### Scope and sequence: Units 1-9

<table>
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<tr>
<th>UNIT</th>
<th>FLUENCY BOOK 2</th>
<th>LANGUAGE BOOK 2</th>
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<td><strong>Reading and understanding</strong></td>
<td>Working with words</td>
<td>Sentence building</td>
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<tr>
<td><strong>An email from Dad</strong></td>
<td>reading text: <em>What a mess!</em></td>
<td>craft items and gifts</td>
</tr>
<tr>
<td><strong>The first puzzle</strong></td>
<td>text type: story with familiar context</td>
<td>capital letters and verbs with the <em>ing</em> ending</td>
</tr>
<tr>
<td><strong>Welcome to our club</strong></td>
<td>reading text: <em>Our sports club</em></td>
<td>opposites</td>
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<tr>
<td><strong>Where are you?</strong></td>
<td>reading text: <em>The five senses</em></td>
<td>contractions</td>
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<tr>
<td><strong>Time for school</strong></td>
<td>text type: information text</td>
<td>descriptive adjectives</td>
</tr>
<tr>
<td><strong>The city at night</strong></td>
<td>vocabulary: words relating to senses</td>
<td>question marks</td>
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<tr>
<td><strong>The tower</strong></td>
<td>reading text: <em>Famous towers</em></td>
<td>school items and activities</td>
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<tr>
<td><strong>At the supermarket</strong></td>
<td>text type: story with familiar context</td>
<td>commas and <em>and</em> in a list</td>
</tr>
<tr>
<td><strong>A phone call from Dad</strong></td>
<td>reading text: <em>Just like Mum</em></td>
<td>proper nouns</td>
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**Revision:**
- **Level 1:** Units 1-3
- **Units 1-9:**
  - **Units 4-6:**
    - **Units 7-9:**
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<td><strong>REVISION: LEVEL 1</strong></td>
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<tr>
<td>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.</td>
<td>Listen and draw the picture. (Listening for detail.)</td>
<td>words with the <strong>ee</strong> long vowel spelling</td>
<td>An email. (Ordering words to form an email.)</td>
</tr>
<tr>
<td>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.</td>
<td>Street conversations. (Matching dialogues and pictures.)</td>
<td>words with the <strong>oo</strong> long vowel spelling</td>
<td>A busy street. (Describing a picture.)</td>
</tr>
<tr>
<td>Does Ben like karate? Yes, he does. / No, he doesn’t. Tilly likes tennis. She doesn’t like chess.</td>
<td>A radio advertisement. (Identifying the names of sports.)</td>
<td>words with a ‘magic e’ spelling pattern</td>
<td></td>
</tr>
<tr>
<td><strong>REVISION: UNITS 1-3</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I can see you. Can you see me? Can you see him / her / them?</td>
<td>What can you hear? (Matching dialogues and pictures.)</td>
<td>words with the <strong>ai</strong> long vowel spelling</td>
<td>Sights and sounds. (Answering questions to write a description.)</td>
</tr>
<tr>
<td>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.</td>
<td>Susie’s big surprise. (Sequencing.)</td>
<td>words with the <strong>ea</strong> long vowel spelling</td>
<td>Your day. (Writing about routines.)</td>
</tr>
<tr>
<td>What’s her job? She’s a teacher. Where does she work? In a school. She doesn’t work on Saturdays.</td>
<td>Aunt Meg’s day. (Sequencing.)</td>
<td>words with the <strong>ar</strong> long vowel spelling</td>
<td>Let’s write about jobs. (People and their jobs.)</td>
</tr>
<tr>
<td><strong>REVISION: UNITS 4-6</strong></td>
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<tr>
<td>Yesterday we were at the City Tower. The tower was tall. I was scared.</td>
<td>Big Ben. (Listening for gist; listening for detail.)</td>
<td>words with the <strong>igh</strong> long vowel spelling</td>
<td>The TV Tower. (Answering questions to write a description.)</td>
</tr>
<tr>
<td>Was the flag blue? Yes, it was. / No, it wasn’t. The peaches were nice but they weren’t very big.</td>
<td>At the supermarket. (Listening for gist; listening for detail.)</td>
<td>words with the <strong>ow</strong> long vowel spelling</td>
<td>A poster. (Answering questions to write a description.)</td>
</tr>
<tr>
<td>My dad phoned. We talked for half an hour. He helped me.</td>
<td>Where is he? (Identifying locations.)</td>
<td>words with the <strong>ay</strong> long vowel spelling</td>
<td>Let’s write about yesterday. (Activities at home.)</td>
</tr>
<tr>
<td><strong>REVISION: UNITS 7-9</strong></td>
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## Scope and sequence: Units 10-18

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<th>Sentence building</th>
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<tr>
<td><strong>Unit 10</strong></td>
<td>At the City Museum</td>
<td>reading text: <em>Meet the dinosaurs!</em> text type: information text vocabulary: opposite adjectives</td>
<td>opposites</td>
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<tr>
<td><strong>Unit 11</strong></td>
<td>A quick snack</td>
<td>reading text: <em>The Big Dinner</em> text type: story with familiar context vocabulary: food</td>
<td>food</td>
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<tr>
<td><strong>Unit 12</strong></td>
<td>At the Fun House</td>
<td>reading text: <em>Fun in the Fun House</em> text type: poem (x2) vocabulary: action verbs</td>
<td>action verbs</td>
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**REVISION: UNITS 10-12**

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<th>Working with words</th>
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<tbody>
<tr>
<td><strong>Unit 13</strong></td>
<td>Happy birthday!</td>
<td>reading text: <em>Weather</em> text type: poems (x5) vocabulary: weather</td>
<td>weather</td>
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<tr>
<td><strong>Unit 14</strong></td>
<td>A walk by the river</td>
<td>reading text: <em>Streams and rivers</em> text type: information text vocabulary: water transport</td>
<td>water transport</td>
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<tr>
<td><strong>Unit 15</strong></td>
<td>At the theatre</td>
<td>reading text: <em>When the clock struck twelve...</em> text type: dialogue vocabulary: nationalities; clothes</td>
<td>countries and nationalities</td>
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**REVISION: UNITS 13-15**

<table>
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<tr>
<td><strong>Unit 16</strong></td>
<td>At the castle</td>
<td>reading text: <em>A very clever dog</em> text type: story vocabulary: urban features; directions</td>
<td>things around town</td>
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<tr>
<td><strong>Unit 17</strong></td>
<td>Well done, Ben!</td>
<td>reading text: <em>Chuckie with Charlie and Chip</em> text type: word puzzles vocabulary: ordinal numbers</td>
<td>an acrostic puzzle</td>
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<tr>
<td><strong>Unit 18</strong></td>
<td>A big surprise</td>
<td>reading text: <em>Happy New Year!</em> text type: autobiographical account vocabulary: celebrations</td>
<td>sound words</td>
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**REVISION: UNITS 16-18**

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We found it in the Red Tower.

We didn't find it in the Black Tower.

Did you find the picture in the Black Tower?

We did not see The Puzzler.

We did not go in the Blue Tower.

Did you go to the castle? Yes, we did.

We ran up the steps.

The castle had four towers.

Yesterday we went to the castle.

Whose bag is this? Whose socks are these?

There are some boys.

There aren't any girls.

Are there any girls in the picture?

There are thirty-one.

How many days are there in March?

When is your birthday? It's in July.

I liked the Great Wall. It was huge.

I loved the Pyramids. They were enormous.

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.

I climbed the pyramid. He didn't climb it.

We liked the train. They didn't like it.

Can the moon see me?

Let's write about the weather. (Describing weather scenes.)

At the museum. (Listening for detail.)

words with the er spelling (schwa)

At the Fun House. (Listening for gist; listening for detail.)

words with the ou long vowel spelling

At the Fun House. (Describing a visit to the Fun House.)

At the museum. (Matching dialogues and locations.)

words with the ir long vowel spelling

Dinosaurs. (Writing short descriptions.)

Ordering a meal. (Listening for detail.)

words ending with the er spelling

Writing about food. (Taking a survey and writing about the results.)

At the Fun House. (Listening for gist; listening for detail.)

words with the ou long vowel spelling

At the Fun House. (Describing a visit to the Fun House.)

Listen and draw the weather. (Listening for detail.)

words with the y long vowel spelling

Riverside Sports Club. (Writing a report about water sports.)

What are the boats? (Matching dialogues and pictures.)

words with the oo long vowel spelling

What are the flags? (Identifying combinations of colours and shapes.)

words with the oy long vowel spelling

Let's write a story. (Writing a story in the form of a dialogue.)

Yesterday we went to the castle.

The castle had four towers.

We ran up the steps.

A map. (Following directions.)

words with the ur long vowel spelling

Let's write a story. (Correcting mistakes to write a story.)

A funny story. (Sequencing.)

words with the or long vowel spelling

Write a story. (Using pictures and word prompts to write a story.)

A story about a dragon. (Listening for gist; listening for detail.)

words with the ow long vowel spelling

Finish the story. (Using picture prompts to complete 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.

REVISION: UNITS 1-9

Grammar

Listening

Phonics

Class writing

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I loved the Pyramids. They were enormous.

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Did he / she like his / her pizza?

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