' words



writing sentences



reading in pairs



16—20

## Primary 3: Literacy assessment

### Week 16

#### Progression steps

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

read and spell words containing 'ue'

**previous step:** read some CVCC words

**next step:** write a sequence of sentences

#### Assessment tasks

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

Hold up the following 'ue' flash cards and ask an individual pupil to read the words without you saying them: 'blue', 'due', 'sue', 'queue', 'clue'.

Ask an individual pupil to spell the following words, without copying and without seeing any examples: 'blue', 'glue', 'due'.

Ask an individual pupil to complete this sentence using an adjective: 'This is a \_\_\_\_ fish.'

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



using adjectives



using letter cards to  
make 'ue' words



reading sentences

## Primary 3: Literacy assessment

### Week 17

#### Progression steps

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

read and spell words containing 'aw'

**previous step:** read some CVCC words

**next step:** write a sequence of sentences

#### Assessment tasks

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

Hold up the 'ue' and 'ew' flash cards and ask an individual pupil to read them, without you saying them.

Ask an individual pupil to spell the following words, without copying and without seeing any examples: 'saw', 'hawk', 'paw'.

Ask an individual pupil to complete this sentence using an adjective: 'This is a \_\_\_\_ tree.'

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 sentences



discussing in groups



using adjectives

## Primary 3: Literacy assessment

### Week 18

#### Progression steps

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

read and spell words beginning with 'wh'

**previous step:** read some CVCC words

**next step:** write a sequence of sentences

#### Assessment tasks

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

Hold up the following revision flash cards and ask an individual pupil to read the words without you saying them: 'sue', 'queue', 'paw', 'jaw'.

Hold up the following 'wh' flash cards and ask an individual pupil to read the words without you saying them: 'which', 'white', 'who', 'what', 'whole', 'wheel'.

Ask an individual pupil to spell the following words, without copying and without seeing any examples: 'when', 'where', 'whip', 'while'.

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



discussing in pairs



underlining 'wh' words



discussing a story

## Primary 3: Literacy assessment

### Week 19

#### Progression steps

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

read and spell words containing 'ph'

**previous step:** read some CVCC words

**next step:** write a sequence of sentences

#### Assessment tasks

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

Hold up the following revision flash cards and ask an individual pupil to read the words without you saying them: 'glue', 'due', 'saw', 'flaw', 'who', 'what'.

Hold up the following 'ph' flash cards and ask an individual pupil to read the words without you saying them: 'graph', 'orphan', 'trophy', 'phone', 'photo'.

Ask an individual pupil to spell the following words, without copying and without seeing any examples: 'graph', 'phone', 'photo'.

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



reading 'ph' words



underlining 'ph' words



retelling a story

## Primary 3: Literacy assessment

### Week 20

#### Progression steps

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

read and spell words containing 'ew'

**previous step:** read some CVCC words

**next step:** write a sequence of sentences

#### Assessment tasks

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

Hold up the following revision flash cards and ask an individual pupil to read the words without you saying them: 'sue', 'hawk', 'wheel', 'whole', 'trophy', 'orphan'.

Hold up the following 'ew' flash cards and ask an individual pupil to read the words without you saying them: 'drew', 'flew', 'view', 'grew'.

Ask an individual pupil to spell the following words, without copying and without seeing any examples: 'dew', 'new', 'few', 'news'.

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 'ew'  
in words



talking about work  
in pairs



reading sentences

21—25

## Primary 3: Literacy assessment

### Week 21

#### Progression steps

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

read and spell words containing 'au'

**previous step:** read some CVCC words

**next step:** write a sequence of sentences

#### Assessment tasks

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

Hold up the following revision flash cards and ask an individual pupil to read the words without you saying them: 'August', 'cause', 'pause', 'drew', 'new', 'grew'.

Ask an individual pupil to spell the following words, without copying and without seeing any examples: 'sauce', 'because', 'author', 'new', 'few'.

Ask an individual pupil to complete this sentence, 'In August, \_\_\_\_.'

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



talking in pairs



writing 'au' words



having group  
discussions



## Primary 3: Literacy assessment

## Week 22

### Progression steps

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

read and spell 'i-e' words

**previous step:** read some CVCC words

**next step:** write a sequence of sentences

### Assessment tasks

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

Hold up the following revision flash cards and ask an individual pupil to read the words without you saying them: 'cause', 'pause', 'because', 'nine', 'kite', 'bite', 'five', 'bride', 'white'.

Ask an individual pupil to spell the following words, without copying and without seeing any examples: 'time', 'wide', 'line', 'pipe'.

Ask an individual pupil to tell you what they can do to stay healthy.

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



playing 'The adjective game'



reading 'i-e' words



writing sentences

## Primary 3: Literacy assessment

### Week 23

#### Progression steps

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

read and spell 'a-e' words

**previous step:** read some CVCC words

**next step:** write a sequence of sentences

#### Assessment tasks

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

Hold up the following revision flash cards and ask an individual pupil to read the words without you saying them: 'pipe', 'nine', 'kite', 'came', 'made', 'make'.

Ask an individual pupil to spell the following words, without copying and without seeing any examples: 'take', 'game', 'race', 'same', 'snake', 'amaze', 'escape'.

Ask an individual pupil, 'Which month is your birthday is in?'

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



singing 'The vowel song'



using adverbs



writing sentences

## Primary 3: Literacy assessment

### Week 24

#### Progression steps

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

read and spell 'o-e' words

**previous step:** read some CVCC words

**next step:** write a sequence of sentences

#### Assessment tasks

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

Hold up the following revision flash cards and ask an individual pupil to read the words without you saying them: 'home', 'bone', 'pole', 'rode', 'explode'.

Ask an individual pupil to spell the following words, without copying and without seeing any examples: 'stone', 'woke', 'note', 'those', 'alone'.

Ask an individual pupil to tell you how to write a letter. Ask them who they would like to write to.

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



reading 'o-e' words



writing 'a-e' words



role playing, cooking

## Primary 3: Literacy assessment

### Week 25

#### Progression steps

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

read and spell 'u-e' words

**previous step:** read some CVCC words

**next step:** write a sequence of sentences

#### Assessment tasks

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

Hold up the following revision flash cards and ask an individual pupil to read the words without you saying them: 'flute', 'rude', 'prune', 'June'.

Ask an individual pupil to spell the following words, without copying and without seeing any examples: 'rule', 'cube', 'tube', 'use'.

Hold up pictures of a tall girl, a taller girl and a tallest girl. Ask an individual pupil to tell you which girl is tall, which is taller and which is the tallest.

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



revising 'o-e' words



working in pairs



underlining 'u-e' words

26—30

## Primary 3: Literacy assessment

### Week 26

#### Progression steps

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

use the connectives 'and' and 'but' to join simple sentences

**previous step:** read high frequency words

**next step:** write a sequence of sentences

#### Assessment tasks

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

Hold up the following flash cards and ask an individual pupil to read the words without you saying them: 'said', 'have', 'children', 'some', 'come', 'what', 'asked'.

Ask an individual pupil to spell the following words, without copying and without seeing any examples: 'their', 'people', 'came', 'looked', 'called', 'asked', 'were'.

Ask an individual pupil to tell you two sentences that can be joined with 'and'.

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



writing sentences



learning high  
frequency words



revising high  
frequency words

## Primary 3: Literacy assessment

### Week 27

#### Progression steps

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

use the connectives 'and' and 'but' to join simple sentences

**previous step:** read 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 flash cards and ask an individual pupil to read the words without you saying them: 'their', 'people', 'looked', 'called', 'could', 'would', 'should'.

Ask an individual pupil to spell the following words, without copying and without seeing any examples: 'old', 'by', 'time', 'house', 'about', 'your', 'day', 'very', 'because', 'only', 'live', 'give', 'little'.

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



learning high  
frequency words



writing sentences



joining opposite  
words



## Primary 3: Literacy assessment

### Week 28

#### Progression steps

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

use connectives to join simple sentences

**previous step:** read 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 word flash cards and ask an individual pupil to read the words: 'old', 'your', 'only', 'about', 'very', 'time', 'house'.

Ask an individual pupil to spell the following words, without copying and without seeing any examples: 'time', 'house', 'could', 'would', 'should'

Ask an individual pupil to choose one of the following past tense verbs to put into a sentence: 'cried', 'washed', 'walked'.

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



revising high  
frequency words



learning in pairs



matching high  
frequency words



## Primary 3: Literacy assessment

## Week 29 Stories

### Progression steps

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

read and spell CCVC words

**previous step:** read high frequency words

**next step:** write a sequence of sentences

### Assessment tasks

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

Hold up the following flash cards and ask an individual pupil to read the words without you saying them: 'spin', 'spot', 'stop', 'trip', 'plan', 'drum', 'clap'.

Ask an individual pupil to spell the following words, without copying and without seeing any examples: 'swim', 'sniff', 'twin', 'clown', 'brush', 'track'.

Ask an individual pupil to say some adjectives to describe one of the following animals: monkey, crocodile, snake.

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.

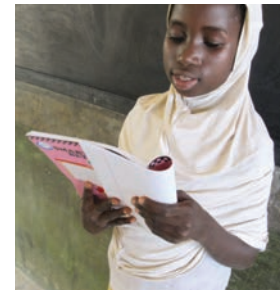
### Examples of pupil activities



working in groups



using sound grids



sharing writing

## Primary 3: Literacy assessment

### Week 30

#### Progression steps

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

read, write and spell high frequency words

**previous step:** confidently read 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 the following sound revision flash cards and ask an individual pupil to read the words without you saying them: 'girl', 'bird', 'blue', 'true', 'day', 'play'.

Hold up the following high frequency word flash cards and ask an individual pupil to read the words: 'because', 'little', 'only', 'said', 'here'.

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

Ask an individual pupil to answer the following questions using either the adverb 'slowly' or 'quickly':  
'How do you think elephants walk?',  
'How do monkeys move around?'

#### Examples of pupil activities



identifying sounds  
in words



discussing in groups



revising 'au' words



# Numeracy

1—5



## Primary 3: Numeracy assessment

### Week 1

#### Progression steps

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

recognise and count numbers from 0—999

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

**next step:** expand three-digit numbers in different ways, including into multiples of 100, 10 and 1

#### Assessment tasks

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

Give an individual pupil a number line and ask them to complete the sum:  
 $73 - 15 =$

Give an individual pupil a number line and ask them to complete the sum:  
 $35 + 12 =$

Ask an individual pupil to compare 247 and 155 using  $<$  (less than) or  $>$  (greater than).

Show an individual pupil the numbers 271 and 648. 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 2. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



subtracting on  
a number line



ordering numbers



adding on  
a number line

## Primary 3: Numeracy assessment

## Week 2

### Progression steps

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

multiply numbers using a number line

**previous step:** share objects into equal groups

**next step:** use practical and informal methods to multiply numbers

### Assessment tasks

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

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

Ask an individual pupil to expand 218.

Show an individual pupil the number 375 and ask: 'How many Hundreds?', 'How many Units?'

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

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



multiplying on  
a number line



making three-digit  
numbers



working in pairs

## Primary 3: Numeracy assessment

### Week 3

#### Progression steps

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

multiply numbers using a number line

**previous step:** share objects into equal groups

**next step:** use practical and informal methods to multiply numbers

#### Assessment tasks

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

Show an individual pupil the number 426 and ask: 'How many Tens?', 'How many Units?'

Ask an individual pupil to complete the sum ' $20 + 10 =$ ' in any way they choose.

Ask an individual pupil to complete the sum ' $30 - 12 =$ ' in any way they choose.

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

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



adding and subtracting two-digit numbers



investigating multiplication patterns



working in groups



## Primary 3: Numeracy assessment

### Week 4

#### Progression steps

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

identify shapes with lines of symmetry

**previous step:** demonstrate knowledge of 2D shapes

**next step:** identify reflective symmetry in patterns and 2D shapes

#### Assessment tasks

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

Ask an individual pupil to complete the sum:  $8 \times 3 =$

Give an individual pupil a square and ask them to fold it to show one line of symmetry.

Show an individual pupil the letter 'H' and ask them to draw in one line of symmetry.

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



showing symmetry  
in letters



multiplying numbers



investigating lines  
of symmetry

## Primary 3: Numeracy assessment

### Week 5

#### Progression steps

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

classify shapes according to their properties

**previous step:** identify the number of faces, edges and corners in 3D shapes

**next step:** construct 3D shapes

#### Assessment tasks

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

Give an individual pupil a rectangle and ask them to fold it to show one line of symmetry.

Ask an individual pupil to put 425, 672 and 324 in ascending order.

Show an individual pupil the number 123 and ask: 'How many Tens?', 'How many Units?'

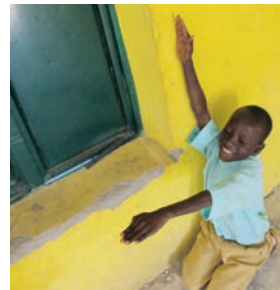
Ask an individual pupil to mention something in everyday life that has a curved line.

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



making three-digit numbers



looking for straight lines



identifying curved lines

6—10

## Primary 3: Numeracy assessment

### Week 6

#### Progression steps

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

recognise that two halves and four quarters are equivalent to one whole

**previous step:** find a third of shapes

**next step:** begin to recognise simple equivalent fractions

#### Assessment tasks

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

Give an individual pupil a rectangle and ask them to fold it to show one line of symmetry.

Give an individual pupil a triangle and ask them to fold it into three equal parts.

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

#### Examples of pupil activities



folding into quarters



shading fractions



finding a half

## Primary 3: Numeracy assessment

### Week 7

#### Progression steps

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

begin to identify equivalent fractions

**previous step:** recognise that two halves and four quarters are equivalent to one whole

**next step:** find fractions of quantities, eg: half, third, quarter and sixth of 12 litres

#### Assessment tasks

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

Give an individual pupil 2 cut-out rectangles and ask them to shade half of one shape and two-quarters of the other.

Ask an individual pupil to draw a rectangle and divide it into three equal parts, then shade one third.

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.

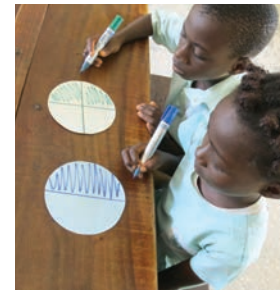
#### Examples of pupil activities



practising times  
tables



using 'greater than'  
and 'less than'



finding equivalent  
fractions

## Primary 3: Numeracy assessment

### Week 8

#### Progression steps

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

Add two, three-digit numbers using a number line

**previous step:** know number pairs that total 100

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

#### Assessment tasks

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

Ask an individual pupil to tell you what to add to complete the sum:  
 $4 + \underline{\quad} = 10$

Ask an individual pupil to complete the sum:  $36 + 28 =$

Show an individual pupil the number 318 and 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 9. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



making 10



expanding three-digit numbers



adding on a number line

## Primary 3: Numeracy assessment

### Week 9

#### Progression steps

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

add two, three-digit numbers using a number line

**previous step:** know number pairs that total 100

**next step:** use addition to solve one-step word problems

#### Assessment tasks

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

Give an individual pupil a set of counters and ask them to complete the following sums:

$$4 \times 3 =, 2 \times 4 =, 2 \times 2 =, 5 \times 4 =$$

Give an individual pupil a number line and ask them to complete:

$$75 + 53 =$$

Give an individual pupil a number line and ask them to complete:

$$231 + 176 =$$

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



picking numbers to multiply



adding on a number line



using the grid method to multiply



## Primary 3: Numeracy assessment

### Week 10

#### Progression steps

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

add together Naira and kobo

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

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

#### Assessment tasks

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

Give an individual pupil three different kobo coins and ask, 'Which is worth the most?'

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

Show an individual pupil a N100 note and ask them one way to make the amount using notes.

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



making N100



discussing in groups



using a shopping corner



11—15

## Primary 3: Numeracy assessment

## Week 11

### Progression steps

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

use a number line to subtract three-digit numbers

**previous step:** subtract two, two-digit numbers using a number line

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

### Assessment tasks

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

Ask an individual pupil to expand 343.

Ask an individual pupil to complete ' $80 + 20 =$ ' mentally (with pencil and paper, if necessary).

Give an individual pupil a number line and ask them to complete the sum:  
 $454 - 233 =$

Give an individual pupil a number line and ask them to complete the sum:  
 $74 - 38 =$

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



telling the time



working in groups



using a number line  
to subtract

## Primary 3: Numeracy assessment

### Week 12

#### Progression steps

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

use a number line to subtract three-digit numbers

**previous step:** subtract two, two-digit numbers using a number line

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

#### Assessment tasks

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

Ask an individual pupil to expand 787 and 985.

Ask an individual pupil to complete '32 - 7 =' mentally (using pencil and paper, if necessary).

Give an individual pupil a number line and ask them to complete the sum:  $675 - 248 =$

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



showing quarter  
past 1



expanding numbers



finding the difference

## Primary 3: Numeracy assessment

### Week 13

#### Progression steps

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

measure in 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 13 and work through the following activities:**

Ask an individual pupil to explain which two units of measure they have been using 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.

Ask an individual pupil to explain why we need centimetres to measure 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



making three-digit numbers



measuring with a metre stick



measuring with a ruler

## Primary 3: Numeracy assessment

### Week 14

#### Progression steps

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

understand the relationship between 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 14 and work through the following activities:**

Ask an individual pupil to tell you how many centimetres are in 1 metre.

Ask an individual pupil to tell you how many centimetres are in 3 metres.

Ask an individual pupil to measure the desk and record the answer in metres and centimetres.

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



subtracting Hundreds



measuring in  
centimetres



measuring in  
metres

## Primary 3: Numeracy assessment

### Week 15

#### Progression steps

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

multiply two-digit numbers by single-digit numbers

**previous step:** recall multiplication facts for the 2, 3, 4, 5, and 10 times tables

**next step:** use practical and informal methods to multiply numbers

#### Assessment tasks

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

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

Ask an individual pupil to complete these sums using a multiplication grid:  
 $13 \times 5 =$  and  $12 \times 6 =$

Ask an individual pupil to complete these sums without using pencil and paper:  
 $4 \times 4 =$  and  $3 \times 10 =$

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



using multiplication  
vocabulary



multiplying using  
repeated addition



having group  
discussions

16—20

## Primary 3: Numeracy assessment

### Week 16

#### Progression steps

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

multiply two-digit numbers by single-digit numbers

**previous step:** recall multiplication facts for the 2, 3, 4, 5, and 10 times tables

**next step:** use practical and informal methods to multiply numbers

#### Assessment tasks

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

Ask an individual pupil to expand 52 and 29.

Ask an individual pupil to use expansion to complete the sum:  $11 \times 4 =$

Ask an individual pupil to explain how they use expansion to multiply.

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



counting in fives



working in pairs



multiplying using repeated addition



## Primary 3: Numeracy assessment

### Week 17

#### Progression steps

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

find fractions of whole numbers and shapes

**previous step:** understand that fractions are parts of a whole

**next step:** identify equivalent fractions, improper fractions and mixed numbers

#### Assessment tasks

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

Ask an individual pupil to use expansion to complete the sum:  $12 \times 5 =$

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

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

Give an individual pupil a rectangle divided into eighths and ask them to shade three eighths.

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



showing fractions of shapes



identifying fractions of whole numbers



identifying fractions of shapes

## Primary 3: Numeracy assessment

### Week 18

#### Progression steps

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

order fractions

**previous step:** understand that fractions are several parts of a whole

**next step:** identify equivalent fractions, improper fractions and mixed numbers

#### Assessment tasks

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

Ask an individual pupil to show you how they would complete the sum:  
 $234 + 351 =$

Give an individual pupils the fraction cards used this week, and ask them to put them in order.

Give an individual pupil a set of fraction strips and ask them to use the symbol  $<$  or  $>$  between two of them to show which is bigger.

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



labelling fraction  
strips



comparing fraction  
sizes



ordering fraction  
strips

## Primary 3: Numeracy assessment

### Week 19

#### Progression steps

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

use balance scales to compare the weight of objects

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

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

#### Assessment tasks

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

Ask an individual pupil to complete several multiplication questions, eg:  $5 \times 4 =$ ,  $3 \times 6 =$  and  $3 \times 7 =$

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

Ask an individual pupil to explain what units of measurement we use to measure weight.

Show an individual pupil a set of balancing scales and ask them to balance an object with an equivalent weight in bottle tops (or similar).

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



counting round



weighing objects



ordering objects  
by weight

## Primary 3: Numeracy assessment

### Week 20

#### 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:** estimate, compare and measure capacity, choosing and using suitable measuring instruments

#### Assessment tasks

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

Ask an individual pupil to complete several multiplication questions, eg:  
 $5 \times 9 =$ ,  $3 \times 4 =$ ,  $6 \times 2 =$

Show an individual pupil a container and a small bowl used in a class activity. Ask them to estimate how many small bowls of sand/water they think it would take to fill the container.

Show 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 21. If not, spend another lesson focussing on the most challenging part of this week.

#### Examples of pupil activities



having group  
discussions



ordering containers



measuring capacity

21—25

## Primary 3: Numeracy assessment

### Week 21

#### Progression steps

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

multiply two-digit numbers by single-digit numbers

**previous step:** recall multiplication facts for the 2, 3, 4, 5, and 10 times tables

**next step:** use practical and informal methods to multiply numbers

#### Assessment tasks

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

Ask an individual pupil to complete several multiplication questions, eg:  
 $4 \times 2 =$ ,  $5 \times 3 =$ ,  $8 \times 2 =$

Ask an individual pupil to expand 45 and 79.

Ask an individual pupil, 'If I have 7, how many more do I need to get 20?' Offer a set of 0—20 number cards or a number line to help them.

Show an individual pupil a multiplication grid and ask them to complete the sum:  $22 \times 3 =$

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



finding number friends



playing 'Multiplication bingo'



using the grid method to multiply

## Primary 3: Numeracy assessment

### Week 22

#### Progression steps

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

begin to divide whole numbers using a number line

**previous step:** solve practical problems that involve sharing into equal groups

**next step:** use the ' $\div$ ' symbol to record and interpret number sentences

#### Assessment tasks

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

Ask an individual pupil to complete several multiplication questions, eg:  
 $9 \times 2 =$ ,  $4 \times 3 =$ ,  $5 \times 2 =$

Give an individual pupil counters to use grouping to complete the following sums:  
 $15 \div 3 =$ ,  $24 \div 4 =$

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 division  
vocabulary



grouping numbers  
for division



dividing on  
a number line



## Primary 3: Numeracy assessment

## Week 23

### Progression steps

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

begin to calculate the area of rectangles using the formula ' $l \times b$ '

**previous step:** find the area of a rectangle by using counting methods

**next step:** calculate the formula ' $l \times b$ ' to calculate area

### Assessment tasks

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

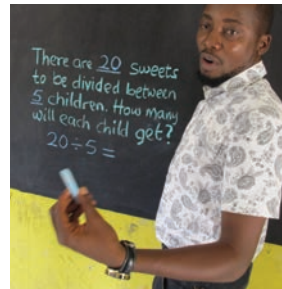
Give an individual pupil counters to use the grouping method to complete the following sums:  $18 \div 6 =$ ,  $20 \div 5 =$

Show an individual pupil a rectangle with three rows of four squares ( $3 \times 4$ ) and ask them to calculate the area.

Show an individual pupil a rectangle with five rows of three squares ( $5 \times 3$ ) and ask them to calculate the area.

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



solving division word problems



calculating area



measuring area



## Primary 3: Numeracy assessment

## Week 24

### Progression steps

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

solve word problems involving all four operations (+ – x ÷)

**previous step:** recall multiplication and division facts up to the 10 times table

**next step:** use knowledge of all four number operations to estimate and check calculations

### Assessment tasks

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

Give an individual pupil a number line and ask them to complete the sum:  
 $414 + 231 =$

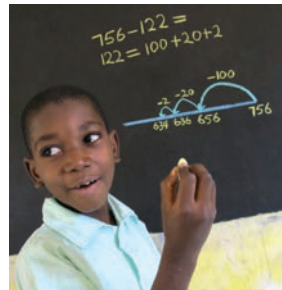
Give an individual pupil a number line and ask them to complete the sum:  
 $455 - 229 =$

Show an individual pupil a multiplication grid and ask them to complete the sum:  $48 \times 3 =$

Give an individual pupil a number line and ask them to complete the sum:  
 $24 \div 4 =$

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



subtracting using  
a number line



multiplying using  
a grid



dividing using  
a number line

## Primary 3: Numeracy assessment

### Week 25

#### Progression steps

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

collect data by counting and record it in a simple pictogram

**previous step:** give reasons for sorting objects into groups

**next step:** interpret data presented in simple lists, tables pictograms and bar charts

#### Assessment tasks

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

Ask an individual pupil to complete several multiplication questions, eg:  
 $6 \times 4 =$ ,  $3 \times 7 =$ ,  $5 \times 8 =$

Ask an individual pupil to complete this number sequence:  
5, 10, \_\_, 20, 25, 30, \_\_, \_\_.

Show an individual pupil a pictogram or tally chart used during the week and ask them a 'How many people \_\_\_\_?' question.

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



playing the 'Buzz' game



sharing answers



recording favourite colours in a tally chart

26—30

## Primary 3: Numeracy assessment

### Week 26

#### Progression steps

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

begin to add two-digit numbers vertically

**previous step:** recall addition facts for numbers up to 100

**next step:** use addition 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 complete several multiplication questions, eg:  
 $4 \times 6 =$ ,  $5 \times 8 =$ ,  $7 \times 3 =$

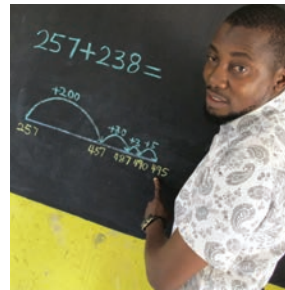
Show an individual pupil the number 252 and ask: 'How many Hundreds?', 'How many Tens?', 'How many Units?'

Ask an individual pupil to expand 135.

Ask an individual pupil to explain how to complete the sum ' $15 + 24 =$ ' using the vertical method.

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



adding three-digit numbers using a number line



adding numbers vertically



working in pairs

## Primary 3: Numeracy assessment

### Week 27

#### Progression steps

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

begin to find factors and multiples of whole numbers

**previous step:** recall multiplication and division facts up to the 10 times table

**next step:** find factors and common multiples of different numbers

#### Assessment tasks

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

Ask an individual pupil to complete several multiplication questions, eg:  
 $4 \times 9 =$ ,  $3 \times 6 =$ ,  $7 \times 5 =$

Show an individual pupil this open number sentence to complete:  $3 \times \underline{\quad} = 21$

Ask an individual pupil, 'What are the factors of 12?'

Ask an individual pupil, 'What is a multiple of 5?'

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



using a multiplication square



finding factors of numbers



finding multiples of 10

## Primary 3: Numeracy assessment

### Week 28

#### Progression steps

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

use number facts to solve problems

**previous step:** use practical and informal written methods to calculate

**next step:** develop and refine written methods to support, record or explain calculations

#### Assessment tasks

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

Ask an individual pupil to complete the number sequence: 13, 18, 23, 28, \_\_, \_\_.

Show an individual pupil this open number sentence to complete:  $50 - \_\_ = 30$

Ask an individual pupil to round the numbers 24 and 67 to the nearest Ten.

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



finding missing  
numbers



completing number  
sequences



sharing answers

## Primary 3: Numeracy assessment

## Week 29

### Progression steps

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

use a calendar to find dates

**previous step:** order the days of the week, months of the year and weekly events

**next step:** use a calendar to calculate time intervals

### Assessment tasks

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

Ask an individual pupil to tell you the days of the week.

Ask an individual pupil to tell you the month that follows March.

Show an individual pupil a calendar and ask them to find a date that you tell them.

Ask an individual pupil to complete the following sums:  $9 \times 4 =$ ,  $30 \div 6 =$

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



discussing in  
groups



reading calendars



ordering the months  
of the year



## Primary 3: Numeracy assessment

### Week 30

#### Progression steps

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

construct 3D shapes

**previous step:** identify the number of faces, edges and corners on 3D shapes

**next step:** sort and describe 3D and 2D shapes in terms of their properties

#### Assessment tasks

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

Show an individual pupil a range of 3D shapes and ask them to name each shape.

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

Show an individual pupil a cuboid and ask them to tell you how many corners it has.

Ask an individual pupil to complete the following sums:  $7 \times 4 =$ ,  $10 \times 4 =$ ,  $7 \times 5 =$ ,  $8 \times 6 =$

#### Examples of pupil activities



constructing a  
triangular prism



constructing a cube



comparing 3D objects



### Special thanks go to

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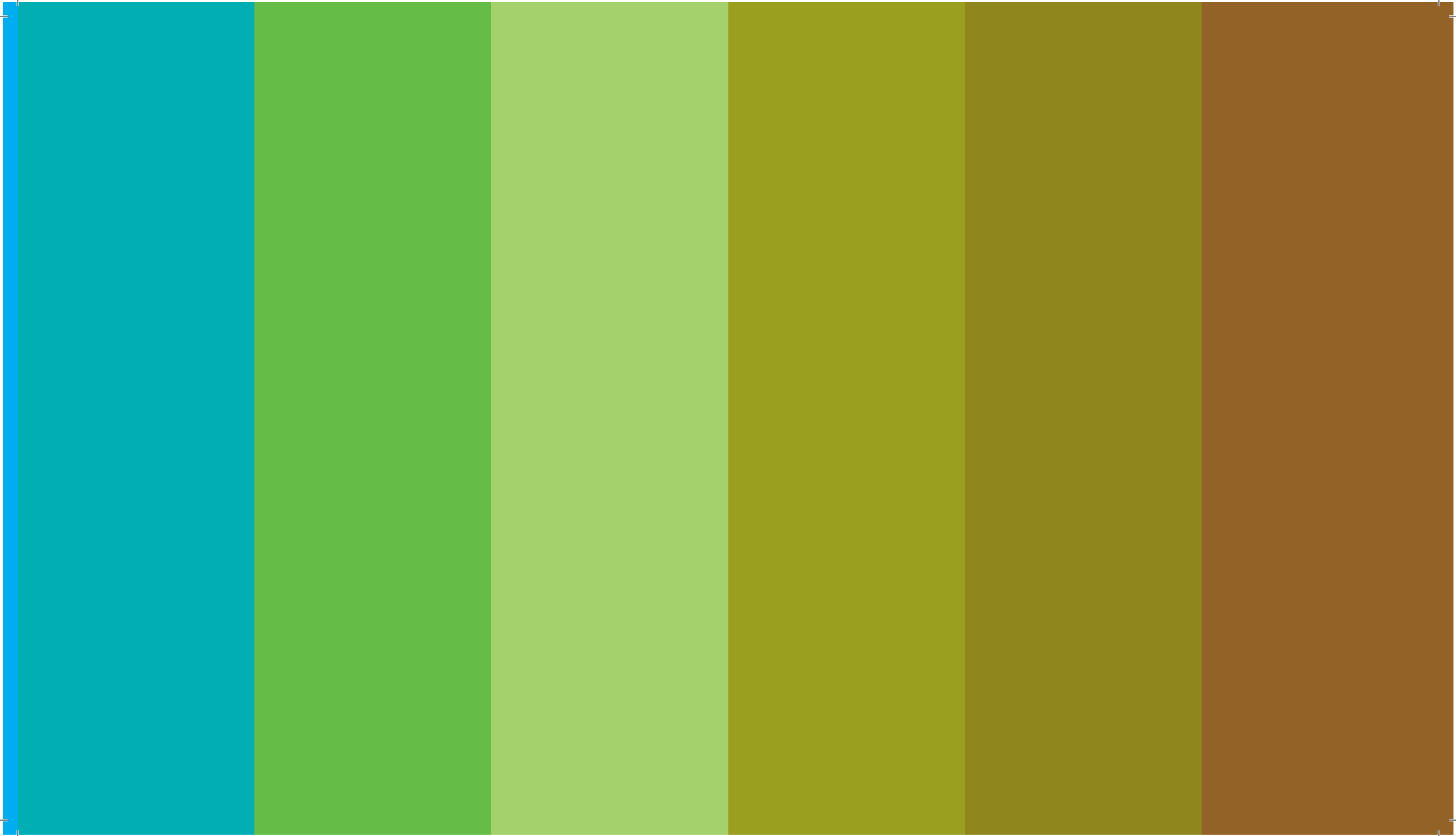
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