| **Area of English** | **Activity Title** | **Page** | **Objective** |
| --- | --- | --- | --- |
| **Spelling** | Adding ‘ing’ | 6 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | Doubling up | 7 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | Adding ‘er’, ‘able | 8 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | Words ending in ‘l’ | 9 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | ‘i’ or ‘y’? | 10 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | /i/ wordsearch | 11 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | Encourage the ‘ou’ | 12 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | What’s the meaning? | 13 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | ‘dis’ or ‘mis’? | 14 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | Irregular and illogical | 15 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | ‘in’ or ‘im’? | 16 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | Prefix crossword | 17 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | Muddled words | 18 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | Add the correct word | 19 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | Super sub prefix machine | 20–21 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | ‘anti’ and ‘auto’ | 22 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | Match the meanings | 23 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | Adding ‘ation’ | 24 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | The missing ‘ation’ | 25 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | Quickly | 26 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | Adjective to adverb | 27 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | Adding ‘ly’ to words ending in ‘le’ | 28 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | Adding ‘ly’ to words ending in ‘ic’ | 29 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | Sheep enclosure | 30 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | What’s in the picture? | 31 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | A diversion | 32 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | How to add ‘ous’ | 33 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | What do you do? | 34 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | ‘tion’, ‘sion’, ‘ssion’, ‘cian’ assembly line | 35 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | Search for ‘tion’, ‘sion’, ‘ssion’ | 36 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | A chorus line | 37 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | The ‘ch’ machine | 38 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | ‘gue’ and ‘que’ | 39 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | Searching for ‘que’ and ‘gue’ | 40 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | The science of ‘sc’ | 41 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | S(c)ounds like | 42 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | Correct the spelling | 43 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | /ai/ sound | 44 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | Apostrophes | 45 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | Irregular plurals and apostrophes | 47 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | Whose is it? | 48 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | I see the sea | 49 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | A be poem | 50 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | A dear heard | 51 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | Choose the homophone | 52 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | Homophone sentences | 53 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | Homophone wordsearch | 54 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | Homophone meaning | 55 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Spelling** | Boy overboard | 56 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Vocabulary** | Creating nouns (1) | 57 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Vocabulary** | Creating nouns (2) | 58 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Vocabulary** | Creating nouns (3) | 59 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Vocabulary** | From aqua to aquarium | 60 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Vocabulary** | From porto to porter | 61 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Vocabulary** | Word families | 62-64 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Grammar** | Provide a pronoun | 65 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Grammar** | Trudy’s dream present | 66–67 | **Writing: Tools for writing**  In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. **LIT 2-22a**  Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a** |
| **Grammar** | Being clear | 68 | **Writing: Tools for writing**  Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a** |
| **Grammar** | Expressing time, place and cause (1) | 69–70 | **Reading: Tools for reading**  Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. **ENG 2-12a**  **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Grammar** | Determiners | 71 | **Writing: Tools for writing**  Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a** |
| **Grammar** | Expanded noun phrases | 72–73 | **Writing: Tools for writing**  Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a** |
| **Grammar** | Describe these pictures | 74 | **Writing: Creating texts**  I am learning to use language and style in a way which engages and/or influences my reader. **ENG 2-27a** |
| **Grammar** | Adverbials | 75 | **Reading: Tools for reading**  Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. **ENG 2-12a** |
| **Grammar** | Matching adverbials | 76 | **Writing: Creating texts**  I am learning to use language and style in a way which engages and/or influences my reader. **ENG 2-27a** |
| **Grammar** | Writing fronted adverbials | 77 | **Writing: Tools for writing**  In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. **LIT 2-22a**  **Writing: Creating texts**  I am learning to use language and style in a way which engages and/or influences my reader. **ENG 2-27a** |
| **Grammar** | We was or we were? | 78 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Grammar** | I done it well | 79 | **Writing: Creating texts**  I am learning to use language and style in a way which engages and/or influences my reader. **ENG 2-27a** |
| **Grammar** | Singular to plural | 80 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Grammar** | Plural or possessive | 81 | **Writing: Tools for writing**  I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a** |
| **Punctuation** | The apostrophe | 82 | **Writing: Tools for writing**  In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. **LIT 2-22a** |
| **Punctuation** | The dog’s scooter | 83 | **Writing: Tools for writing**  In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. **LIT 2-22a** |
| **Punctuation** | The cows’ garage | 84 | **Writing: Tools for writing**  In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. **LIT 2-22a** |
| **Punctuation** | Comma time | 85 | **Writing: Tools for writing**  In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. **LIT 2-22a** |
| **Punctuation** | Before you go | 87 | **Writing: Creating texts**  I am learning to use language and style in a way which engages and/or influences my reader. **ENG 2-27a** |
| **Punctuation** | Punctuating direct speech | 88 | **Writing: Tools for writing**  In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. **LIT 2-22a** |
| **Punctuation** | The three little pigs | 89 | **Writing: Tools for writing**  In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. **LIT 2-22a** |
| **Punctuation** | Presenting dialogue | 90 | **Writing: Tools for writing**  In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. **LIT 2-22a** |
| **Punctuation** | Model dialogue | 91 | **Writing: Tools for writing**  In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. **LIT 2-22a** |
| **Comprehension** | Lost wallet | 92–93 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. **ENG 2-17a** |
| **Comprehension** | Heraldry | 94–95 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. **ENG 2-17a** |
| **Comprehension** | Cats | 96–97 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. **ENG 2-17a** |
| **Comprehension** | Definitions | 98 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. **ENG 2-17a** |
| **Comprehension** | Easy tent | 99 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. **ENG 2-17a** |
| **Comprehension** | Story order | 100–101 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. **ENG 2-17a** |
| **Comprehension** | Water cycle | 102–103 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. **ENG 2-17a** |
| **Comprehension** | Haiku | 104–105 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. **ENG 2-17a** |
| **Comprehension** | The Railway Children | 106–107 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. **ENG 2-17a** |
| **Comprehension** | Two eagle poems | 108–109 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. **ENG 2-17a** |
| **Comprehension** | Skyliner journey | 110–111 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. **ENG 2-17a** |
| **Composition** | Paragraphs | 112 | **Writing: Tools for writing**  In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. **LIT 2-22a** |
| **Composition** | Writing paragraphs | 113 | **Writing: Tools for writing**  In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. **LIT 2-22a**  Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a** |
| **Composition** | The cycle of a flowering plant | 115 | **Writing: Tools for writing**  In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. **LIT 2-22a** |
| **Composition** | Characters in adventure stories | 116 | **Writing: Creating texts**  I am learning to use language and style in a way which engages and/or influences my reader. **ENG 2-27a** |
| **Composition** | Into the picture | 117 | **Writing: Organising and using information**  I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. **LIT 1-25a** |
| **Composition** | Alien planet and other settings | 118 | **Writing: Organising and using information**  I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. **LIT 1-25a** |
| **Composition** | Develop the setting | 119 | **Writing: Tools for writing**  In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. **LIT 2-22a**  Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a**  **Writing: Creating texts**  I am learning to use language and style in a way which engages and/or influences my reader. **ENG 2-27a** |
| **Composition** | Planet in danger story | 120–121 | **Writing: Organising and using information**  I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. **LIT 1-25a** |
| **Composition** | Taking exercise | 122 | **Writing: Tools for writing:**  I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. **LIT 2-24a**  **Writing: Creating texts**  I can convey information, describe events, explain processes or combine ideas in different ways. **LIT 2-28a** |
| **Composition** | Driving guide | 123 | **Writing: Creating texts**  I can convey information, describe events, explain processes or combine ideas in different ways. **LIT 2-28a** |
| **Composition** | Five-point plan | 124 | **Writing: Organising and using information**  I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. **LIT 1-25a**  **Writing: Creating texts**  I am learning to use language and style in a way which engages and/or influences my reader. **ENG 2-27a** |
| **Composition** | African elephants | 125 | **Writing: Tools for writing**  In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. **LIT 2-22a**  Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a**  **Writing: Creating texts**  I can convey information, describe events, explain processes or combine ideas in different ways. **LIT 2-28a** |
| **Composition** | Fiction writing frame | 126 | **Writing: Tools for writing**  In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. **LIT 2-22a**  Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a**  **Writing: Organising and using information**  I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. **LIT 1-25a** |
| **Composition** | Non-fiction writing frame | 127 | **Writing: Tools for writing**  In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. **LIT 2-22a**  Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a**  **Writing: Organising and using information**  I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. **LIT 1-25a** |