| **Area of English** | **Activity Title** | **Page** | **Objective** |
| --- | --- | --- | --- |
| **Spelling** | Very suspicious | 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** | Crucial words | 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** | An important difference | 10–13 | **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** | Possible confusable? | 14–17 | **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** | Would you prefer a double ‘r’? | 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** | Do you need a hyphen? | 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** | Is it ‘ie’ or ‘ei’? | 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** | Rough stuff | 24–27 | **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** | Silent knight | 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** | Advice or advise? | 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** | Tricky homophones | 33–35 | **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** | Homophone pairs | 36–38 | **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** | Spot the difference | 39–41 | **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** | Linked pairs | 42–44 | **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** | Confused words across and down | 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** | Using a thesaurus | 46–47 | **Writing: Creating texts**  I am learning to use language and style in a way which engages and/or influences my reader. **ENG 2-27a** |
| **Spelling** | Synonyms and antonyms | 48–49 | **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** |
| **Vocabulary** | Formal to informal | 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** | Informal to formal | 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** | Formal or informal? | 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** | Creating expanded noun phrases | 53–55 | **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** | Time and cause | 56–57 | **Writing: Tools for writing**  Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a** |
| **Grammar** | Seriously subjunctive | 58–59 | **Writing: Tools for writing**  Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a** |
| **Grammar** | School rules OK! | 60–61 | **Writing: Tools for writing**  Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a** |
| **Grammar** | Active and passive | 62–63 | **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** | Everything’s relative | 64–65 | **Writing: Tools for writing**  Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a** |
| **Grammar** | Nouns and adjectives into verbs | 66–67 | **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** | Switch the meaning | 68–69 | **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** | Using cohesive devices | 70–74 | **Writing: Tools for writing**  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**  **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** | Commas to the rescue! | 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** | Punctuating clauses | 77–78 | **Writing: Tools for writing**  Throughout the writing process, I can check that my writing makes sense and meets its purpose. **LIT 2-23a** |
| **Punctuation** | Parentheses on parade | 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** | Note what follows | 81–82 | **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** | Warning! Man eating crocodiles | 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** | One Dog and his Boy | 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** | The Sun | 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 Mad Hatter’s tea party | 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** | The brain | 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** | The kidnapping of Sita | 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** | Air raid | 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** | Cargoes | 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** | Beowulf, folk hero | 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 Soldier | 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** | Photocard driving licences | 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** | A letter to your teacher | 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**  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**  **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** | Write a persuasive argument | 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: Creating texts**  I am learning to use language and style in a way which engages and/or influences my reader. **ENG 2-27a**  I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. **LIT 2-29a** |
| **Composition** | Less is more | 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**  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** | Amazing 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**  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** | Characters and viewpoints | 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**  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** | Crafty conversations | 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**  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** | Explaining your point of view | 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**  **Writing: Creating texts**  I am learning to use language and style in a way which engages and/or influences my reader. **ENG 2-27a**  I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. **LIT 2-29a** |
| **Composition** | Chart to convey information | 120 | **Writing: Organising and using information**  By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-26a** |
| **Composition** | Organising non-fiction topics | 121–122 | **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** | All in agreement | 123–125 | **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** |
| **Composition** | Story planner | 126–127 | **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** |