



## Scope and sequence: Units 1-9

FLUENCY BOOK 3	LANGUAGE BOOK 3			LANGUAGE BOOK 3			
	Reading and understanding	Working with words	Sentence building	Grammar	Listening	Spelling	Class writing
<b>Unit 1</b>	<i>This is Tex</i> reading text: <i>Professor Inkspot's telescope</i> text type: story with clear beginning, middle and end	mechanisms	punctuating direct speech	There were buttons on the machine. There was a handle, too. Professor Inkspot pushed the buttons. Then he pulled the handle.	What did he see? (identifying descriptions)	oo (short sound as in <b>cook</b> )	simple story with clear beginning, middle and end
<b>Unit 2</b>	<i>Up in space</i> reading text: <i>Chinese dragons</i> text type: descriptive information	descriptive sentences	using conjunctions <i>and</i> and <i>but</i>	A dragon and a king met every night. The dragon had nine heads. The king told the dragon about his problems.	The poor man and the dragon. (listening for detail)	u (short sound as in <b>bull</b> )	description of a dragon
<b>Unit 3</b>	<i>The first key</i> reading text: <i>The Aztecs of Central America</i> text type: factual information	past tenses	pluralising nouns ending with vowel + y and consonant + y	Did the Aztecs live in Central America? Their books did not have words in them.	Who is speaking? (identifying characters)	ea (short sound as in <b>head</b> , long sound as in <b>peach</b> )	information about Aztec children
REVISION: UNITS 1-3							
<b>Unit 4</b>	<i>In the desert</i> reading text: <i>Animals in the Gobi desert</i> text type: information and labelled pictures	desert animals	pluralising nouns ending with <i>f</i> or <i>fe</i>	A camel is as strong as a yak. A gazelle is faster than a snow leopard.	Two brothers. (identifying characters, listening for detail)	y sounding as in <b>jelly</b>	labelling and describing an animal
<b>Unit 5</b>	<i>Yorgi's house</i> reading text: <i>The horse race</i> text type: story with a strong opening	verbs for animal movements	punctuating sentences – full stops, question and exclamation marks	Shirav was the fastest rider in the valley. Sukhe's horse was the strongest.	Who is speaking? (identifying family members)	oi and oy	choosing a strong opening and finishing a story
<b>Unit 6</b>	<i>A very long time ago</i> reading text: <i>Ice age giants</i> text type: information	animal parts	past tense of some irregular verbs	The mammoth was the most enormous animal of land. The sabre-tooth cat was more dangerous than a tiger. A is good. B is better. C is the best. D is bad. E is worse. F is the worst.	Extraordinary animals. (listening for descriptive detail)	aw (sounding or as in <b>claw</b> )	information about an animal
REVISION: UNITS 4-6							
<b>Unit 7</b>	<i>The big balloon</i> reading text: <i>Birds in the air; Did you see it?</i> text type: poems	matching animals with verbs; definitions	collective nouns	The birds are going to fly over the snow. The balloon is going to rise into the sky.	A holiday on Coconut Island. (identifying locations on a map)	air and are (sounding air as in <b>glare</b> )	completing a rhyming poem
<b>Unit 8</b>	<i>Pirates!</i> reading text: <i>Holiday island</i> text type: dialogue	adjectives	adding <i>ing</i> to <i>cvc</i> verbs (hop – hopping) and magic <i>e</i> verbs (take – taking)	You must be careful! You mustn't climb on the rocks.	What must they take? (listening for detail)	ew (sounding oo as in <b>grew</b> )	completing a dialogue
<b>Unit 9</b>	<i>Jack</i> reading text: <i>A letter from a sailor</i> text type: a letter	adjectives	adding <i>ed</i> to <i>cvc</i> verbs (rip – ripped) and magic <i>e</i> verbs (smile – smiled)	Tom wanted to touch the spines. Why were they dangerous? They were dangerous because they had poison in them.	Hats and monkeys. (listening to and retelling a story)	wh words	a letter
REVISION: UNITS 7-9				REVISION: UNITS 7-9			

## Scope and sequence: Units 10-18

	FLUENCY BOOK 3	LANGUAGE BOOK 3			LANGUAGE BOOK 3			
		Reading and understanding	Working with words	Sentence building	Grammar	Listening	Spelling	Class writing
<b>Unit 10</b>	<i>What a trip</i>	reading text: <i>Pictures</i> text type: information	opposite meanings of adjectives	adverbs of manner ending <i>ly</i> e.g. slowly	The girl was playing the piano. The children were painting.	Put the pictures in the correct order. (sequencing)	ph words	description of actions in a photograph
<b>Unit 11</b>	<i>Under the sea</i>	reading text: <i>The diving lesson</i> text type: story with a strong setting	verbs for sound and movement	the importance of verbs in sentences	While Uncle Roy was tidying up the hut, Andy was swimming.	Complete the song. (listening for detail)	compound words	a story with two different settings
<b>Unit 12</b>	<i>The wreck</i>	reading text: <i>Coral reefs</i> text type: information	types of fish and coral	comparative adjectives ending consonant + y, e.g. tiny – tinier	Fishermen can damage the coral. The coral died. Nobody could find out why.	What could they do? (listening for detail; identifying activities)	suffix <b>ful</b>	description of a coral reef
REVISION: UNITS 10-12								
<b>Unit 13</b>	<i>The flower seller</i>	reading text: <i>My diary</i> text type: descriptions of people	personal description	personal pronouns	Is there any water? There isn't any water. There is some water. Has she got any gloves? She hasn't got any gloves. She has got some gloves.	How many mistakes did she make? (listening for detail)	prefix <b>un</b>	describing a person's appearance
<b>Unit 14</b>	<i>The chariot race</i>	reading text: <i>The Romans</i> text type: information, diagrams and labelled pictures	opposite meanings	past tense verbs ending vowel + y, (play – played) and consonant + y (carry – carried)	How many people watched the races? Lots of / A lot of people. How much time did they spend there? Lots of / A lot of time.	Name the charioteers. Who won the race? (logic puzzle; following a sequence of actions)	prefix <b>dis</b>	labelling pictures and describing them
<b>Unit 15</b>	<i>Be careful, Mobi!</i>	reading text: <i>Delicious ice cream</i> text type: poems	<i>a</i> or <i>an</i> preceding adjectives (e.g. an open door, a red door)	<i>a / an</i> + adjective + noun	Would you like a lolly? The lolly in your hand is melting. I love ice cream. The ice cream in this café is delicious.	Make an ice cream surprise! (following a recipe; sequencing)	<b>c</b> sounding <b>s</b> as in <b>mice</b>	completing a rhyming poem
REVISION: UNITS 13-15								
<b>Unit 16</b>	<i>Mobi and the crystals</i>	reading text: <i>Glass</i> text type: information and instructions for making things	glass objects	using conjunctions <i>because</i> and <i>so</i>	Roman glass was often/usually/always beautiful. Painters sometimes paint glass. You must never drop a glass bottle.	What is Professor Inkspot talking about? (listening for detail)	suffix <b>er</b> as in <b>painter</b>	instructions for making a necklace
<b>Unit 17</b>	<i>A clever elephant</i>	reading text: <i>Eddie, the Emerald Island Detective</i> text type: strip story	words with similar meanings	superlative adjectives, e.g. tall – tallest	Can we help you? Can I look in your suitcase?	Who stole Mrs Moneypot's necklace? (following directions)	syllables	speech bubbles for a strip story
<b>Unit 18</b>	<i>Gloomdrop's box</i>	reading text: <i>The selfish giant</i> text type: descriptive story	verbs and adverbs	direct speech – with reporting clause at beginning or end	The wind blew fiercely/more fiercely/the most fiercely.	Who are friends? (listening for detail)	<b>ch</b> words	a descriptive story
REVISION: UNITS 16-18								

