| **Area of English** | **Activity Title** | **Page** | **Objective** |
| --- | --- | --- | --- |
| **Spelling** | Sort the /j/ sound | 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** | Write and draw | 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** | Ice race | 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** | Do you know the word? | 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** | Ship wreck | 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** | Puddle muddle | 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** | Table labels | 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** | Camels and squirrels | 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** | What’s the ending? | 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** | The dry spy | 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** | Drop the ‘y’, add the ‘i’ (1) | 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** | New endings | 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** | Find the letter | 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** | Lose the ‘e’ | 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** | Root words | 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** | Drop the ‘y’, add the ‘i’ (2) | 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 are they doing? | 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** | Doubling up | 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** | Double trouble | 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** | Colour the ball | 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** | /or/ word search | 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** | Word trees | 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** | I love sandcastles | 28 | **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** |
| **Spelling** | Barney’s honey | 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** |
| **Spelling** | Squish squash | 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** | Find the path | 31 | **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** |
| **Spelling** | A world of fish | 32 | **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** |
| **Spelling** | The warthog’s wardrobe | 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** | Treasure words | 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** | Alien landing | 35 | **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** |
| **Spelling** | Suffixes | 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** | Writing a story | 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**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Spelling** | How does it end? | 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** | It all adds up | 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** | Shorten it | 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** | Party on Mars | 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** | That’s my home | 42 | **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** |
| **Spelling** | What’s the fairy tale? | 43 | **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** |
| **Spelling** | Find the owner | 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** | Lost and found | 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** | Potion and lotion | 46 | **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** |
| **Spelling** | Write and draw | 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** | Snap! | 48 | **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** |
| **Spelling** | Sounds like… | 49 | **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** |
| **Spelling** | Pick the word | 50 | **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** |
| **Spelling** | In the garden | 51 | **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! | 52-58 | **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** | Add a suffix | 59 | **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** | Joined up | 60 | **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** | Sort the ending | 61 | **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** | Superhero or not? | 62 | **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** | What kind of action? | 63–64 | **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** |
| **Vocabulary** | Take your partner | 65 | **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** | Picture sums | 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** |
| **Grammar** | Tell me | 67 | **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** |
| **Grammar** | What happened here? | 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**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Grammar** | Question mark challenge | 69 | **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** |
| **Grammar** | Guess the questions | 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**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Grammar** | What are they saying? | 72 | **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** | Jack’s hat | 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** |
| **Grammar** | Joining words | 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** | School day | 75 | **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** |
| **Grammar** | More joining words | 76 | **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** |
| **Grammar** | The ball | 77 | **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** |
| **Grammar** | More information | 78 | **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 are they like? | 79 | **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** | In the past | 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** |
| **Grammar** | Matching past and present | 81 | **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** |
| **Grammar** | Hare and Tortoise | 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** |
| **Grammar** | What are they doing today? | 84 | **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** | Back in time | 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** |
| **Punctuation** | The fox and the crow | 86 | **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** | Andrew’s muddy day | 87 | **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** | Talking to the giant | 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** |
| **Punctuation** | An invitation to the ball | 89 | **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** | Take a break! | 90 | **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** | Packing list | 91 | **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** |
| **Punctuation** | What’s on the bed | 92 | **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** |
| **Punctuation** | Picnic time | 93 | **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** | It’s in the tree! | 94 | **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** |
| **Punctuation** | A snowy day | 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** |
| **Punctuation** | Who owns what? | 96 | **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** |
| **Comprehension** | Midnight adventure | 98–99 | **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** | Finding out from charts | 100–101 | **Reading: Finding and using information**  Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. **LIT 1-14a**  **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** |
| **Comprehension** | Winter morning | 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**  **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** |
| **Comprehension** | Making a pancake | 104–105 | **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** | The tortoises | 106–107 | **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** | Painting | 108–109 | **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**  **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** | Books are great! | 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** | Missing mouse | 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** | Noses | 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** |
| **Comprehension** | Dinosaur facts | 116–117 | **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** | My lunch box | 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**  Throughout the writing process, I can check that my writing makes sense. **LIT 1-23a** |
| **Composition** | Picture story writing – the caves | 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**  Throughout the writing process, I can check that my writing makes sense. **LIT 1-23a** |
| **Composition** | A dragon in the playground | 120–121 | **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** | Reporting – the cycling accident | 122 | **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 happened and when? | 123 | **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** | Write a poem | 124 | **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** | Sounds in the city | 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**  **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** | Do you know the parts of a flower? | 126 | **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** | A Roman soldier | 127 | **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** |