| **Area of English** | **Activity Title** | **Page** | **Objective** |
| --- | --- | --- | --- |
| **Spelling** | Delicious and nutritious | 6–7 | **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** | Special and essential | 8–9 | **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** | Ant machine | 10–11 | **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** | Ent machine | 12–13 | **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** | Are you able? | 14–15 | **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** | Fillable gaps | 16–17 | **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** | No stress! | 18–19 | **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** | Prefixes with hyphens | 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** | Except after ‘c’ | 22–23 | **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** | Pronunciation variation | 24–25 | **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** |
| **Spelling** | It’s tough! | 26–27 | **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** | Shhh… | 28–29 | **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** | Good advice | 30-32 | **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 much farther, Father? | 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** | I’ll go to the isle | 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** | Thinking allowed | 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** | Alter this! | 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** | Do you assent? | 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** | Have you heard? | 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** | Homophone search | 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** | Past or passed | 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** | Cereal confusion | 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** | Desert island homophones | 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** | Principle or principal? | 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** | Be wary! | 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** | Crossophone | 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** |
| **Vocabulary** | Story language | 46 | **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** |
| **Vocabulary** | Official language | 47 | **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** |
| **Vocabulary** | A formal interview | 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**  Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a** |
| **Vocabulary** | A formal letter | 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**  Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a** |
| **Vocabulary** | Literal and figurative language | 50 | **Writing: Creating texts**  I am learning to use language and style in a way which engages and/or influences my reader. **ENG 2-27a** |
| **Vocabulary** | Introducing expanded noun phrases | 51 | **Writing: Creating texts**  I am learning to use language and style in a way which engages and/or influences my reader. **ENG 2-27a** |
| **Vocabulary** | More expanded noun phrases | 52 | **Writing: Creating texts**  I am learning to use language and style in a way which engages and/or influences my reader. **ENG 2-27a** |
| **Vocabulary** | Expand it! | 53 | **Writing: Creating texts**  I am learning to use language and style in a way which engages and/or influences my reader. **ENG 2-27a** |
| **Vocabulary** | Info-packed phrases | 54 | **Writing: Creating texts**  I am learning to use language and style in a way which engages and/or influences my reader. **ENG 2-27a** |
| **Vocabulary** | Slick description | 55 | **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** | Using the perfect form of verbs | 56 | **Writing: Tools for writing**  Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a** |
| **Grammar** | When and why? | 57 | **Writing: Tools for writing**  Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a** |
| **Grammar** | How likely is it? | 58-60 | **Writing: Tools for writing**  Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a** |
| **Grammar** | All in a good clause | 61–62 | **Writing: Tools for writing**  Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a** |
| **Grammar** | It’s all relative | 63–64 | **Writing: Tools for writing**  Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a** |
| **Grammar** | ‘Verbing’ nouns and adjectives | 65–66 | **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** | Verbs and their opposites | 67 | **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** | More verb prefixes | 68 | **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** | Making links | 69–70 | **Writing: Tools for writing**  Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a** |
| **Grammar** | Combine sentences | 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** | The Arctic and the Antarctic | 72 | **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** |
| **Grammar** | Zoos | 73–74 | **Writing: Organising and using information**  I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. **LIT 2-25a**  **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** | Crystal clear commas | 75–76 | **Writing: Tools for writing**  Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a** |
| **Punctuation** | Adding commas | 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** |
| **Punctuation** | Punctuating Rapunzel | 78 | **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** | Perfect parentheses | 79–80 | **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** | Phantom phrases | 81 | **Writing: Tools for writing**  Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a** |
| **Punctuation** | Twisted lists | 82 | **Writing: Tools for writing**  Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a** |
| **Punctuation** | Helpful hyphens | 83 | **Writing: Tools for writing**  Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a** |
| **Punctuation** | Bullet points | 84–85 | **Writing: Organising and using information**  I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. **LIT 2-25a** |
| **Comprehension** | Room for one more | 86–87 | **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** | Children at work | 88–89 | **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 Secret Garden | 90–91 | **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** | Race against time | 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** | Caribbean folk tale | 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** | The Lusitania disaster | 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** | My Dad, Your Dad | 98–99 | **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** | Iroquois creation myth | 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** | The Lost Angels | 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** | Visit Venice by train | 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** |
| **Composition** | Choosing your words carefully | 106–107 | **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: Organising and using information**  I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. **LIT 2-25a** |
| **Composition** | Write a leaflet | 108–109 | **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 can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. **LIT 2-25a** |
| **Composition** | Describing settings | 110–111 | **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** |
| **Composition** | Conveying atmosphere | 112–113 | **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**  **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** | Writing about characters | 114–115 | **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**  **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** | Using dialogue to keep the plot moving | 116–117 | **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** | Linking paragraphs | 118–119 | **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** |
| **Composition** | Writing instructions | 120 | **Writing: Organising and using information**  I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. **LIT 2-25a** |
| **Composition** | A newspaper article | 121 | **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** | An encyclopedia article | 122 | **Writing: Organising and using information**  I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. **LIT 2-25a**  **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** | Are we agreed? | 123–125 | **Writing: Tools for writing**  Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a** |