

## Scope and sequence: Units 1-9

FLUENCY BOOK 2		LANGUAGE BOOK 2		
		Reading and understanding	Working with words	Sentence building
REVISION: LEVEL 1				
<b>Unit 1</b>	<i>An email from Dad</i>	reading text: <i>What a mess!</i> text type: story with familiar context vocabulary: action verbs	craft items and gifts	capital letters and verbs with the <i>ing</i> ending
<b>Unit 2</b>	<i>The first puzzle</i>	reading text: <i>I love the city</i> text type: poem (x2) vocabulary: transport	modes of transport	nouns and adjectives
<b>Unit 3</b>	<i>Welcome to our club</i>	reading text: <i>Our sports club</i> text type: description text vocabulary: sports	opposites	contractions
REVISION: UNITS 1-3				
<b>Unit 4</b>	<i>Where are you?</i>	reading text: <i>The five senses</i> text type: information text vocabulary: words relating to senses	descriptive adjectives	question marks
<b>Unit 5</b>	<i>Time for school</i>	reading text: <i>The sound of the clock</i> text type: narrative poem vocabulary: times / daily routine	school items and activities	commas and <i>and</i> in a list
<b>Unit 6</b>	<i>The city at night</i>	reading text: <i>Kit works on a farm</i> text type: information text vocabulary: farm animals	farm animals	proper nouns
REVISION: UNITS 4-6				
<b>Unit 7</b>	<i>The tower</i>	reading text: <i>Famous towers</i> text type: information text vocabulary: buildings; countries	countries; capital cities	prepositions of place
<b>Unit 8</b>	<i>At the supermarket</i>	reading text: <i>The giant carrot</i> text type: story with familiar context vocabulary: food	fruits and vegetables	past tense of <i>to be</i>
<b>Unit 9</b>	<i>A phone call from Dad</i>	reading text: <i>Just like Mum</i> text type: autobiographical story vocabulary: rooms and house items	rooms in a house	singular and plural nouns
REVISION: UNITS 7-9				

LANGUAGE BOOK 2

Grammar	Listening	Phonics	Class writing
REVISION: LEVEL 1			
What are you doing? I'm drawing. He / she is reading. We / They are reading. Is he watching TV? Yes, he is. / No, he isn't.	Listen and draw the picture. (Listening for detail.)	words with the <b>ee</b> long vowel spelling	An email. (Ordering words to form an email.)
Do you like the city? Yes, I do. / No, I don't. I / We / They like the city. I / We / They don't like the noise.	Street conversations. (Matching dialogues and pictures.)	words with the <b>oo</b> long vowel spelling	A busy street. (Describing a picture.)
Does Ben like karate? Yes, he does. / No, he doesn't. Tilly likes tennis. She doesn't like chess.	A radio advertisement. (Identifying the names of sports.)	words with a 'magic <b>e</b> ' spelling pattern	The sports club. (Filling in a fact file; describing activities.)
REVISION: UNITS 1-3			
I can see you. Can you see me? Can you see him / her / them?	What can you hear? (Matching dialogues and pictures.)	words with the <b>ai</b> long vowel spelling	Sights and sounds. (Answering questions to write a description.)
Do you read at school? Yes, we do. / No, we don't. Does Ben get up at 6 o'clock? No, he doesn't. He gets up at 7 o'clock.	Susie's big surprise. (Sequencing.)	words with the <b>ea</b> long vowel spelling	Your day. (Writing about routines.)
What's her job? She's a teacher. Where does she work? In a school. She doesn't work on Saturdays.	Aunt Meg's day. (Sequencing.)	words with the <b>ar</b> long vowel spelling	Let's write about jobs. (People and their jobs.)
REVISION: UNITS 4-6			
Yesterday we were at the City Tower. The tower was tall. I was scared.	Big Ben. (Listening for gist; listening for detail.)	words with the <b>igh</b> long vowel spelling	The TV Tower. (Answering questions to write a description.)
Was the flag blue? Yes, it was. / No, it wasn't. The peaches were nice but they weren't very big.	At the supermarket. (Listening for gist; listening for detail.)	words with the <b>ow</b> long vowel spelling	A poster. (Answering questions to write a description.)
My dad phoned. We talked for half an hour. He helped me.	Where is he? (Identifying locations.)	words with the <b>ay</b> long vowel spelling	Let's write about yesterday. (Activities at home.)
REVISION: UNITS 7-9			

## Scope and sequence: Units 10-18

FLUENCY BOOK 2		LANGUAGE BOOK 2		
		Reading and understanding	Working with words	Sentence building
<b>Unit 10</b>	<i>At the City Museum</i>	reading text: <i>Meet the dinosaurs!</i> text type: information text vocabulary: opposite adjectives	opposites	simple past tense with <i>ed</i>
<b>Unit 11</b>	<i>A quick snack</i>	reading text: <i>The Big Dinner</i> text type: story with familiar context vocabulary: food	food	contractions
<b>Unit 12</b>	<i>At the Fun House</i>	reading text: <i>Fun in the Fun House</i> text type: poem (x2) vocabulary: action verbs	action verbs	prepositions of place
REVISION: UNITS 10-12				
<b>Unit 13</b>	<i>Happy birthday!</i>	reading text: <i>Weather</i> text type: poems (x5) vocabulary: weather	weather	adverbs
<b>Unit 14</b>	<i>A walk by the river</i>	reading text: <i>Streams and rivers</i> text type: information text vocabulary: water transport	water transport	comparative adjectives
<b>Unit 15</b>	<i>At the theatre</i>	reading text: <i>When the clock struck twelve...</i> text type: dialogue vocabulary: nationalities; clothes	countries and nationalities	question words
REVISION: UNITS 13-15				
<b>Unit 16</b>	<i>At the castle</i>	reading text: <i>A very clever dog</i> text type: story vocabulary: urban features; directions	things around town	direct speech
<b>Unit 17</b>	<i>Well done, Ben!</i>	reading text: <i>Chuckle with Charlie and Chip</i> text type: word puzzles vocabulary: ordinal numbers	an acrostic puzzle	irregular past tense verbs
<b>Unit 18</b>	<i>A big surprise</i>	reading text: <i>Happy New Year!</i> text type: autobiographical account vocabulary: celebrations	sound words	plural nouns with <i>es</i>
REVISION: UNITS 16-18				

LANGUAGE BOOK 2

Grammar	Listening	Phonics	Class writing
I liked the Great Wall. It was huge. I loved the Pyramids. They were enormous.	At the museum. (Matching dialogues and locations.)	words with the <b>ir</b> long vowel spelling	Dinosaurs. (Writing short descriptions.)
Did you like you sandwich? Yes, I did. / No, I didn't. Did he / she like his / her pizza? Yes, he / she did. / No, he / she didn't.	Ordering a meal. (Listening for detail.)	words ending with the <b>er</b> spelling (schwa)	Writing about food. (Taking a survey and writing about the results.)
I climbed the pyramid. He didn't climb it. We liked the train. They didn't like it.	At the Fun House. (Listening for gist; listening for detail.)	words with the <b>ou</b> long vowel spelling	At the Fun House. (Describing a visit to the Fun House.)
REVISION: UNITS 10-12			
When is your birthday? It's in July. How many days are there in March? There are thirty-one.	Listen and draw the weather. (Listening for detail.)	words with the <b>y</b> long vowel spelling	Let's write about the weather. (Describing weather scenes.)
Are there any girls in the picture? There aren't any girls. There are some boys.	What are the boats? (Matching dialogues and pictures.)	words with the <b>oa</b> long vowel spelling	Riverside Sports Club. (Writing a report about water sports.)
Whose bag is this? Whose socks are these? It is / They are mine / yours / his / hers / ours / theirs.	What are the flags? (Identifying combinations of colours and shapes.)	words with the <b>oy</b> long vowel spelling	Let's write a story. (Writing a story in the form of a dialogue.)
REVISION: UNITS 13-15			
Yesterday we went to the castle. The castle had four towers. We ran up the steps.	A map. (Following directions.)	words with the <b>ur</b> long vowel spelling	Let's write a story. (Correcting mistakes to write a story.)
Did you go to the castle? Yes, we did. Did you see The Puzzler? No, we didn't. We did not go in the Blue Tower. We did not see The Puzzler.	A funny story. (Sequencing.)	words with the <b>or</b> long vowel spelling	Write a story. (Using pictures and word prompts to write a story.)
Did you find the picture in the Black Tower? We didn't find it in the Black Tower. We found it in the Red Tower.	A story about a dragon. (Listening for gist; listening for detail.)	words with the <b>ow</b> long vowel spelling	Finish the story. (Using picture prompts to complete a story.)
REVISION: UNITS 16-18			