

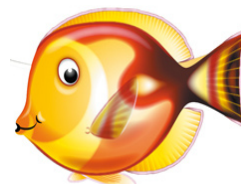
Scope and sequence: Units 1-9

LANGUAGE BOOK 6				
	Theme	Reading and understanding	Vocabulary	Language building
Unit 1	Making decisions	stimulus: <i>Decision time</i> text type: story with a moral dilemma comprehension: literal comprehension/extension	synonyms and antonyms	first, second and third person pronouns
Unit 2	Making decisions	stimulus: <i>The Panama Canal</i> text type: information/explanatory text with diagrams comprehension: literal comprehension/extension	dictionary definitions	brackets for adding additional information
Unit 3	Going places	stimulus: <i>Journey to the centre of the Earth</i> text type: narrative (sci-fi) in diary form comprehension: literal comprehension/extension	use of exciting adjectives	adjectival phrases
Unit 4	Going places	stimulus: <i>Tourism</i> text type: discussion text comprehension: literal comprehension/extension	small words in long words	adverbial phrases
REVISION: UNITS 1-4				
Unit 5	Challenges	stimulus: <i>Escape from the Castle of Doom</i> text type: adventure story comprehension: literal comprehension/extension	categorising words	compound sentences (revisions)
Unit 6	Challenges	stimulus: <i>Writing letters</i> text type: different types of letter comprehension: literal comprehension/extension	prefixes un and dis	reflexive pronouns
Unit 7	Communicating	stimulus: <i>The Game Show</i> text type: play comprehension: literal comprehension/extension	alliteration	gender of nouns
Unit 8	Communicating	stimulus: <i>The Hidden Persuaders</i> text type: persuasive writing in advertisements comprehension: literal comprehension/extension	rhyming	gerunds
Unit 9	Communicating	stimulus: <i>Reading Poetry</i> text type: choral poetry/conversation poems/rap comprehension: literal comprehension/extension	homonyms	relative pronouns
REVISION: UNITS 5-9				



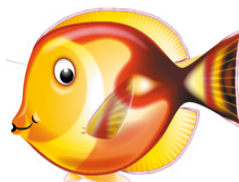
Scope and Sequence

LANGUAGE BOOK 6	FLUENCY BOOK 6	LANGUAGE BOOK 6		
Grammar	Fluency	Spelling	Writing	Reading extension
present simple and continuous; past simple and continuous	Back to school!	doubling final consonant before suffixing, e.g. stop – stopped	choosing a way to complete a story as a class and on own	<i>Bird and Boy</i> (poem)
expressing future time	Through the canal	magic e dropped before suffixing, e.g. operate – operating	explaining how something works, with diagrams	<i>The crow and the water jug</i> (fable)
first conditional	Volcanoes!	suffixing verbs ending consonant + y , e.g. try – tried	continuing a story; composing diary entry for next day	<i>Journey to the South Pole</i> (biography)
present perfect and past simple	In the Himalayas	suffix ment	discussion text	<i>Loggerhead turtles</i> (information)
REVISION: UNITS 1-4				
past perfect	Animax Studios	sion and ssion at end of words	story planning/ writing next two chapters	<i>Finding Magic</i> (poem)
passive – present and past	Meet the author!	suffix ery	different kinds of letters	<i>Roald Dahl</i> (biography)
future passive	Jungle survival	ate at end of words	scene for a play	<i>The English Language</i> (information text with flow diagram)
relative clauses	The latest craze	c after x and ce after s , e.g. exciting, once	designing own posters/adverts	<i>Just Joking</i> (wordplay)
second conditional	Children's Poetry Festival	negative prefixes in , im	choral poem/ rap poem	<i>I live in a city</i> (poem)
REVISION: UNITS 5-9				



Scope and sequence: Units 10-18

		LANGUAGE BOOK 6		
	Theme	Reading and understanding	Vocabulary	Language building
Unit 10	India	stimulus: <i>Anwar and Ashraf</i> text type: playscript comprehension: literal comprehension/ extension	adjectives	simple and compound sentences
Unit 11	India	stimulus: <i>All about tigers</i> text type: information passage comprehension: literal comprehension/ extension	gender	subheading/ paragraphing
Unit 12	Rescue	stimulus: <i>Black Beauty</i> text type: classic fiction comprehension: literal comprehension/ extension	homophones	who/which clauses
Unit 13	Rescue	stimulus: <i>Grace Darling</i> text type: biography comprehension: literal comprehension/ extension	synonyms	abstract nouns
REVISION: UNITS 10-13				
Unit 14	Rubbish	stimulus: <i>Stig of the dump</i> text type: narrative comprehension: literal comprehension/ extension	regular and irregular past tenses	paragraphing
Unit 15	Rubbish	stimulus: <i>Where does our rubbish go?</i> text type: information/flow diagram comprehension: literal comprehension/ extension	antonyms	adverbial clauses
Unit 16	Schooldays	stimulus: <i>The One That Got Away</i> text type: short story comprehension: literal comprehension/ extension	collective nouns	adverbial clauses
Unit 17	Schooldays	stimulus: <i>Interview with John Little</i> text type: interview comprehension: literal comprehension/ extension	difficult words	positioning of clauses
Unit 18	Schooldays	stimulus: <i>Poetry</i> text type: acrostic/list/rhyming poems comprehension: literal comprehension/ extension	contractions	apostrophes of possession (revision)
REVISION: UNITS 14-18				



Scope and Sequence

LANGUAGE BOOK 6	FLUENCY BOOK 6	LANGUAGE BOOK 6		
Grammar	Fluency	Spelling	Writing	Reading extension
present perfect – active and passive/ past action – present result	An Indian market	words ending ck/ic	playscript	<i>The Taj Mahal</i> (information text)
modal verbs	Wildlife in India – Sariska Nature Reserve	ory words	information organised with paragraphs/ subheading	<i>Jazeera in the Sun</i> (story extract)
may/might to show possibility + conditional	The National Horse Show	suffix able	first person narrative – changing viewpoint	<i>The Bed and Breakfast Star</i> (story extract)
modals + passive infinitive	Sea Rescue!	suffix ible	biography	<i>The Lion and the Mouse</i> (fable)
REVISION: UNITS 10-13				
reported speech	It's rubbish!	age words	continuing a story – description	<i>Don't Dump It – Re-use It</i> (factual)
question tags	Where <i>can't</i> our rubbish go?	suffix y	flow diagram	<i>The Poet and the Trees</i> (poem)
reported speech – have/had; will/ would	The happiest days of your life?	ary words	continuing a story	<i>Tanni Grey-Thompson</i> (autobiography)
reported questions	School stories	suffix ous	interview/ reflective writing	<i>Impressions of a New Boy</i> (poem)
wish + past tense	Goodbye!	au words	poetry	<i>The Model We're Making in Class with Miss</i> (poem)
REVISION: UNITS 14-18				