Support ongoing progress in reading comprehension

The Placement and Progress Kit helps you easily match your students to the most suitable Oxford level to ensure they are reading books with the right level of challenge to best support their progress. You can also use the kit to track progress through the levels using ongoing formative assessment.

- Ensure children master reading comprehension skills with carefully levelled activities
- Encourage children to identify new vocabulary in their reading and use it in talk and writing
- Identify specific skills where additional support could be beneficial using the Progress Workbooks
- Share children’s reading success with their parents by using the Progress Workbooks as a record of progress
- Target and support specific skills in your teaching using the Teacher’s Guide

Use the Progress Workbooks alongside your favourite Biff, Chip and Kipper stories

Biff, Chip and Kipper Stories Decode and Develop

- Personal response activities provide an additional means of measuring children’s understanding
- The Progress Workbooks work seamlessly alongside the storybooks
- Assess reading comprehension through carefully levelled questions, which develop in complexity as children progress
- Match each activity back to a specific skill to help you identify areas of difficulty and where students to provide extra support
- The Progress Workbooks work carefully considered stages. Find out more on page 26.
All the components have been carefully developed so they work seamlessly together.

Teacher’s Guide
The Teacher’s Guide provides advice and tools to assess a child’s reading ability level, track their progress and support mixed-ability classes.

Progress Workbook 1+
Reading Books Level 1+
Biff, Chip and Kipper Decode and Develop
Explore with Biff, Chip and Kipper

Progress Workbook 2
Reading Books Level 2
Biff, Chip and Kipper Decode and Develop
Explore with Biff, Chip and Kipper

Progress Workbook 3
Reading Books Level 3
Biff, Chip and Kipper Decode and Develop
Explore with Biff, Chip and Kipper

Progress Workbook 4
Reading Books Level 4
Biff, Chip and Kipper Decode and Develop
Explore with Biff, Chip and Kipper

Progress Workbook 5
Reading Books Level 5
Biff, Chip and Kipper Decode and Develop
Explore with Biff, Chip and Kipper

Progress Workbook 6
Reading Books Level 6
Biff, Chip and Kipper Decode and Develop
Explore with Biff, Chip and Kipper

Progress Workbook 7
Reading Books Level 7
Biff, Chip and Kipper Decode and Develop
Explore with Biff, Chip and Kipper

Progress Workbook 8
Reading Books Level 8
Biff, Chip and Kipper Decode and Develop
Explore with Biff, Chip and Kipper

Progress Workbook 9
Reading Books Level 9
Biff, Chip and Kipper Decode and Develop
Explore with Biff, Chip and Kipper

Additional support on Oxford Owl
Find supporting resources including a digital version of the placement tool at www.oxfordowl.co.uk
It will not nip me.

Dad held the enormous crab.

The crabs got out.

Chip got a crab.

Dad put it in the bucket.

Will it nip?

No.

Will it nip?

Then Biff got an enormous crab.

Dad held the enormous crab.

It will not nip me.

They got lots of crabs.

The crabs got out.
The Enormous Crab

1 What does enormous mean? Circle the correct answer.

- angry
- very big
- green

2 What happened first in the story? Tick the correct picture.

3 Look at page 2. Where did they put the crabs they got? Colour the correct picture.

4 What is another word for nip? Circle the correct answer.

- pinch
- hit
- hug

Will it nip?
5 Who caught the biggest crab?
Tick the correct picture.

6 How did the crabs get out?
Tick the correct answer.

7 What does a crab use to nip things?
Colour the correct picture.

8 What do you need at the end of this sentence?

Did the enormous crab nip Dad __

Circle the correct answer.

.full stop  ? question mark  ! exclamation mark
“Can we go and look at the stars?” said Chip.

“Yes,” said Gran. “It’s a clear night with no moon. Perfect!”

“We need the sunbeds,” said Gran. “So we can look up at the stars.”

“Not sunbeds, Gran, starbeds!” said Biff.

Gran and the children went up the hill. Floppy went, too.

They put the sunbeds down, and looked at the star map.
The Stars

1 Why was it a good night to look at the stars? Tick the correct answer.

☐ The moon was very bright.
☐ It was a clear night.
☒ The sun was still out.

2 When does the story take place? Circle the correct answer.

at night-time ☑ in the middle of the day
early in the morning

3 Why did Gran and the children go to the top of the hill to look at the stars? Tick the correct answer.

☐ There was a good view of the sky.
☐ It was too windy in the garden.
☐ The moon was brighter there.

4 Look at page 9. Colour the group of stars called the Big Dipper.

5 Look at page 10. “Look, there it is!” Why has the author used an exclamation mark (!) here? Tick the correct answer.

☐ to show Chip is cross with Biff
☐ to show Chip is joking
☒ to show Chip is excited to see the Big Dipper

Sample pages from Progress Workbook 4
6 Which of these is a group of two stars? Tick the correct answer.

- [ ] the Lion
- [ ] the Twins
- [ ] the Big Dipper

7 Look at pages 12 to 13. Write the missing word to complete this sentence.

When Gran said the Little Dog, Floppy looked at the _______________________.

- sky
- map
- moon

8 “And there’s the big dog!” said Biff. Why does Biff call Floppy the big dog? Tick the correct answer.

- [ ] Floppy usually looks much smaller.
- [ ] Floppy is a very small dog.
- [ ] Biff is making a joke.

9 Which words mean the same? Draw lines to match the words.

- bright
- little
- big
- massive
- shining
- small

10 Put the pictures from the story in order. Write numbers 1, 2 and 3 in the boxes to show the order they happened.
This photograph of a hurricane has been taken from space. From above, a hurricane looks like a swirling, giant cloud. It can have a gap in the centre known as the ‘eye’. People who live in these places may use hurricane shutters to protect their homes. Shutters can be made from metal or wood, and help to stop windows smashing in heavy storms.

What Is Weather?

Weather is everywhere in the world. It is happening all of the time. Weather is what it is like outside. Weather affects our lives in many ways.

Hurricanes

A hurricane is a massive storm that forms out at sea over warm waters. Hurricanes can be hundreds of kilometres wide and can travel at very high speeds.

Weirdest Weather Ever!

Ever heard someone say “it’s raining cats and dogs”? They just mean that it’s raining hard – cats and dogs aren’t actually falling from the clouds! Yet sometimes strange things do fall out of the sky.

Hail is balls of frozen rain. Hailstones are usually smaller than peas … but this hailstone is as big as a golf ball!

Some terrific storms have even blown small animals into the sky, such as frogs, worms and fish. How weird is that?
Safe in a Storm

1. Look at the Contents list. Where can you read about blizzards? Circle the correct answer.

- page 16
- page 20
- page 24
- page 30

2. Write the missing words to complete the sentence.

A glossary in an information book is usually found ___________ _________________.

- on the front cover
- at the end
- at the beginning
- next to each heading

3. Look at this picture of houses. Why do they look like that? Tick the correct answer.

- They are low down to shelter from the wind.
- They are high up because the ground floods.
- They have thick walls to give protection from the snow.

4. Write the missing word(s) to complete the sentence.

Heavy rain or snow that melts quickly can cause 

sudden _________________________________.

- blizzards
- hailstorms
- flash floods

5. From above, a hurricane looks like a swirling, giant cloud. Underline the word that tells us how the hurricane moves.

- a photo of an eye
- a photo of a hurricane
- an illustration of a hurricane
- a label pointing to the ‘eye’ of a hurricane

6. Look at page 17. What has the author used to help us understand what a hurricane looks like? Tick the two correct answers.

- a photo of an eye
- a photo of a hurricane
- an illustration of a hurricane
- a label pointing to the ‘eye’ of a hurricane
7. Why might windows break in a hurricane? Tick the two correct answers.

- They could shrink.
- The strong wind could break them.
- They could expand in the rain.
- Things being blown around could smash them.

8. Which things are dangerous? Which things are used for safety? Write the correct answers under the headings.

**Danger**
- blizzards
- lightning rod
- flash floods

**Safety**
- shutters
- lightning rod

9. Which words are closest in meaning to **head indoors**? Circle the correct answer.

- go inside
- block out the noise
- put your head inside
- go upstairs

10. Look at page 28. **Hailstones are usually smaller than peas** ...
What do the three dots mean? Tick the correct answer.

- They show the size of the hailstones.
- They show that someone is speaking.
- They show a pause in the sentence.
- They are a mistake.
What’s does the Teacher’s Guide offer?

- Easily match your students to the most suitable Oxford Level using the simple placement tool
- Teach reading comprehension skills in the way that best supports your learners with guidance on key teaching strategies
- Identify specific skills where additional support could be beneficial using skills mapping to highlight areas of need
- Support mixed-ability classes with techniques for addressing common areas of difficulty and considerations for readers with English as an additional language

Oxford Level descriptors in the Teacher’s Guide

Examples from Level 4:

**Oxford Level 4**

How children’s skills develop:

- Word reading
  - At this stage, children are learning to decode Sight words. They may use phonics - digraphs, trigraphs and some monophthongs. Their reading is still fluent and released, but at this stage they may still benefit from support with decoding.

- Vocabulary choices
  - They are beginning to understand the meaning of words, but may still use words that are not appropriate for their level. They may also use some new words that they have learned. They may need support with understanding the meaning of words and using them correctly.

- Language patterns
  - They are beginning to use language patterns, such as past tense, but may still need support with using them correctly. They may need support with understanding the meaning of words and using them correctly.

- What the books are like
  - The books are becoming longer, section headings and subheadings may sometimes be used in non-fiction. Because the books are becoming longer, section headings and subheadings may sometimes be used in non-fiction. Sometimes sections may be used on the next page. Ask them to read it aloud.

- Help the child if they can’t read the word. Encourage the child to look at the pictures as well as the words before answering.

- Be clear on what each Oxford Level looks like and the skills children need to master at each stage.

**Place your students easily with the simple placement tool**

Match your students to the most appropriate Oxford Level using the three step placement tool in the Teacher’s Guide.

**Teacher’s Guide sample content**

Assess student’s progress in specific reading comprehension skills to identify areas where they need more support.
Reading is one of the most important skills that a child will learn at primary school. Learning to read means mastering a lot of different skills, and learners progress in small steps. That’s why our complete range of 21 Oxford Levels offer a detailed, finely graded-progression - taking learners from their very first steps in reading, all the way up to being skilful, independent readers.

A built-in process right from the start
- Our authors write to specific criteria for each level – giving careful consideration to language structure, vocabulary choices and word count
- Our manuscripts are reviewed by literacy consultants with extensive teaching and classroom experience
- All Oxford Primary books are trialled by teachers and children in schools to ensure our manuscripts are engaging and provide the right level of challenge

An impact study* was commissioned to find out to what extent Oxford Levels helps teachers to differentiate their teaching provision to cater for the needs of individual learners and groups of learners in international schools.

Teachers who participated in the study came from seven primary schools in seven different international markets including: India, China, Spain, Uruguay, UAE, Nigeria, and Switzerland.

Identifying and allocating appropriate reading books to children
The majority of teachers reported that they find the Oxford Levels helpful for allocating suitable reading books to children.

“I just think it’s so important for kids to actually be able to read something without finding it too difficult … it turns them off reading if it’s too hard.”
Teacher from The Cambridge High School, UAE

Supporting questioning and the development of comprehension skills
All of the teachers involved in the impact study referred to the role of questioning in assessing and developing children’s reading. A consistent theme to emerge was that the Oxford-levelled readers provide teachers with opportunities to ask a wide range of questions to support and assess different reading skills.

“We also try to make sure that when making predictions or inferences, that the child is able to justify their ideas with specific references to the text and this naturally becomes more complex as the text and vocabulary becomes more complex.”
Teacher from Calpe School, Spain

Tracking and monitoring individual progress
5 of the 7 schools involved in the study indicated that using Oxford Levels is supportive in that it provides a manageable way of tracking children’s reading progress.

“So a child reading at Level 6, we would say, let’s aim for that child to be reading at Level 8 or 9 by the end of the year. So it makes it measurable.”
Teacher from Next School, India

Supporting questioning and the development of comprehension skills
The majority of teachers involved in the impact study felt that using Oxford-levelled resources helps them to engage and motivate learners by providing content that is age-appropriate.

“The advantage of Oxford Levels is that students are empowered by the fact that they know they can cope with reading and understanding [the books], therefore they are motivated to share them at home, to read them to their families.”
Teacher from St George’s School, Uruguay

Engaging and motivating learners

*An impact study investigates a particular change or outcome that a product or service has on the group of people it is intended to help or benefit.
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<th>Workbook</th>
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