| **Area of English** | **Activity Title** | **Page** | **Objective** |
| --- | --- | --- | --- |
| **Spelling** | Pick the ending | 6 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Rhyming pairs | 7 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Frank’s trunks | 8 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Clap your hands to the animal beat | 9 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Help the pirates count | 10 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | The itch | 11 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Adding ed | 12 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Adding ing | 13 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Adding er | 14 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Word change | 15 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Word-in-a-box | 16 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Missing letters | 17 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | The snake’s dinner | 18 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Maze game | 19 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Find the word | 20 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Write and draw | 21 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | What’s on the line? | 22 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Bob’s bone | 23 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Spot the word | 24 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | These spellings | 25 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | What are the sounds? | 26 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | See a leaf | 27 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Story time | 28 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Spelling** | Tell me | 29 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Spelling** | Flower power | 30 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Fur or bird? | 31 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Long or short? | 32 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Toad and Crow | 33 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Colour the long /oa/ sound | 34 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Sounds like /oo/ but spelled ue and ew | 35 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | What’s in the knight’s pie? | 36 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | The hungry dinosaur | 37 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Draw a picture | 38 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | The giant’s beard | 39 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | What’s in the picture? | 40 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Sort the rhymes | 41 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Long sounds | 42 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Elephant whiskers | 43 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Done and undone | 44 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Join the words | 45 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Missing k | 46 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Clive’s glove | 47 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Look, cover, say, write | 48–52 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Vocabulary** | Nouns | 53 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a** |
| **Vocabulary** | Person, place or thing? | 54 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a** |
| **Vocabulary** | What are the animals doing? | 55 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a** |
| **Vocabulary** | Grandpa sneezed! | 56 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a** |
| **Vocabulary** | Pick a verb | 57 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a** |
| **Vocabulary** | Action | 58 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a** |
| **Vocabulary** | Words that describe | 59 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a** |
| **Vocabulary** | Fast, faster, fastest | 60 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a** |
| **Vocabulary** | Opposites | 61 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a** |
| **Vocabulary** | Start with un | 62 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a**  **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Vocabulary** | How many animals? | 63 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a**  **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Vocabulary** | More than one? | 64 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a**  **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Vocabulary** | There’s more than one! | 65 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a**  **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Grammar** | Ones, twos and threes | 66 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a**  **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Grammar** | What happened at school yesterday? | 67 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Grammar** | Word change | 68 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Grammar** | Playtime | 69 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Grammar** | My favourite ing words | 70 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Grammar** | Making sentences | 71 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a**  **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Grammar** | Put them together | 72 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Grammar** | More food! | 73 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a**  **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Grammar** | Joining up | 74 | **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Grammar** | Sid’s surprise | 75 | **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Grammar** | Funny endings | 76 | **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Grammar** | What’s the order? | 77 | **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Punctuation** | Spaces | 78 | **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Punctuation** | Full stop ahead! | 79 | **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Punctuation** | Fruity capital letters and full stops | 80 | **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Punctuation** | Jumbled words | 81 | **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Punctuation** | Sukey the cat | 82 | **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Punctuation** | Stuck in the mud! | 83 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a**  **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Punctuation** | Birthday picnic | 84 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a**  **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Punctuation** | Question or not? | 85 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a**  **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Punctuation** | Land of snow | 86 | **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a**  Throughout the writing process, I can check that my writing makes sense. **LIT 1-23a** |
| **Punctuation** | The Clever Cockerel and the Crafty Fox | 87 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a**  **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Punctuation** | Sentences to punctuate | 88 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a**  **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Punctuation** | Tim’s bike | 89 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a**  **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Punctuation** | Name it | 90 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a**  **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Punctuation** | Envelope | 91 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a**  **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Punctuation** | My day | 92 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a**  **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a**  Throughout the writing process, I can check that my writing makes sense. **LIT 1-23a** |
| **Punctuation** | Cat and dog | 93 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a**  **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Punctuation** | Fairy tale mix-up | 94 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a** |
| **Punctuation** | Two little bears | 95 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a**  **Writing: Tools for writing**  Throughout the writing process, I can check that my writing makes sense. **LIT 1-23a** |
| **Comprehension** | Peace at last | 96–97 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. **ENG 1-17a** |
| **Comprehension** | Crocodiles | 98 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. **ENG 1-17a** |
| **Comprehension** | Our school day | 99 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. **ENG 1-17a** |
| **Comprehension** | The Owl and the Pussy-cat | 100–101 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. **ENG 1-17a** |
| **Comprehension** | The Little Red Hen | 102–103 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. **ENG 1-17a** |
| **Comprehension** | The picnic | 104 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. **ENG 1-17a** |
| **Comprehension** | Bears in a boat | 105 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. **ENG 1-17a** |
| **Comprehension** | I live here! | 106 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. **ENG 1-17a** |
| **Comprehension** | Sam the dog | 107 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. **ENG 1-17a** |
| **Comprehension** | There was an old lady who swallowed a fly! | 108–109 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. **ENG 1-17a** |
| **Comprehension** | The Three Billy Goats Gruff | 110–111 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. **ENG 1-17a** |
| **Comprehension** | Penfriend from outer space | 112–113 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. **ENG 1-17a** |
| **Comprehension** | Growing sunflowers | 114–115 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. **ENG 1-17a** |
| **Composition** | Watching television | 116 | **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a**  Throughout the writing process, I can check that my writing makes sense. **LIT 1-23a** |
| **Composition** | What would you like? | 117 | **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a**  Throughout the writing process, I can check that my writing makes sense. **LIT 1-23a** |
| **Composition** | What are they saying? | 118 | **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Composition** | All mixed up | 119 | **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Composition** | My friends | 120 | **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a**  Throughout the writing process, I can check that my writing makes sense. **LIT 1-23a** |
| **Composition** | Can you help? | 121 | **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a**  Throughout the writing process, I can check that my writing makes sense. **LIT 1-23a** |
| **Composition** | The alien planet | 122 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a**  **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Composition** | What did they say? | 123 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a**  **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Composition** | The big puddle | 124 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a**  **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Composition** | Clean your teeth | 125 | **Reading: Tools for reading**  I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. **ENG 1-12a** |
| **Composition** | My day at school | 126 | **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Composition** | Ben and Tim write a letter | 127 | **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |