

## Scope and sequence: Units 1-9

FLUENCY BOOK 1		LANGUAGE BOOK 1		
		Reading and understanding	Working with words	Sentence building
REVISION				
<b>Unit 1</b>	<i>The island of adventure</i>	reading text: <i>My family and me</i> text type: autobiography vocabulary: family	family members	sentences – capital letters and full stops
<b>Unit 2</b>	<i>Sam's house</i>	reading text: <i>A new room for Amy</i> text type: descriptive text and poem vocabulary: toys and furniture	furniture toys	common nouns
<b>Unit 3</b>	<i>The moon and the stars</i>	reading text: <i>Can the moon see me?</i> text type: poem (x2) vocabulary: night sky	the night sky and creatures	<i>a</i> and <i>an</i>
REVISION: UNITS 1-3				
<b>Unit 4</b>	<i>Sam's garden</i>	reading text: <i>My secret garden</i> text type: information text vocabulary: animals and colours	animals and colours	sentences – questions
<b>Unit 5</b>	<i>Sam's island</i>	reading text: <i>Where is my house?</i> text type: puzzle poem vocabulary: numbers; prepositions	numbers	adjectives – colour words
<b>Unit 6</b>	<i>On the beach</i>	reading text: <i>We love the beach</i> text type: story with familiar setting vocabulary: seaside words	marine features and creatures	proper nouns – people's names
REVISION: UNITS 4-6				
<b>Unit 7</b>	<i>In the jungle</i>	reading text: <i>Do or don't?</i> text type: information text vocabulary: action verbs	action verbs	verbs – imperatives
<b>Unit 8</b>	<i>Monkey fun</i>	reading text: <i>Where are the animals?</i> text type: information text vocabulary: animals; colours; actions	animals	sentences – statements and questions
<b>Unit 9</b>	<i>In the cave</i>	reading text: <i>Playtime</i> text type: descriptive text and traditional rhymes vocabulary: action verbs	more action verbs	verbs – is/are with -ing
REVISION: UNITS 7-9				

LANGUAGE BOOK 1

Grammar	Listening	Phonics	Class writing
REVISION			
Hi/Hello. What is your name? I am Tilly. How old are you? I am six.	Who is speaking? (identifying family members)	CVC words with a short <b>a</b>	My friends and I (simple sentences)
This is my bed. These are my books. Is this your radio? Yes, it is. / No, it isn't.	Draw the toys (listening for detail)	CVC words with a short <b>e</b>	My room (simple description)
I can see a plane. I can't hear an owl. Can you see the moon? Yes, I can. / No, I can't.	What can you hear? (identifying sounds)	CVC words with a short <b>i</b>	What can we see? (simple sentences)
REVISION: UNITS 1-3			
What is this? It is a nest. What are these? They are small blue eggs.	What are the animals? (identifying sounds)	CVC words with a short <b>u</b>	Animals (questions and answers)
Where is the mouse? It is in / on / under / next to the table.	Complete the picture (listening for location)	CVC words with a short <b>o</b>	Where is it? (writing about location)
I have got a starfish. Have you got a starfish? Yes, I have. / No, I haven't. Has he got a rock? Yes, he has. / No, he hasn't.	What has she got? (listening for detail)	words beginning or ending with the <b>sh</b> phoneme	What have they got? (describing possessions)
REVISION: UNITS 4-6			
Listen! Please sit down! Don't run! Don't look behind you!	<i>Simon Says</i> (understanding commands)	words beginning or ending with the <b>ch</b> phoneme	Crossing the road (writing commands)
Look at the parrot. It is sitting in the tree. He is running. They are playing football.	What are they doing? (identifying activities)	words ending with the <b>ll</b> phoneme	What are they doing? (1) (writing about activities)
Is he riding a horse? Yes, he is. / No, he isn't. Are they dancing? Yes, they are. / No, they aren't.	<i>Two Little Hands</i> (following a sequence of actions)	words ending with the <b>ng</b> phoneme	What are they doing? (2) (questions and answers)
REVISION: UNITS 7-9			

# Scope and sequence: Units 10-18

FLUENCY BOOK 1		LANGUAGE BOOK 1		
		Reading and understanding	Working with words	Sentence building
<b>Unit 10</b>	<i>In the tree house</i>	reading text: <i>Suki's day</i> text type: story with familiar setting vocabulary: times; feelings	feelings	proper nouns – days of the week
<b>Unit 11</b>	<i>Look at that ship!</i>	reading text: <i>Here comes the train!</i> text type: information text vocabulary: action verbs	matching verbs and nouns	pronouns
<b>Unit 12</b>	<i>On the ship</i>	reading text: <i>We all love the mall</i> text type: descriptive text vocabulary: shops	shops	prepositions
REVISION: UNITS 10-12				
<b>Unit 13</b>	<i>A hundred steps</i>	reading text: <i>Dani can count!</i> text type: story with patterned language vocabulary: numbers	numbers 1-100	verbs – to have
<b>Unit 14</b>	<i>The weather man</i>	reading text: <i>Splish, splash, splosh!</i> text type: story with familiar setting vocabulary: weather	weather	adjectives and nouns
<b>Unit 15</b>	<i>A ride on an elephant</i>	reading text: <i>Animal puzzles</i> text type: puzzle text vocabulary: body parts	parts of the body and physical features	verbs – to be
REVISION: UNITS 13-15				
<b>Unit 16</b>	<i>A picnic by the river</i>	reading text: <i>Let's have a picnic</i> text type: poem (rap) vocabulary: food	food and drink	nouns – singular and plural with s
<b>Unit 17</b>	<i>Time to go home</i>	reading text: <i>At the airport</i> text type: information text vocabulary: vehicles; clothes; colours	clothing	sentences – word order
<b>Unit 18</b>	<i>Fireworks!</i>	reading text: <i>Fireworks!</i> text type: shape poems vocabulary: fireworks; colours	a word game	verbs – to like
REVISION: UNITS 16-18				

LANGUAGE BOOK 1

Grammar	Listening	Phonics	Class writing
It is Saturday. What is the time? It is nine o'clock. It is half past three.	Harry's week (matching days and activities)	words ending with the <b>ck</b> phoneme	Days of the week (writing about days, times and locations)
What is he doing? He is eating an ice cream. What are they doing? They are swimming.	People are getting off the train. (locating items in a picture)	words beginning with blends <b>br cr dr gr</b> or <b>tr</b>	Activities (writing questions and answers)
There is a ball under the chair. There are toys in the box.	Where are they? (identifying locations)	words beginning with blends <b>bl cl fl</b> or <b>pl</b>	The park (description)
REVISION: UNITS 10-12			
How many trees are there? There are two trees.	How many are there? (listening for detail)	words beginning or ending with the <b>th</b> phoneme	Our classroom (description including numbers)
What is the weather like? It is raining / snowing / cold / hot / sunny. Is it cold? Yes, it is. / No, it isn't.	What's the weather like? (identifying weather types)	words beginning with blends <b>st sm sw sp</b> or <b>sn</b>	The weather (completing a weather diary)
They have got long ears. We have got little ears. We have not got long ears.	What are the animals? (identifying animals)	words ending with the blends <b>nd nt</b> or <b>nk</b>	Animals (describing animals)
REVISION: UNITS 13-15			
I like grapes. He likes sandwiches. She likes cakes.	Mobi likes everything! (identifying preferences)	words with the spelling pattern <b>a_e</b> or <b>i_e</b>	Favourite food (writing about food preferences)
Whose hat is this? It is Tilly's. Whose socks are these? They are Sam's.	Whose voice is this? (identifying people)	words with the spelling pattern <b>ue u_e</b> or <b>o_e</b>	What are they packing? (writing about clothes)
The bird is going onto / over / along the roof. The children are going round / towards / into the house.	What's your favourite? (identifying descriptions)	words ending with the blends <b>ld lk lp</b> or <b>lt</b>	At the fun fair (description)
REVISION: UNITS 16-18			