

# SCOPE AND SEQUENCE CHART

Language development				Skills development
Unit	Structures	Functions	Lexis	Reading
1	<i>Hello! What 's your name? My name's . . .</i>	greetings and introductions	toys boy, girl	<b>for task:</b> names dialogue, follow text from left to right single words <b>for pleasure:</b> <i>Toys</i>
2	<i>What's this? It's a/an . . . What colour is it? It's . . .</i>	identifying  describing colour	bag school items colours	<b>for task:</b> single words simple sentence/statement <b>for pleasure:</b> <i>A box</i>
3	<i>Is it a/an . . . ? Is it . . . ? Yes, it is. No, it is not. How many?</i>	identifying  specifying number	toys animals numbers 1 – 6	<b>for task:</b> simple questions descriptive phrase: number + adj. + noun <b>for pleasure:</b> <i>What is this?</i>
4	<i>How old are you? I'm . . .  This is my . . .</i>	talking about age  identifying/introducing people	numbers 1 – 10 party items family members friend	<b>for task:</b> numbers/number words 2/3-sentence descriptions <b>for pleasure:</b> <i>My baby brother</i>
5	<i>We/They are + adj. . . . and . . . are . . .</i>	describing adding numbers	adjectives: happy/sad tall/short	<b>for task:</b> statements dialogue 3-sentence description <b>for pleasure:</b> <i>My friend Sam</i>
6	<i>This is my/his/her . . . Is this his/her . . . ? This is/these are my/his/her . . .</i>	talking about possessions identifying	clothing parts of the body	<b>for task:</b> statements questions 4-sentence description <b>for pleasure:</b> <i>Who am I?</i>
7	<i>I have a/an + adj. + noun He/she has . . . Who is it?</i>	talking about and describing possessions	adjectives: big/small long	<b>for task:</b> statements 5-sentence description <b>for pleasure:</b> <i>Pounce! Pounce! Pounce!</i>
8	<i>Where's the . . . ? The . . . /It's + prep. + noun  imperatives</i>	locating  following instructions/ commands	prepositions furniture rooms	<b>for task:</b> statements questions simple instructions 7-sentence description <b>for pleasure:</b> <i>Where is the mouse?</i>
9	<i>What's this? What are these? How many + colour + noun . . . take away . . . is . . .</i>	identifying  specifying subtracting numbers	numbers 11 – 20 shapes food	<b>for task:</b> statements questions numbers/number words 1 – 20 <b>for pleasure:</b> <i>The counting game</i>
10	<i>Are these your/his/her . . . ? Yes, they are. No, they aren't.</i>	identifying	family members	<b>for task:</b> dialogue questions descriptions <b>for pleasure:</b> <i>My animals</i>

**Activities**

<i>Writing</i>	<i>Listening</i>	<i>Speaking</i>	<i>Noticeboard</i>	<i>Project</i>
name/s large and small letters	follow text from left to right	dialogue for introductions: <i>What's your name?</i> <i>My name's . . .</i> spell aloud single words	self portraits and names	Alphabet posters ↓
complete simple statements sentence markers: capital letter full stop	follow text from left to right <b>song:</b> <i>Colours</i> listen for information	dialogue to identify: <i>What's this?</i> <i>It's a/an . . .</i> sounds: <i>p, b</i>	a/an matching noun to indefinite article	
numbers, number words sentence markers: capital letter question mark	counting 1 – 6 <b>song:</b> <i>Two little dinosaurs</i> follow dialogue left to right	construct questions to identify: <i>Is it a . . . ?</i> <i>Is it . . . ?</i>	jungle scene with animals for counting	
numbers, number words spelling 3-sentence description describe a friend (3-sentence model)	counting 1 – 10 <b>song:</b> <i>Seven years old</i> introductions: <i>This is my . . .</i>	dialogue to ask age: <i>How old are you?</i> <i>I'm . . .</i> sounds: <i>s, z</i>	birthday board	
complete statements numbers, number words	listen to dialogue listen to story captions <b>song:</b> <i>My name's Tico</i>	construct statements to describe: <i>It is . . . /We/They are + adj.</i> <b>game:</b> questions to identify <i>What's this? It's . . .</i>		
lexis practice complete statements describe clothing (4-sentence model)	follow dialogues and monologues <b>song:</b> <i>Hokey cokey</i> listen for information	construct statements to identify: <i>This is his/her . . .</i> question and answer to identify: <i>Is this his/her . . . ?</i>	paper dolls paper clothing	Scrapbook ↓
lexis practice compose longer statements describe self (3-sentence model)	<b>song:</b> <i>Bingo</i> listen for information	construct statements to show possession <i>I have a . . .</i> <b>game:</b> statements and questions to identify possessions	presenting possessions	
compose sentences: identifying locating describe a location (3-sentence model)	listen to dialogue listen for information <b>song:</b> <i>In the house</i>	dialogue to locate: <i>Where's the . . . ?</i> <i>It's . . .</i>	placing/positioning objects	
describing objects numbers 1 – 10 sentence markers (R) capital letters full stop	follow dialogue listen for information listen for pronunciation	question and answer: to determine shape, number, object <i>What are these?</i> <i>How many . . . ?</i>	toys from shapes	
answers to questions possessives spelling compose sentences locating/identifying describe family (3-sentence model)	follow dialogue listen for information <b>song:</b> <i>Where is Billy?</i>	construct questions and answers for possessions: <i>Is this/Are these your . . . ?</i>	family pictures	

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11	<i>There is/are . . . Is there/are there . . . ?</i>	describing scenes	simple landscape features transport	<b>for task:</b> statements questions 6-sentence description  <b>for pleasure:</b> <i>Where is Princess?</i>
12	<i>What's the time? It's . . . o'clock How many . . . are there?</i>	telling the time  specifying number	clock (R) numbers 1 – 20	<b>for task:</b> numbers, number words statements questions <b>for pleasure:</b> <i>Ten clowns</i>
13	<i>He/She has . . . + features/objects Do you have . . . ?</i>	describing people talking about possessions	toys possessions	<b>for task:</b> dialogue descriptions questions <b>for pleasure:</b> <i>Grandma</i>
14	<i>Do we/they have + adj. + noun ? Yes, we/they do. No, we/they do not.</i>	describing appearance/ animals talking about possessions	animals parts of the body	<b>for task:</b> 2-sentence statements questions 7-sentence description <b>for pleasure:</b> <i>Animals</i>
15	imperatives	giving commands	sit, stand, say, count, open, draw	<b>for task:</b> dialogue instructions/commands <b>for pleasure:</b> <i>Monkeys</i>
16	<i>Whose is this? Whose are these? It's . . . 's. They're . . . 's.</i>	identifying possessions		<b>for task:</b> dialogue questions <b>for pleasure:</b> <i>Elephant and crocodile</i>
17	<i>I/He/She/It can . . . Can you/he/she/it . . . ?</i>	talking about ability (singular)	fly, swim, hop, jump, run, ride, sing, draw	<b>for task:</b> statements descriptions questions <b>for pleasure:</b> <i>Otto and the crocodile</i>
18	<i>It/We/They can . . . Can it/we/they . . . ?</i>	talking about ability (plural)	drink, eat, sleep, hear, walk	<b>for task:</b> statements questions 6/7-sentence description <b>for pleasure:</b> <i>What can animals do?</i>
19	<i>Where is it/are we/they? Is it a . . . or a . . . ?</i>	specifying location identifying alternatives	river, forest, farm, desert	<b>for task:</b> statements questions dialogue <b>for pleasure:</b> <i>Where are we?</i>
20	Final revision			<b>for task:</b> 8-sentence description dialogues, questions, statements, captions, numbers, number words <b>for pleasure:</b> <i>A day at the castle</i>

**Activities**

Writing	Listening	Speaking	Noticeboard	Project
lexis practice spelling describe scene (4-sentence model)	listen to dialogue <b>song:</b> <i>Ten in the bed</i> rhyming words	construct questions and answers to describe scene <b>game:</b> construct questions about scene <i>How many + adj. + noun ?</i> <i>There is/are . . .</i> rhyming words		Animal fresco ↓
numbers 1 – 20 the time complete questions describe situation (3-sentence model)	listen to dialogue listen for information numbers 11 – 20 subtraction	ask and answer the time question and answer to specify number: <i>How many . . . ?</i> <i>Is there a . . . ?</i>		
compose questions/ statements describe people/possessions (4-sentence model)	follow descriptive monologue follow dialogue <b>song:</b> <i>I have a red dress</i>	<i>He/She has . . .</i> <b>game:</b> construct questions about appearance <i>Do you have . . . ?</i> question and answer to talk about possessions/features	cartoon/comic characters	
compose statements answer questions describe animals (3/4-sentence models)	follow captions listen and spell listen for information <b>song:</b> <i>Crocodile</i>	question and answer to identify animals: <i>Do they have . . . ?</i> <b>game:</b> construct questions about features <i>Do . . . have . . . ?</i>	physical characteristics animals/children	
complete/answer statements describe a scene (4-sentence model)	follow dialogue <b>song:</b> <i>Copy me</i> listen for information	issue commands request ( <i>please</i> ) + imperative	commands and tasks	
answer questions with statements identifying possessions compose questions and answers identifying possessions	listen for information <b>song:</b> <i>Lots more animals</i>	question and answer to identify possessions: <i>Whose are these?</i> <i>They're . . .</i> rhyming words	presenting and identifying possessions	Class book ↓
complete/answer questions/ statements spelling describe an animal (5-sentence model)	follow dialogue listen for information <b>song:</b> <i>Can you say . . . ?</i> listen for information	question and answer to express ability: <i>Can the . . . ?</i> <i>Can it . . . ?</i> <b>game:</b> question and answer to identify from features/ability	activities wheel (children)	
complete statements/ questions describe scene (5-sentence prompt) spelling: wordfind describe an animal (4-sentence model)	follow monologue listen for information <b>song:</b> <i>This animal can hear you</i>	question and answer to express ability: <i>Can it/we/they . . . ?</i>	abilities/chart (animals)	
lexis practice answer questions compose statements describing picture specify location and describe (5-sentence model)	listen for information <b>song:</b> <i>Down in the forest</i> model for speaking to an audience	<b>game:</b> question and answer to specify location <i>Where are we?</i> <i>Can you see . . . ?</i> <i>Where is . . . ?</i>	animal habitats	
compose statements spelling: wordfind answer questions compose answers and descriptions	listen for information follow dialogue <b>song:</b> <i>Mr Echo</i>	rhyming words <i>Whose is this/are these?</i> <i>There are . . .</i> <i>Can you . . . ? She/He can . . .</i> <i>How many . . . ?</i>		