| **Area of English** | **Activity Title** | **Page** | **Objective** |
| --- | --- | --- | --- |
| **Spelling** | To double or not | 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** | Adding ‘ing’ | 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** | Adding ‘ed’ | 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** | Adding ‘er’ | 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** | When i becomes a spy and disguises as a y! | 10–11 | **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** | Can you shout trouble? | 12–13 | **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** | Change the meaning of a word? | 14–15 | **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** | Prefixes to make opposites | 16–17 | **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** | Rewrite your words with prefixes | 18–19 | **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** | Super sub | 20–21 | **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** | Anti and auto | 22–23 | **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** | Information about ation | 24–25 | **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** | Usually ly | 26-28 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Basically al + ly | 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** | Finding the treasure | 30 | **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** | Words ending in ture | 31 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Revision of division | 32 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | It’s dangerous to add ous | 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** | Should it be tion or sion | 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** | Ssion and cian endings | 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** | Which is it -tion, sion, ssion or cian? | 36 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | The echo sound | 37 | **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 ch machine | 38 | **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** | Plague and plaque | 39–40 | **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** | The science of sc | 41–42 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | How many ways of spelling /ai/ | 43–44 | **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** | It belongs to someone | 45 | **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** | How many dogs own the bone? | 46 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Apostrophes | 47 | **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** | Irregular plurals and apostrophes | 48 | **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** | Homophones | 49 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Sounds the same | 50 | **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** | Whether he spells it | 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** | Meet or meat? | 52 | **Writing: Tools for writing**  I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a** |
| **Spelling** | Sounds like | 53 | **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** | Spot the problems | 54 | **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** | Sound same – different meaning | 55 | **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** | Homophone crossword | 56 | **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** | Creating nouns | 57 | **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** | Creating more nouns | 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** | New nouns | 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** | Family trees | 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** | Cycle | 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** | Medic | 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** | A regular person | 63 | **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** | Graphing | 64 | **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** | Who did what? | 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** |
| **Grammar** | Changing the nouns | 66 | **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** | Finding pronouns | 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**  **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** | Being clear | 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** | Tense | 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** | I have done this | 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** | Change the sentence | 71 | **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** | Muddled sentences | 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** | Grace Darling | 73 | **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**  **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** | Using conjunctions | 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** | Conjunctions | 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** | Prepositions | 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** | Adverbs | 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** | Time sequence | 78 | **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** | Capitals and punctuation | 81 | **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a** |
| **Punctuation** | Missing capital letters and punctuation | 82 | **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** | Capital news | 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** |
| **Punctuation** | Is it it’s or its? | 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** |
| **Punctuation** | Jason’s lipstick | 85 | **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** | Does it belong to her or them | 86 | **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** |
| **Punctuation** | Irregular plural apostrophe | 87 | **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** |
| **Punctuation** | Hot sleepysaurus | 88 | **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** | Speech marks | 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** | Direct speech | 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** | What are they saying? | 91 | **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** | The choosing | 92–93 | **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** | Writing charts from text | 94–95 | **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**  **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. **ENG 1-17a** |
| **Comprehension** | I had a boat | 96–97 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. **ENG 1-17a** |
| **Comprehension** | Dinosaur key facts | 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** | The Mousehole Cat | 100–101 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. **ENG 1-17a** |
| **Comprehension** | Crabs | 102 | **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** | Seaside index | 103 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. **ENG 1-17a** |
| **Comprehension** | Every game’s a home game with my footy family | 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** | Midnight for Charlie Bone | 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** | Why? | 108–109 | **Reading: Understanding, analysing and evaluating**  To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. **ENG 1-17a**  **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** | Solids, liquids and gases | 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** |
| **Composition** | The Ant and the Grasshopper | 112–113 | **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** | Puppy problems | 114–115 | **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** | Creating characters | 116–117 | **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a**  Throughout the writing process, I can check that my writing makes sense. **LIT 1-23a** |
| **Composition** | Picture the setting | 118–119 | **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** | Robin Hood plot | 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** | Birdwatcher’s guide | 122–123 | **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**  **Writing: Organising and using information**  By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. **LIT 1-26a** |
| **Composition** | Frogs | 124–125 | **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**  **Writing: Organising and using information**  By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. **LIT 1-26a** |
| **Composition** | Writing friction | 126–127 | **Writing: Tools for writing**  I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. **LIT 1-22a**  Throughout the writing process, I can check that my writing makes sense. **LIT 1-23a**  **Writing: Creating texts**  Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings. **ENG 1-31a** |