

نتقدم بثقة
Moving Forward
with Confidence



SULTANATE OF OMAN
MINISTRY OF EDUCATION

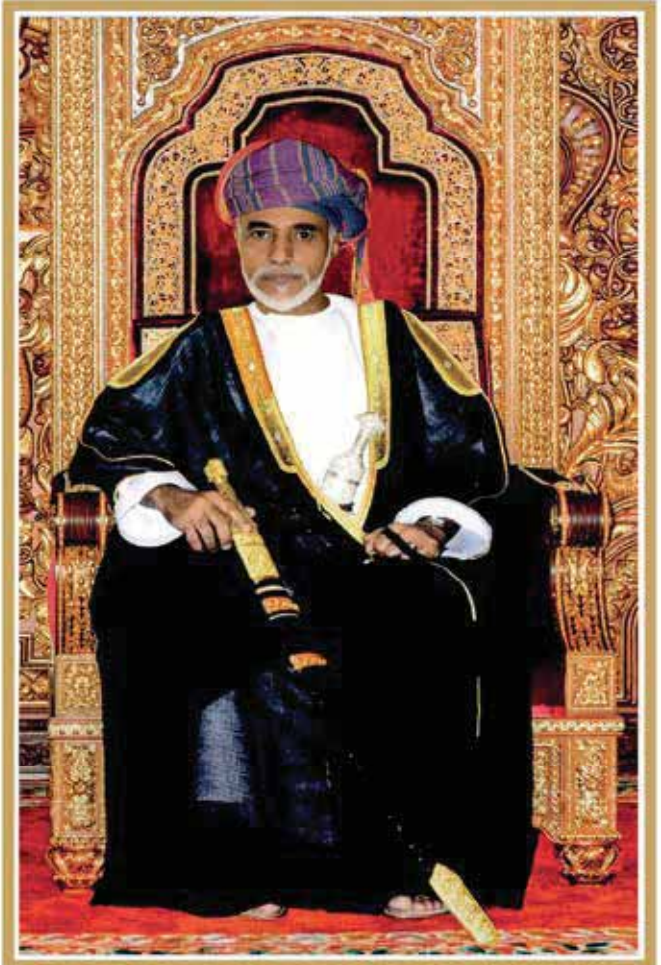
TEAM Together OMAN 2A

Teacher's Book
with Digital Resources

2024
First Edition

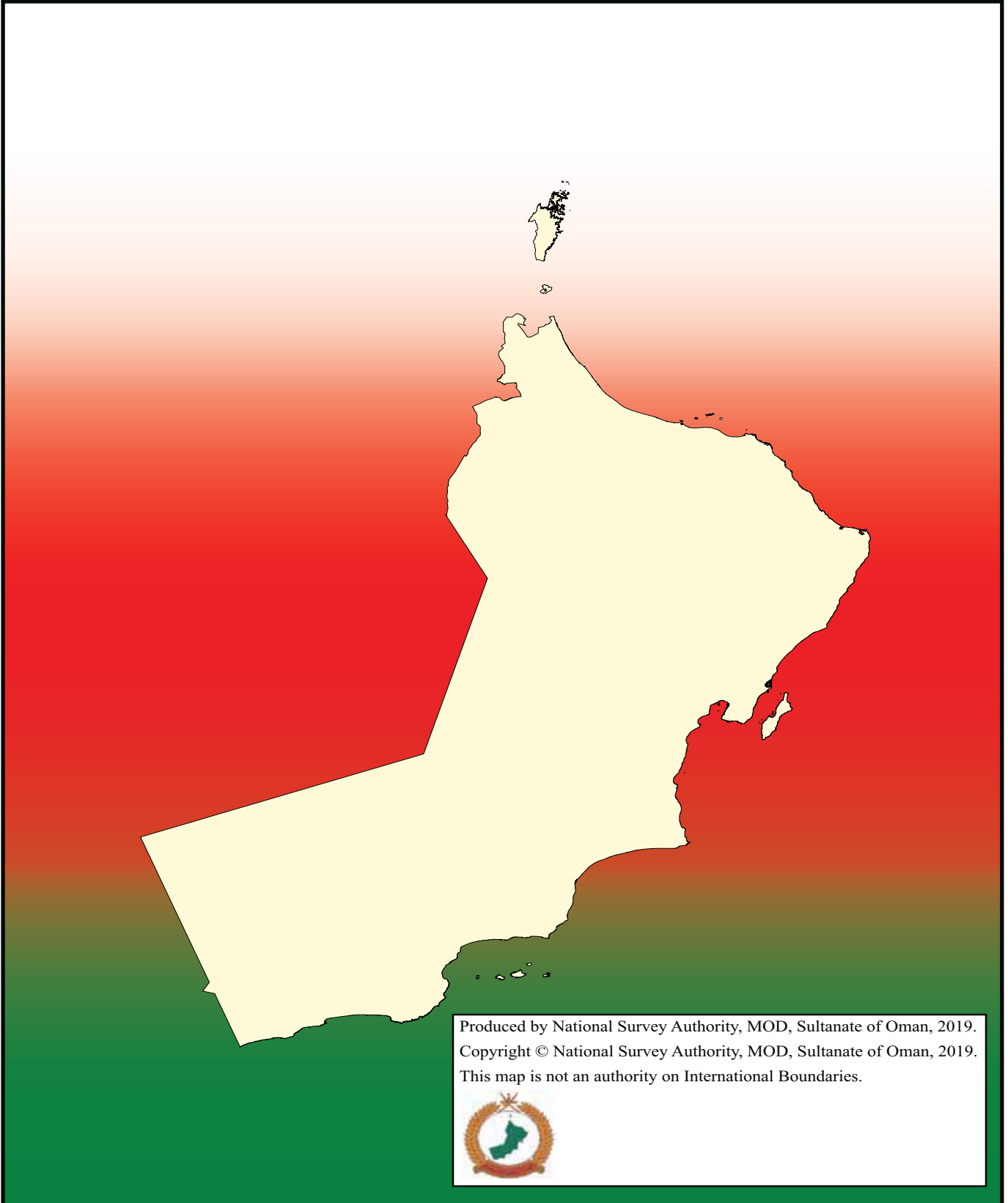


**His Majesty
Sultan Haitham Bin Tarik**



**The Late Sultan
Qaboos Bin Said**

Sultanate of Oman



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MINISTRY OF EDUCATION

TEAM Together OMAN 2A

Teacher's Book
with Digital Resources




Contents

| | |
|--|-----|
| Scope and sequence..... | 6 |
| Introduction..... | 8 |
| Course components..... | 9 |
| Unit walkthrough | 11 |
| Assessment | 15 |
| How to | 17 |
| Games bank..... | 21 |
| Classroom language | 25 |
| Unit lessons notes | 26 |
| Sounds and Spelling Book lessons notes | 150 |



Scope and sequence

| Unit | Vocabulary | Grammar | Skills |
|--|---|---|---------------------------------------|
| W Hello! | Numbers Colours | | |
| 1 Look at my toys! | Indoor toys: <i>car, plane, puzzle, yo-yo, building set, doll, action figure, robot, teddy, dinosaur</i> Outdoor toys: <i>kite, bike, slide, scooter, ball, swing</i> | What's this? It's a car. It's an action figure. Is it a swing? Yes, it is./No, it isn't. | Describing toys |
| 2 Where's my pen? | Classroom objects 1: <i>bag, book, pencil case, pen, pencil, crayon, ruler, pencil sharpener, eraser, scissors</i> Classroom objects 2: <i>shelf, cupboard, computer, desk, chair, table</i> | This is my pencil case./These are my books. Where's the pencil? It's in/on/under the desk. | Describing your classroom |
|  Atomic's Learning club 1 | Toys: <i>monster, helicopter, robot, computer, book</i> Adjectives: <i>big, small, noisy, interesting, scary</i> Senses: <i>sight, hearing, smell, taste, touch</i> | What's your favourite book? My favourite book is Cinderella. It's very scary. | Natural Science: What are our senses? |
| 3 Move your body! | The body: <i>head, face, tummy, arms, hands, fingers, legs, knees, feet, toes</i> Movement verbs: <i>move, bend, stretch, touch, stamp, clap</i> | I've got one face. I've got ten toes. Move your body! Touch your head! | Describing a robot |
| 4 Meet my family | The family: <i>grandma, grandad, mum, dad, uncle, aunt, brother, sister, me, cousin</i> The face: <i>hair, mouth, nose, eyes, ears; fair, brown, red, black</i> | Who's this? It's my uncle. He's got blue eyes. She's got brown hair. | Presenting your family |
|  Atomic's Learning club 2 | Parts of the body: <i>head, feet, leg, arm, hand</i> Places in a town: <i>school, hospital, shops, houses, café</i> | Is there one arm? No, there isn't. There are four arms. | Social Studies: In my town |

Progress path

Cut-outs

Stickers

| Culture | English in action / Values | Get ready for... |
|--|---|--|
| | Meeting new friends What's your name? | |
| Oman's Children Museum Project: A toy museum poster | Sharing your toys Can I play with you? | Pre A1 Starters Reading and Writing Parts 1 and 3 |
| My school Project: A plan of your school | Borrowing things Can I borrow your pen? | Pre A1 Starters Reading and Writing Parts 1 and 3 Speaking Part 2 |
| | | |
| National Day Project: A festivals poster | Paying a compliment What a cool picture! | Pre A1 Starters Reading and Writing Part 2 Speaking Part 1 Listening Part 3 |
| My brother's birthday Project: A description of a picture | Introducing family and friends This is my sister. Her name's Asma. | Pre A1 Starters Reading and Writing Part 1 Speaking Part 4 Listening Part 4 |
| | | |

Introduction

About *Team Together Oman*

Learn Together! Succeed Together! *Team Together! Team Together Oman* is an engaging and enjoyable, four-level primary English course that develops language alongside future-ready skills. Pupils are challenged to communicate creatively in authentic contexts, think critically and work together to get results. *Team Together Oman* sets out a clear path for progress and prepares children for success in external examinations, including PTE Young Learners and Cambridge English Qualifications.

Team Together Oman 1–4 takes pupils from level Pre A1 to A2 of the Common European Framework of Reference for Languages (CEFR).

For pupils

Throughout their Primary education, pupils are in a transitional period between childhood and their teens and are still developing intellectually and emotionally. *Team Together Oman* follows children's developmental stages by offering content that is adapted to their cognitive needs in each level through a careful choice of the main characters, the topics, the language content and the way in which it is presented.

Team Together Oman has been designed to create an enjoyable and engaging environment for effective learning. A full-colour Class Book and Activity Book are complemented with a wide range of multimedia and digital tools, such as videos, eBooks and digital content online which are certain to captivate pupils' attention. The full-colour Sounds and Spelling Book has been written to familiarise pupils with all the letter sounds in English.

For teachers

Team Together Oman has been created using tried and tested methodology for effective language teaching. A variety of language presentation contexts and an ample supply of resources will help keep pupils engaged and motivated.

Team Together Oman has also been created with busy teachers in mind. At-a-glance organisation of materials within the Teacher's Book will help you find all the necessary information such as answer keys and audio scripts, but it will also give you ideas on how to extend Class Book activities and how to adapt them to your pupils' level.

Course features

Vocabulary

Each unit starts with an eye-catching visual representation of the target vocabulary, which gets pupils' attention right from the start. The visual presentation serves a variety of purposes:

- to present new vocabulary in context.
- to revise previously learnt vocabulary from Grade 1.
- to offer speaking practice for both everyday communication purposes as well as external exams preparation.
- to set the scene for the story in the next lesson.

It is followed by engaging step-by-step practice, including a sticker activity. As well as being close to pupils' interests, vocabulary sets reflect external exams topic areas.

The *Think!* feature (👉) at the start of each unit allows for quick revision of the lexical items that pupils are very likely to know from previous learning, which is a great confidence booster.

The *Communicate* activities (🗨️) effectively help pupils start using English in meaningful contexts from the very beginning.

Extra vocabulary practice is available in corresponding Activity Book lessons where applicable.

Content from the main lessons is complemented by *Extra practice* sections at the end of each unit.

In addition, there is a Picture dictionary at the end of the Activity Book which can also be used to consolidate the vocabulary of each unit.

Grammar

Grammar structures are taught in a clear, scaffolded, step-by-step approach in every unit. The new structures presentation is contextualised through the chant, the song and the story. Grammar boxes on the Class Book page contain clear, child-friendly examples of the target structures and provide a reference point for pupils as they learn and practise.

The structures presented in the grammar boxes are also recorded and serve as a model for the correct pronunciation. Further consolidation practice is available in the Activity Book, both in the corresponding lesson activities as well as in the *Extra practice* section at the end of each unit.

Stories

Team Together Oman Grade 2 stories feature the same children from Grade 1. They are keen on Science and learning new things. They are also eager to help their families and the wider community.

Sami, Fatma, Lily and Jack are always accompanied by a new animal mascot in this level: Polly the parrot. Along with Atomic the cat, the children find out where food comes from, what to do to keep fit, how to take care of animals and much more.

Each story has been built around a specific concept from common Social and Natural Science curricula. To explore this concept further, please see the teaching notes for the stories in each unit.

Skills

As in Grade 1 of *Team Together Oman* the main focus in this grade is also on the listening and speaking skills, but pupils also practise reading and writing skills towards the end of each unit, further supported with the content of the Activity Book.

The speaking skill is practised through a variety of contexts:

- Lessons 1 and 3, part 1 end with a *Communicate* activity where pupils can put the newly acquired content into practice and personalise them.
- Lesson 4, part 1 contains a cut-out activity which provides a fun and motivating way to get pupils to speak in a less controlled manner.
- Lesson 6, *English in action*, is dedicated to teaching functional language, which is key to successful social interaction. Exposing pupils to this language right from the start ensures that they not only acquire knowledge of grammar and vocabulary but also learn what to say and how to behave when playing with others.

Culture

The *Culture* sections in *Team Together Oman* are designed to help foster the Omani identity and as such, they focus on life and culture in Oman.


Dictation

Each unit in the Sounds and Spelling Book ends with a dictation task, which allows pupils to practise both their spelling and writing skills.

Learning club: Language booster and CLIL

After every two units of the Class Book, there is a *Learning club* section. This consists of a *Language booster* lesson and a CLIL lesson. The *Language booster* lesson consolidates and extends language and topics taught in the two preceding units. The *CLIL* lesson helps pupils learn key concepts of other subjects in the school curriculum in a more integrated manner. In addition to this, each story in *Team Together Oman* Grade 2 has been built around a key concept from common curricula. To explore this concept further, please see the teaching notes for Lesson 2 in each unit.

External exams preparation

Team Together Oman provides a lot of opportunities to get pupils acquainted with the format of external exams. Cambridge English Qualifications exam type tasks, marked with the symbol , are seamlessly integrated into the core material, providing practice in an unthreatening manner. The *Get ready for...* section at the end of each unit both in the Class Book and Activity Book focuses specifically on exam practice. *Team Together Oman* 1–4 fully prepares learners for Cambridge English Qualifications Pre A1 Starters and A1 Movers. As well as exam task-type practice, all vocabulary and structures are covered in the series. Further vocabulary practice is covered in the *Team Together Oman* Vocabulary Booster books.

Future skills

One of the features of *Team Together Oman* is the focus on future skills, which are a must for today's learners to allow them to thrive and succeed in the modern world. Pupils need to learn more than just vocabulary and grammar; they need to learn critical thinking and problem-solving, creativity, communication and collaboration. Many of the activities in *Team Together Oman* serve both purposes – as pupils put new knowledge into practice, they also work on the development of their future skills. These activities are easily identifiable with the following icons:

-  Critical thinking
-  Problem-solving
-  Creativity
-  Communication
-  Collaboration

Other future skills covered in *Team Together Oman* include:

Social and cultural awareness: Lesson 5 of each unit enables pupils to learn about Omani culture.

Curiosity and Initiative: In the project work, pupils are encouraged to find information, make decisions and present their opinions.

Assessment for learning: see pages 15–16 for more information.

Literacy, Numeracy, Scientific Literacy: These are covered through a wide range of topics covered in the series as well as through work on specific areas such as development of the reading and writing skills.

ICT Literacy: In the project work, pupils are encouraged to use a variety of materials and sources, which include web searches and work with modern technologies.

Support for mixed-ability classes

Team Together Oman supports teachers who work with mixed-ability classes. The Teacher's Book includes teaching tips for mixed-ability classes, labelled **Diversity: Support/Challenge** and **Extra activity: Fast finishers**.

Course components

The course for Grade 2 (semesters 1 and 2) has the following components:

- Class Book
- Activity Book
- Sounds and Spelling Book
- Teacher's Book
- Class Audio
- Flashcards
- Word Cards
- Story Cards
- Posters
- Phonics Cards
- Phonics Blending Cards
- Phonics Story Cards
- Photocopiable practice sheets and worksheets
- Videos and animations

There are also:

- Classroom Posters
- Vocabulary Boosters
- Top Tips and Practice for PTE Young Learners

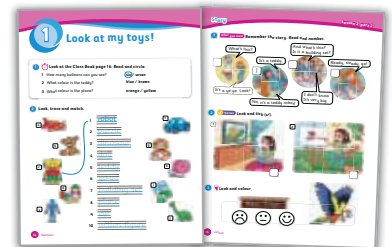
Class Book

The Semester 1 Class Book provides materials to present the target language effectively. It includes an introductory Welcome unit to remind pupils of the course characters from Grade 1 and to revise colours, numbers and greetings from Grade 1. It then includes four main units, followed by a Progress path section for pupils to track their progress at the end of each unit. Cut-out templates and stickers are also provided at the back of the Class Book.



Activity Book

The Activity Book provides reinforcement and consolidation of the language presented in the Class Book. It contains controlled and freer practice plus personalisation and further listening and reading activities. It also contains an Extra practice section for further consolidation of vocabulary and grammar, a *Get ready for...* section for further external exams practice and a Picture Dictionary with all the target vocabulary.



Sounds and Spelling Book

The Sounds and Spelling Book contains a carefully planned syllabus to teach children to read using synthetic phonics. There are reading and writing activities as well as fun tasks and chants.



Teacher's Book

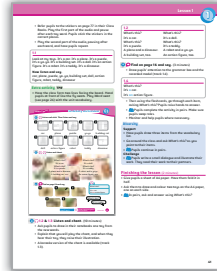
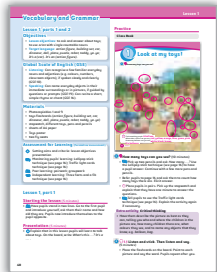
The Teacher's Book provides step-by-step lesson plans covering all the course material. Each lesson plan is clearly structured into stages:

- Starting the lesson
- Presentation
- Practice
- Finishing the lesson.

Additional ideas for Extension, TPR and future skills activities, as well as suggestions on how to support or challenge mixed-ability pupils provide an excellent toolkit for busy teachers who may lack time for planning.

The Introduction includes recommended procedures for effective use of projects and also contains tips on working with mixed-ability groups.

The teacher's notes for the Sounds and Spelling Book, which also includes the graded readers, can be found from page 150 onwards.



Class Audio

The Class Audio MP3s have all the recordings for the Class Book, Sounds and Spelling Book and Activity Book. In order to facilitate using the audio materials, all recordings are appropriately numbered on the pages of the Class Book, Sounds and Spelling Book and the Activity Book. All audio for the series can be found online. Pupils can also scan the QR codes found on each page to access the audio files of that page.

Flashcards, Word Cards, Story Cards, Phonics Cards, Phonics Blending Cards and Phonics Story Cards

The Flashcards and Word Cards present vocabulary from each unit. They help pupils learn, remember, practise and revise vocabulary. Ideas for their use can be found in the Teacher's Book lesson notes and in the Games bank, which contains extra games and activities.

The Story Cards are large, frame-by-frame versions of the cartoon stories in Lesson 2 of each unit of the Class Book. On the back of each card there is a transcription of the appropriate part of the story's audio recording and questions to be asked before and after listening.

The Phonics Cards present all the new sounds. They help pupils to remember and practise the new sounds. Ideas for using the Phonics Cards can be found in the Sounds and Spelling Book Teacher's Book section.

The Phonics Blending Cards enable teachers to give pupils extra practice in the words used for blending in the Sounds and Spelling Book.

The Phonics Story Cards are the words used to present the sounds for each lesson.



Posters

The Posters designed for *Team Together Oman* are a great visual aid for presenting or consolidating vocabulary.

The level-specific posters are created from the unit opener illustrations, and provide a lot of opportunities for revision and speaking practice.

The Classroom posters can be used with any level of the course.

Practice sheets

Upon completion of each unit of Semester 1, the teacher is able to check the progress pupils are making by using a unit practice sheet. There are four unit practice sheets and one end-of-semester practice sheet. These practice sheets are available in two versions: Standard (A) and Challenge (B) so as to allow teachers for more flexibility with mixed-ability classes.

Presentation tool and digital resources

All the digital resources for *Team Together Oman* can be found online. These include story animations, videos, a presentation tool, eBook, class audio, photocopiable resources, and more.

Photocopiable resources

The Photocopiable resources contain consolidation and extension worksheets for further practice of vocabulary, grammar, CLIL, English in action, phonics, stories and songs.

There are also communication games and worksheets to be used with the Culture videos. They are all available online.

Class Book and Activity Book

Sticker activity to motivate pupils and make vocabulary learning more meaningful

Focus pupils' attention on more difficult language points

Chant to teach vocabulary and grammar in context

Grammar box for extra support and scaffolding, with recorded phrases

Think! activity to activate pupils' previous knowledge

Stopwatch activity to revise vocabulary and language from previous units

Communicate activity for personalisation and speaking practice

Go-to links for the accompanying Activity Book and Sounds and Spelling Book lessons

2 Where's my pen?

1 How many classroom objects can you see?

2 Listen and stick. Then listen and say.

| | | | | |
|----------|---------|--------------------|----------|-------------|
| 1 bag | 2 book | 3 pencil case | 4 pen | 5 pencil |
| 6 crayon | 7 ruler | 8 pencil sharpener | 9 eraser | 10 scissors |

3 Find the classroom objects on page 26.

4 Listen and chant.

one bag – two bags.

This is my bag. These are my books.
This is my pen. These are my pencils.
My ruler, my eraser. My scissors, my crayons,
My pencil case. My sharpeners.
My things are cool! My things are cool!
Now I'm ready for school! Now I'm ready for school!

5 Show and say.

This is my ruler. These are my pencils.
This is my pencil case. These are my books.

Activity Book, Unit 2 Lesson 1, part 2 Sounds and Spelling Book Unit 2, Lesson 1 twenty-six 27

Stories available in video format

Before you read and After you read activities for clearly staged reading practice

CLIL topics embedded in every story

Story

1 Before you read How many rulers can you see?

2 Watch or listen and read.

1 These are my books and this is Atomic, my cat. Cool!

2 This is my desk. This is my pen and these are my pencils.

3 What's this? Your books! What a mess!

4 Polly! Stop! Oh, no!

5 It's my new project. It's a computer – I think!

Where's my pen? Can you see Atomic?

Let's tidy up. It's under the desk. Here you are.

28 twenty-eight

Lesson 2, part 1

3 Your crayons. Your scissors and your rulers. Thank you.

7 Where's Atomic? She's under the table. Look... Lily!

8 Well done, Atomic. Oh! It's a computer. It's great.

3 After you read Look at the story. Read and tick (✓).

| | | |
|-----------------------|-------------------|------------------------|
| 1 These are my books. | 2 This is my pen. | 3 These are my rulers. |
|-----------------------|-------------------|------------------------|

4 Act out the story.

5 Draw your desk at home.

Values: Be tidy.

Activity Book, Unit 2 Lesson 2, part 2 Sounds and Spelling Book Unit 2, Lesson 2 twenty-nine 29

Solve activities encourage curiosity and stimulate critical thinking

Future skills activities in every lesson

Further work on values in the Activity Book

Story

1 After you read Remember the story. Read and match.

1 Oh! It's a computer. It's great.

2 These are my books and this is Atomic, my cat.

3 This is my desk. This is my pen and these are my pencils.

4 Let's tidy up.

Values: Look and match.

Be tidy.

29 twenty-nine

Class Book and Activity Book

Focus on functional language from early levels

Before you read and After you read activities for clearly staged reading practice

More content related to the topic available on Culture videos

Lesson 5, part 1: My school

CULTURE

school playground classroom library

This is the playground. It's big!

Let's go inside! This is my classroom. My teacher is Mrs Asma.

And here are my friends. It's break time!

This is the library.

1 Before you read Is your school big or small?

2 Listen and read.

3 Find out more! Watch the video.

4 After you read Activity Book, page 29.

Project Make a plan of your school.

1 Choose a room in your school.

2 Draw the room.

3 Write. This is the... This is our...

4 Together, make a plan of your school.

5 Show your plan to the class.

Lesson 6, part 1: English in action

1 Read and match.

crayon ruler pen pencil book eraser

2 Watch or listen and read.

Is this your pen?
Yes, it is.
Can I borrow it, please?
Yes. Here you are.
Thank you.

3 Act out the dialogue. Use different classroom objects.

pencil eraser ruler book crayon

Projects based on the principles of team work, also available in video format, to foster collaboration, creativity and initiative

Scaffolded activities and a video to help pupils consolidate new language

Practice tasks in test-like format help pupils prepare for external tests

Song to teach vocabulary and grammar in context

Activities with cut-outs for freer speaking practice

Lesson 3, part 1: Vocabulary and Grammar

1 Listen and say. Then listen and number.

kite slide scooter ball swing

2 Listen and sing.

Come and play outside today. Come and play with my new toy.

Is it a kite? No! No, it isn't. Is it a ball? No! No, it isn't.

Is it a scooter? No! No, it isn't. Is it a swing? Yes! Yes, it is.

Come and play with my bike today. Come and play with my scooter today.

3 Play a mime game.

What's this?
No, it isn't.
Yes, it is.

Is it a bike?
Is it a scooter?

Is it a swing?
Yes, it is.
No, it isn't.

Lesson 4, part 1: Skills

1 Listen and tick (✓).

1

2

3

2 Cut out. Then listen and play.

Number 1. What's this?
No, it isn't.

Is it a bike?

Communicate activity for personalisation and speaking practice

Grammar box for extra support and scaffolding, with recorded phrases

Class Book and Activity Book

Review Lesson 7, part 1

1 Match and trace.

- What's this? It's a scooter.
- What's this? It's a yo-yo.
- What's this? It's a tricycle.
- What's this? It's a swing.

2 Look and circle.

1 Is it a ball?
Yes, it is. / No, it isn't.

2 Is it a car?
Yes, it is. / No, it isn't.

3 Is it an action figure?
Yes, it is. / No, it isn't.

4 Is it a slide?
Yes, it is. / No, it isn't.

3 Go to the Progress path on page 64.

24 twenty four

Get ready for... Lesson 7, part 2

Pre A1 Starters Reading and Writing Part 3

1 Look at the pictures. Look at the letters. Write the words.

- pl na
- e ik b
- u pl
z e z
- d s l e
- d i o n
a r i s

Activity Book Unit 1 Lesson 7, part 2

25 twenty five

External tests practice section

Review section for consolidation

Self-assessment activity: Progress path

2 Where's my pen?

1 Look at the Class Book page 26. Read and circle.

- How many cars can you see? two / eight
- What colour is the scooter? brown / blue
- How many bikes can you see? one / two

2 Look, trace and match.

24 twenty four

Lesson 1, part 2 **Vocabulary and Grammar** 2

3 Listen and number.

4 Read, match and colour.

- This is my green sharpener.
- This is my yellow bag.
- These are my blue crayons.
- These are my pink erasers.

25 twenty five

Lesson 2, part 2 **Story**

1 After you read Remember the story. Read and match.

- Oh! It's a computer. It's great.
- These are my books and this is Atomic, my cat.
- This is my desk. This is my pen and these are my pencils.
- Let's tidy up.

2 **Valia!** Look and match.

3 Look and colour.

The computer

26 twenty six

Further practice in the Activity Book

Sounds and Spelling Book

Each lesson focuses on a sound.

Pupils first see a picture which features illustrations of the target sounds.

Pupils listen and sing along with a chant featuring the sounds and the words.

1 Look, listen and repeat.

2 Listen and chant.

ai, ai, rain ai, ai, nail
ai, ai, train ai, ai, chain
ai, ai, tail ai, ai, paint

Lesson 1

3 Listen and repeat. Circle ai.

1 rain 2 nail

3 paint 4 tail

4 Listen, write and say.

1 chain 2 train

Recognition activities help pupils to familiarise themselves with the sound.

Subsequent activities practise writing, blending, segmentation and reading skills.

Lesson 1

5 Look and circle the words. Match and say.

1 c t n a i l p

2 s v r a i n m

3 b f h t a i l

6 Let's blend! Follow, write and say.

1 tr ai n

2 ch ai n

3 br ai n

4 s ai l

Lesson 1

7 Look, listen and repeat. Draw and colour.

his *tricky word*

This is his train.
His train is red.

8 Trace and write. Then read and match.

1 This is his paint.

2 This is nail.

3 This is brain.

The last page of each lesson focuses on a tricky word. Pupils hear and see the word in context and then practise with other sentences.

After every unit, there are two short graded readers. These enable pupils to practise reading skills with the sounds and tricky words that they have learnt so far.

Graded reader 1

My Tooth

Look! This is my tooth!
It is a big tooth!
Where can I put it?

2

Here is my dad.

Wait for the moon. Get your torch and put your tooth in the bed!

Monitoring progress and exam readiness with *Team Together Oman*

Team Together Oman can be used to prepare pupils for external exams including Cambridge English Qualifications and PTE Young Learners. *Team Together Oman* provides teachers and institutions with the GSE tools that enable them to demonstrate visibility of pupil progress step by step, and a way of identifying and addressing learner needs and supporting the achievement of goals whether these be general or exam related. *Team Together Oman* is additionally aligned to English Benchmark which can provide an independent measure of learner proficiency and formative information to support planning and next steps.

The table below indicates the correlation between the course and various international frameworks and tests.

| | GSE | CEFR | PTE YL | English Benchmark | Cambridge English Qualifications |
|----------------|-------|-----------|-------------|-------------------|----------------------------------|
| Grade 1 | 10–22 | Pre A1 | | | Pre A1 Starters |
| Grade 2 | 17–29 | Pre A1/A1 | Firstwords | Level 1 | Pre A1 Starters |
| Grade 3 | 20–32 | A1 | Springboard | Level 2 | Pre A1 Starters |
| Grade 4 | 24–39 | A1/A2 | Quickmarch | Level 3 | A1 Movers |

The Global Scale of English



The Global Scale of English (GSE) is a standardised, granular scale which measures English language proficiency. Unlike some other frameworks which describe attainment in broad bands, the Global Scale of English identifies what a learner can do at each point on the scale across speaking, listening, reading and writing skills.

The scale is designed to motivate learners by giving a more granular insight into their progress. Teachers can use the Global Scale of English to match a student to the right course materials for their exact level and learning goals.

The badging above and on the back of your book shows the range of objectives that are covered within the content. Knowing this range helps you select course materials with the right level of support and challenge for your students to help them progress. It does not mean that students need to have mastered all the objectives below the range before starting the course, or that they will all be 'at' the top of the range by the end. For more information about how using the GSE can support your planning and teaching, the assessment of your learners, and in selecting or creating additional materials to supplement your core programme, please go to www.english.com/gse.

What is English Benchmark?

English Benchmark is a motivating English test for young learners aged 6–13, which proves students' English abilities to parents, monitors learning progress and ensures teaching targets the right skills.

English Benchmark measures students' speaking, listening, reading and writing skills through fun and interactive tablet-based activities, with immediate detailed reports for teachers and parents that include students' strengths, suggestions for improvement and recommended activities to improve their skills.

English Benchmark and *Team Together Oman* make the perfect partners for your language and learning assessment. As your students learn with *Team Together Oman*, you can use the English Benchmark tests to measure their progress.

In order to show progress, learners should take the test at least once at the start and once at the end of the year. If possible, teachers could ask learners to take the test again half way through the year or at the end of each semester to check they are on track.

Formative assessment / Assessment for learning

Formative assessment, or assessment for learning, is "the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning, where they need to go and how best to get there" (Assessment Reform Group, 2008).

Here are some suggestions on how to implement assessment for learning in your classroom.

Main strategies of formative assessment

The main stages of the formative assessment process are:

- 1 Setting the aims and criteria for success
- 2 Monitoring pupils' learning, including giving constructive feedback
- 3 Peer learning
- 4 Independent learning/long-term assessment

Setting aims and criteria

If you want your pupils to be successful in the learning process, you need to tell them what it is that they are going to learn and what you expect of them in terms of performance.

At the beginning of each lesson, the teacher should tell the pupils what they are going to learn. This can be done by using key questions which are meant to inspire pupils' curiosity, interest and engagement.

Monitoring pupils' learning

This stage of assessment is used to achieve the following goals:

- to adjust ongoing teaching and learning
- to increase the level of interaction and provide for feedback loops during questioning
- to improve pupil achievement of intended outcomes.

The tools that can be used for monitoring pupils' learning are:

- **Lollipop stick technique** or **Random selection tool**. Use sticks or cards that pupils can personalise with their names at the beginning of the school year. Pick them randomly to call on pupils for questions, thus ensuring that all pupils have an active role and will produce a similar amount of language, because student talking time (STT) matters!
- **Mini-whiteboards**. Use them for short answers or to practise prepositions, vocabulary, comprehension, spelling, gap fills, grammar – any time you want to check understanding. Pupils write their answers individually and hold up the whiteboards and you get feedback from all your pupils at the same time!
- **Happy/Sad face technique** (also Yes/No, Stop/Go, True/False, Thumbs up/down). Use this for critical thinking development and yes/no answers. Make a set of cards with a happy face on one side, and a sad face on the other – one for each pupil – or pupils can make their own. After practising a skill, ask pupils how they feel they are doing. Alternatively, pupils can show this on a scale from 1–5 using the fingers on their hands for a deeper understanding of the *yes* and *no* answers.
- **Traffic light cards**. Use them to check that pupils know what to do on a given task. Pupils show you a green/yellow/red card, depending on their level of confidence.
- **Exit slips**. Use them to evaluate your lessons at the end of the day or session, to get feedback from the lesson, or to offer pupils the opportunity to give opinions. Exit slips can simply be post-it notes stuck on the door on their way out of class.

Other types of assessment tools you can use are those oriented towards helping you actively observe the different skills and competences that your pupils are developing while they are working in class:

- **Checklists**. These are very useful to assess different tasks or different stages of the same task at the same time. Taking note of your pupils' performance on the spot will provide you with objective evidence of their true level of competence.
- **Observation forms**. The teacher collects data on pupils' work by filling in observation forms to adjust teaching procedures where necessary.
- **Video/audio recordings**. These are excellent tools to observe your pupils from a different perspective and analyse their strengths and weaknesses, behaviour and classroom relationships in depth. (Be aware that you may need parental permission to record children.)

Peer learning

Working together in pairs or groups gives pupils an opportunity to share knowledge and also learn from their classmates. Tools that can be used for peer work and peer learning are:

- **Think-pair-share**. Pupils work on their own, then discuss their ideas in pairs and finally they present their ideas to a group or to the whole class.
- **Two stars and a wish**. Pupils say two positive things about the work of their partner and suggest one area for improvement.

- **Expert envoy**. This is a tool to use with mixed-ability classes. If you have pupils who are strong in some areas, you may choose them to be the 'experts' for their class or group and ask them to help their classmates.
 - **Three facts and a fib**. Pupils write three true statements and one false statement about the topic of a lesson and share them with other pupils/pairs/groups to see if they can identify the false information. This technique can also be used in a summative evaluation at the end of a longer learning process, eg. a unit.
- Checklists and video recordings can also be used as peer learning tools.

Independent learning and long-term formative assessment

Long-term formative assessment tools are used to improve the following areas of your assessment practice:

- for pupils to develop critical thinking skills about their own performance
- to promote collaboration
- to improve pupil achievement of intended instructional outcomes.

Performance-based teaching and learning impacts strongly on the way we carry out assessment by helping pupils become autonomous and independent learners aware of the process by which they learn as well as their learning goals.

Some of the long-term assessment tools you can use in your classes are:

- **Summative and thought-provoking questions**. At the end of a lesson or a unit, pupils are asked to reflect on their learning process and to try to self-assess their performance by answering the following questions *What have I learnt? What do I need to work on? I can ... I'm (not) good at ...*
- **Portfolios**. Pupils are given the responsibility of selecting which pieces of work they produce should be placed in their portfolios to demonstrate how they are improving.
- **Checklists**. These are used to assess pupils' completion of a task. They are not rating scales and they only include Yes/No or ✓/✗ descriptors.
- **Projects**. Pupils present what they know through pictures and texts such as essays, research reports, or long-term projects.
- **Student Travel journals/Learning diaries**. Pupils create their own books, in which they chart the journey of their learning.
- **Rubrics**. They can be used when evaluating pupil performance or work resulting from a performance task. For further details see below.

It is very important to remember that before this type of assessment is implemented in the classroom, a supportive classroom environment is created and pupils are given guidance on how to reflect upon and evaluate their own performance as well as that of their peers.

How to work with projects

by Magdalena Custodio Espinar

One of the key factors affecting children's ability to learn cooperation and collaboration is the type of situations they face. In other words, pupils will not learn how to be a reliable team player if they aren't exposed to tasks that require team work. There are many ways to organise pupil interaction in class and the most popular ones are collaborative and cooperative work. These two interaction systems may seem interchangeable but there are some clear differences between them:

Collaborative work

- Group goal
- Learning takes place in a group
- The final product is co-constructed
- Roles/responsibilities are flexible and agreed
- The process is important

Cooperative work

- Individual goals within the group
- Learning is an individual process
- The final product consists of individual contributions
- Roles and responsibilities are usually pre-defined
- The final product is important

When working on projects, collaborative work is the preferred system, giving pupils an opportunity to share ideas, verbalise opinions and interact with other classmates. Thanks to this, a real communicative context is developed in the classroom during which pupils must listen to each other and reach an agreement to create a common product.

To apply successful project work in the classroom you should:

- Keep a flexible project schedule and involve pupils in project design when possible. Promote parent involvement.
- Prepare pupils by having them thinking about the project in advance. A rubric can be very useful to show them what they are aiming for and trying to accomplish. Use negotiation strategies to help them understand the rationale for this type of work.
- Establish moments for feedback and specific products at the end of each work session to promote a sense of mission, e.g. record evidence of progress using field notes or observation templates. Keep records public so pupils have ownership of them by using rubrics or checklists.
- Avoid making decisions for pupils. It will take time for pupils to be able to develop time management skills and learning to learn competence. Promote this by providing them with support during the project, e.g. a time line with the work sessions, worksheets with instructions or steps to follow, a project goals checklist to tick, a webquest to develop critical thinking skills, etc.
- Assess the quality of projects by using professional work as a reference. Boost the quality of your pupils' work by showing them good examples of other pupils'

work. Develop scaffolding to help pupils reach the standards and include both individual and group grades.

- Promote full participation by using a checklist for active observation of pupils that will give you objective evidence of their performance. Set realistic alternatives and consequences for non-participation such as suggesting individual ways of working on the project, negative individual grades, etc.
- Foster reflection strategies both for the process and for the final product from a critical point of view to improve future performance.

When deciding on how to group your pupils, you should consider your rationale so as to group pupils according to the right criterion. Here are some ideas to arrange your class for group and project work.

Grouping for leadership. If you have passive pupils who need someone monitoring and taking control of their active contribution in group work, pre-assign groups and make sure these pupils share groups with class leaders (those pupils who are more skilled or have more knowledge).

Random selection groups. If the task does not require specific pupils to be separate or together, you can simply put the groups in alphabetical order, take their names from a bag or hat, use a pack of cards (group them based on having black or red cards, cards in a specific order, the same numbers . . .) or word-family cards, synonym word cards, date of birth, etc.

Then, you can rotate some members to create new groups. Turn and talk (front row/back row) for a quick group task is also a possibility.

If you are familiar with your pupils' interests, e.g. football teams, make cards with the names of the most popular players and use them to make the 'football teams'. You can do this with popular bands, TV series and cartoons of their interest.

Grouping by interest. Have your pupils complete a survey and group them based on their responses. You can also design the task according to different interests and give pupils the opportunity to join a group according to their personal interest or expectations of the task, e.g. in a presentation about their hometown, pupils interested in history can focus on historical buildings and pupils interested in sports can focus on stadiums and sports facilities.

How to work with stories

Stage 1 – Before listening to the story

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise pupils for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). At the beginning of the school year, you may wish to ask questions in L1, little by little switching to English. Focus more on what occurred in the story than on the language

itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the story. Questions for this stage can be found at the back of each story card.

Stage 2 – Listening to the story

All the stories have been recorded by professional actors. However, if for any reason it is not possible to play the recording or if the teacher wants to tell the story himself/herself, the complete text of the recording is provided on the back of each story card. At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and/or play the animation and ask pupils to point to the appropriate pictures in the Class Book.

Stage 3 – After listening to the story

After listening to (or watching) the story together, ask pupils a few questions about it to make sure that they understood what happened. You may use the questions provided on the back of each story card or make up your own questions.

When answering, pupils additionally practise and consolidate the previously introduced language material. At this stage it is best to speak English.

Stage 4 – Acting out

After having listened to the story a few times your pupils should be ready to act it out. Pupils can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask pupils to repeat them each time.

Next, you may divide pupils into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, pupils quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

How to use the Story Cards

There are many ways that the Story Cards can be used with the stories in *Team Together Oman Grade 2*. Here are some ideas.

- Cover the numbers on the cards. Shuffle the cards, stick them to the board and ask pupils to arrange them in the correct order.
- Cover the numbers on the cards. Stick the cards to the board in the correct order. Ask pupils to close their eyes, then take away one card. The pupils are supposed to identify the missing card.
- Cover the numbers on the cards. Hide the cards in various places in the classroom. Ask pupils to find them and stick them to the board in the correct order.
- Show pupils a story card and read the corresponding lines. When reading, make intentional mistakes, e.g. say red instead of yellow. Pupils correct your mistakes.
- Distribute the story cards among a few pupils. Play the story recording. When a pupil hears the lines referring to his/her card, he/she should stand up and show it to the class.

Exercises without story cards

- Ask pupils to draw a scene from the story they have heard.
- Ask pupils to invent another ending for the story they have heard.
- Pupils draw their favourite character.
- Talk to pupils about what the characters learnt.
- Ask the students about the way they would behave or feel if they were one of the characters.
- Read some lines from the story. Pupils should provide the name of the character who says the lines.

How to do the shared reading sessions

There are lessons for shared reading throughout the year. These are indicated in the teaching notes after every unit in the Sounds and Spelling Book. However, you can use shared reading flexibly to suit pupils' needs.

- Choose a Big Book with the class. It's beneficial if pupils contribute to the selection. You can present pupils with options and they say which story they'd like to hear. Or, you can ask different pupils each time to choose a story. If you prefer, choosing a story can also be a reward for excellent work in class or for helping a classmate, or similar.
- Ensure that you hold the book so that all pupils in the class can see it.
- For each picture, ask pupils what they can see. This is a pre-reading activity. Read the page. Ask pupils questions about what they have read. This might be simple checking that they have understood what they have read. Then ask pupils what they think might happen next. These are during-reading activities.
- Then at the end of the story, do the activity in the Big Book for that story. You can also ask pupils questions about the story, or ask pupils what they liked about it. If you have class time, you can ask pupils to participate in a shared reading post-reading activity, such as drawing a picture of their favourite character or event from the story.
- The remaining unit reader can be read either at home or in classroom quiet time.

How to work with posters

Posters can be a powerful and engaging tool for presenting or consolidating the language covered in the Class Book.

In *Team Together Oman Grade 2*, Semester 1 there are nine full-colour vocabulary posters featuring the main characters of this level. Each poster can be used for presentation or revision of the first set of vocabulary from each unit.

The generic **Classroom posters** can be used with any level of the course. The pack is comprised of the Alphabet, Numbers, Classroom language, Months and seasons and Common irregular verbs posters.

Techniques of working with posters

Stick the poster to the wall in a visible place. In this way it will remind pupils of the material they have covered.

Predicting. In order to create the atmosphere of anticipation and to invoke curiosity in children, before you show the pupils a poster, give them its title. Tell pupils that in a moment they will see a poster with e.g. *toys*. Ask pupils to think about the vocabulary which may be presented in the poster. Encourage pupils to provide examples of particular words related to this thematic group. In the case of toys it will be *a teddy, a doll, a ball, a kite, etc.* Then, stick the poster to the wall and check together how many words the pupils predicted correctly.

Asking questions. Point to the objects, persons, colours, etc. presented in the poster and ask questions *What's this? What colour is it? How many (balls) can you see? Is it a (doll)?, etc.*

Finding and pointing. Ask individual pupils to come to the poster, find and point to appropriate objects, e.g. *Point to the (red car), etc.* You may also divide pupils into two teams and change finding particular elements into an exciting competition. Ask one person from the team to come to the poster and find a particular object. If he/she does it correctly, the team scores a point. If he/she makes a mistake, another team takes a turn. Pupils may replace the teacher and give the commands.

Memory game. Set a specific time limit, e.g. *30 seconds*. Tell pupils to look at the poster carefully and remember as much as they can. Then, cover the poster or take it off the wall and ask pupils one by one about the objects presented in the poster. You may also ask about the features of these objects, e.g. *Is the (ball) (big)? What colour is the (kite)?* The pupils' task is to answer from memory. You may also conduct this exercise as a team competition, observing the time limit. The team who provided the biggest number of names of objects from the poster wins.

True or false? Point to various objects in the poster and make true or false sentences related to them. For example, point to a doll and say *It's a teddy*. Pupils answer *No*.

Quiz. Tell pupils that you are thinking about a certain picture from the poster. The pupils' task is to guess which picture you mean. You may describe the object you have in mind for more advanced pupils, e.g. *It's brown. It's small. What is it? Pupils answer (It's a teddy.)*

Peeping through a keyhole. Cut out a hole (5–7 cm wide) resembling a keyhole in the middle of a large sheet of paper. Place the sheet on the poster and ask pupils what they can see. Move the sheet on the poster so that each time pupils guess the name of another object.

Singing. Use a chant related to the subject of the poster and introduced in the Class Book. Ask one or more pupils to come to the poster. Play the chant; the task of pupils standing by the poster is to point to the objects mentioned in the recording.

Placing words on the poster. If pupils can recognise written words, you may ask them to place appropriate word cards below the pictures in the poster. One by

one, pupils come to the poster and place a card with the corresponding word in the appropriate place. Then you may ask all pupils to read the words aloud together.

Make your own poster. Pupils can create their own posters, based on a similar topic.

How to work with videos and animations

Videos are a great tool for conveying information to young learners. A combination of images, movement, colours, sounds, music and language fulfils its educational functions at all levels of understanding. Pupils may watch the same videos many times and each time their perception of the material they watch is enhanced.

How is the video material presented?

In *Team Together Oman* Grade 2 there are three types of video material for each unit: story animations, Project videos and Culture videos.

When to use the video material?

- You can use the story animations either as the presentation stage, or after you have listened to and read the version available in the Class Book.
- Project videos are to be used as a way to make sure pupils understand the steps of the project.
- Culture videos are to be used as an extension of the content presented in the Class Books as they offer additional information about the topic covered in the lesson.

It is likely that during the first viewing pupils will not understand the entire text presented in the recording, but they will get the meaning of the pictures, sounds and the rhythm of the spoken language. They will remember some phrases, especially those which are often repeated. You can also use the animations and the videos to revise the material. Children have got good short-term memory, but watching the same episodes again two months after new material was introduced will considerably stimulate their memorising ability. What are the techniques of working with the video material?

- listening with the screen covered (*blind listening*)
- watching with the sound muted (*silent viewing*)

How to use the video material?

- Watch the video with pupils from the beginning to the end. Encourage pupils to say aloud the English words which they remember from the recording.
- Watch the video again, stopping the recording after each scene or step so that you can ask pupils questions about the things they see.
- Pupils complete the photocopiable worksheet corresponding to the recording.

Where can you find worksheets for the video material?

Worksheets for the video material are included in the photocopiable resources, which can be downloaded from the online resources.

How to work with the Sounds and Spelling Book

Phonics are introduced via familiar objects that are pictured within an appealing scene at the start of each unit. Phonics Cards, actions and chants are used to reinforce the sounds before pupils tackle structured activities that focus on recognition, letter formation, pronunciation, blending, and segmentation. The two short graded readers at the end of each unit also allow pupils to practise the sounds and tricky words they have learnt so far.

When learning sounds, it's important that pupils do not add the 'uh' sound to the end of the phonemes since this prevents successful blending and makes it hard to hear the words. Take care to model the sounds correctly from the start to avoid this.

Repetition is the key to success and the sounds from previous lessons should be revised regularly, taking time to make sure the association between the letter and the sound is solid. Regular blending and oral segmentation of words is also crucial to the learning process.

Tricky words are presented in Grade 2 and introduce pupils to a different reading strategy for when they meet words that cannot be decoded phonetically.

There are a number of additional activities that can be used to practise letter formation, especially for pupils who find writing with a pencil problematic due to a lack of fine motor control. This lack of control should not prevent them from learning how to form letters correctly, so introduce a range of other activities where appropriate.

These activities could include:

- Tracing letters on the back of a fellow pupil or in the air, while copying the teacher who is modelling the shape. The partner work could then be turned into a game where pupils should guess which letter is being traced onto their backs.
- Finger tracing over letters in the Class Book, on the Phonics Cards, and on the board.
- Making large tactile letters for finger tracing, using sand, salt, rice, or fabric which can be stuck onto card and displayed around the classroom.
- Colour writing, where pupils trace over letters in different colours repeatedly (using pens, pencils, or paint) to form an attractive and colourful letter.
- Using fingers to draw letters in trays of salt, sand, rice, lentils, etc.
- Using chalk to draw letters in the playground, or a torch to draw letters on the wall.
- Using small whiteboards and dry wipe markers to play games where pupils write letters and hold them up.

| Letter sounds and phonics in Team Together Oman 1–4 | |
|--|---|
| Grade 1A | |
| Unit 1 | s, a, t, p, n |
| Unit 2 | i, m, h, c, k, r |
| Unit 3 | f, o, g, sh, b |
| Unit 4 | th, u, d, l, ch, v |
| Grade 1B | |
| Unit 5 | qu, e, j, y |
| Unit 6 | w, z, x |
| Unit 7 | Double consonants, consonant blends, kn |
| Unit 8 | Consonant blends |
| Grade 2A | |
| Unit 1 | ai, oa, ie, a_e |
| Unit 2 | or, ng, oo, oo |
| Unit 3 | ou, oi, ue, i_e |
| Unit 4 | ee, er, ar, o_e |
| Grade 2B | |
| Unit 5 | ir, ea |
| Unit 6 | air, igh |
| Unit 7 | a_e, ai, ay, oi, oy |
| Unit 8 | ou, ow |
| Grade 3A | |
| Unit 1 | wh, ph |
| Unit 2 | ear, ure |
| Unit 3 | i_e, a_e, o_e, u_e |
| Unit 4 | ea, ea |
| Grade 3B | |
| Unit 5 | pr, tr |
| Unit 6 | spr, str |
| Unit 7 | sn, sm, sl, st |
| Unit 8 | ng, nk |
| Grade 4A | |
| Unit 1 | y, i_e, igh, ie |
| Unit 2 | ow, oa, o_e |
| Unit 3 | eigh, ei |
| Unit 4 | ew, oo, ue |
| Grade 4B | |
| Unit 5 | ur, ir, er |
| Unit 6 | dge, ge |
| Unit 7 | wr, mb |
| Unit 8 | Revision of sounds |

Flashcard games

Which card is this?

Cut out a small square in the middle of an A4 sheet of white paper. Cover the flashcards with this sheet so that pupils can see only part of the picture in the cut-out hole. Ask pupils to guess what the cards show.

Observation

Show pupils a flashcard, but do it quickly. Then ask them *What's this?* The pupils' task is to name the object shown on the card. If pupils fail to guess it the first time, show them the card again, a little more slowly than before.

Guess and take it!

Hold up a flashcard. The pupil who is first to say the word presented in the card may take it. The pupil who collects the highest number of cards wins.

Echo

Make sure that pupils are familiar with the echo technique. Show them the flashcards and say the relevant words. Ask pupils to repeat the words after you a few times, getting quieter and quieter, like an echo.

Remember and say it!

Stick four or five cards to the board. Ask pupils to remember what they present. Then, remove the cards from the board and ask pupils to say the names. Repeat with other cards.

Remembering the order

Select four flashcards from the same topic and stick them to the board. Ask a few volunteers to look at the pictures and say the names of the objects presented. Then, ask pupils to remember the order in which the cards are placed on the board. Stick the cards face down on the board and ask pupils to say the words in the correct order.

What's missing?

Stick the flashcards on the board (or on the top of a table). Give pupils a few minutes to remember the order in which they are placed. Then, ask pupils to close their eyes. Remove one of the cards. Ask *What's missing?* Pupils identify the missing card.

Snap!

Prepare flashcards from one vocabulary group. Say or write on the board one word from the group. Show pupils all cards from the group. When pupils see the card with the picture corresponding to the word, they call *Snap!*

Which card have you got?

Select a few flashcards and give them to pupils. Ask them to pass the cards on in such a way that they cannot see what they show. At some point, say *Stop* and ask *Who's got the (apple)?* The pupil with the card you asked for says *Me!*

Where is this card?

Stick the flashcards around the classroom. Say the words and pupils run to the appropriate cards, or point to them if there is not enough space.

Listen and pass it on!

Distribute the flashcards with selected words among pupils (e.g. one card per desk). Speak out sentences including the selected words and ask the pupils to pass appropriate cards to you.

Standing up

Hand out the cards from one set, e.g. toys, to individual pupils. Say the names of the toys aloud. The pupil holding the card showing the toy stands up when he/she hears its name and then shows the picture to the other pupils.

Raise your card

Distribute the cards among pupils. Tell pupils a short story in English. When a pupil hears the word depicted in his/her card, he/she raises it up.

Yes!/No!

Show pupils the flashcards and ask them to name the pictures together with you. Then, show pupils the cards in such a way that only they can see the pictures. Say a word in English. Pupils say *Yes!* if the picture shows the word you said. If the picture does not show the given word, pupils say *No!* Continue saying words until all the pictures are correctly named.

Numbers

Stick five flashcards on the board. Ask one pupil to come to the board and to write numbers under the pictures, following your instructions, e.g. *'Doll' is number (one)*. Do the same with the four remaining cards. Then, ask individual pupils *What's number (three)?*

Charades

If it is possible, ask pupils to sit in a circle. Give one pupil the entire set of cards. Play some music. Pupils pass the set on when they hear the music. Stop the music. The pupil who holds the set stands up, selects one card and mimes the word (e.g. if he/she had chosen a picture of a banana, he/she mimes peeling it and eating it). The task of the others is to guess the word. The card described is taken away and the game goes on.

Which is different?

Stick a set of five cards on the board: four from the same group and one from a different group. Ask pupils *Which is different?* The pupils' task is to find the odd card as quickly as possible.

Categories

Revise the vocabulary belonging to two topics, e.g. toys and parts of the body, using the flashcards. Show pupils the flashcards and check if they can name them. Then, divide pupils into two groups and ask them to recall as many words belonging to one category as they can. Award the team one point for each correct answer.

Game with the bag

Put a few flashcards belonging to various categories in a nontransparent bag. Ask pupils to pick one card from the bag and name the item it presents. A pupil picks up cards and names pictures until he/she takes a picture he/she

is not able to name. Count all the correctly named cards and award the pupil one point for each card. Put the cards in the bag again and repeat the game with another pupil. The winner is the pupil who scores the highest number of points.

Countdown

Divide the class into small groups. Give each group several shuffled flashcards relating to different units (prepare copies of cards if you want each group to have the same set). Ask the groups to divide the cards into separate categories (e.g. colours, school objects, etc.). The winner is the group which completes the task first.

Easy or difficult?

Divide 20 flashcards into two groups: 'easy' (e.g. with vocabulary relating to the currently discussed unit) and 'difficult' (e.g. with vocabulary relating to previous units). Divide the class into two teams. Each team scores 5 points for each correctly given word from the 'difficult' group and 1 point for a word from the 'easy' group.

Phonics games

Stand or sit?

Say the target sound, e.g. *b-*, and write the letter on the board. Pupils repeat the sound. They then stand up and listen. If you say a word that starts with the target sound, e.g. *ball*, they stay standing. If you say a word that starts with another sound, e.g. *doll*, they should sit down. Start with words that pupils know, and then move on to other words with the same initial sounds. The focus here is on recognising the sounds rather than on the meaning of the words. Be careful to choose words with pure initial sounds and not mix them up with clusters, e.g. *b-*, but not *bl-* or *br-*.

Which letter?

Display A4 sheets of paper with large single letters drawn on them in different parts of the classroom. When you say a particular sound/letter or a word starting with one of the letters, pupils run to the correct sheet of paper. (If you do not have much room, pupils can just point to the correct letter.) Start with the sounds in isolation, move on to words that pupils know, and then move on to other words starting with the same letter. The focus here is on recognition of the sounds rather than on the meaning of the words. Be careful to choose words with pure initial sounds and not mix them up with clusters, e.g. *b-*, but not *bl-* or *br-*. When pupils know more sounds, you can increase the challenge by putting four different letters around the classroom.

Flashcard and Word Card games

Match the cards

Stick word cards belonging to one group on the board in one column. Stick a shuffled set of corresponding flashcards in another column. Ask pupils to come to the board one by one and match the flashcards with the appropriate words.

Mime the word

Stick five or six word cards to the board in one row. Prepare the corresponding flashcards and ask certain pupils to come to the board and place the pictures under the appropriate word cards. When all cards are correctly matched, point to particular words and encourage pupils to read them together. Then, take off the flashcards. Ask one pupil to come to the board and point at the word to be mimed. Do the same with the other words.

Find a match

Prepare five flashcards and five corresponding word cards. Distribute them among pupils and then ask them to come to the front of the class. Explain to them that you will count to ten (or fifteen, if pupils know these numbers) aloud together with other pupils and during this time they have to find their match. When they find their partners, students stand up and raise their cards.

Music cards

Prepare a recording with music. Distribute shuffled flashcards and corresponding word cards among pupils. Play the recording. The pupils' task is to pass cards on from one to another. When you stop the music, the pupils holding word cards stand up and read the words aloud. The pupils with flashcards stand up upon hearing a word corresponding to their picture.

Draw the word

Place a set of word cards on the desk. Draw a box on the board. Ask a pupil to pick up the first card and draw the object mentioned in the card in the box on the board. Other pupils guess the word. When they guess the word, the pupil shows the word card to the class.

Games with a puppet/soft toy

Words and scenes

Using a soft toy, speak out a new word in English and ask pupils to perform a simple task, e.g. *Find something red. Stand up. Pick up an eraser. Point to ... Touch something ...*, etc.

Questions

Using a soft toy, ask pupils simple questions, e.g. *What's your name? What colour is it? Have you got a pencil?*

Can I have ..., please?

Distribute flashcards to pupils. Ask them to name objects presented in the cards. Then, using a soft toy ask for particular cards, e.g. *Can I have the (bird), please? The pupils' task is to give the appropriate card to the toy.*

Pass the soft toy

If it is possible, ask pupils to sit in a circle. Play the recording of the song you want to revise and ask pupils to pass the soft toy to one another when they hear music. When you stop the recording, the task of the pupil holding the toy is to say a word or a line from the song. Start the recording again.

Games with songs and chants

Sing and respond

Provide a few pupils with one word they have to remember. (The words should come from the song or chant you want to revise.) Play the recording and ask pupils to stand up and sing and sit down when they hear their word.

Sing and stand in the correct order

Use the flashcards with objects appearing in the song you want to revise. Ask a few pupils to come to the board. Give them the cards. Explain to pupils that their task is to listen to the lyrics carefully and to stand in the order in which the words from their cards appear. The other pupils sing the song.

Performances

Select a few songs or chants for which you can prepare simple costumes or props. Teach pupils to show the content of the song or chant with gestures or mimics. Invite parents, teachers or pupils from other classes to a mini-performance.

TPR activities

What does the picture present?

Distribute small sheets of paper among pupils and ask them to draw on them one object from the covered material, e.g. *food*. Collect the papers and stick them to pupils' backs without revealing to them what the pictures present. The aim of the game is to stimulate pupils to ask questions, thanks to which they will be able to guess which picture they have on their backs, e.g. *Is it a (pen)?* Pupils may walk around the classroom or play in pairs.

Broken telephone

Divide pupils into two groups. Pupils stand in two rows. First pupils in each row should stay close to the teacher's desk. Put flashcards belonging to two categories, e.g. toys and classroom objects, on the desk. Whisper one word from different categories (e.g. *1 – pencil, 2 – robot*) to the two last pupils in the rows. Say *Start!* Pupils whisper the word one to another to the first pupil in the row. The task of this pupil is to select the appropriate picture card from the pile lying on your desk and show it to you. A team scores one point for every correctly chosen card. Then the first pupil in a row goes to its end and the game goes on.

How many of us are there?

Play a recording with lively music and ask pupils to move around the classroom in a particular way (jumping, walking, moving). At some point stop the music and say a number between 2 and 5 in English. Pupils have to form groups composed of the appropriate number of people. Pupils who have not joined any group have to wait one turn. Continue the game.

Catch and say it!

Ask pupils to stand in a big circle. Say a category of vocabulary (e.g. *toys*) aloud and throw a soft ball to a selected pupil. The pupil has to say a word from the category you chose. If the pupil doesn't catch the ball or say the appropriate word, he/she has to sit down. Continue the game until all pupils sit down.

Pass the ball

Ask pupils to sit in a circle. Choose a category of vocabulary. Give pupils a small soft ball and ask them to pass it from hand to hand. Every pupil who receives the ball has to say a word belonging to the chosen category – if he/she fails to do so, he/she drops out of the game.

The ball is burning

Pupils standing in a circle throw a ball or a soft toy to one another and name the colours. The ball or soft toy shouldn't be caught when somebody says *Black!* If despite that, somebody catches the ball, he/she kneels or squats down and continues playing. When he/she catches the ball properly in the next turn, he/she stands up.

Guessing game: pictures

Ask one pupil to slowly draw on the board a picture presenting a new word from the current lesson. Other pupils try to guess what the picture presents and say the appropriate word. The pupil who guesses the word first draws the next picture.

I name it and you point to it

Pupils sit in a circle. In the middle place a few flashcards belonging to one vocabulary group. Ask pupils to keep their hands behind their backs. Say a word presented on one of the cards placed in the middle of the circle. The pupils' task is to touch it as quickly as possible. You can divide the class into teams and award points to the group whose representative touched the card first. Pupils may also play this game in pairs or in small groups.

Salim says

Give pupils simple instructions. Warn them, however, that they can follow the instructions only when these are preceded by the phrase *Salim says*, e.g. when you say *Salim says jump*, pupils can jump, but when you say only *Jump*, they cannot move (explain to pupils that Salim is a king who gives them commands). The pupil who makes a mistake loses one point. Vary the speed of instructions to make the game more interesting. Later you may ask pupils to give instructions. Instead of the name Salim, you may use the word *teacher*, your name, or the name of a toy or puppet, if you use it.

Word swat

Divide pupils into two teams. Ask them to stand in a line facing the board. Give the pupil at the front of each team a fly swat. Place words randomly on the board. Say or describe a word. The pupil with the fly swat must run and swat the correct word/s. The pupil who completes the task first wins a point.

Team games

Board race

Divide the class into two teams. On the board draw a long racetrack divided into a number of stages corresponding to the number of questions prepared. Use pieces of colourful paper or magnets as pawns (one for each team). Ask pupils questions, e.g. show them flashcards, story cards or objects located in the classroom and ask *What's this? How many?* The pupil who provides the correct answer scores one point for his/her team and may move the pawn to the next field. The team which reaches the finishing line with the highest score is the winner.

Answer and draw points

Divide the class into two teams. Invite representatives of both teams to the board in turns. Quietly give them particular pictures and ask them to draw their own appropriate pictures on the board. If the team members guess the word first, they win a point for their team.

Repetition game

Divide the class into two teams. Invite one from each team to the front of the class. Stick a few flashcards to the board and number them. Ask a pupil to provide the number of a picture on the board. Roll the dice or spin the spinner. The pupil has to repeat a given word the stated number of times. For correct performance of the task, the pupil scores for his/her team the number of points equal to the number on the die or spinner.

Team quiz

Show pupils a set of ten flashcards and ask them to name the objects presented. Raising each of the cards, ask *What is it?* The pupils' task is to name the picture *It's (a boat)*. Stick the cards face down on the board. Behind the cards write numbers from 1 to 10. Divide pupils into two teams. Say the names of the objects on the back of the cards aloud. The pupils' task is to guess which number represents a specific picture. Reveal the card to which the pupils have pointed: if the answer is correct, the team scores 2 points. If the answer is incorrect, it's the turn of the other group to guess. The game continues until all cards are revealed.

Noughts and crosses

Divide the class into two teams: 'noughts' and 'crosses'. Draw the grid for noughts and crosses on the board. Place one card in each field of the grid, picture side up to the board. Ask a pupil from the first team to reveal one card. If the pupil can say the correct word, he/she may take the card and place the sign of his/her team in that field. Then the pupil from the other team does the same. The winner is the team which manages to put three signs in a row.

Listen and touch!

Divide the class into two teams. Stick a certain number of flashcards to the board. Ask one pupil from each team to stand in front of the board. Say one of the words presented on the cards on the board. The pupil who touches the correct card first scores one point for his/her team. Repeat with other pupils and cards.

Guess the name

Divide the class into two teams. Ask one pupil from each team to come to the front of the class and stand with their back towards you. Hold up a flashcard, count to three and say *Turn around*. The pupil who turns around first and says the correct word scores one point for his/her team. Repeat with other pupils and cards.

Greeting the class

| | |
|-------------------------------|-----------------------|
| Hello. Hi! | What day is it today? |
| Good morning/ afternoon. | How are you today? |
| Come in. | Is everyone here? |
| Sit down/Stand up, please. | Is anyone away today? |
| | Where is (Sami)? |

Starting the lesson

| | |
|--|---|
| Are you ready? | Give this/these out, please. |
| Let's begin/start. | Have you got a (pencil)? |
| Listen (to me). | Open your books at page (4). |
| Look (at me/at the board). | Turn to page (6). |
| Take out your books/ notebooks/coloured pencils. | Open the window/door. Close the window/door. |

Managing the class

| | |
|------------------------------------|-------------------------------------|
| Be quiet, please. | Put your hands up/down. |
| Look at me/Listen to me. | Who's next? |
| Come to the front of the class. | Queue/Line up! |
| Come to the board. | Repeat after me. |
| Come here, please. | Wait a minute, please. Hurry up. |

Words of praise

| | |
|--------------|------------------|
| Well done! | Congratulations! |
| Excellent! | That's correct! |
| Fantastic! | Great work! |
| That's nice. | Good luck! |
| Much better. | Thank you. |
| Good job. | |

During the lesson – instructions

| | |
|--|---------------------------------|
| Hold up your picture. | It's break time/lunch time. |
| Draw/Colour/Stick/Cut out ... | Wait a minute, please. |
| Write the answer on the board/in your book. | Be careful. |
| Let's sing. | Sorry, guess/try again. |
| All together now. | Next, please. Again, please. |

During the lesson – questions

| | |
|--------------------|---------------------|
| Are you ready? | May/Can I help you? |
| Do you understand? | Are you finished? |
| What do you think? | Who's finished? |
| Anything else? | What can you see? |

Pairwork/Groupwork

Find a partner.
Get into twos/threes.
Who's your partner?
Work in pairs/groups.
Make a circle.
Work with your partner/friend/group.
Show your partner/friend/group.
Tell your partner/friend/group.
Now ask your partner/friend/group.

Language used for playing games

| | |
|-------------------------------|-------------------------------------|
| It's my/your/his/her turn. | Roll the dice. |
| Whose turn is it? | Move your/my counter (3) spaces. |
| You're out. | Miss a turn. |
| Don't look. | Go back (2) spaces. |
| No cheating. | Roll again. |
| Turn around. | I've won! |
| Close your eyes. | You're the winner! |
| Pass the (ball, cup), etc. | |
| Wait outside. | |

Useful phrases for the pupils

| | |
|-------------------------------------|------------------|
| May/Can I go to the toilet? | I'm sorry. |
| I understand/I don't understand. | Can you help me? |
| Excuse me ... | I'm ready. |
| | I'm finished. |

Ending the lesson

Put your books/notebooks/coloured pencils away.
Tidy up.
Put that in the bin/rubbish bin, please.
Collect the stickers/cards/spinners/scissors, please.
The lesson is finished.
That's all for today.
Goodbye!
See you tomorrow.
Have a nice weekend/holiday.

Welcome Hello!

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to understand and say classroom language
- **Target language:** *draw, listen, look, point, read, write; Close your book. Open your book. Pick up your book. Sit down. Stand up. Wave goodbye.*

Global Scale of English (GSE)

- **Listening:** Can follow short, basic classroom instructions, if supported by pictures or gestures (GSE 13).
- **Speaking:** Can repeat phrases and short sentences, if spoken slowly and clearly (GSE 16).

Materials

- Welcome Unit flashcards (*draw, listen, look, point, read, write; close your book, open your book, pick up your book, sit down, stand up, wave goodbye*)
- Classroom language poster

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives and presentation
- Monitoring pupils' learning: Traffic light cards technique (see page 16)
- Peer learning: pairwork; groupwork
- Independent learning: Lollipop stick technique (see page 16); Summative and thought-provoking questions technique (see page 16)

Lesson 1, part 1

Starting the lesson (5 minutes)

- Write the following words on the board: *look, listen, point, read, draw, write*. Elicit their meanings with actions, e.g. *look* (gesture towards the eyes), *listen* (gesture towards the ears), *point* (point to the board), *read* (spread hands like a book), *draw* (draw a flower on the board), *write* (write A, B, C on the board).
- Check pupils' comprehension by using the flashcards. Hold each one up and elicit the word.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn to understand and say classroom language.

Practice

Class Book

1 Listen and point. Then say.

| | |
|--------------------------------|---------------------------------|
| <p>1 </p> <p>Look.</p> | <p>2 </p> <p>Listen.</p> |
| <p>3 </p> <p>Point.</p> | <p>4 </p> <p>Read.</p> |
| <p>5 </p> <p>Draw.</p> | <p>6 </p> <p>Write.</p> |

2 Say and do.

10 ten

1 W.1 Listen and point. Then say. (5 minutes)

- Focus pupils on page 10 of the Class Book. Give pupils time to look at the pictures.
- Play the audio and pupils listen and point to the pictures. Play the audio again and pupils repeat the words.
- **Extension** In pairs, pupils draw icons for the actions. Pupils share their drawings with the class.

W.1

- 1 Look.
- 2 Listen.
- 3 Point.
- 4 Read.
- 5 Draw.
- 6 Write.



2 Say and do. (8 minutes)

- Say and do the actions using the gestures from Starting the lesson. Pupils watch and point to the pictures.
- Ask pupils to stand up. Say and do the actions and this time, pupils listen and do the actions, too.
- Then say the actions, but only the pupils do the actions. Check pupils are doing the correct action.
- Use the Traffic light cards technique (see page 16) to check that pupils understand each action.
- **Extension** Say the actions in a different order and pupils do the actions by themselves.

Diversity

Support

- Pupils play *Salim says* (see page 23) with the actions. Ask pupils to stand up. Say an action and if you say 'Salim says' before it, then pupils do it. If you don't, they don't do it. Pupils who make a mistake are out and have to sit down.

W.2

- 1 Stand up.
- 2 Sit down.
- 3 Pick up your book.
- 4 Open your book.
- 5 Close your book.
- 6 Wave goodbye.

4 Say and do. (10 minutes)

- Say and do actions 1–6 from the Class Book. Pupils watch and point to the pictures.
- Ask pupils to stand up. Say and do the actions, and this time, pupils listen and do the actions, too.
- Hold up the flashcards, then the pupils do the actions. Check pupils are doing the correct action.
- In pairs, one pupil gives an instruction from the Class Book and the other does the action.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they have learnt in today's lesson, what they liked about it and what they can do now. Give examples and have pupils repeat, e.g. *I understand (look). I understand (stand up). I can say (look). I can say (stand up).*

Lesson 1, part 1 Classroom language W

3 Listen and point. Then say.

1 Stand up.

2 Sit down.

3 Pick up your book.

4 Open your book.

5 Close your book.

6 Wave goodbye.

4 Say and do.

Activity Book, Classroom language Lesson 1, part 2 eleven 11

3 W.2 Listen and point. Then say. (5 minutes)

- Focus pupils on page 11 of the Class Book. Give pupils time to look at the pictures.
- Play the audio and pupils listen and point. Play the audio again and pupils say the sentences.
- **Extension** Pupils come to the front and mime an instruction or action. The rest of the class guesses what it is.

Classroom language


Lesson 1, part 2

Starting the lesson (10 minutes)







- Show pupils the Welcome Unit flashcards one at a time, and say each word or phrase. Ask pupils to repeat after you.
- Then show each flashcard and ask individual pupils to say the correct word or phrase. The rest of the class can help if the pupil doesn't know what the word or phrase is.

Practice

Activity Book







1 Look and match.

| | |
|--|--|
|  1 |  2 |
|  3 |  4 |
|  5 |  6 |

Write. Read. Draw. Listen. Look. Point.

2 Look and circle.

| | | | |
|---|--|---|--|
|  1 Draw. / <u>Read.</u> |  2 <u>Look.</u> / Write. |  3 Read. / <u>Listen.</u> |  4 <u>Point.</u> / Draw. |
|---|--|---|--|


8 eight

1 Look and match. (8 minutes)







- Focus pupils on page 8 of the Activity Book. Ask them to look at the pictures. Remind them of the gestures for each of the words. Then, say the numbers and pupils do the gestures, e.g. *Number 3* – pupils point with their index finger.
- Pupils complete the activity individually. Check the answers as a class.

2 Look and circle. (5 minutes)





- Pupils look at the pictures and decide what activity each picture shows. They circle the correct word. Check answers as a class.



3 Look and trace.

| | | |
|---|---|--|
|  1 <u>Open</u> your book. |  2 <u>Wave</u> goodbye. |  3 <u>Sit</u> down. |
|  4 <u>Pick up</u> your book. |  5 <u>Stand</u> up. |  6 <u>Close</u> your book. |

4 Read and tick (✓) or cross (✗).

| | | |
|--|--------------------|---|
|  1 | Stand up. | ✗ |
|  2 | Pick up your book. | ✓ |
|  3 | Wave goodbye. | ✓ |
|  4 | Close your book. | ✓ |

nine 9

3 Look and trace. (7 minutes)

- Pupils trace the words to complete the instructions. Pupils show their work to their partners. They practise reading the instructions together. Praise neat handwriting.

4 Read and tick (✓) or cross (✗). (5 minutes)

- Pupils look at the pictures. Ask a pupil to read the instruction. Ask *Is it the same?* If the answer is *yes*, they put a tick. If the answer is *no*, they put a cross.

Extra activity TPR

- Put pupils in groups of four. Ask pupils to stand in their group. Practise saying four instructions in the following rap with their corresponding actions:
Stand up!
Sit down!
Close your book!
Wave goodbye!
- Repeat the rap several times with the corresponding actions until pupils have learnt the rap by heart.
- You could also say the rap several times with the pupils, getting faster and faster to make it more challenging.

Finishing the lesson (5 minutes)

- Display the Classroom language poster on the board.
- Use the Lollipop stick technique (see page 16) to choose a pupil to come to the front. Say a word or phrase and ask the pupil to hit the corresponding image on the poster as quickly as they can. Repeat with other pupils.



Hello!

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to understand simple cartoon stories; to meet new friends
- **Target language:** *Hello! Hi! Goodbye. What's your name? My name's ... It's my birthday. How old are you?*

Global Scale of English (GSE)

- **Reading:** Can recognise key words and basic phrases in short, simple cartoon stories (GSE 24). Can understand basic sentences introducing someone (e.g. name, age) (GSE 17).
- **Listening:** Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly (GSE 24). Can understand the main information when people introduce themselves (e.g. name, age, where they are from) (GSE 19).
- **Speaking:** Can introduce themselves using basic phrases (GSE 11). Can act out parts of a picture story using simple actions and words (GSE 30).

Materials

- sock puppets or straw puppets and paper to make straw puppets
- ready straw puppet (draw a head and stick it on a straw)
- glue
- character flashcards (*Fatma, Jack, Lily, Sami*)
- Welcome Unit story animation
- Welcome Unit English in action video

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 16)
- Peer learning: pairwork; groupwork; Expert envoy technique (see page 16)
- Independent learning: portfolio

Lesson 2, part 1

Starting the lesson (3 minutes)

- **0.2 & 0.3** Teach pupils a chant that you will always sing at the beginning of each lesson. Play the chant. Demonstrate the actions for pupils to perform as they hear them.
- Play the chant again. Pupils do the actions as they hear them.
- A karaoke version of the chant is available (track 0.3).

0.2

Shake. Shake. Shake.
Clap. Clap. Clap.
It's time for English class.
Shake. Shake. Shake.
Clap. Clap. Clap.
Get ready, everyone!

Shake. Shake. Shake.
Clap. Clap. Clap.
It's time to have some fun.
Shake. Shake. Shake.
Clap. Clap. Clap.
Sit down, everyone!

Presentation (5 minutes)

- Explain that in this lesson pupils will learn to introduce themselves and say how old they are.
- Using two straw or sock puppets, perform a short dialogue where the puppets introduce each other.
Puppet 1: Hello.
Puppet 2: Hi!
Puppet 1: What's your name?
Puppet 2: My name's Tom.
- Give one puppet to a random pupil and repeat the dialogue, helping the pupil to respond where necessary. Repeat with other pupils.
- Focus pupils on page 12 of the Class Book. Pupils describe the picture, telling you where the children are, how many children there are and which animal they see.
- Ask what they think the story will be about.

Practice

Class Book

- 1 **Find and circle.** (2 minutes)
 - Ask pupils what number they see in the rubric. Explain that they have to find it in the picture.
 - Using the Lollipop stick technique (see page 16), choose a pupil to point out the answer.
 - Ask pupils to raise their hands if they are seven years old, too.

Story

1 Find and circle.

2 Watch or listen and read.

12 twelve

- 2** Watch or listen and read. (3 minutes)
- After playing the video or audio, ask pupils what the children's names are.
 - Read each line and have pupils repeat after you.

W.3

Scene 1

Jack: Hello! What's your name?
Polly: Hello! I'm Polly!
Fatma: Hello! My name's Fatma.
Sami: And my name's Sami.

Scene 2

Polly: Hello!
Lily: Hello! I'm Lily.

Scene 3

Jack: It's my birthday today.
Polly: Happy birthday! How old are you?
Jack: I'm seven.

Scene 4

Lily: Come on, friends!
Fatma,
Sami and Jack: Goodbye!

Diversity

Support

- Pause the video or audio at each frame and ask pupils different questions about the frame. Say a character's name, colour or thing, etc., and have pupils point to them as they say it, e.g. say *Point to Fatma*. Pupils point to Fatma and say her name.

Challenge

- In groups of four, pupils retell the story using their names.

Extra activity TPR

- Give each pupil the role of either Sami, Fatma, Lily, Jack or Polly and explain that when they hear their part, they have to stand up.
- Play the video or audio to complete the activity.

Lesson 2, part 1

3 Listen and match.

4 Act out the story.

English in action
Meeting new friends

5 Watch or listen and read.

Frank Carl

◀ Hello! I'm Frank. What's your name?
 ▶ My name's Carl.
 ▶ Hi, Carl. How old are you?
 ▶ I'm seven. How old are you?
 ▶ I'm six.

6 Act out the dialogue. Use your names and ages.

Activity Book, Welcome Lesson 2, part 2 thirteen 13

3 W.4 Listen and match. (5 minutes)

- Ask pupils to look at the pictures of the children and say their names.
- **Extension** Explain that you will call out a number and pupils have to say who it is, e.g. *One: Jack*.



W.4

- 1 Woman:** This is Jack.
Jack: Hello. My name's Jack.
- 2 Woman:** This is Lily.
Lily: Hello. I'm Lily.
- 3 Woman:** This is Sami.
Sami: Hello. My name's Sami.
- 4 Woman:** This is Fatma.
Fatma: Hello. I'm Fatma.
- 5 Woman:** This is Polly.

4 Act out the story. (5 minutes)

- Divide pupils into small groups. Tell them to choose their roles and practise them.
- Play the audio and pause at each section for each group to say their part after they hear it.
- Have the groups perform in front of the class.

5 W.5 Watch or listen and read. (5 minutes)

- Divide the class into two groups and assign one group Frank and the other Carl.
- Play the video or audio pausing at each exchange for pupils to repeat.
- **Extension** Say a sentence and pupils say the sentence that comes after it.

W.5

- Frank:** Hello! I'm Frank. What's your name?
Carl: My name's Carl.
Frank: Hi, Carl. How old are you?
Carl: I'm seven. How old are you?
Frank: I'm six.

6 Act out the dialogue. Use your names and ages. (5 minutes)

- Using the Lollipop stick technique (see page 16), invite two pupils to come to the front of the class and act out the dialogue.
- Place pupils in pairs and have them act out the dialogues.

Finishing the lesson (7 minutes)

- Give pupils a straw and a piece of paper. Have them draw a head with a face, cut it out and stick it to the straw.
- Explain that with their straw puppets they have to act out a dialogue like the one in Activity 5.
- Invite pairs to perform their act in front of the class.
- Pupils place their straw puppets in their folders. Keep straw puppets for lessons throughout course.

- **0.4 & 0.5** Have pupils listen to a chant you will always sing at the end of each lesson. Play the chant. Pupils do the actions as they hear them.
- A karaoke version of the chant is available (track 0.5).

0.4

Shake. Shake. Shake. Clap. Clap. Clap.
 Clap. Clap. Clap. Wave goodbye, everyone!
 It's time to end the class. Wave goodbye, everyone.
 Shake. Shake. Shake.

Next lesson Remind pupils to bring their straw puppets for the next lesson.

Lesson 2, part 2

Starting the lesson (5 minutes)

- Put the character flashcards on the classroom walls. Ask *Who's Fatma?* Pupils point to that character. Repeat with other characters.
- Then, ask a few pupils *What's your name?* Pupils answer.

Practice

Activity Book

Story

1 Look and trace.

Polly Jack

Lily Sami Fatma

10 ten

Hello!

- 1 **Look and trace.** (7 minutes)
 - Focus pupils on page 10 of the Activity Book. Ask pupils to trace the characters' names.
 - Praise neat handwriting.
- 2 **W.6 Listen and number.** (8 minutes)
 - Ask pupils to look at each child in the picture. Point to the children and say their names incorrectly for pupils to correct you.
 - Explain to pupils that they have to number the characters in the order they hear their names. Play the audio. Pupils check their answers with a partner and then check answers as a class.

W.6

- 1 **Jack:** Hello! What's your name?
Lily: Hi! My name's Lily.
- 2 **Lily:** What's your name?
Jack: Hi! I'm Jack.
- 3 **Lily:** What's your name?
Sami: Hello! My name's Sami.
- 4 **Lily:** What's your name?
Fatma: Hi! I'm Fatma.
- 5 **Jack:** What's your name?
Lily: Polly!

- 3 **Write, draw and colour.** (15 minutes)
 - Ask pupils to read the sentences and complete them about themselves, using the words in the box for Jack. They then draw and colour a picture of themselves.
 - Use the Expert envoy technique (see page 16) to have pupils do this activity.

Extra activity Fast finishers

- Have pupils write a short dialogue in their notebooks and draw a picture for it.
- Place work in their portfolios.

Extra activity Communication

- Give pupils the opportunity of introducing themselves to other pupils from different classes in English.

Finishing the lesson (5 minutes)

- Put the character flashcards on the board and elicit the names. Say *Lily* and clap twice. Pupils repeat. Repeat for the other character flashcards, varying the action each time (clapping, clicking fingers, stamping feet, etc.) Point to the character flashcards for pupils to do the actions.

Lesson 2, part 2

2 **W.6 Listen and number.**



3 **Write, draw and colour.**

Jack seven six

Hello! I'm Jack. What's your name?

My name's _____

Hi, _____
I'm seven. How old are you?

I'm _____

eleven 11

Numbers and Colours

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to recognise and say numbers up to ten; to recognise and say colours
- **Target language:** *one, two, three, four, five, six, seven, eight, nine; ten; How many ...?; black, blue, brown, green, orange, pink, purple, red, white, yellow; What colour is it?*

Global Scale of English (GSE)

- **Reading:** Can read cardinal numbers up to ten written as words (GSE 12). Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects) (GSE 17).
- **Listening:** Can recognise cardinal numbers up to ten in short phrases and sentences spoken slowly and clearly (GSE 10). Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly (GSE 10). Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can say how many things there are, up to ten (GSE 21). Can recite a short, simple rhyme or chant (GSE 16).

Materials

- sheets of A4 paper with numbers 1–10 on them
- sheets of A4 paper
- straw puppets
- coloured pencils
- cards with numbers 1–10 on them, one for each pupil, repeating numbers if necessary
- colour flashcards (*black, blue, brown, green, orange, pink, purple, red, white, yellow*)
- a plastic bottle

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 16); Traffic light cards technique (see page 16); Thumbs up/down technique (see page 16)
- Peer learning: pairwork; groupwork; Expert envoy technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 3 part 1

Starting the lesson (2 minutes)

- Ask pupils if they remember what they learnt in the previous lesson.
- Using the Lollipop stick technique (see page 16), choose pupils to come to the front of the class and ask *What's your name? How old are you?*

- Ask pupils to repeat the activity in pairs, using their straw puppets.

Presentation (7 minutes)

- Explain that in this lesson pupils will learn how to count up to ten and about colours.
- On the board, write the numbers 1–10. Say each number and have pupils repeat after you.
- Then, place the colour flashcards on the board. Point to each flashcard, say the colour and ask pupils to repeat after you.
- Use the Lollipop stick technique (see page 16) to bring a pupil to the board. Say a colour and a number for them to point to.
- Then, using the Lollipop stick technique again (see page 16), bring another pupil to the board. The first pupil now says a few colours and numbers for the new pupil to point to.

Extra activity TPR

- Give each pupil a card with the number on it. Say a number and pupils have to clap if it's their number.
- Then say the numbers in the correct order for pupils to repeat after you. As their number comes up, they stand up and raise their card in the air.

Practice

Class Book

Numbers

1 Listen and chant.

1

2

3

4

5

6

7

8

9

10

one two three four five six seven eight nine ten

2 Listen and draw. Then say.

How many balloons?

Six.

3 Look at the pictures on page 12. Count and write.

6

4

5

10

7

14 fourteen

Numbers and Colours

1 W.7 & W.8 Listen and chant. (5 minutes)

- Focus pupils on page 14 of the Class Book. Say a number and show it using your fingers. Ask pupils to repeat.
- Play the chant. Pupils show their fingers as they hear numbers.
- A karaoke version of the chant is available (track W.8).

W.7

one two three four five six seven eight
nine ten

Diversity

Support

- Give each pupil a sheet of A4 paper and have them draw an outline of their two hands on it. Then ask pupils to number each finger 1–10. Under each number, they write the word, e.g. 1 – one.
- Go through the numbers 1–10 as pupils repeat after you. Explain that you will say a number and they have to repeat after you as they point to it on their sheet.
- Place pupils in small groups for them to continue the activity. Monitor and gently correct pupils.

Challenge

- In pairs, pupils count forwards and backwards. Then, one pupil says a number and their partner counts forwards to 10 and backwards to 1 from that number.

Extra activity Critical thinking

- Ask pupils if any of the numbers sound the same as the numbers in their native language and if so, which one(s).

2 W.9 Listen and draw. Then say. (5 minutes)

- Pick up three coloured pencils and ask *How many pencils?* Elicit *Three*. Repeat a few more times.
- Direct pupils to the pictures in the activity. Ask how many balloons there are in each picture.
- Play the audio for pupils to complete the first part of the activity. Check the answers as a class.
- Then, explain that pupils have to ask their partners how many balloons there are in each picture. Do the first item with the class, by picking up your book and pointing to the first image. Ask *How many balloons?* and elicit the answer.
- Using the Traffic light cards technique (see page 16), ensure pupils have understood the activity before placing them in pairs to do the activity.

W.9

Girl: How many balloons?
Boy: Ten.
Girl: How many balloons?
Boy: Eight.
Girl: How many balloons?
Boy: Six.
Girl: How many balloons?
Boy: Three.
Girl: How many balloons?
Boy: One. One balloon.

3 Look at the pictures on page 12. Count and write. (3 minutes)

- Direct pupils to page 12. Hold up your book and point to the balloons. Ask *How many balloons?* Elicit *Ten*. Continue with a few more items.
- Have pupils then complete the activity and check answers with their partners.
- Have pupils ask each other how many items there are for each picture.
- **Extension** Give each pupil a sheet of A4 paper. Ask them to draw a tic-tac-toe outline.
- Tell pupils to draw different items in each square, but different amounts, e.g. four apples, three books, etc.
- Then in pairs, they ask each other how many items there are by pointing to each box.

Lesson 3, part 1 W

4 Listen and say. Then listen and point.



5 Listen and sing.

| | |
|---|---|
| <p>Red, yellow, blue or green. What colour is it? Green, it's green.</p> | <p>Black, white, pink or blue. What colour is it? Blue, it's blue.</p> |
| <p>Purple, orange, brown or pink. What colour is it? Pink, it's pink.</p> | <p>Green, red, brown! Oh, no! What colour is it? White, it's white.</p> |

6 Look at the pictures on page 12. Find and say.

1




2



3



4



5



7 Go to the Progress path on page 64.

Number 1.
What colour is it?

It's green.

Activity Book, Welcome Lesson 3, part 2 fifteen 15



4 🎧 **W.10 Listen and say. Then listen and point.** (3 minutes)

- Focus pupils on page 15 of the Class Book. Play the audio, pausing after each colour for pupils to repeat. Play the audio again for pupils to listen and point to each colour.
- 👥 Pupils point to a colour for their partner to say.

W.10

green, blue, yellow, red, purple, orange, white, black, pink, brown

Boy: Look at this. Ten colours. Red, yellow, blue, green, purple ...

Girl: Orange, brown, pink, black and white. Cool!

Extra activity Creativity

- Ask pupils what their favourite colour is and to find an object in the classroom with that colour. In their notebooks they draw, colour and label the item to present to the class.

5 🎧 **W.11 & W.12 Listen and sing.** (5 minutes)

- Point to a flashcard on the board and ask *What colour is it?* Elicit the answer. Continue a few more times.
- Refer pupils to the pictures in the activity. Ask them to look at Jack's leaf. Ask *What colour is it?* Elicit *Green*. Continue with all the items.
- Play the song for pupils to sing. Point to the flashcards as you hear the colours.
- A karaoke version of the song is available (track W.12).

W.11

Red, yellow, blue or green.

What colour is it?

Green, it's green.

Purple, orange, brown or pink.

What colour is it?

Pink, it's pink.

Black, white, pink or blue.

What colour is it?

Blue, it's blue.

Green, red, brown! Oh, no!

What colour is it?

White, it's white.

Extra activity TPR

- 👥 Divide the class into four groups. Name each group according to the colour group of each verse, e.g. *red, yellow, blue* and *green*.
- Explain that each group will stand up and sing their verse only.
- Play the audio and do the activity. Then allocate each group a separate set of colours and repeat.

6 **Look at the pictures on page 12. Find and say.** (5 minutes)

- Explain that pupils have to find the objects in each picture on page 12 and ask and answer what colour they are.
- 👥 Using the Expert envoy technique (see page 16), pair up stronger pupils with weaker ones for this activity.
- Give the stronger pupil some time to explain the activity to their partner if necessary.
- 🗣️ Using the Thumbs up/down technique (see page 16), pupils tell you when they are ready to do the activity.

7 **Go to the Progress path on page 64.** (2 minutes)

- Refer pupils to page 64 in their Class Books and ask them to answer the first two questions. Pupils can work individually or in pairs.
- Pupils get one point for answering correctly and two points for writing the answers in a correct sentence. They get an extra point if they can add more detail.
- Check the answers as a class. They can then stick the stars from the stickers pages at the back of the Class Book.

Answer key purple; 10

Finishing the lesson (3 minutes)

- Ask pupils to sit in a circle. Put the plastic bottle in the middle of the circle and spin it. Whoever the bottle points to must introduce themselves, say how old they are and their favourite colour. Continue until each pupil has had a turn.
- 🎓 Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they have learnt in today's lesson, what they liked about it and what they can now do.

Numbers and Colours

Lesson 3, part 2

Starting the lesson (5 minutes)

- Give out a number card to each pupil. Say the numbers in sequence. Each time you say a number, the pupil (or pupils) with that number jumps up. Go through the number sequence and then repeat, saying numbers randomly. Keep a list so that all the numbers are covered. Then, ask the class to spell their number on the other side of their number card. Monitor and help, if necessary.

Practice

Activity Book

Numbers

1 Trace, match and colour.

2 Read, trace and draw.

1 How many balloons?
Six balloons.

2 How many balloons?
Seven balloons.

3 How many balloons?
Five balloons.

4 How many balloons?
Nine balloons.

5 How many balloons?
Ten balloons.

12 twelve

1 Trace, match and colour. (7 minutes)

- Focus pupils on page 12 of the Activity Book. Pupils complete the activity and raise their hands to show you. Compliment pupils on their good work.
- **Extension** Start to write a number on the board very slowly. Ask pupils to guess which number it is. Then ask a pupil to come and complete the number. Repeat for the other numbers 1–10. When you have finished, call on pupils to come up and write the number under each one.

2 Read, trace and draw. (8 minutes)

- Ask pupils to trace the numbers. When they have finished, ask them to draw and colour the correct number of balloons in each of the spaces. Pupils can then compare answers in pairs.
- When pupils have completed the activity, pair them up with other pupils that have also completed the activity. Have them ask and answer using *How many ...?*

Extra activity Fast finishers

- Have pupils draw different classroom objects in their notebooks and write how many there are under them.

Lesson 3, part 2 **Colours** **W**

3 Trace and colour.

4 Read and trace.

1 What colour is it?
Green. It's green.

2 What colour is it?
Brown. It's brown.

3 What colour is it?
Blue. It's blue.

4 What colour is it?
Purple. It's purple.

5 What colour is it?
Red. It's red.

thirteen 13

3 Trace and colour. (7 minutes)

- When pupils complete the activity, ask them to raise their hands and show you their work.
- Ask pupils what colour each item is. Point to the first balloon and ask what colour it is.
- Place pupils in pairs and have them ask their partners what colour each item is.



4 Read and trace. (8 minutes)

- Pupils complete the activity individually and show their work to their partners.
- Now tell pupils to complete the Picture dictionary on page 58 of the Activity Book.

**Extra activity Creativity**

- Ask pupils to draw and colour different items in their notebooks and write what colour and how many there are.

Finishing the lesson (5 minutes)

- Hold a class survey asking pupils to choose which activity from the whole unit they would like to do again.
-  Place pupils in groups or pairs to do the chosen activity.
-  Then using the Summative and thought-provoking questions technique (see page 16), ask pupils how they feel about their learning, if they feel they are learning successfully, what they can work on to improve and what they would like to learn next.



Look at my toys!

Unit objectives

to describe toys and to ask and answer questions about toys

Language

Vocabulary Indoor toys: *action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yo-yo*
Outdoor toys: *ball, bike, kite, scooter, slide, swing*

Grammar *What's this? It's a (car). It's an (action figure).
Is it a (swing)? Yes, it is. No, it isn't.*

Functions *Can I play with (it), please?*

Learning outcomes

| | |
|------------------|--|
| Listening | <ul style="list-style-type: none">• Develop an awareness of intonation patterns when listening• Listen and understand familiar words and set phrases in very short simple texts on familiar topics• Listen and understand the overall meaning of very short and simple texts on familiar topics• Listen and respond appropriately to peers and adults• Listen to rhymes, chants and songs and sing them• Respond to factual questions• Identify core vocabulary |
| Speaking | <ul style="list-style-type: none">• Articulate words in connected speech• Pronounce learned words using correct stress and intonation• Recite songs and rhymes individually and chorally• Name familiar objects• Describe familiar objects• Respond verbally to direct questions, instructions and visual inputs• Act out parts of a picture story using simple actions and words• Ask and answer simple questions on familiar topics |
| Reading | <ul style="list-style-type: none">• Follow words, phrases and sentences in English from left to right• Read the most common high frequency words• Recognise the effect of word spacing and simple punctuation when reading• Read and re-read very short and simple texts• Read and understand the overall meaning of very short, simple texts with the help of pictures |
| Writing | <ul style="list-style-type: none">• Write correctly formed letters and words moving from left to right using four lines• Use segmenting strategies to write new words• Write lower and upper case letters legibly• Write phrases/sentences using spacing, capitalisation and full stops• Spell frequently used words correctly• Write very short, simple sentences on familiar topics• Write short, simple descriptive texts on familiar topics if provided with key words and supported by pictures |

Cognitive skills

- Listen and respond physically to songs, rhymes, chants
- Use own ideas for doing creative activities like colouring, drawing, and building to represent vocabulary and familiar concepts
- Find uses for created objects or contents (e.g. in a play, story or game)
- Engage with others to make sense of things around them
- Observe rules of games when playing with other children
- Take turns in shared activities
- Stay engaged and focused on short tasks, do not get distracted
- Listen while others are talking
- Share and take turns when speaking
- Respond appropriately to questions
- Ask and answer simple questions

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–7)

Mathematical, scientific and technological competences: count to ten (L. 1); use numbers to complete an activity (L. 3)

Digital competence: use Class Book and Activity Book eBook (L. 1–7)

Social and civic competences: learn to be creative (L. 2 and 5); learn to share (L. 6)

Cultural awareness and expression: express Omani identity (L. 5)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–7) using: previous knowledge (L. 1); following instructions (L. 1–7); personalisation of language learnt (L. 5 and 7)

Initiative and entrepreneurship: choose topic for the project (L. 5)

Future skills

| | |
|--------------------------|--|
| Critical thinking | Predicting (L. 2); Problem solving (L. 2 and 7); Logical thinking (L. 2); Defining and describing (L. 1, 3, 4 and 5); Finding information (L. 2 and 5); Planning (L. 5); Reflecting on learning (L. 1–7) |
| Creativity | Designing a new teddy robot (L. 2) |
| Communication | Describing toys (L. 1 and 3); Cut-outs game (L. 4); Functional dialogue (L. 6) |
| Collaboration | Project groupwork (L. 5); Acting out (L. 2 and 6) |

Sounds and Spelling Book

Sounds: /eɪ/; /oʊ/; /aɪ/; /eɪ/

Tricky words: his, her, who, have

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Class Book pp. 24 and 64; Activity Book p. 21
- Picture dictionary: Activity Book p. 59
- Unit 1 Extra practice: Activity Book p. 22
- Unit 1 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, Culture, English in Action, Sounds and Spelling, CLIL
- Unit 1 Practice sheet

External tests

Class Book

Pre A1 Starters Reading and Writing Part 3

Activity Book

Pre A1 Starters Reading and Writing Part 1

Vocabulary and Grammar

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to ask and answer about toys; to use *a/an* with single countable nouns
- **Target language:** *action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yo-yo; It's a (car). It's an (action figure).*





Global Scale of English (GSE)

- **Listening:** Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly (GSE 10).
- **Speaking:** Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts (GSE 19). Can recite a short, simple rhyme or chant (GSE 16).

Materials


- Photocopiables 1 and 9
- toys flashcards (*action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yo-yo*)
- stopwatch, different toys, pens and pencils
- sheets of A4 paper
- Toys poster
- two fly swats

Assessment for Learning (formative assessment)


-  Setting aims and criteria: lesson objectives presentation
-  Monitoring pupils' learning: Lollipop stick technique (see page 16); Traffic light cards technique (see page 16)
-  Peer learning: pairwork; groupwork
-  Independent learning: Three facts and a fib technique (see page 16)

Lesson 1, part 1

Starting the lesson (5 minutes)

-  Have pupils stand in two lines. Go to the first pupil and introduce yourself, ask them their name and how old they are. Pupils now introduce themselves to the pupil opposite.

Presentation (5 minutes)

-  Explain that in this lesson pupils will learn to talk about toys. On the board, write *What's this ...? It's a ...*

Practice

Class Book

1 Look at my toys!




1  How many toys can you see?



 Find something purple. **A balloon.**
 What other colours can you see? **red, yellow, orange, blue, green, pink,**
 How many balloons can you see? **white, black, brown**
Six balloons.

16 sixteen

1 How many toys can you see? (10 minutes)

-  Pick up two pencils and ask *How many ...?* Use the Lollipop stick technique (see page 16) to have a pupil answer. Continue with a few more pens and pencils.
- Refer pupils to page 16 and ask them to count how many toys there are. Elicit answer.
-  Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions.
-  Tell pupils to use the Traffic light cards technique (see page 16). Explain the activity again if necessary.

Extra activity Critical thinking

- Have them describe the picture as best as they can, telling you who and where the children in the picture are, how many children there are, what colours they see, and to name any objects that they know, e.g. *balloon, bag*.

2 1.1 Listen and stick. Then listen and say. (5 minutes)

- Place the flashcards on the board. Point to each picture and say the word. Pupils repeat after you.

- Refer pupils to the stickers on page 77 in their Class Books. Play the first part of the audio and pause after each toy word. Pupils stick the stickers in the correct places.
- Play the second part of the audio, pausing after each word, and have pupils repeat.

1.1

Look at my toys. It's a car. It's a plane. It's a puzzle.
It's a yo-yo. It's a building set. It's a doll. It's an action figure. It's a robot. It's a teddy. It's a dinosaur.

Now listen and say.

car, plane, puzzle, yo-yo, building set, doll, action figure, robot, teddy, dinosaur

Extra activity TPR

- Have the class form two lines facing the board. Hand pupils at front of line the fly swats. Play *Word swat* (see page 24) with the unit vocabulary.

1.2

| | |
|-------------------------|------------------------|
| What's this? | What's this? |
| It's a car. | It's a doll. |
| What's this? | What's this? |
| It's a puzzle. | It's a teddy. |
| A plane and a dinosaur. | A robot and a yo-yo. |
| A building set, too. | An action figure, too. |

4 Find on page 16 and say. (3 minutes)

- Draw pupils' attention to the grammar box and the recorded model (track 1.4).

1.4

What's this?
It's **a** car.
It's **an** action figure.

- Then using the flashcards, go through each item, asking *What's this?* Pupils raise hands to answer.
- Pupils complete the activity in pairs. Make sure pupils swap roles.
- Monitor and help pupils where necessary.

Diversity**Support**

- Have pupils draw three items from the vocabulary list.
- Go around the class and ask *What's this?* as you point to their items.
- Pupils continue in pairs.

Challenge

- Pupils write a small dialogue and illustrate their work. They read their work to their partners.

Finishing the lesson (2 minutes)

- Give pupils a sheet of A4 paper. Have them fold it in half.
- Ask them to draw and colour two toys on the A4 paper, one on each side.
- In pairs, ask and answer using *What's this?*

Lesson 1, part 1 **Vocabulary and Grammar** 1

2 Listen and stick. Then listen and say.

| | | | | |
|------|---------------|--------|-------|--------------|
| 1 | 2 | 3 | 4 | 5 |
| car | plane | puzzle | yo-yo | building set |
| 6 | 7 | 8 | 9 | 10 |
| doll | action figure | robot | teddy | dinosaur |

3 Listen and chant.

| | | | | |
|--|--|--|---|--|
| | What's this? It's a car. What's this? It's a puzzle. A plane and a dinosaur. A building set, too. | | What's this? It's a doll. What's this? It's a teddy. A robot and a yo-yo. An action figure, too. | |
|--|--|--|---|--|

4 Find on page 16 and say.

| | | | |
|---|---|---|--|
| 1 | 2 | 3 | What's this? It's a car. It's an action figure. |
| 4 | 5 | | What's this? It's a teddy. |

Activity Book, Unit 1 Lesson 1, part 2 Sounds and Spelling Book Unit 1, Lesson 1 seventeen 17

3 1.2 & 1.3 Listen and chant. (10 minutes)

- Ask pupils to draw in their notebooks one toy from the new words.
- Explain that you will play the chant, and when they hear their toy, they raise their illustration.
- A karaoke version of the chant is available (track 1.3).

Vocabulary and Grammar

Lesson 1, part 2

Starting the lesson (5 minutes)

- Use the toys flashcards with a game. Turn them over. Ask pupils, *What's this?* Pupils guess, using, *It's a/an...* Continue until all cards have been guessed.

Practice

Activity Book

1 Look at my toys!

1 Look at the Class Book page 16. Read and circle.

- How many balloons can you see? six / seven
- What colour is the teddy? blue / brown
- What colour is the plane? orange / yellow

2 Look, trace and match.

- robot
- puzzle
- dinosaur
- doll
- teddy
- yo-yo
- building set
- plane
- car
- action figure

14 fourteen

1 Look at the Class Book page 16. Read and circle. (10 minutes)

- Give pupils a little time to complete the activity. Have pupils check their answers in pairs.

2 Look, trace and match. (10 minutes)

- Pupils complete the activity individually. Have them raise their hands to show you their work.

3 1.5 Listen and tick (✓). (5 minutes)

- Ask pupils to tell you what they see in each picture.
- When completed, have pupils ask and answer about each picture in pairs using *What's this?*

1.5

- What's this? It's an action figure.
- What's this? It's a yo-yo.
- What's this? It's a doll.
- What's this? It's a puzzle.

Lesson 1, part 2 Vocabulary and Grammar 1

3 Listen and tick (✓).

-
-
-
-

4 Read and circle.

- 1 It's a robot / dinosaur.
- 2 It's a plane / car.
- 3 It's a building set / puzzle.
- 4 It's a doll / robot.

fifteen 15

4 Read and circle. (5 minutes)

- Ask pupils to circle the correct word for each picture.
- Use the Three facts and a fib technique (see page 16). In pairs, pupils point to an item and deliberately say its incorrect name. Their partner corrects them.

Extra activity Fast finishers

- Have pupils draw their favourite toy in their notebooks. Ask them to write what it is and what colour it is.

Finishing the lesson (5 minutes)

- Use the Toys poster to play a game. Ask pupils to look at the poster and remember where the toys are. Then cover them with a piece of paper or similar. Point to each, and ask pupils what is under each piece of paper.

Extra activity Photocopiables 1 and 9

- Ask pupils to do Photocopiables 1 and 9.

Story

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to understand simple cartoon stories
- **Target language:** *action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yo-yo*

Global Scale of English (GSE)

- **Reading:** Can recognise key words and basic phrases in short, simple cartoon stories (GSE 24).
- **Listening:** Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly (GSE 24).
- **Speaking:** Can answer simple questions about objects (e.g. colour, size) (GSE 22). Can act out parts of a picture story using simple actions and words (GSE 30).

Materials

- Photocopiable 25
- toys flashcards from Lesson 1 (*action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yo-yo*)
- story cards
- sheets of A4 paper
- two fly swats
- Unit 2 story animation

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 16); True/False cards technique (see page 16)
- Peer learning: pairwork; groupwork; Think-pair-share technique (see page 16)
- Independent learning: portfolio

Lesson 2, part 1

Starting the lesson (5 minutes)

- Divide pupils into two teams and play *Word swat* (see page 24) with the unit vocabulary.

Presentation (5 minutes)

- Tell pupils that today's story is about new and exciting toys. On the board, write *New toys*.

Practice

Class Book

Story

1 **Before you read** What colour is the dinosaur? **Green**

2 **Watch or listen and read.**

New toys

1 Look! It's Polly.
And Lily.
Hello again.
Come in!

2 Wow!
What's this?
It's my dinosaur.

3 Look at this.
It's a teddy.
No, it's a teddy robot!

4 What's this?
It's a yo-yo. Look!

5 And what's this?
Is it a building set?
I don't know.
It's very big.
What is it?
Can you guess?

18 eighteen

1 **Before you read** What colour is the dinosaur? (5 minutes)

- Ask pupils to look at the story. Ask if the dinosaur is red. Continue with a few more colours.
- Using the Lollipop stick technique (see page 16), elicit the correct answer.

2 **1.6 Watch or listen and read.** (10 minutes)

- Have pupils read and listen to the story. Ask them what happens in it. They can also watch the video.
- Play the audio again and stop at frame 5. In pairs, pupils discuss the question in the *Solve* box. Then play the rest of the story and ask pupils to follow along on page 19.
- **Extension** Use the story cards to ask about the story.
- Using the True/False cards technique (see page 16), say different statements about the story.

Story

1.6

New toys

Scene 1

Fatma: Look! It's Polly.

Jack: And Lily.

Lily: Hello again. Come in!

Scene 2

Sami: Wow! What's this?

Lily: It's my dinosaur.

Scene 3

Fatma: Look at this.

Jack: It's a teddy.

Fatma: No, it's a teddy robot!

Scene 4

Sami: What's this?

Lily: It's a yo-yo. Look!

Scene 5

Jack: And what's this? Is it a building set?

Fatma: I don't know. It's very big.

Scene 6

Jack: It's a car.

Sami: No, it's a plane.

Scene 7


Lily: Ready, steady, go!

Scene 8


Fatma: Haha! This is fun!

Diversity

Support

- Write a few sentences from the story on the board. Read through them as pupils repeat after you.
-  Ask pupils to choose a sentence to read to their partners. Make sure pupils swap roles.

Challenge

-  Pupils learn three sentences by heart and say them aloud.

CLIL Link

In Unit 1, the story is based around the concept of simple machines. Lily uses a building set she has got in her workshop to build a giant rollercoaster on which her toys can go up and down.


3 After you read Look at the story. Read and circle. (5 minutes)

- Pupils complete the activity and check answers with partners.



Extra activity TPR

- Ask pupils to choose a frame from the story which they liked the best.
- Explain that you will say a random frame number and if it's their one, they have to stand up and read the lines with you.

4 Act out the story. (3 minutes)

-  Divide pupils into small groups. Tell them to choose their roles and practise them.
- Have the groups perform in front of the class.


5 Design a new teddy robot. Is it big or small? (5 minutes)

- Ask pupils to look at frame 3 and describe the teddy.
-  Place pupils in pairs. Give them a sheet of A4 paper. Explain that they have to design a teddy robot.
-  Place work in their portfolios.


Values

- Ask pupils why it's important to be creative (*it helps you solve problems, helps you communicate better, reduces stress, etc.*). Ask them to look at the story and have them say which frames show the children being creative (for example, the dinosaur in frame 2, the teddy robot in frame 3, the building set in frames 5, 7 and 8, and the plane in frames 6–8). Then have them say which activities require creativity, e.g. *painting, drawing, playing at home/in the park*. Ask pupils which is their favourite creative activity and why.


Lesson 2, part 1 1

3 After you read Look at the story. Read and circle. CLIL 


What's this?




1 It's a dinosaur / robot.




2 It's a yo-yo / doll.



3 It's a car / plane

4  Act out the story. **Values**
Be creative

5  Design a new teddy robot. Is it big or small?

Activity Book, Unit 1 Lesson 2, part 2 Sounds and Spelling Book Unit 1, Lesson 2 nineteen 19

Finishing the lesson (2 minutes)

- Explain that you will read the story but in some places you will make a mistake which pupils have to correct.

Lesson 2, part 2

Starting the lesson (10 minutes)

- Ask a few pupils *What's this?* using the toys flashcards. Pupils answer *It's a ...*. Repeat the *Word swat* game (see page 24) from the previous lesson.

Practice

Activity Book

Story Lesson 2, part 2

1 **After you read** Remember the story. Read and number.

2 **Values** Look and tick (✓).

3 **Look and colour.**

16 sixteen

1 After you read Remember the story. Read and number. (10 minutes)

- Pupils recall the story from the last lesson and order the pictures. They can check their Class Book for their answers.

2 Values Look and tick (✓). (5 minutes)

- Pupils tick the picture which shows the value of being creative. Discuss.

3 Look and colour. (5 minutes)

- Use the Think-pair-share technique (see page 16) to discuss if pupils liked the story.

Extra activity Fast finishers

- Have pupils draw their favourite toys from the story. Encourage them to write what their toy is and what colour it is.

Finishing the lesson (10 minutes)

- Pupils design their own new and exciting toy. They can share their ideas with the class and show pictures and designs.

Extra activity Photocopiable 25

- Ask pupils to do Photocopiable 25.

Vocabulary and Grammar

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to ask and answer about toys
- **Target language:** *ball, bike, kite, scooter, slide, swing; Is it a (swing)? Yes, it is. No, it isn't.*

Global Scale of English (GSE)

- **Listening:** Can understand simple questions asking for basic information about objects in their immediate surroundings or in pictures (e.g. colour, size), if addressed slowly and clearly (GSE 21). Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can answer simple questions about objects (e.g. colour, size) (GSE 22).

Materials

- Photocopiables 2, 10, 17 and 21
- toys flashcards from Lesson 1 (*action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yo-yo*)
- toys flashcards for Lesson 3 (*ball, bike, kite, scooter, slide, swing*)
- a box

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 16)
- Peer learning: pairwork; groupwork; Expert envoy technique (see page 16)
- Independent learning: portfolio

Lesson 3, part 1

Starting the lesson (5 minutes)

- Put the flashcards in a bag or box and have the pupils sit in a circle.
- Play the chant from Lesson 1 for pupils to pass the box to the pupil next to them. When the music stops, the pupil holding the box has to take a flashcard out of the box and say what it is.

Presentation (5 minutes)

- Explain that in this lesson pupils will learn the names of things in a park.
- Ask pupils if they like going to parks and what they do there.
- Place lesson flashcards on the board. Go through each word and have pupils repeat after you.
- Explain that you will point to a card and pupils have to tell you what the item is.

- Use the Lollipop stick technique (see page 16) to bring a pupil to the board and complete the activity.

Practice

Class Book

Vocabulary and Grammar Lesson 3, part 1

1 Listen and say. Then listen and number.



2 Listen and sing.

Come and play outside today. Come and play outside today.
 Come and play with my new toy. Come and play with my new toy.
 Is it a ? No! No, it isn't. Is it a ? No! No, it isn't.
 Is it a ? No! No, it isn't. Is it a ? No! No, it isn't.
 Is it a ? Yes! Yes, it is. Is it a ? Yes! Yes, it is.
 Come and play with my bike today. Come and play with my scooter today.

3 Play a mime game.



20 twenty Activity Book, Unit 1
Lesson 3, part 2 Sounds and Spelling Book
Unit 1, Lesson 3

1 1.7 Listen and say. Then listen and number. (10 minutes)

- Ask pupils to look at the picture and name the things.
- Play the first part of the audio. Pupils repeat the items as they hear them.
- The second time they number the items they hear.
- Have pupils ask each other what each item in the picture is, using *What's this?*

1.7

slide, bike, scooter, kite, ball, swing

Now listen and number.

Boy: Look at the toys in my garden.

1 Girl: What's this?

Boy: It's a scooter.

2 Boy: And this is a slide.

3 Girl: What's this?

Boy: It's a ball.

4 Girl: What's this?

Boy: It's a swing.

5 Girl: What's this?

Boy: It's a kite.

6 Boy: And this is my bike. Come and play with my bike.

Extra activity Critical thinking

- Ask pupils why playing outdoors is good for them.

2 🎧 **1.8 & 1.9 Listen and sing.** (5 minutes)

- On the board, next to flashcards, write *Is it ...?* *Yes, it is* and *No, it isn't*.
- 🗨️ Using the Lollipop stick technique (see page 16), choose a pupil and point to a flashcard. Ask *Is it a ...?* Help pupils answer *Yes* or *No*. Continue with a few more items.
- Ask pupils what items they see in the song.
- Play song for pupils to sing.
- A karaoke version of the song is also available (track 1.9).

1.8

Come and play outside today.

Come and play with my new toy.

Is it a swing? No! No, it isn't.

Is it a slide? No! No, it isn't.

Is it a bike? Yes! Yes, it is.

Come and play with my bike today.

Come and play outside today.

Come and play with my new toy.

Is it a ball? No! No, it isn't.

Is it a kite? No! No, it isn't.

Is it a scooter? Yes! Yes, it is.

Come and play with my scooter today.

Diversity**Support**

- Pick up a flashcard and say *It's a ...*. Then ask *Is it a ...?* emphasising the question form.
- Continue for a few more items as pupils repeat after you.
- Then on the board, write *Yes, it is.* and *No, it isn't.* Explain that with *no* we use *n't* after *is*.
- Go through different items, using the question and answers as pupils repeat after you.

Extra activity TPR

- 🗨️ Divide the class into two groups. Give each group a verse from the song.
- Explain that they have to stand up and move their body when they hear their verse.
- After the first round, swap group verses and repeat.

3 🗨️ **Play a mime game.** (10 minutes)

- Play the grammar audio (track 1.10) for pupils to listen to.

1.10

Is it a swing?

Yes, *it is.*

No, *it isn't.*

- Mime for pupils the term *ball* by acting as if you are bouncing a ball and ask *What's this?* Elicit answer.
- 🗨️ Using the Lollipop stick technique (see page 16), bring a pupil to the front of the class and ask them to mime an item. Ask *Is it a ...?* two times, each time asking for an incorrect item. Prompt *No, it isn't* or *Yes, it is*.
- 🗨️ Using the Expert envoy technique (see page 16), pair up stronger pupils with weaker ones for this activity.
- Give the stronger pupils some time to explain the activity to their partner if necessary. Have pupils complete the activity.

Finishing the lesson (5 minutes)

- On the board, write nine words from this unit. Ask each pupil to write six words from the board.
- Explain that you will say six words from the list and if the pupils have them on their lists, they have to tick them off.
- The first pupil to tick off all the words comes to the front to call out the words for the next round. Continue for a few rounds.
- 🗨️ End by using the Summative and thought-provoking questions technique (see page 16). Ask pupils what they liked about this lesson, if it helped them learn successfully and what else they would like to learn.

Vocabulary and Grammar

Lesson 3, part 2

Starting the lesson (10 minutes)

- Play the song again from the last lesson and ask pupils to sing along. Play also the karaoke version if you have time.

Practice

Activity Book

Lesson 3, part 2 Vocabulary and Grammar 1

1 Find and colour. Then trace and match.

bike ball scooter

kite swing slide

2 Read and circle.

1 Is it a ball?
Yes, it is. /
No, it isn't.

2 Is it a kite?
Yes, it is. /
No, it isn't.

3 Is it a swing?
Yes, it is. /
No, it isn't.

4 Is it a slide?
Yes, it is. /
No, it isn't.

seventeen 17

1 Find and colour. Then trace and match. (10 minutes)

- When pupils complete the activity, ask them to raise their hands and show you their work.
- Ask pupils what each item is using *Is it a ...?*

2 Read and circle. (10 minutes)

- Pupils complete the activity individually and show their work to their partners.

Extra activity Fast finishers

- 🎒 Have pupils draw their ideal park and write the name of the items it has in it. Place work in their portfolios.

Finishing the lesson (10 minutes)

- Pupils draw five pictures of toys. Pupils work in pairs and ask *Is it a ...?* Pupils ask and answer.

Extra activity Photocopiables 2, 10, 17 and 21

- Ask pupils to do Photocopiables 2, 10, 17 and 21.

Skills

Lesson 4, parts 1 and 2

Objectives

- **Lesson objectives:** to identify toys
- **Target language:** revision of all taught words and grammar

Global Scale of English (GSE)

- **Listening:** Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures (GSE 16).
- **Speaking:** Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts (GSE 19).

Materials

- toys flashcards from Lesson 1 (*action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yo-yo*)
- toys flashcards from Lesson 3 (*ball, bike, kite, scooter, slide, swing*)
- Unit 1 cut-outs (found at the back of the Class Book)
- scissors
- realia of toys if possible

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Stop/Go technique (see page 16); Thumbs up/down technique (see page 16)
- Peer learning: pairwork; groupwork; Two stars and a wish technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 4, part 1

Starting the lesson (5 minutes)

- Draw a line in the middle of the board. On the left, write the first two or three letters of a word from the unit vocabulary and on the right, the last letters, e.g. *sl - ide*.
- Divide the class into two or three teams, depending on class size. Bring the first team to the board. Explain that you will say a word and two members have to point to the first and second part of the word.
- If they find the word before you count to ten, they get a point. If not, the group sits down.
- Continue until all teams have had a go. Give each team about four words.

Presentation (5 minutes)

- Explain that in this lesson pupils will do an activity that will help them with the Starters exam.
- Tell pupils you will show them a flashcard and say a word. They have to use the Thumbs up/down technique (see page 16) to answer if it's the correct word or not.
- Continue until all new words have been covered.

Practice

Class Book

Lesson 4, part 1 Skills 1

1 Listen and tick (✓).

1 A B C

2 A B C

3 A B C

2 Cut out. Then listen and play.

Number 1. What's this?
No, it isn't.
Is it a bike?

Activity Book, Unit 1 Lesson 4, part 2 Sounds and Spelling Book Unit 1, Lesson 4 twenty-one 21

1 1.11 Listen and tick (✓). (15 minutes)

- This task is based on Pre A1 Starters Listening Part 3.
- On the board, write *Is it a ...?* and *What's this?*
- Ask pupils to look at picture 1A. Ask *Is it a teddy?* Elicit *No, it isn't.* Then ask *Is it a doll?* Elicit *Yes, it is.*
- Play the audio for pupils to complete the activity.

1.11

- 1 Woman:** Hello, Safa. What's this?
Safa: It's my favourite toy.
Woman: Oh. Is it a doll?
Safa: No, it isn't. It's a robot.
- 2 Girl:** Happy birthday, Saif.
Saif: Thank you. Is it a kite?
Girl: Yes, it is.
Saif: Wow! Thank you!
- 3 Boy:** Come and play outside, Amna.
Amna: OK. What's this?
Boy: It's my new toy.
Amna: Is it a scooter?
Boy: No, it isn't. It's a bike. It's orange and purple.

Diversity



Support

- On the board, place three flashcards and label each one A, B and C.
- Tell pupils that you will ask a question about the pictures and in their notebooks they have to write A, B or C.
- Say *What's this? Is it a (car)? Yes, it is.* Elicit answer. Pupils should have the item you mentioned.
- Repeat, but this time use *Is it a (ball)? No, it isn't. It's a (kite).* Pupils should write the second item you mentioned.
- Repeat with a few more different items.

Extra activity Critical thinking

- Ask pupils to look at Activity 1 again. Ask them to say the names of toys they didn't tick.

2   **1.12 Cut out. Then listen and play.**
 (10 minutes)

- Refer pupils to page 67 in their Class Books and have them cut out the pictures as indicated.
-  Place pupils in pairs and play the audio.
- Explain that pupils have to place four cut-outs in front of them and number them from 1 to 4. Starting with the first cut-out their partner has to guess which cut-out they have, following the dialogue in the audio. They then swap roles.
-  Using the Stop/Go technique (see page 16), have pupils tell you if they are ready to proceed with the game.
- Pupils can find the cut-outs that they need at the back of the Class Book.
- Ask pupils to keep the cutout cards in their portfolios as they might need to use them later.


1.12

- Boy 1:** Number 1. What's this?
Boy 2: Is it a bike?
Boy 1: No, it isn't.

Extra activity TPR

- Have all pupils stand up. Explain that you will show a flashcard and say a word. If it's the correct word, they sit down.
- Pupils who make a mistake have to jump up and down two times. Continue until all pupils have sat down.

Finishing the lesson (5 minutes)

- On the board, write nine words from this unit. Ask each pupil to write six words from the board.
- Explain that you will say six words from the list and if the pupils have them on their lists, they have to tick them off.
- The first pupil to tick off all the words comes to the front to call out the words for the next round. Continue for a few rounds.
-  End by using the Summative and thought-provoking questions technique (see page 16). Ask pupils what they liked about this lesson, if it helped them learn successfully and what else they would like to learn.

Lesson 4, part 2

Starting the lesson (10 minutes)

- Place three flashcards of toys on the board. Say *Point to the (bike)*. Pupils point to the correct picture. Note if you have space, this can be done as a game with pupils running to the board and taking the relevant card from the board before the other team. Repeat for other words/cards.


Practice


Activity Book


Skills Lesson 4, part 2


1 Look, read and write. Then circle.

ball car teddy red robot purple

1  What's this? It's a ball. It's red.

2  What's this? It's a robot. It's purple.


3  Is it a red car? Yes, it is. No, it isn't.

4  Is it a brown teddy? Yes, it is. / No, it isn't.

2 ✨ Trace, draw a toy and write.

What's this?

It's a It's



18 eighteen

1 Look, read and write. Then circle. (5 minutes)

- When pupils complete the activity, ask them to raise their hands and show you their work.

2 ✨ Trace, draw a toy and write. (20 minutes)

- Pupils complete the activity individually and show their work to their partners.
- Use the Two stars and a wish technique (see page 16) for pupils to assess each other's work.

Extra activity Fast finishers

- Have pupils think about what toys they have at home. Ask them to draw three of them and write their names.

Finishing the lesson (5 minutes)

- Show pupils your bag of toys. Ask pupils to guess what is in the bag by asking, *Is it a (ball)?* Pupils can also feel the outside of the bag to guess what the item is. Repeat for the other items.

Culture and Project

Lesson 5, parts 1 and 2

Objectives

- **Lesson objectives:** to read a simple text about toys in a museum; to describe a favourite toy
- **Target language:** *bike, museum, puppet*

Global Scale of English (GSE)

- **Reading:** Can understand basic phrases in short, simple texts (GSE 24).
- **Listening:** Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures (GSE 16).
- **Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29). Can describe objects in a basic way (eg. colour, size) (GSE 25).
- **Writing:** Can write a few basic sentences, given prompts or a model (GSE 13).

Materials

- Photocopiable 29
- sheets of A4 paper
- Unit 1 Culture video
- Unit 1 Project video

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique (see page 16); Lollipop stick technique (see page 16)
- Peer learning: pairwork; groupwork; Expert envoy technique (see page 16); Two stars and a wish technique (see page 16); Three facts and a fib technique (see page 16)
- Independent learning: portfolio

Lesson 5, part 1

Starting the lesson (3 minutes)

- Explain that pupils will sing the song from Lesson 3.
- Divide the class into two groups. Give each group the sentences or questions.
- Play the song. Have groups swap roles and play once more.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn about a special museum in Muscat.

Culture notes

- The Children Museum in Muscat opened in November, 1990, and is a well-known science museum for children. Around 50,000 visitors go to the museum every year. There are many hands-on displays and exhibits so that children can learn about many scientific theories as they play and explore.

Practice

Class Book

Lesson 5, part 1
CULTURE

Oman's Children Museum

Is this a school?
No, it isn't. It's a museum for children!
It's in Muscat.

museum

You can ride a special bike.
It's fun!

bike

You can do lots of fun activities.
You can make toys. What's this?
It's a puppet.

puppet

1 Before you read What's your favourite museum?
What can you see there?

2 **1.13 Listen and read.**

3 **Find out more! Watch the video.**

4 After you read Activity Book, page 19.

Project **Lesson 5, part 2**

Make a poster of a toy museum.

1 Draw a picture of your favourite toy.

2 Write. *This is my... It's...*

3 Stick it on a big page.

4 Together, make a poster for your toy museum.

5 Show your poster to the class.

This is my teddy.

This is my teddy.
It's big. It's brown.

22 twenty-two

1 Before you read What's your favourite museum? What can you see there? (5 minutes)

- Ask pupils if they go to museums and what they can see there.
- Ask if they have a favourite museum, what they can see there and why they like it.

2 1.13 Listen and read. (10 minutes)

- After reading or listening to the text, ask pupils what they found interesting about the museum and if they would like to visit it. Also ask pupils if they have visited the museum and what they liked about it.

1.13

Oman's Children Museum

Is this a school?

No, it isn't. It's a museum for children!

It's in Muscat.

You can ride a special bike. It's fun!

You can do lots of fun activities. You can make toys.

What's this? It's a puppet.

Diversity**Support**

- Write the difficult words on the board from the text. Ask pupils to try and read the words and suggest their meanings.
- Explain or elicit their meanings.

Challenge

- Have pupils choose three sentences to learn and write by heart.

3 Find out more! Watch the video. (5 minutes)

- After watching the video, use the Three facts and a fib technique (see page 16) to ask pupils questions about the video. Play the video as you go along to reinforce the correct answers.

Extra activity Fast finishers

- Have pupils think about two toys they have. Ask them to draw and colour them in their notebooks, then write a few sentences about them.

Activity Book**1 Read and match.** (5 minutes)

- Pick up the Activity Book and point to each item. Ask *Is it a ...?* or *What's this?* for each item.

2 After you read Read and circle. (5 minutes)

- Use the Traffic light cards technique (see page 16) to make sure pupils have understood the vocabulary. Pupils complete the activity and check answers with a partner.

Lesson 5, part 1

CULTURE

1 Read and match.

bike museum puppet

1 2 3

2 After you read Read and circle.

1 It's a school / museum

2 It's a robot / bike

3 It's a puppet / scooter.

nineteen 19

Finishing the lesson (5 minutes)

- Divide pupils into small groups. Give each group a picture from a random page from this unit in the Class Book.
- Explain that they have to write the names of the toys they see, what colour they are and how many there are.
- Give each group a sheet of A4 paper and have them write their description. Have a group member read out their sentences to the class.

Culture and Project

Lesson 5, part 2

Starting the lesson (5 minutes)

- Ask pupils about toys. What are their favourite toys? What toys do they play with every day? If pupils have brought in toys from home, they can also show these toys to the class.

Presentation (5 minutes)

- Explain to pupils that they are going to make a class poster of their own toy museum. Discuss the concept with the class. What toys would they put in the museum? Explain that each pupil will draw one picture for the class museum.

Practice – Project

Class Book

Lesson 5, part 1
CULTURE

Oman's Children Museum

Is this a school?
No, it isn't. It's a museum for children!
It's in Muscat.

You can ride a special bike. It's fun!

You can do lots of fun activities. You can make toys. What's this? It's a puppet.

This is my teddy.
This is my teddy.
It's big. It's brown.

- 1 **Before you read** What's your favourite museum? What can you see there?
- 2 **Listen and read.**
- 3 **Find out more! Watch the video.**
- 4 **After you read** Activity Book, page 19.

Project **Lesson 5, part 2**
Make a poster of a toy museum.

- 1 Draw a picture of your favourite toy.
- 2 Write. *This is my... It's...*
- 3 Stick it on a big page.
- 4 Together, make a poster for your toy museum.
- 5 Show your poster to the class.

22 twenty-two

- Pupils present their work to the class when ready.
- Place work in their portfolios.

Finishing the lesson (5 minutes)

- If possible, pupils show their work to other classmates. If not, pupils prepare a presentation to show their work to their parents at home.

Extra activity Photocopiable 29

- Ask pupils to do Photocopiable 29.

Make a poster of a toy museum. (25 minutes)

- Place pupils in small groups, using the Expert envoy technique (see page 16) for each one. Give each pupil a sheet of A4 paper, and using the Lollipop stick technique (see page 16), have a pupil read through the instructions. They can also watch the video. Walk around and help groups with various stages of their projects.
- Use the Two stars and a wish technique (see page 16) for pupils to assess each other's work.

English in action

Lesson 6, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about sharing
- **Target language:** *Can I play with (it), please?*

Global Scale of English (GSE)

- **Reading:** Can understand basic phrases in short, simple texts (GSE 24). Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 25).
- **Speaking:** Can describe objects in a basic way (GSE 25).

Materials

- Photocopiable 33
- a die for each pair
- straw puppets
- Unit 1 English in action video

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Stop/Go technique (see page 16); Lollipop stick technique (see page 16)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 6, part 1

Starting the lesson (2 minutes)

- Place pupils in pairs and give each pair a die. Explain that they have to throw the die and then say as many words from the unit as the number on the die shows.

Presentation (5 minutes)

- Explain that in this lesson pupils will learn about sharing.

Extra activity Critical thinking

- Ask pupils if they share their toys and who with. Continue by asking why it is good to share your toys and what we should do when we play with other people's toys.
- Ask pupils if there are other things they can share with friends apart from toys (*pencils, books, food*).

Practice

Class Book

Lesson 6, part 1

English in action
Sharing your toys

1 Read and match.

kite scooter puzzle robot bike building set

2 Watch or listen and read.

What's this?
It's my new scooter.
Can I play with it, please?
Yes, of course. Let's play together.
Great!

3 Act out the dialogue. Use different toys.

bike kite action figure building set robot

Activity Book, Unit 1
Lesson 6, part 2 twenty-three 23

1 Read and match (10 minutes)

- Pupils read the words and match them with the corresponding pictures.

2 1.14 Watch or listen and read. (10 minutes)

- Ask pupils what toy the girls share.
- Ask pupils if they think they are both happy and why.
- Read each line of the text and have pupils read after you. Then explain you will read one line and pupils have to read the next one in unison.
- Play the video or audio for pupils to watch/listen and read.
- Place pupils in pairs and have them read the dialogue as best as they can.

1.14

Girl 1: What's this?

Girl 2: It's my new scooter.

Girl 1: Can I play with it, please?

Girl 2: Yes, of course. Let's play together.

Girl 1: Great!

English in action

3 Act out the dialogue. Use different toys. (10 minutes)

- Using the Stop/Go technique (see page 16), have pupils tell you if they are ready to proceed with the activity.
- Explain that pupils can use their straw puppets if they like.
- Using the Lollipop stick technique (see page 16), invite pupils to come to the front of the class and act out the dialogue. Repeat with as many pupils as possible.

Finishing the lesson (3 minutes)

- Pupils demonstrate their dialogues to the class.

Next lesson Tell pupils to bring in toys from home for the next lesson.

Lesson 6, part 2

Starting the lesson (10 minutes)

- Have pupils show the toys that they have brought from home to the class. Pupils can also ask questions about the toys.

Practice

Activity Book

English in action
Sharing your toys

Lesson 6, part 2

1 Write and match.

1 scooter 3 action figure

2 robot 4 kite

2 Write, draw and colour. Then act out.

bike ball doll building set yo-yo

What's this?

It's my new _____

Can I play with it, please?

Yes, of course.

Great!

My _____

20 twenty

1 Write and match (10 minutes)

- Pupils complete the words and then match to the corresponding picture.

2 Write, draw and colour. Then act out. (10 minutes)

- Pupils complete the activity in pairs.
- When pupils complete the activity, ask them to raise their hands to act out their dialogue.

Finishing the lesson (10 minutes)

- Encourage pupils to share the toys that they have brought into class, and have pupils do and perform short dialogues with their toys as they did with the toys in the Class Book in the last lesson.

Extra activity Photocopiable 33

- Ask pupils to do Photocopiable 33.

Review

Lesson 7, parts 1 and 2

Objectives

- **Lesson objectives:** to review unit language; to practise for the Pre A1 Starters Reading and Writing Exam Parts 1 and 3
- **Target language:** revision of all taught words and grammar

Global Scale of English (GSE)

- **Reading:** Can recognise a range of basic everyday nouns and adjectives (e.g. colours, numbers, classroom objects) (GSE 17). Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 24).
- **Speaking:** Can express likes and dislikes in relation to familiar topics in a basic way (GSE 29). Can describe objects in a basic way (e.g. colour, size) (GSE 25).
- **Writing:** Can write some familiar words (GSE 20).

Materials

- toys flashcards from Lesson 1 (*action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yo-yo*)
- toys flashcards from Lesson 3 (*ball, bike, kite, scooter, slide, swing*)
- Toys poster
- sheets of A4 paper
- strips of paper with a word from the lesson vocabulary on each, repeated so there are two of each
- real toys (teddies, balls, dolls, toy planes, etc.)
- your own stickers, or gold stars or stamps
- Unit 1 Practice sheet

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique (see page 16); Lollipop stick technique (see page 16)
- Peer learning: pairwork; groupwork; Two stars and a wish technique (see page 16); Three facts and a fib technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 7, part 1

Starting the lesson (2 minutes)

- Give each pupil a sheet of A4 paper. Explain that you will say a word and they have to either write it or draw it.
- Say four words. Check pupils' papers. If pupils make a mistake, they miss the next turn.

Presentation (3 minutes)


- Explain that in this lesson pupils will review the grammar and vocabulary they have learnt in the unit. You can put up the Toys poster for pupils' reference if needed.
- Ask pupils to sit in small groups and place their toys in the middle.
- Tell one pupil to pick up a toy and ask the person on their right *What's this?* or *Is it a ...?*
- Pupils continue until all toys have been used.


Practice


Class Book


Review Lesson 7, part 1

1 Match and trace.


1 What's this?  It's a scooter.


2 What's this?  It's a yo-yo.


3 What's this?  It's a teddy.


4 What's this?  It's a swing.

2 Look and circle.

1 Is it a ball?
Yes, it is. / No, it isn't. 

2 Is it a car?
Yes, it is. / No, it isn't. 

3 Is it an action figure?
Yes, it is. / No, it isn't. 

4 Is it a slide?
Yes, it is. / No, it isn't. 

3 Go to the Progress path on page 64.

24 twenty-four Activity Book, Unit 1
Lesson 7, part 1

1 Match and trace. (5 minutes)

- Pupils complete the activity and check answers with a partner.
- Have pupils ask each other what colour each item is, e.g. *Number 1. What colour is the teddy? Brown.*
- Make sure pupils swap roles.

Review

2 Look and circle. (5 minutes)

- Pupils complete the activity and check with partners.
- Have pupils use the Three facts and a fib technique (see page 16) by saying what each item is, making one mistake on purpose for their partner to find.
- Use the unit flashcards and work with different pairs to reinforce grammar and vocabulary.

Diversity

Support

- Give pupils a strip of paper and have them look through the unit. On the strip, they write one grammar point they'd like to re-examine.
- Collect all strips and go through them, explaining each point.

Challenge

- Have pupils write different sentences or words from memory that they have learnt in the unit to present to the class.

3 Go to the Progress path on page 64. (2 minutes)


- Refer pupils to page 64 in their Class Books and ask them to answer the two questions for Unit 1. Pupils can work individually or in pairs
- Pupils get one point for answering correctly and two points for writing the answers in a correct sentence. They get an extra point if they can add more detail.
- Check the answers as a class. They can then stick the stars from the stickers pages at the back of the Class Book.
- **Answer key** a robot; No, it isn't. It's a slide.


Activity Book


Lesson 7, part 1 Review 1


1 Look and write.

kite puzzle scooter yo-yo


1  It's a kite.


2  It's a scooter.


3  It's a yo-yo.


4  It's a puzzle.


2 Read and circle.

1  1 Is it a slide? Yes, it is.
No, it isn't.

2  2 Is it a ball? No, it isn't.
Yes, it is.

3  3 Is it a swing? No, it isn't.
Yes, it is.

4  4 Is it a puzzle? Yes, it is.
No, it isn't.

3  Draw your favourite toy. Then write.

It's _____

twenty-one 21

1 Look and write. (5 minutes)

- Pupils use the Traffic light cards technique (see page 16) to express how they feel about the activity.

2 Read and circle. (3 minutes)

- Pupils circle the correct answer to each question.
- Pupils check answers with their partners, and using the Two stars and a wish technique (see page 16), assess each other's work.

3 Draw your favourite toy. Then write. (7 minutes)

- Ask pupils why this is their favourite toy and if they ever share it with anyone.
- Pupils use the Traffic light cards technique (see page 16) to express how they feel about the activity.
- Now tell pupils to complete the Picture dictionary on page 59 of the Activity Book.

Extra activity Critical thinking

- Using the Summative and thought-provoking questions technique (see page 16), ask pupils to think about their progress quietly. Ask how many gold stars/stickers/stamps, on a scale of 1 to 3, they think they should receive. Give pupils the amount they ask for.

Extra practice

Extra practice Lesson 7, part 1


1 Find and colour. Then trace and match.

puzzle

teddy

doll

bike



2 Look and trace.

1 What is it? It's a kite.

2 What is it? It's a plane.

3 What is it? It's a ball.

4 What is it? It's a robot.

22 twenty-two

1 Find and colour. Then trace and match.
(2 minutes)

- Explain to pupils that this activity will help them with their handwriting, so the neater it is, the more chances they have of getting a sticker or stamp.
- Check pupils' work and give them a stamp, star or sticker as praise.

2 Look and trace. (3 minutes)

- Ask pupils to complete the sentences using the picture clues. Pupils then show their work to their partners.

Extra activity TPR

- Place strips of paper in a box.
- Have pupils pick a strip and read what's on it. Explain that they have to walk around the class and find other pupils with the same word and sit in a group.
- The first group to find all their members wins.

Extra activity Fast finishers

- Have pupils go through the unit and copy four sentences that they like in their notebooks as neatly as they can. If they want, have them draw a picture to accompany them.

Finishing the lesson (3 minutes)

- Place pupils in a circle, each holding their toy. Explain that you will play the song from Lesson 3 (track 1.8), and as it plays, they pass their toys to the next person. When the song stops, pupils have to say what the toy they are holding is or what colour it is.
- Pupils who cannot answer, take a toy out of the game and lose a turn.
- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they have learnt in the unit, what they enjoyed and what they are good at.

Get ready for...

Lesson 7, part 2

Starting the lesson (5 minutes)

- Ask pupils to open their notebooks and write as many words from the unit as they can remember.
- Have pupils show their words to their partners.
- Then ask why they are learning English and if it is fun for them. Ask how else the lessons can be made fun.

Presentation (10 minutes)

- Explain that in this lesson pupils will practise for the Starters Reading and Writing Exam in both the Class Book and Activity Book.
- Write a scrambled word on the board. Use the Lollipop stick technique (see page 16) to invite pupils to unscramble the word.
- Then invite another pupil to come to the board and match the word with a flashcard.
- Continue with as many words as possible until all pupils have had a go.

Practice






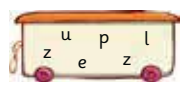

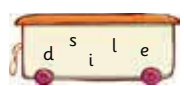


Class Book

Lesson 7, part 2 1

Get ready for...

Pre A1 Starters Reading and Writing Part 3

1 Look at the pictures. Look at the letters. Write the words.

| | | |
|--|---|---|
| 1  | <u>p</u> <u>l</u> <u>a</u> <u>n</u> <u>e</u> |  |
| 2  | <u>b</u> <u>i</u> <u>k</u> <u>e</u> |  |
| 3  | <u>p</u> <u>u</u> <u>z</u> <u>z</u> <u>l</u> <u>e</u> |  |
| 4  | <u>s</u> <u>i</u> <u>i</u> <u>d</u> <u>e</u> |  |
| 5  | <u>d</u> <u>i</u> <u>n</u> <u>o</u> <u>s</u> <u>a</u> <u>u</u> <u>r</u> |  |

Activity Book, Unit 1
Lesson 7, part 2 25 twenty-five

1 Look at the pictures. Look at the letters. Write the words. (10 minutes)

- Explain to pupils that they do not have to rush to complete the activity because it is important to write the correct answer.
- Tell pupils not to worry if they cannot answer a question but to try their best.
- Pupils complete the activity individually and use the Traffic light cards technique (see page 16) to express how they feel about the activity. Help where necessary.
- They check answers with their partners.

Extra activity Creativity

- Give each pupil a sheet of A4 paper. Tell them to make their own quiz with three items for their partners.
- Pupils swap papers and then check each other's work.






Activity Book

Lesson 7, part 2 1


Get ready for...



Pre A1 Starters Reading and Writing Part 1

1 Look and read. Put a tick (✓) or a cross (X) in the box.

| | | |
|---|--------------------|-------------------------------------|
| 1  | This is a ball. | <input checked="" type="checkbox"/> |
| 2  | This is a bike. | <input checked="" type="checkbox"/> |
| 3  | This is a doll. | <input type="checkbox"/> |
| 4  | This is a scooter. | <input type="checkbox"/> |
| 5  | This is a kite. | <input checked="" type="checkbox"/> |

twenty-three 23

1  **Look and read. Put a tick (✓) or a cross (X) in the box.** (10 minutes)

- Using all the unit flashcards, go through each item and say what it is using *This is a ...*.
- Intentionally make mistakes for pupils to correct you.
- Again explain that pupils shouldn't rush to complete the activity.
-  Pupils use the Traffic light cards technique (see page 16) to express how they feel about the activity. Help where necessary.
- Pupils check answers with their partners.
-  Use the Two stars and a wish technique (see page 16) for pupils to assess each other's work both here and in the Class Book.


Extra activity Fast finishers

- Have pupils look through the Welcome Unit and this unit and write three favourite colours, three favourite words and three favourite sentences in their notebooks.


Extra activity Learning skills

- Ask pupils to think about why we shouldn't worry about not answering a question when we have tried really hard. Ask pupils if they enjoyed the *Get ready for...* activities and to explain why or why not.

Extra activity TPR

-  Place pupils in small groups. Give each pupil a big strip of paper on which they have to write a word from the unit. Tell pupils to make sure that the word on the strip is different to what their group members have written.
- Pupils place the words in the middle of their circle.
- Explain that you will say a word and if they have it on their strips of paper, they pick up the paper and jump up.
- The first group with all their papers in their hands wins.

Finishing the lesson (5 minutes)

-  Use the Summative and thought-provoking questions technique (see page 16) to ask pupils how successful their learning is, how they can improve and what they want to learn next.
- Congratulate pupils on completing the unit.
- Ask them which song or chant they liked best in the unit and play it for them to sing or chant.

Shared reading Unit 1

- Focus a lesson on shared reading with the class. Follow procedures as set out in the Teacher's Book Introduction on page 18.

Unit 1 Practice sheet

- Pupils now complete the Unit 1 Practice sheet. Give pupils support where necessary and focus time on areas where pupils commonly needed extra help. Refer to the Practice sheet teacher's notes for audio scripts and answer keys. Praise pupils for their hard work.



Where's my pen?

Unit objectives

to talk about classroom objects

Language

| | |
|-------------------|---|
| Vocabulary | Classroom objects (1): <i>bag, book, crayon, eraser, pen, pencil, pencil case, pencil sharpener, ruler, scissors</i> Classroom objects (2): <i>chair, computer, cupboard, desk, shelf, table</i> |
| Grammar | <i>This is (my pencil case). These are (my books).</i> <i>Where's (the pencil)? It's in/on/under (the desk).</i> |
| Functions | <i>Can I borrow (it), please? Yes. Here you are.</i> |

Learning outcomes

| | |
|------------------|---|
| Listening | <ul style="list-style-type: none">• Develop an awareness of intonation patterns when listening• Listen and understand familiar words and set phrases in very short and simple texts on familiar topics• Listen and understand the overall meaning of very short and simple texts on familiar topics• Listen and respond appropriately to peers and adults• Listen to rhymes, chants and songs and sing them• Respond to factual questions• Identify core vocabulary |
| Speaking | <ul style="list-style-type: none">• Articulate words in connected speech• Pronounce learned words using correct stress and intonation• Recite songs and rhymes individually and chorally• Name familiar objects• Describe familiar objects• Respond verbally to direct questions, instructions and visual inputs• Act out parts of a picture story using simple actions and words• Ask and answer simple questions on familiar topics |
| Reading | <ul style="list-style-type: none">• Follow words, phrases and sentences in English from left to right• Read the most common high frequency words• Recognise the effect of word spacing and simple punctuation when reading• Read and re-read very short and simple texts• Read and understand the overall meaning of very short, simple texts with the help of pictures |
| Writing | <ul style="list-style-type: none">• Write correctly formed letters and words moving from left to right using four lines• Use segmenting strategies to write new words• Write lower and upper case letters legibly• Write phrases/sentences using spacing, capitalisation and full stops• Spell frequently used words correctly• Write very short, simple sentences on familiar topics |

| | |
|-------------------------|--|
| | <ul style="list-style-type: none"> • Write short, simple descriptive texts on familiar topics if provided with key words and supported by pictures |
| Cognitive skills | <ul style="list-style-type: none"> • Draw pictures to represent vocabulary and familiar concepts • Participate in drama-based activities which allow for personal interpretation • Use gesture and posture inclusively (e.g. sit in a circle, look at other children, wave to other children, point to where they could sit) • Engage with others to make sense of things around them • Observe rules of games when playing with other children • Take turns in shared activities • Guess the next thing that happens in a story and/or add a new ending to a story • Understand and carry out basic instructions for class/school |

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–7)

Mathematical, scientific and technological competences: count to ten (L. 2 and 7) use numbers to complete an activity (L. 1 and 3)

Digital competence: use Class Book and Activity Book eBook (L. 1–7)

Social and civic competences: learn to be creative (L. 2 and 5); learn to ask for things politely (L. 6)

Cultural awareness and expression: express Omani identity (L. 5)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–7) using: previous knowledge (L. 1); following instructions (L. 1–7); personalisation of language learnt (L. 5 and 7)

Initiative and entrepreneurship: choose topic for the project (L. 5)

Future skills

| | |
|--------------------------|--|
| Critical thinking | Predicting (L. 2); Problem solving (L. 2 and 7); Logical thinking (L. 2); Defining and describing (L. 1, 3, 4 and 5); Finding information (L. 2 and 5); Planning (L. 5); Reflecting on learning (L. 1–7) |
| Creativity | Drawing your desk at home (L. 2) |
| Communication | Presenting and describing classroom objects (L. 1 and 3); Asking and answering about where an item is (L. 4); Cut-outs game (L. 4); Functional dialogue (L. 6) |
| Collaboration | Project groupwork (L. 5); Acting out (L. 2 and 6) |

Sounds and Spelling Book

Sounds: /ɔ:/; /ŋ/; /ʊ/; /u:/

Tricky words: our, their, why, when

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Class Book pp. 34, 64 and 65; Activity Book p. 31
- Picture dictionary: Activity Book p. 60
- Unit 2 Extra practice: Activity Book p. 32
- Unit 2 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, Culture, English in Action, Sounds and Spelling, CLIL
- Unit 2 Practice sheet

External exams

Class Book

Pre A1 Starters Reading and Writing Part 1
Pre A1 Starters Speaking Part 2

Activity Book

Pre A1 Starters Reading and Writing Part 3

Vocabulary and Grammar

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to ask and answer about classroom objects
- **Target language:** (*bag, book, crayon, eraser, pen, pencil, pencil case, pencil sharpener, ruler, scissors*) *This is (my pencil case). These are (my books).*

Global Scale of English (GSE)

- **Listening:** Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly (GSE 10). Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts (GSE 19). Can recite a short, simple rhyme or chant (GSE 16).

Materials

- Photocopiables 3 and 11
- colours flashcards (*black, blue, brown, green, orange, pink, purple, red, white, yellow*)
- toys flashcards (*action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yo-yo*)
- classroom objects flashcards (*bag, book, crayon, eraser, pen, pencil, pencil case, pencil sharpener, ruler, scissors*)
- Classroom objects word cards
- stopwatch, small pieces of paper cut out to resemble a piece of pizza
- sheets of A4 paper, enough for each pupil
- classroom objects

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 16); Thumbs up/down technique (see page 16)
- Peer learning: pairwork; groupwork
- Independent learning: portfolio

Lesson 1, part 1

Starting the lesson (5 minutes)

- Place the colours and toys flashcards on the board.
- Have pupils form two lines. Say a word and the first person from each line runs to the board and points to it. If it is correct, they win a point for their team.

Presentation (5 minutes)

- Explain that in this lesson pupils will learn to talk about classroom objects. On the board, write *This is my pencil case. These are my books.*

Practice

Class Book



2

Where's my pen?

1 How many classroom objects can you see? 6

26 How many balls can you see?
What colour is the kite?
What colour is the teddy?

1 How many classroom objects can you see? (5 minutes)

- Using the Lollipop stick technique (see page 16), ask pupils to name a few toys in the picture.
- Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions.
- Tell pupils to use the Thumbs up/down technique (see page 16) to show you if they have understood the activity.

Extra activity Critical thinking

- Ask if this picture is in a home or in a classroom. Ask them to think of a room in their home and say the things they have using numbers and colours.

2 2.1 Listen and stick. Then listen and say. (10 minutes)

- Place the flashcards on the board. Ask pupils to look at them and name any of the classroom objects. Point to them.
- Then point at each classroom object and say its name. Have pupils repeat after you.
- Refer pupils to the stickers on page 75 in their Class Books. Play the first part of the audio and pause after each classroom object word. Pupils stick the stickers in the correct places.

- Play the second part of the audio, pausing after each word, and have pupils repeat.

2.1

This is my bag. This is my book. This is my pencil case.
This is my pen. This is my pencil. This is my crayon.
This is my ruler. This is my pencil sharpener. This is
my eraser. These are my scissors.

Now listen and say.

bag, book, pencil case, pen, pencil, crayon, ruler,
pencil sharpener, eraser, scissors

Extra activity

- Place pupils in small groups and give each member a piece of paper pizza.
- One member of each group has to say a classroom object for you to point at. Tell pupils that you will sometimes point at an incorrect item, and they have to stand up and clap. If they don't, their team loses a piece of pizza. The team with the most pieces of pizza wins.

Lesson 1, part 1 **Vocabulary and Grammar** 2

2 Listen and stick. Then listen and say.

1 2 3 4 5

bag book pencil case pen pencil

6 7 8 9 10

crayon ruler pencil sharpener eraser scissors

3 Find the classroom objects on page 26. one bag – two bags

4 Listen and chant.

This is my bag.
This is my pen.
My ruler, my eraser,
My pencil case.
My things are cool!
Now I'm ready for school!

These are my books.
These are my pencils.
My scissors, my crayons,
My sharpeners.
My things are cool!
Now I'm ready for school!

5 Show and say.

This is my ruler.

This is my pencil case.
These are my books.

These are my pencils.

Activity Book, Unit 2 Lesson 1, part 2 Sounds and Spelling Book Unit 2, Lesson 1 twenty-seven 27

3 Find the classroom objects on page 26. (5 minutes)

- Pupils work in pairs. They point at each item and say what colour it is, e.g. *It's a pencil case. It's pink.*

Diversity**Support**

- Show each classroom objects flashcard and word card for pupils to point to them in the picture.

Challenge

- In pairs, pupils point to a classroom object and say *What's this? It's (a book).*

4 2.2 & 2.3 Listen and chant. (5 minutes)

- Write *pencil* and *pencils* on the board. Explain that in English we add *-s* at the end of a word to form the plural.
- Pick up an eraser and say *This is an eraser.* Then pick up two erasers and say *These are erasers.*
- Play the chant for pupils. When they hear a classroom object they have, pupils raise it in the air.
- A karaoke version of the chant is available (track 2.3).

2.2

This is my bag.
This is my pen.
My ruler, my eraser,
My pencil case.
My things are cool!
Now I'm ready for school!
These are my books.
These are my pencils.
My scissors, my crayons,
My sharpeners.
My things are cool!
Now I'm ready for school!

5 Show and say. (3 minutes)

- Draw pupils' attention to the grammar box and the recorded model (track 2.4).

2.4

This is my pencil case.
These are my books.

- Then using the Lollipop stick technique (see page 16), ask pupils to come to the front and show the class a few of their items.

Finishing the lesson (2 minutes)

- Give each pupil a sheet of A4 paper.
- Ask them to draw and colour a few classroom objects they have and describe them.
- Place work in their portfolios.

Extra activity Photocopiables 3 and 11

- Ask pupils to do Photocopiables 3 and 11.

Vocabulary and Grammar

Lesson 1, part 2

Starting the lesson (3 minutes)

- Place the unit flashcards for classroom objects around the room. Say the words and have pupils point to the corresponding flashcard.

Practice

Activity Book

2 Where's my pen?

1 **Look at the Class Book page 26. Read and circle.**

1 How many cars can you see? two / eight

2 What colour is the scooter? brown / blue

3 How many bikes can you see? one / two

2 **Look, trace and match.**

24 twenty-four

1 **Look at the Class Book page 26. Read and circle.** (10 minutes)

- Have pupils check their answers with their partners.

2 **Look, trace and match.** (10 minutes)

- Pupils complete the activity individually.

Lesson 1, part 2 Vocabulary and Grammar 2

3 **Listen and number.**

4 **Read, match and colour.**

1 This is my green sharpener. 2 This is my yellow bag.

3 These are my blue crayons. 4 These are my pink erasers.

twenty-five 25

3 **2.5 Listen and number.** (3 minutes)

- Pupils describe each picture using *This is* or *These are*.

2.5

- These are my crayons.
- This is my book.
- These are my pencils.
- This is my bag.

4 **Read, match and colour.** (10 minutes)

- Pupils complete the activity individually.

Extra activity Fast finishers

- Have pupils make a list of classroom objects they have and write what colour they are.

Finishing the lesson (4 minutes)

- Pupils open their pencil cases and show each other what they have in their pencil cases.

Story

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to understand simple cartoon stories
- **Target language:** *bag, book, crayon, eraser, pencil case, pen, pencil, pencil sharpener, ruler, scissors; This is my desk. These are my books.*





Global Scale of English (GSE)

- **Reading:** Can recognise key words and basic phrases in short, simple cartoon stories (GSE 24).
- **Listening:** Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly (GSE 24).
- **Speaking:** Can answer simple questions about objects (e.g. colour, size) (GSE 22). Can act out parts of a picture story using simple actions and words (GSE 30).

Materials

- Photocopiable 26
- sheets of A4 paper
- classroom objects flashcards (*bag, book, crayon, eraser, pen, pencil, pencil sharpener, ruler, scissors*)
- story cards
- strips of paper with classroom objects on it
- Unit 2 story animation

Assessment for Learning (formative assessment)



-  Setting aims and criteria: lesson objectives presentation
-  Monitoring pupils' learning: Lollipop stick technique (see page 16); True/False cards technique (see page 16)
-  Peer learning: Think-pair-share technique (see page 16)
-  Independent learning: portfolio

Lesson 2, part 1

Starting the lesson (5 minutes)

- Give each pupil two strips of paper with a classroom object on it. Show a flashcard. Pupils with that object stand up and say the word.

Presentation (5 minutes)

-  Explain that in this lesson pupils will read a story and design a computer. On the board, write *The computer*.
-  Tell pupils to imagine they have a powerful computer. Using the Lollipop stick technique (see page 16), ask pupils what things it can do.

Practice

Class Book

Story 

- Before you read** How many rulers can you see? **3**
-   Watch or listen and read.

The computer



1 These are my books and this is Atomic, my cat. Cool!

2 This is my desk. This is my pen and these are my pencils.

3 What's this? It's my new project. It's a computer – I think!

4 Your books! What a mess! Polly! Stop! Oh, no!




5 Where's my pen? Let's tidy up. It's under the desk. Here you are.

28 twenty-eight

1 Before you read How many rulers can you see? (3 minutes)

- Ask pupils to find the rulers and raise their hands when they are ready to answer.

2 2.6 Watch or listen and read. (8 minutes)

- Have pupils read and listen to the story. Ask them what happens in it. They can also watch the video.
-   Play the audio again and stop at frame 5. In pairs, pupils discuss the question in the *Solve* box. Then play the rest of the story and ask pupils to follow along on page 29.
-  Using the True/False cards technique (see page 16), say different statements about the story. Ask pupils to correct the false statements.
- **Extension** Use the story cards to ask about the story.

2.6

The computer

Scene 1

Lily: These are my books and this is Atomic, my cat.

Jack: Cool!

Scene 2

Lily: This is my desk. This is my pen and these are my pencils.

Scene 3

Sami: What's this?

Lily: It's my new project. It's a computer – I think!

Scene 4

Jack: Your books! What a mess!

Sami: Polly! Stop!

Lily: Oh, no!

Scene 5

Lily: Where's my pen?

Fatma: It's under the desk. Here you are.

Jack: Let's tidy up.

Scene 6

Jack: Your crayons.

Sami: Your scissors and your rulers.

Lily: Thank you.

Scene 7

Lily: Where's Atomic?

Fatma: She's under the table.

Sami: Look... Lily!

Scene 8

Jack: Oh! It's a computer. It's great.

Sami: Well done, Atomic!

Lesson 2, part 1 2

6 Your crayons. Your scissors and your rulers. Thank you.

7 Where's Atomic? She's under the table. Look... Lily!

8 Well done, Atomic. Oh! It's a computer. It's great.

3 After you read Look at the story. Read and tick (✓).

CLIL

1 These are my books.

2 This is my pen.

3 These are my rulers.

4 Act out the story.

5 Draw your desk at home.

Values: Be tidy

Activity Book, Unit 2 Lesson 2, part 2 | Sounds and Spelling Book Unit 2, Lesson 2 | twenty-nine 29

CLIL Link

In Unit 2, the story is based around the concept of living in society: working together and helping each other.

Lily's pets upset all her books and stationery plus the prototype for a new computer that she's working on. Her friends help her tidy up.

3 After you read Look at the story. Read and tick (✓). (5 minutes)

- Pupils complete the activity and check answers with partners.

Diversity

Support

- Use two books, two pens and two rulers to revise vocabulary and the singular and plural forms.

Challenge

- Tell pupils to write sentences for the odd pictures.

4 Act out the story. (5 minutes)

- Divide pupils into small groups. Tell them to choose their roles and practise them.
- Have the groups perform in front of the class.

Extra activity TPR

- Give pupils a strip of paper to write a sentence from the story.
- Read the story in the correct order. When pupils hear their sentence, they have to act their sentence out.

5 ✨ Draw your desk at home. (7 minutes)

- Place pupils in pairs. Give them a sheet of A4 paper. Explain that they have to draw and colour their desk at home. Pupils present their work to the class.
- Place work in their portfolios.

Extra activity Critical thinking

- Ask pupils how often they play computer games and for how long. Ask if it's better to play on computers or to play with friends.

Values

- Ask pupils why it's important to be tidy (for productivity, safety and well-being, for example). Ask them to look at the story and say which frames show tidiness and untidiness. Have pupils work in pairs and discuss what they do to be tidy at home and at school (e.g. *clean their rooms, throw litter in the bin*).

Finishing the lesson (2 minutes)

- Have a class vote on which story the pupils liked better, Unit 1 or Unit 2. Watch or listen to the story with the most votes.

Lesson 2, part 2**Starting the lesson (7 minutes)**

- Pupils stand up with a selection of classroom items. They make sentences using *This is* or *There are* with the classroom objects. Some sentences are true and some are false. Pupils guess if the sentences are true or false.

Practice**Activity Book****1 After you read Remember the story. Read and match. (10 minutes)**

- Pupils think back to the story in the previous lesson and then match the pictures. You can play the audio again from the previous lesson for pupils to check their answers.

Story Lesson 2, part 2

1 After you read Remember the story. Read and match.

1 Oh! It's a computer. It's great.

2 These are my books and this is Atomic, my cat.

3 This is my desk. This is my pen and these are my pencils.

4 Let's tidy up.

2 Values Look and match.

3 Look and colour.

26 twenty-six

2 Values Look and match. (10 minutes)

- Explain to pupils that in this activity they have to help tidy up the classroom. They have to match the items to where they appear in the main picture.

Extra activity Critical thinking

- Ask pupils to think about how tidy they are and if they can improve themselves.

3 Look and colour. (8 minutes)

- Use the Think-pair-share technique (see page 16) to discuss if pupils liked the story.

Extra activity Fast finishers

- Have pupils look at the story and make a list of all the items they know the names of. They can write or draw.

Finishing the lesson (5 minutes)

- As the theme of the lesson is to tidy up, pupils do one task each to tidy up at the end of the lesson.

Extra activity Photocopiable 26

- Ask pupils to do Photocopiable 26.

Vocabulary and Grammar

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to ask and answer where things are
- **Target language:** *chair, computer, cupboard, desk, shelf, table*
- *Where's the (pencil)? It's in/on/under the (desk).*

Global Scale of English (GSE)

- **Listening:** Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly (GSE 10). Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can name everyday objects in their immediate surroundings or in pictures, if given guided questions or prompts (GSE 19). Can recite a short, simple rhyme or chant (GSE 16). Can answer simple questions about where people or things are, using basic phrases (GSE 24). Can ask where an object is, giving a model (GSE 26).

Materials

- Photocopiables 4, 12, 18 and 22
- flashcards from Lesson 1 (*bag, book, crayon, eraser, pen, pencil, pencil case, pencil sharpener, ruler, scissors*)
- sheets of A4 paper
- a pen

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 16)
- Peer learning: pairwork; groupwork; Expert envoy technique (see page 16); Think-pair-share technique (see page 16)
- Independent learning: portfolio; Summative and thought-provoking questions technique (see page 16)

Lesson 3, part 1

Starting the lesson (5 minutes)

- Give each pupil a sheet of A4 paper and ask them to draw or write six classroom objects from Lesson 1.
- Say and show a classroom objects flashcard. If they have that object, they tick it off. The first person to finish calls out *Bingo!*

Presentation (5 minutes)

- Explain that in this lesson pupils will learn about words that express position.

- Place the lesson flashcards on the board. Go through each word and have pupils repeat after you.
- Explain that you will point to one card and pupils have to tell you what the item is.
- Refer pupils to Activity 1. Explain that they have to point to an item for their partner to say what it is. Ensure pupils swap roles.

Practice

Class Book

Vocabulary and Grammar Lesson 3, part 1

1 Listen and say. Then listen and tick (✓). What's missing? **table**

2 Listen and find in Activity 1. Then listen and sing.

My classroom is tidy.
It's tidy today.
My classroom is tidy.
Hip, hip hooray!

Where's the chair?
It's under the table.
Where's the computer?
It's on the desk.

Where's the ruler?
It's in the cupboard.
Where's the book?
It's on the shelf.

My classroom is tidy.
It's tidy today.
My classroom is tidy.
Hip, hip hooray!

3 Ask and answer.

1 2 3 4

Where's the pencil case?
It's on the table.

210

Where's the pencil?
It's in the desk.
It's on the desk.
It's under the desk.

30 thirty

Activity Book, Unit 2
Lesson 3, part 2

Sounds and Spelling Book
Unit 2, Lesson 3

1 2.7 Listen and say. Then listen and tick (✓). What's missing? (10 minutes)

- Ask pupils to look at the picture and name the items.
- **Extension** Ask pupils if the classroom is tidy or messy. Refer pupils to their own class and ask if it is tidy or messy. Say the words in the picture for pupils to point to a real object in class.
- Explain to pupils that they have to repeat the items as they hear them. Play the first part of the audio. Then play the second part. Pupils have to find out which item is missing.
- Ask pupils to first check answers with their partners.

Vocabulary and Grammar

2.7

shelf, computer, cupboard, desk, table, chair

Now listen and tick. What's missing?

Look at my classroom.

This is a chair.

This is a desk.

This is a computer.

This is a cupboard.

This is a shelf.

My classroom is tidy today.

Extra activity Critical thinking

- Ask pupils what they do to keep their classroom tidy. Is there any daily routine for tidying up?

2 2.8 & 2.9 Listen and find in Activity 1. Then listen and sing. (10 minutes)

- On the board, draw a box and a ball on it, a box with a ball under it, and a box with a ball in it. Write *in*, *on*, *under* and *Where's ...?* on the board.
- Point to each picture and ask *Where's the ball?*
- Refer pupils to the song and ask what items they see in it.
- Play song for pupils to sing.
- A karaoke version of the song is also available (track 2.9).

2.8

My classroom is tidy.

It's tidy today.

My classroom is tidy.

Hip, hip hooray!

Where's the ruler?

It's in the cupboard.

Where's the book?

It's on the shelf.

Where's the chair?

It's under the table.

Where's the computer?

It's on the desk.

My classroom is tidy.

It's tidy today.

My classroom is tidy.

Hip, hip hooray!

Extra activity TPR

- Divide the class into three groups. Give each group a preposition, *in*, *on* or *under*.
- Explain that they have to clap when they hear their preposition.

3 Ask and answer. (5 minutes)

- Play the grammar audio (track 2.10) for pupils to listen to.
- Refer pupils to Activity 1. Ask *Where's the book?* Using the Lollipop stick technique (see page 16), elicit the answer. Repeat for all the items.

2.10

Where's the pencil?

It's **in** the desk.

It's **on** the desk.

It's **under** the desk.

Diversity

Support

- Using the Expert envoy technique (see page 16), pair up stronger pupils with weaker ones for this activity.

Challenge

- Pupils use their own classroom objects to go on with extra practise for the activity.

Finishing the lesson (5 minutes)

- On the board, write *Where's?*, *This is*, *These are*, *in*, *on*, *under*, *How many?* and *What colour?*
- Using the Summative and thought-provoking questions technique (see page 16), ask pupils which grammar point they found the easiest to understand and which one the most difficult.
- On a sheet of A4 paper, ask pupils to draw and write a few sentences using the grammar points and the vocabulary they have learnt so far in the two units. They can look back in their books. Place work in their portfolios.

Vocabulary and Grammar

Lesson 3, part 2

Starting the lesson (10 minutes)


- Say sentences about where items are in your classroom. Some should be true and some should be false. Pupils listen and say if the sentences are true or false. Stronger pupils can then also make sentences too.

Practice

Activity Book

Lesson 3, part 2 Vocabulary and Grammar 2

1 Look, trace and number.



5 table
1 shelf
4 computer
6 cupboard
2 desk
3 chair

2 Read and circle.

1 Where's the ruler?
It's on / ~~under~~ the chair.

2 Where's the computer?
It's in / ~~on~~ the desk.

3 Where's the shelf?
It's in / ~~under~~ the cupboard.

4 Where's the chair?
It's on / ~~under~~ the table.

5 Where's the book?
It's in / ~~on~~ the shelf.

6 Where's the teddy?
It's under / ~~in~~ the bag.

twenty-seven 27

1 Look, trace and number. (10 minutes)

- Ask pupils what each item is using *What's number (1)?*

2 Read and circle. (10 minutes)

- Using the Think-pair-share technique (see page 16), pupils check answers with their partners.

Extra activity Fast finishers

- Ask pupils to look around the classroom and choose six objects. Explain that they have to write where they are, what colour they are and how many there are.

Finishing the lesson (10 minutes)

- Pupils draw pictures of three items and where they are in the classroom, for example a pen on a table. Then they pass their drawings to their classmate who finds the item and says the sentence.

Extra activity Photocopiables 4, 12, 18 and 22

- Ask pupils to do Photocopiables 4, 12, 18 and 22.

Skills

Lesson 4, parts 1 and 2

Objectives

- **Lesson objectives:** to identify and say where things are
- **Target language:** revision of all taught words and grammar

Global Scale of English (GSE)

- **Listening:** Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures (GSE 24).
- **Speaking:** Can take part in basic games that use fixed expressions or rhymes (GSE 19).

Materials

- unit flashcards (*bag, book, crayon, eraser, pen, pencil, pencil case, pencil sharpener, ruler, scissors; chair, computer, cupboard, desk, shelf, table*)
- action figure flashcard from Unit 1
- two fly swats
- Unit 2 cut-outs (found at the back of the Class Book)
- scissors

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Yes/No technique (see page 16)
- Peer learning: pairwork; groupwork; Expert envoy technique (see page 16); Think-pair-share technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 4, part 1

Starting the lesson (5 minutes)

- On the board, represent the three prepositions (*in, on, under*) using a box and ball as images.
- Divide the class into two teams and have them line up in front of the board. Give each team a fly swat.
- Say a preposition, the leader of each team has to run up and swat it on the board. If a pupil swats the incorrect preposition, they go back to the end of the line. Pupils hand the fly swat to the next player and sit down after their turn.
- The team that finishes first wins.

Presentation (5 minutes)

- Explain that in this lesson pupils will do an activity that will help them with the Starters exam.
- Place all flashcards from this unit on the board together with the action figure flashcard from Unit 1.

- Draw a simple picture of a classroom on the board. Say a sentence about one of the flashcards, such as *The pencil is on the desk*. Ask a pupil to come to the front and draw a line from the flashcard to the correct place on the classroom picture.
- Repeat with other simple sentences so that pupils understand what they have to do in the activity.

Practice

Class Book

Lesson 4, part 1 Skills 2

1 Listen and draw lines.

2 Cut out. Then listen and play.

Where's the pencil? It's on the table.

What colour is it? It's pink.

Activity Book, Unit 2 Lesson 4, part 2 Sounds and Spelling Book Unit 2, Lesson 4 thirty-one 31

1 2.11 Listen and draw lines. (10 minutes)


- This task is based on Pre A1 Starters Listening Part 1.
- **Extension** Ask pupils to look at Activity 1. Ask *Where's the pencil case?* Elicit *It's in the cupboard*. Continue with *bag, computer and chair*.
- Play the audio for pupils to complete the activity.

2.11




- 1 Boy:** The bag is under the chair. Where's the book?
Man: The book? It's in the bag.
Boy: In the bag. OK.
- 2 Boy:** Where's the crayon?
Man: It's in the pencil case.
Boy: The crayon is in the pencil case, OK.
- 3 Boy:** Where's the eraser?
Man: It's on the desk.
Boy: OK. The eraser is on the desk.
Man: That's right.
- 4 Boy:** Where's the ruler?
Man: It's on the shelf.
Boy: On the shelf?
Man: That's right.
- 5 Boy:** Where's the action figure?
Man: It's on the computer.
Boy: On the computer?
Man: Yes, that's right. Well done!

Diversity

Support

- Before pupils start the activities, have them draw in their notebooks three pictures that will help them remember the prepositions. Have pupils place the sheet in front of them as they do the activities.
-  When they finish, place pupils in pairs and ask them to say true and false sentences about the picture.


2  **2.12 Cut out. Then listen and play.**
 (15 minutes)

- Refer pupils to page 69 in their Class Books and have them cut out the pictures as indicated.
-  Place pupils in pairs and play the audio.
- Explain that pupils have to place the big cut-out of the garden scene in front of them and then place each item in a different location on the scene. Their partner has to ask where each item is and place it in the same location on their own garden scene until they end up with identical scenes. Make sure they follow the dialogue in the audio. They then swap roles.
-  Using the Yes/No technique (see page 16), have pupils tell you if they are ready to proceed with the game.
-  Use the Expert envoy technique (see page 16) to help weaker pupils.
- Pupils can find the cut-outs that they need at the back of the Class Book.
- Ask pupils to keep the cutout cards in their portfolios as they might need to use them later.

2.12

- Girl 1:** Where's the pencil?
Girl 2: It's on the table.
Girl 1: What colour is it?
Girl 2: It's pink.


Extra activity Critical thinking

-  Ask pupils if they enjoy playing games with the cut-outs. Why?/Why not? Ask how these games help them learn.

Extra activity TPR

- Have pupils form a circle. Say some sentences. If the sentences are silly, they have to move. If the sentences aren't silly, they do nothing. If they move with a normal sentence, they have to go back to their seats.
- The game ends when only a few pupils are left standing.

Finishing the lesson (5 minutes)

- On the board, write *Where's the ...? What colour is it? How many? and What's this?*
-  Bring pupils to the front of the class and have them form three lines. Explain that the first person in each line has to make a question to the answer you give them. If they give the correct answer, the person behind them plays next and they sit down. If they make a mistake, they go to the back of the line.
- Stand in front of the first player of one line and say *It's an eraser*. Elicit *What's this?* Then move to the first person of the next line. Say *It's red*. Elicit *What colour is it?*

Lesson 4, part 2

Starting the lesson (10 minutes)

- Place a ball in different places in the classroom so to revise the prepositions of place. Ask pupils where the ball is. Pupils can also place the ball in different places, too.

Practice

Activity Book

Skills Lesson 4, part 2

1 Read and tick (✓).

1 This is my pencil case.
It's on the desk.

2 This is my pencil.
It's in my pencil case.

3 This is my book.
It's on the shelf.

4 This is my ruler.
It's under the table.

2 ✨ Choose, draw a teddy and write.

in on under the shelf the desk the bag

Where's the small teddy? What colour is it?

It's _____ It's _____

28 twenty-eight

Extra activity Fast finishers

- Have pupils write and illustrate a dialogue like the one in Activity 2 of the Class Book in their notebooks.

Finishing the lesson (5 minutes)

- Put pupils in pairs. Ask one of the pupils to hide an item in the classroom. Tell them to give instructions to their partner in order to find the item. Pupils then swap roles.

1 Read and tick (✓). (10 minutes)

- Pupils read each sentence and tick the picture in each row which matches each sentence. Use the Think-pair-share technique (see page 16) for the activity and check answers as a class.

2 ✨ Choose, draw a teddy and write. (15 minutes)

- Pupils have to draw and colour a small teddy in the scene provided. They should decide on the location of the teddy (e.g. a green teddy on the chair). Then they should write the answer to the two questions in the speech bubble (e.g. *It's on the chair. It's green.*). Use the Think-pair-share technique (see page 16) for the activity. Pupils swap partners and read their sentences to each other.

Culture and Project

Lesson 5, parts 1 and 2

Objectives

- **Lesson objectives:** to read a simple text about schools in Oman; to describe their school
- **Target language:** *classroom, library, playground, school, teacher*

Global Scale of English (GSE)

- **Reading:** Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 24).
- **Listening:** Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 25).
- **Speaking:** Can describe objects in a basic way (eg. colour, size) (GSE 25).
- **Writing:** Can write a few basic sentences, given prompts as a model (GSE 13).

Materials

- Photocopiable 30
- flashcards from Lesson 1 (*bag, book, crayon, eraser, pen, pencil, pencil case, pencil sharpener, ruler, scissors*)
- sheets of A4 paper, big piece of card, one for each group of pupils
- scissors, glue
- Unit 2 Culture video
- Unit 2 Project video

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique (see page 16); Lollipop stick technique (see page 16)
- Peer learning: pairwork; groupwork; Expert envoy technique (see page 16); Two stars and a wish technique (see page 16); Three facts and a fib technique (see page 16)

Lesson 5, part 1

Starting the lesson (5 minutes)

- Divide the class into two groups: toys and classroom objects.
- Explain that you will say a toy or a classroom object in a sentence. The group with that name has to stand up.
- If the group makes a mistake, they lose a point. Award six points on the board for each group before you begin.

Presentation (2 minutes)

- Explain that in this lesson pupils will see photographs and representations of school life in Oman.

Practice

Class Book

Lesson 5, part 1

My school

I'm Wafa. Come and see my school.

school

playground

teacher

classroom

This is the playground. It's big!

Let's go inside! This is my classroom. My teacher is Mrs Asma.

library

This is the library.

And here are my friends. It's break time!

This is our school.

Project

Lesson 5, part 2

Make a plan of your school.

- 1 Choose a room in your school.
- 2 Draw the room.
- 3 Write. *This is the... This is our...*
- 4 Together, make a plan of your school.
- 5 Show your plan to the class.

32 thirty-two

Sounds and Spelling Book Unit 2, Lesson 5

1 Before you read Is your school big or small? (5 minutes)

- Ask pupils if they think their class and school is big or small.
- Ask if they like the size of their class and school.

2 2.13 Listen and read. (8 minutes)

- Have pupils read and listen to the text. Ask pupils what they found interesting about the school.
- **Extension** Ask how their school is similar and different to Wafa's.

2.13

My school

Wafa: I'm Wafa. Come and see my school.

This is the playground. It's big!

Let's go inside! This is my classroom.

My teacher is Mrs Asma. This is the library.

And here are my friends. It's break time!

Diversity**Support**

- Read the sentences slowly with the pupils tracking the words. Play the audio again if necessary.

Challenge

- Ask comprehension questions about the text.

3 Find out more! Watch the video. (5 minutes)

- Use the Three facts and a fib technique (see page 16) to ask pupils questions about the video. Play the video as you go along to reinforce the correct answers.

Extra activity Critical thinking

- Ask pupils if they like their school or if they would like to change anything in their school. Encourage pupil to give explanations.

Activity Book

Lesson 5, part 1

CULTURE 2

1 Read and match.

2 After you read Read and write Yes or No.

1 Is it the computer room? No

2 Is it the library? Yes

3 Is it the classroom? Yes

4 Is it the playground? No

twenty-nine 29

Extra activity TPR

- Place strips of paper in a box with classroom objects or school vocabulary. Divide the classroom into two areas: classroom objects and parts of a school. Place one pupil in each part of the room.
- Pupils pick a strip, read what's on it and place it in the correct part of the classroom.
- When all strips of paper have been placed, the pupil with the collected strips reads out the words. If there is an incorrect word, pupils have to hop three times.

Finishing the lesson (5 minutes)

- Have pupils think about their ideal school: how big or small it is, how many rooms it has and what facilities it has.
- In small groups, pupils make sentences about their ideal school and choose a leader who reads the sentences to the class.

1 Read and match. (5 minutes)

- Use the Traffic light cards technique (see page 16) to make sure pupil have understood the vocabulary.
- Pupil check answers with partners.

2 After you read Read and write Yes or No. (5 minutes)

- Pupils complete the activity individually.

Culture and Project

Lesson 5, part 2

Starting the lesson (5 minutes)

- Pupils tell you what they most like about their school. What do they enjoy most about their school day?

Presentation (10 minutes)

- Explain to pupils that they are going to make a plan of their school. Look at the example in the Class Book. Ask pupils how their school is different to this one and what is the same.
- Pupils can do a quick tour of their school to remind themselves of what they need to draw.

Practice – Project

Class Book

Lesson 5, part 1
CULTURE

My school

I'm Wafa. Come and see my school.

school
playground
This is the playground. It's big!

teacher
classroom
Let's go inside! This is my classroom. My teacher is Mrs Asma.

library
This is the library.

And here are my friends. It's break time!

1 Before you read Is your school big or small?
2 Listen and read.
3 Find out more! Watch the video.
4 After you read Activity Book, page 29.

Project Lesson 5, part 2

Make a plan of your school.

- 1 Choose a room in your school.
- 2 Draw the room.
- 3 Write. *This is the... This is our...*
- 4 Together, make a plan of your school.
- 5 Show your plan to the class.

This is our school.

Our school
library our classroom
playground

32 thirty-two

Sounds and Spelling Book
Unit 2, Lesson 5

Make a plan of your school. (20 minutes)

- Place pupils in small groups, using the Expert envoy technique (see page 16) for each one.
- Assign each pupil in the group a role.
- Give each pupil a sheet of A4 paper, and using the Lollipop stick technique (see page 16), pupils read through the instructions.
- Use the Two stars and a wish technique (see page 16) for pupils to assess each other's work.
- Pupils present their work to the class.

Diversity

- Ask pupils to think about the different rooms and places in their school. Write them on the board.
- Have pupils make sentences with the words on the board.
- Explain that pupils can use these sentences in their project.

Extra activity Fast finishers

- Have pupils think about the different parts of their school and what's in them. Ask them to write a few sentences.

Finishing the lesson (5 minutes)

- Pupils say if there is anything they would like to change about their plans if they were to think about an ideal school. What rooms would it have?

Extra activity Photocopiables 30

- Ask pupils to do Photocopiable 30.

English in action

Lesson 6, parts 1 and 2

Objectives

- **Lesson objectives:** to learn how to ask for things politely
- **Target language:** *Can I borrow (it), please?*

Global Scale of English (GSE)

- **Reading:** Can understand basic sentences naming familiar everyday items, if supported by pictures (GSE 25).
- **Listening:** Can understand some basic words and phrases to show politeness (e.g. 'Please', 'Thank you', 'Excuse me', 'Sorry') (GSE 20).
- **Speaking:** Can use a few basic words and phrases to show politeness (e.g. 'Please', 'Thank you') (GSE 19).

Materials

- Photocopiable 34
- strips of paper with alphabet letters on them, enough for each pupil
- straw puppets
- Unit 2 English in action video

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Stop/Go technique (see page 16); Lollipop stick technique (see page 16)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 6, part 1

Starting the lesson (5 minutes)

- Place strips with alphabet letters in a bag or box and ask each pupil to pull out three but not look at them.
- Explain that when you say Go, they have to write as many words as they can with those letters in one minute.
- Have pupils say their words to their partners.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn about asking politely when borrowing things.

Extra activity Critical thinking

- Explain to pupils that you will ask for a pen in two different ways. Say *Give me a pen!* in a rough way and then *Can I borrow your pen, please?* in a polite way. Ask pupils which way was nicer and why.

Practice

Class Book

Lesson 6, part 1

English in action 2
Borrowing things

1 Read and match.

2 Watch or listen and read.

Is this your pen?
Yes, it is.
Can I borrow it, please?
Yes. Here you are.
Thank you.

3 Act out the dialogue. Use different classroom objects.

pencil eraser ruler book crayon

Activity Book, Unit 2 Lesson 6, part 2 Sounds and Spelling Book Unit 2, Lesson 6 thirty-three 33

1 Read and match. (10 minutes)

- Pupils match the words with the pictures.

2 2.14 Watch or listen and read. (10 minutes)

- Ask the pupils to look at the picture and say where the children are.
- Play the video or audio for pupils to watch/listen and read.
- Have pupils read the dialogue in pairs.

2.14

Is this your pen?

Yes, it is.

Can I borrow it, please?

Yes. Here you are.

Thank you.

English in action

Diversity

Support

- Write the dialogue on the board with a space where *pen* is. Go through the dialogue with pupils, adding a word from the classroom vocabulary (where pen is). Repeat and change the classroom object.

Challenge

- Pupils learn the dialogue by heart and act it out in pairs in front of the class.

3 Act out the dialogue. Use different classroom objects. (10 minutes)

- Using the Stop/Go technique (see page 16), have pupils tell you if they are ready to proceed with the activity.
- Explain that pupils can use their straw puppets if they like.
- Using the Lollipop stick technique (see page 16), invite pupils to come to the front of the class and act out the dialogue. Repeat with as many pairs as possible.

Finishing the lesson (3 minutes)

- Pupils go around the class and borrow three items from their classmates using the sentences they have learnt. Make sure they return them as well!

Lesson 6, part 2

Starting the lesson (10 minutes)

- Start the class by asking pupils to borrow items from their classmate. They can then return them. Also briefly revise the words for classroom objects.

Practice

Activity Book

1 Write and match. (10 minutes)

- Pupils write the missing letters from the words and match to the pictures.

2 Write, draw and colour. Then act out. (15 minutes)

- Pupils complete the activity in pairs.
- When pupils complete the activity, ask them to raise their hands to act out their dialogue.

Finishing the lesson (5 minutes)

- Collect together 10 items from pupils. Distribute them to pupils in the class. Pupils ask questions to try to return the items to their owners by asking, *Is this your ...?* Pupils answer, *Yes, it is* or *No, it isn't*.

Extra activity Photocopiable 34

- Ask pupils to do Photocopiable 34.

Review

Lesson 7, parts 1 and 2

Objectives

- **Lesson objectives:** to review unit language; to practise for the Pre A1 Starters Reading and Writing Exam Parts 1 and 3 and Speaking Exam Part 2
- **Target language:** unit vocabulary and grammar

Global Scale of English (GSE)

- **Listening:** Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures (GSE 24). Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly (GSE 10).

Materials

- sheets of A4 paper
- your own stickers, gold stars or stamps
- Unit 2 Practice sheet

Assessment for Learning (formative assessment)

- 🎯 Setting aims and criteria: lesson objectives presentation
- 🗨️ Monitoring pupils' learning: Thumbs up/down technique (see page 16); Lollipop stick technique (see page 16)
- 👥 Peer learning: pairwork; groupwork; Two stars and a wish technique (see page 16); Three facts and a fib technique (see page 16)
- 📚 Independent learning: Summative and thought-provoking questions technique (see page 16); portfolio

Lesson 7, part 1

Starting the lesson (2 minutes)

- On the board, write *This is* and *These are*.
- Give each pupil a sheet of A4 paper to write four sentences with *This is* and *These are*.
- 🗨️ Use the Lollipop stick technique (see page 16) to ask pupils to read their sentences to the class.

Presentation (1 minute)

- 🎧 Explain that in this lesson pupils will review the grammar and vocabulary they have learnt in the unit.

Practice

Class Book

Lesson 7, part 1

Review

1 Trace. Then look and circle.


1 This is / These are
my pencil.

2 This is / These are
my erasers.

3 This is / These are
my pens.

4 This is / These are
my computer.

2 🎧 2.15 Listen and write Yes or No.



1 Yes

2 No

3 Yes

4 No

3 📖 Go to the Progress path on pages 64–65.

34 thirty-four

Activity Book, Unit 2
Lesson 7, part 1

Sounds and Spelling Book
Unit 2, Lesson 7

1 Trace. Then look and circle. (5 minutes)

- Have pupils ask each other how many objects there are in each item, e.g. *How many pencils? One.*
- **Extension** Ask pupils to draw a classroom object in their notebooks and to present it to their partner.

Diversity

Support

- On the board, write two simple sentences with *This is* and *These are*. Draw a picture next to each sentence. Read them out loud and pupils repeat. Have pupils refer to these sentences as they do the activity.

Challenge

- Pupils write their own sentences using the classroom objects they have and *This is* or *These are*.

2 🎧 2.15 Listen and write Yes or No. (5 minutes)

- Pupils complete the activity and check with partners.
- 👥 Have pupils use the Three facts and a fib technique (see page 16) by saying where each item is, making one mistake on purpose for their partner to find.

Review

2.15

1 Woman: Where's the ruler?

Girl: It's on the desk.

2 Woman: Where's the sharpener?

Boy: It's on the shelf.

3 Woman: Where's the bag?

Girl: It's in the cupboard.

4 Woman: Where's the pencil case?

Boy: It's under the chair.

3 Go to the Progress path on pages 64–65. (2 minutes)

- Refer pupils to pages 64 and 65 in their Class Books and ask them to answer the two questions for Unit 2. Pupils can work individually or in pairs.
- Pupils get one point for answering correctly and two points for writing the answers in a correct sentence. They get an extra point if they can add more detail.
- Check the answers as a class. They can then stick the stars from the stickers pages at the back of the Class Book.

Answer key These; It's on the desk/table.

Activity Book

Lesson 7, part 1 Review 2

1 Look and write.

This These

1 This is my bag. 2 These are my books.

3 These are my crayons. 4 This is my ruler.

2 Read, circle and write.

table shelf cupboard desk

1 Where's the ruler? It's in / on the cupboard.

2 Where's the book? It's in / on the shelf.

3 Where's the chair? It's on / under the table.

4 Where's the pen? It's under / on the desk.

3 Read and draw.

1 These are my books. 2 This is my pencil case.

thirty-one 31

1 Look and write. (5 minutes)

- Pupils use the Thumbs up/down technique (see page 16) to Express how they feel about the activity.

2 Read, circle and write. (5 minutes)

- Pupils check answers with their partners and using the Two stars and a wish technique (see page 16), assess each other's work.

3 Read and draw. (5 minutes)

- Pick up a few pencils and say *These are my pencils*. Then pick up an eraser and say *This is my eraser*.
- Pupils complete the activity. Praise their good work.
- Now tell pupils to complete the Picture dictionary on page 60 of the Activity Book.

Extra activity Critical thinking

- Using the Summative and thought-provoking questions technique (see page 16), ask pupils to think about their progress quietly. Ask how many gold stars/stickers/stamps, on a scale of 1 to 3, they think they should receive. Give pupil the amount they ask for.

Extra practice

Lesson 7, part 1

Extra practice

1 Find and colour. Then count.

a These are my pens. 3

c These are my crayons. 6

e These are my erasers. 4

b This is my ruler. 1

d This is my book. 1

f This is my pencil case. 1

2 Look at Activity 1. Read and write.

in on under cupboard chair desk table

1 Where's the computer? It's on the table.

2 Where's the bag? It's under the chair.

3 Where's the pencil case? It's on the desk.

4 Where's the book? It's in the cupboard.

32 thirty-two

1 Find and colour. Then count. (3 minutes)

- Ask pupils to look at the picture and tell you how many of the items they see.
- Pupils complete the activity and then check answers with their partners.

2 Look at Activity 1. Read and write. (4 minutes)

- Do a quick revision of the prepositions, using different classroom objects.
- Pupils complete the activity and then check answers with their partners.

Extra activity TPR

- Ask pupils to form a circle. Explain that when you say a classroom object, they have to walk to the left. When you say a toy, they have to walk to the right. Start off slowly and pick up speed.

Extra activity Fast finishers

- 🎓 Have pupils make a poster showing what they have learnt in this unit. Place work in their portfolios.

Finishing the lesson (3 minutes)

- Hold a class vote on which activity pupils found the most interesting in the unit.
- Go to the activity which has the most votes and do it.
- 🎓 Use the Summative and thought-provoking questions technique (see page 16) and ask what other words they could have learnt in this unit. Choose three words and write them on the board. Then, ask pupils what they would like to learn next and why.

Get ready for...

Lesson 7, part 2

Starting the lesson (3 minutes)

- Ask pupils to look at the unit with their partners. Pupils choose a small dialogue or a verse from a song they would like to read or act out using their straw puppets.
- Give each pair a number.
- Pull out a strip of paper from the box and read out the number. The pair with that number acts out their dialogue or performs it with their straw puppets.

Presentation (4 minutes)

- Explain that in this lesson pupils will practise for the Starters Reading and Writing Exam in both the Class Book and Activity Book. They will also practise for the Starters Speaking Exam.
- On the board, draw different classroom objects from the lesson and say correct and incorrect sentences.
- Use the Expert envoy technique (see page 16) to have pupils correct your incorrect statements.

Practice







Class Book

Lesson 7, part 2 2

Get ready for...

Pre A1 Starters Reading and Writing Part 1


1 Look and read. Put a tick (✓) or a cross (X) in the box.

| | |
|---|--|
| <p>1  This is a table. ✓</p> | <p>2  These are scissors. ✗</p> |
| <p>3  This is a book. ✗</p> | <p>4  These are computers. ✓</p> |
| <p>5  This is a desk. ✗</p> | <p>6  These are pencil cases. ✓</p> |


Pre A1 Starters Speaking Part 2

2 Point to the pictures in Activity 1. Ask and answer.

What's this?



It's a chair.



Activity Book, Unit 2
Lesson 7, part 2 thirty-five 35

1 Look and read. Put a tick (✓) or a cross (X) in the box. (8 minutes)

- Tell pupils that this isn't a quiz and they shouldn't be nervous about completing it.
- Pupils complete the activity individually and use the Traffic light cards technique (see page 16) to express how they feel about the activity.
- They check answers with their partners.

Diversity

Support

- Before doing the activity, give pupils a little time to look through the unit and refresh their vocabulary. Do a short quiz, using the unit flashcards, asking pupils to tell you what each flashcard is.
- Ask pupils to note which words they cannot remember and allow them some time to look at them before doing the activity.

Challenge

- Write *Classroom objects* on the board for pupils to write a list of all the objects they can remember. When they finish, tell them to check spellings in the Class Book.

2 Point to the pictures in Activity 1. Ask and answer. (10 minutes)

- Review *What's this ...?* using the unit flashcards.
- In pairs, give one pupil two flashcards. Explain that they have to show their partner a flashcard and say *What's this ...?* Partners swap roles.
- Have pupils complete the activity.
- Give each pupil a sheet of A4 paper. Ask them to cut it into three big strips. On each strip, they have to draw a classroom object. Then with their partner, they ask and answer using *What's this ...?*
- Pupils swap papers and then check each other's work.

Activity Book


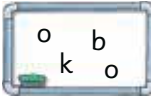







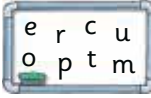
Get ready for...

Lesson 7, part 2

2

Pre A1 Starters Reading and Writing Part 3

1 Look at the pictures. Look at the letters. Write the words.

| | | | |
|---|--|----------|--|
| 1 |  | book |  |
| 2 |  | pencil |  |
| 3 |  | desk |  |
| 4 |  | ruler |  |
| 5 |  | computer |  |

thirty-three 33

1 Look at the pictures. Look at the letters. Write the words. (10 minutes)

- Using all of the unit flashcards, go through each item and spell each word.
- Intentionally make mistakes for pupils to correct you.
- Then on the board, write a few scrambled words for pupil to find and the answers.
- Have pupils complete the activity and check answers with their partners.
- Pupils use the Traffic light cards technique (see page 16) to express how they feel about the activity.
- Use the Two stars and a wish technique (see page 16) for pupils to assess each other's work both here and in the Class Book.

Extra activity Fast finishers

- Have pupils write a song or a chant using words from this unit. Have the class sing or chant the pupils' work.

Extra activity TPR

- Place flashcards from this unit, Starter Unit and Unit 1 around the classroom.
- Divide pupils into small groups. Bring one group to the front. Explain that you will say toys, colours, classroom objects or numbers.
- The group has to find as many flashcards on that topic as they can in 30 seconds. The group that finds the most flashcards wins.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils how successful their learning is, and on a scale of 1 to 5, have them rate how much they enjoyed this unit.
- Congratulate pupils on completing the unit.
- Ask them which song or chant they liked best in the unit and play it for them to sing or chant.

Shared reading Unit 2

- Focus a lesson on shared reading with the class. Follow procedures as set out in the Teacher's Book Introduction on page 18.

Unit 2 Practice sheet

- Pupils now complete the Unit 2 Practice sheet. Give pupils support where necessary and focus time on areas where pupils commonly needed extra help. Refer to the Practice sheet teacher's notes for audio scripts and answer keys. Praise pupils for their hard work.

Learning club 1

Language booster 1

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to do activities that consolidate and extend vocabulary and grammar from Units 1–2; to talk about books using adjectives
- **Target language:** *monster, helicopter; noisy, interesting, scary; The robot is very small. Is it very small? Yes, it is. / No, it isn't; What's your favourite book? My favourite book is...*
- **Revised language:** *robot, book, computer, big, small*

Global Scale of English (GSE)

- **Listening:** Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly (GSE 10). Can understand simple phrases about likes and dislikes (GSE 23).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).
- **Reading:** Can understand basic sentences describing familiar everyday items (e.g. colour, size), if supported by pictures (GSE 27).
- **Writing:** Can write simple sentences about their likes or dislikes in relation to familiar topics (e.g. food), given prompts or a model (GSE 30).

Materials

- indoor flashcards (*action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yo-yo*)
- outdoor toys flashcards (*ball, bike, kite, scooter, slide, swing*)
- classroom objects flashcards
- sheets of A4 paper
- stopwatch or a timer
- well-known story books
- your favourite book as a child (if possible)

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 16); Traffic light cards technique (see page 16); Yes/No technique (see page 16)
- Peer learning: pairwork; groupwork; Think-pair-share technique (see page 16)
- Independent learning: portfolios; Summative and thought-provoking questions technique (see page 16)

Lesson 1, part 1

Starting the lesson (3 minutes)

- Ask pupils to sit in a circle. Hand out the flashcards of indoor and outdoor toys and classroom objects to each pupil. Ask pupils to say the object they've got, e.g. *I've got a swing. I've got a computer.*

Presentation (2 minutes)

- Explain that in this lesson pupils will learn more vocabulary related to toys and classroom objects. They will also learn adjectives with *very* to describe toys.

How many toys can you say? (2 minutes)

- Set a timer to one minute and ask pupils to say as many toys as possible. Ask them to count as they say them. Then say how many they can say. Pupils can do this alone, in pairs or in groups.

Practice

Class Book

Language booster 1

How many toys can you say?

1 **Listen and say. Then listen and number.**

2
monster

3
helicopter

1
robot

4
computer

5
book

2 **Listen and match.**

1 The robot is very... big.

2 The monster is very... small.

3 The helicopter is very... noisy.

4 The computer is very... interesting.

5 The book is very... scary.

3 **Say and play.**

Is it very interesting? No, it isn't.

Is it very scary? Yes, it is.

Is it the monster? Yes, it is.

LB1.1

The robot is *very* small.

Is it *very* small?
Yes, it is.
No, it isn't.

36 thirty-six

1 **LB1.1 Listen and say. Then listen and number.** (5 minutes)

- Ask pupils to look at the pictures. Play the audio for pupils to hear. Play the audio again and this time ask pupils to repeat the items as they hear them.

- Play the audio again and this time pupils listen and write the correct number in the box. Check answers as a class.
- In pairs, have pupils ask each other about the items. One pupil points and asks *What's this?* and the other replies *It's a ...*

LB1.1

- 1 This is my favourite toy. It's a robot. It's very small.
- 2 My favourite toy is a monster. It's very scary.
- 3 My favourite toy is a helicopter. It's yellow and it's very noisy.
- 4 My favourite thing isn't a toy. It's my computer. It's very big.
- 5 This is my favourite book. It's about monsters. It's very interesting.

2 LB1.2 Listen and match. (5 minutes)

- Draw a normal-sized house on one side of the board. Write *big* under the house. On the other side of the board, draw a much bigger house. Write *very big* under it. Point to each one and ask pupils to repeat. Repeat with *small* and *very small* and another illustration.
- Explain, in L1 if necessary, that we use *very* to make adjectives stronger. Using the Yes/No technique (see page 16), check pupils understand the meaning of *very* + adjective.
- Ask pupils to identify the adjectives in Activity 2. Point to each one and say them. Pupils repeat. Repeat each adjective again with *very*. Pupils repeat.
- Play the audio and pupils match the three columns. Check answers as a class by having pupils read the completed sentence, e.g. *The robot is very small*.
- **Extension** Pupils draw pictures to illustrate each adjective and *very* + each adjective on a sheet of A4 paper, e.g. by drawing a book they find *interesting* and another book they find *very interesting*. Keep them in their portfolios.

LB1.2

- 1 The robot is very small.
- 2 The monster is very scary.
- 3 The helicopter is very noisy.
- 4 The computer is very big.
- 5 The book is very interesting.

3 Say and play. (5 minutes)

- Play the audio track LB 1.3. Pupils listen and repeat so they have a model to follow for the activity.

LB1.3

The robot is **very** small.
 Is it **very** small?
 Yes, **it is**.
 No, **it isn't**.

- Put the following flashcards on the board: monster, helicopter, robot, computer and book. Point to one and ask *Is it a ...?* Pupils answer *Yes, it is* or *No, it isn't* depending on the item.
- Ask pupils to look at the speech bubbles. Have two volunteers read them aloud. Explain that one pupil chooses an item and the other asks questions to find out what it is.
- Use the Traffic light cards technique (see page 16) to check pupils know what to do.
- **Extension** Pupils ask and answer about other toys and/or classroom items.

Lesson 1, part 1 LC1

4 **Listen and read.**



What's your favourite book?
 Jack and the Beanstalk. It's very scary. What's yours?
 My favourite book is Cinderella. It's very interesting!

5 **Act out the dialogue. Use different books and adjectives.**

Snow White Little Red Riding Hood

interesting scary

6 **Draw a picture of your favourite book. Then complete the sentences.**

- 1 My favourite book is _____.
- 2 It's _____.



Show what you know

Write, tick and stick.

How many toy words can you say now?

Can you talk about your favourite toy?

Can you talk about your favourite book?

Well done! 

Activity Book, Language booster 1
 Lesson 1, part 2 thirty-seven 37

4 LB1.4 Listen and read. (5 minutes)

- Show pupils the books you have brought in. Ask pupils to sit in a circle and read them a short story.
- Use the Traffic light cards technique (see page 16) to see if the pupils liked the story. Encourage them to use adjectives from page 37.
- Ask pupils to look at the picture and say if they think the children are happy and why.
- Point to the picture of the book *Jack and the Beanstalk* and ask pupils if they know the story.
- Play the audio and pupils follow in their Class Books. Play the audio again and pupils read along.
- Place pupils in pairs and they practise the dialogue as best they can.

Learning club 1

LB1.4

What's your favourite book?

Jack and the Beanstalk. It's very scary. What's yours?

My favourite book is Cinderella. It's very interesting!

- 5 **Act out the dialogue. Use different books and adjectives.** (3 minutes)
- Ask pupils to look at the two book titles. Read them aloud. Ask if they know the books and if they like them.
 - In pairs, pupils replace the stories in Activity 4 with new information.
 - Using the Lollipop sticks technique (see page 16), invite a pair to come to the front of the class and act out their dialogue.
- 6 **Draw a picture of your favourite book. Then complete the sentences.** (3 minutes)
- Pupils draw a picture and write sentences about their favourite book.
 - Pupils write their descriptions in the space provided.

Show what you know Write, tick and stick.
(2 minutes)

- Pupils read and complete the *Show what you know* box. Check what pupils have learnt. Praise them and tell them to add the relevant sticker from their sticker sheet in the Class Book.

Finishing the lesson (5 minutes)

- Show pupils your favourite book (as a child). Say, e.g. *My favourite book is very scary. It's Snow White.* Write the two sentences on the board. Use the Lollipop technique (see page 16) to ask pupils to choose their favourite book.
- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they think about what they learnt today.

Lesson 1, part 2

Starting the lesson (5 minutes)

- Ask pupils to stand in a circle. Stand in the centre of the circle and ask pupils to walk around anti-clockwise. Clap your hands and shout *Big!* Pupils make themselves big. Clap again and shout *Very big!* Pupils try and make themselves bigger. Continue with *scary*, *small*, *interesting* and *noisy*.

Practice

Activity Book

Language booster 1

1 Look and write.

book helicopter computer ~~monster~~ robot

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| m | c | o | m | p | u | t | e | r | o | b | b | o | k |
| n | h | e | l | i | c | o | p | t | e | r | k | r | o |
| s | b | o | o | k | r | o | b | o | k | r | o | b | o |
| t | k | k | k | k | k | k | k | k | k | k | k | k | k |
| r | r | r | r | r | r | r | r | r | r | r | r | r | r |

2 Look at Activity 1. Read and match.

| | |
|---|-----------------|
| 1 Look at the book. Is it very big? | a Yes, it is. |
| 2 Look at the monster. Is it very scary? | b Yes, it is. |
| 3 Look at the helicopter. Is it very noisy? | c No, it isn't. |

34 thirty-four

1 Look and write. (5 minutes)

- Ask pupils to look at the pictures and say what they are.
- Pupils complete the crossword with the correct words. Ask pupils to spell the words. Say, e.g. *How do you spell 'monster'?*

2 Look at Activity 1. Read and match. (5 minutes)

- Ask pupils to look at the first sentence and question. Read aloud and have pupils point to the book in Activity 1. Elicit the answer.
- Pupils complete the activity.
- Use the Think-pair-share technique (see page 16). Pupils check their answers with a partner.

Extra activity TPR

- Ask pupils to mime one of the toys. The rest of the class guesses what it is. Encourage them to say the toy and *very* + adjective, e.g. *The monster is very scary*. Alternatively, pupils can work in pairs or small groups. They decide on a toy and mime it for the rest of the class.

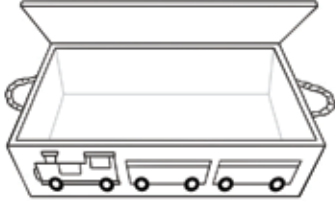
- Check answers as a class by having pairs read out their dialogues.

Finishing the lesson (5 minutes)

- Pupils sit in a circle. Sit in the circle, too. Demonstrate the activity. Walk round the outside of the circle saying a toy and an adjective with *very*, e.g. *A very scary monster!* Then touch someone on the head. You have to run back to your spot before the pupil gets to your sitting spot. Then the pupil does the same, walking round and saying a toy and an adjective.
- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they think about what they learnt today.

Lesson 1, part 2

3 ✨ Draw three toys. Then write and circle.



1 Look at my _____ It's very noisy / scary / big.

2 Look at my _____ It's very interesting / big / scary.

3 Look at my _____ It's very interesting / noisy / small.

4 Read and order the dialogue.

3 My favourite book is *Cinderella*. It's very interesting!

2 *Jack and the Beanstalk*. It's very scary. What's yours?

1 What's your favourite book?

5 Read and write. Use different books and adjectives.

What's your favourite book?

It's very _____ What's yours?

My favourite book is _____ It's very _____!

thirty-five 35

3 ✨ Draw three toys. Then write and circle.

(10 minutes)

- Place the indoor and outdoor toys flashcards on the board and review what each one shows.
- Ask pupils to look at Activity 3. Tell them to draw three toys in the toy box.
- Have pupils complete the sentences with the name of each toy and then circle an appropriate adjective. Ask pupils to read what they have written.

4 Read and order the dialogue. (5 minutes)

- Pupils complete the activity in pairs.
- When pupils complete the activity, they practise reading the dialogue.

5 Read and write. Use different books and adjectives. (5 minutes)

- Pupils remember their favourite book from the Class Book. They use the information to complete the activity and ask and answer with a partner.

Learning club 1

CLIL: Natural Science

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to learn about the five senses
- **Target language:** *hearing, sight, smell, taste, touch*

Global Scale of English (GSE)

- **Reading:** Can understand a few simple phrases related to familiar, everyday activities (GSE 27). Can understand the main information in basic diagrams related to familiar topics (GSE 37).
- **Listening:** Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 25).
- **Speaking:** Can ask simple questions about very familiar topics (GSE 29).

Materials

- Photocopiable 37
- sheets of A4 paper
- pencils, scissors, glue, card, colored paper, markers, scissors, empty boxes
- old magazines – should have flowers, food, animals, gadgets and clothes as topics
- different fruit, a few flowers, a phone or tablet, music from a CD player, radio or phone
- blindfolds, enough for half the class
- songs from previous lessons
- a soft ball
- aluminium foil, felt paper, jagged or rough paper, all cut up in different sizes, enough for each pupil
- perfume or essential oils
- a book in braille or an example of it from the internet

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 16); Traffic light cards technique (see page 16); Happy/Sad technique (see page 16); True/False cards technique (see page 16)
- Peer learning: pairwork; groupwork; Think-pair-share technique (see page 16); Three facts and a fib technique (see page 16)
- Independent learning: Learning diary (see page 16); portfolio

Lesson 2, part 1

Starting the lesson (5 minutes)

- Play *I spy* with pupils using objects in the classroom, e.g. *I spy with my little eye something big and white* (the board). If you want to make the game more

challenging, use the letters that the objects begin with rather than descriptions. After a few rounds, invite a pupil to continue. When you have finished, ask the class *Can you play with your eyes closed? No, we can't.* Explain that we need our eyes to see. We call this *sight*.

Presentation (5 minutes)

- Explain that in this lesson pupils will learn about the five senses.
- In L1, ask why the senses are important and what they help us with.
- On the board, write the five senses. Go through each one and have pupils repeat after you. Ask pupils what part of our bodies do we use for each sense.
- Use the Happy/Sad face technique (see page 16) to check whether pupils have understood that we have senses and that each one is important.

Practice

Class Book

The image shows a page from a class book titled 'What are our senses?'. It includes a 'Think' section with the question 'How many senses have we got?' and the answer '5'. A 'Learn' section asks 'Listen, read and check.' and provides a list of five senses: sight, hearing, smell, taste, and touch, each with a corresponding photo and a sentence: 'We can see with our eyes.', 'We can hear with our ears.', 'We can smell with our noses.', 'We can taste with our tongues.', and 'We can touch with our hands and feet.' A 'Check' section has two parts: 'Match the senses with the body parts.' and 'Ask and answer. What can we touch with:'. The first part shows a diagram of the human body with lines connecting the senses to their respective body parts. The second part lists 'our hands?', 'our fingers?', 'our feet?', and 'our faces?' and includes a speech bubble asking 'What can we touch with our feet?' with the answer 'A ball!'.

1 Think How many senses have we got?


(5 minutes)

- Ask pupils to look at the senses on the board. Ask how many there are.
- Ask pupils to think about which sense they use the most and why.

- Pick up a piece of fruit and ask pupils what sense they use with it. Smell or taste the fruit. Continue with music, flowers and other items you have brought in.

Diversity

Support

-  Play a spelling bee game with the senses. Write words on flashcards, show them to pupils and spell each word. Place pupils in pairs and have them repeat.

Extra activity Critical thinking

- Ask pupils to think about blind or deaf people. Ask how they think they see or hear. Explain that these people have heightened their other senses. Explain that you will ask a pupil to come forward and place a blindfold on them. Hand them a piece of fruit to guess what it is by using their senses. Continue with other pupils using a phone, food, clothes and classroom items.

2 Learn C1.1 Listen, read and check. (10 minutes)

- Focus pupils on page 38 of their Class Book.
- On the board, write *eyes, ears, noses, tongues, hands* and *feet*. Point to *eyes*. Ask pupils what sense we use with it. Continue with all the body parts on the board.
- Play the audio and ask pupils to read along with it.

C1.1

How many senses have we got?

We've got five senses. They are sight, hearing, smell, taste and touch.

sight

We can see with our eyes.

hearing

We can hear with our ears.

smell


We can smell with our noses.

taste

We can taste with our tongues.

touch


We can touch with our hands and feet.

-  In pairs, pupils read two senses of their choice to their partners.





Extra activity TPR

- Ask pupils to come to the front of the class and stand in a circle. Say a sentence about the senses. If it is correct, pupils jump up and down. If you are wrong, pupils must stay still. Pupils who move sit down on the spot and lose a turn.

3 Check Match the senses with the body parts. (5 minutes)

- Ask pupils to check their answers with a partner.
-  Place pupils in pairs. One pupil points to a body part, their partner has to say what sense is associated with it.


4 Ask and answer. What can we touch with: (5 minutes)

-  Do the first two items with the class. Use the Traffic light cards technique (see page 16) to ensure all pupils understand the activity.
-  Place pupils in pairs. Use the Lollipop stick technique (see page 16) to bring pupils to the front and role play the game.
-  Place pupils in small groups. Give each group one of the following questions to discuss: *What can we hear with our ears? What can we see with our eyes? What can we taste with our tongues? What can we smell with our noses?*
-  Have pupils use the Three facts and a fib technique (see page 16) to check and assess what they have learnt.

Extra activity Fast finishers

- Have pupils draw themselves in their notebooks and make sentences about what sense they use with different parts of their bodies.

Finishing the lesson (5 minutes)

-  Place pupils in small groups and give them a few magazines, A4 paper, scissors and glue.
- Explain that they have to make a poster showing how they use their senses. Refer them to Activity 2 as an example.
- Make a classroom display.

Learning club 1

Lesson 2, part 2

Starting the lesson (5 minutes)

- Place pupils in five groups and have them sit in a circle. Give each group a soft ball and a sense.
- Say an item for pupils to toss the ball if they can use their senses for it.
- Say *ice cream*. Pupils in the taste and smell group toss the ball to each other.

Presentation (5 minutes)

- Write the five senses on the board. Encourage pupils to make sentences with them and write them on the board.
- Explain that in this lesson pupils will practise what they have learnt about the senses and then do a project.

Practice

Class Book

Lesson 2, part 2

LC1

Let's practise!

5 Look at the diagram. What senses can you see?

6 What sense is it? Write the number.



a  3

b  1

c  2

d  1

e  1

f  2

Show what you know

Make a sense box.



1

2

thirty-nine 39

5 Let's practise! Look at the the diagram. What senses can you see? (5 minutes)

- Refer pupils to the diagram and ask if they have ever seen or used one like this before. Ask what they think the middle circle is.
- Ask pupils to think about what they can hear and touch.

- Place pupils in pairs and give them a sheet of A4 paper. Ask pupils to make their own Venn diagram and around it write what items they can use each sense with. Have pupils illustrate their work and present it to the class.
- Pupils place work in their portfolios.

Diversity

Support

- To help pupils understand how Venn diagrams work, bring in printed examples from the internet showing different topics. Do an example. Work with how many pupils like vanilla ice cream, chocolate ice cream or both. Then do one with the senses.

6 What sense is it? Write the number. (5 minutes)

- Explain that they have to number each picture according to the sense in the Venn diagram. For example, a baby crying is hearing.
- Pupils complete the activity in pairs.
- Using the True/False cards technique (see page 16), check answers by going through each item and stating what sense it is.

Extra activity Fast finishers

- Have pupils draw different pictures showing the different senses they use. Encourage pupils to make sentences.

Show what you know Make a sense box. (15 minutes)

- Explain that pupils are going to make a sense box. Give each pupil a box or container.
- First, have the pupils cover their box or container with different types of paper, e.g. aluminium foil, felt or rough paper.
- Then, have pupils place their beans, straws cut in small pieces, rice or chickpeas in it.
- Have pupils seal the box with glue and spray it with some perfume or put a few drops of essential oils on it.
- Ask pupils to shake their box. What sense are they using? (*Hearing*). Ask pupils to run their fingers across the box. What sense are they using? (*Touch*). Ask the pupils to explain how they are using sight (*They can see different colours*). Then have pupils smell it. Ask what it smells like.
- Pupils take their sense box home to show their parents.

Extra activity TPR

- Explain to pupils that they can use their sense box to play music as well. Play a song from any of the previous lessons for pupils to move their sense box, or tap a straw on it, to the song's beat as they sing.

Extra activity Critical thinking

- Show pupils a book or sample with braille. Ask if they know what it is. Explain that blind people can read with their fingers, just as deaf people can hear with their hands. Ask why it is important for people with a disability to have things like braille and sign language.

Finishing the lesson (5 minutes)

- 📖 Ask pupils to take out their Learning diaries from their portfolios.
- Explain that they have to write what they have learnt so far in each unit and in the CLIL lesson.
- On the board, write *What I have learnt*. Have pupils say words or sentences and write them on the board.
- Pupils present their work to their partners and then show their parents.
- 📖 Place the Learning diaries in their portfolios.

Extra activity Photocopiable 37

- Ask pupils to do Photocopiable 37.



Move your body!

Unit objectives

to talk about body parts and body movements

Language

| | |
|-------------------|---|
| Vocabulary | Body: <i>arms, face, feet, fingers, hands, head, knees, legs, toes, tummy</i> Body movements: <i>bend, clap, move, stamp, stretch, touch</i> |
| Grammar | <i>I've got (one face). I've got (ten toes). Move (your body). Touch (your head).</i> |
| Functions | <i>What a cool (dinosaur)!</i> |

Learning outcomes

| | |
|------------------|--|
| Listening | <ul style="list-style-type: none"> • Develop an awareness of intonation patterns when listening • Listen and understand familiar words and set phrases in short and simple texts on familiar topics • Listen and understand the overall meaning of very short and simple texts on familiar topics • Listen and respond appropriately to peers and adults • Listen to rhymes, chants and songs and sing them • Respond to factual questions |
| Speaking | <ul style="list-style-type: none"> • Articulate words in connected speech • Pronounce learned words using correct stress and intonation • Recite songs and rhymes individually and chorally • Name familiar objects • Describe familiar objects • Respond verbally to direct questions, instructions and visual inputs • Give directions and instructions • Act out parts of a picture story using simple actions and words • Ask and answer simple questions on familiar topics |
| Reading | <ul style="list-style-type: none"> • Follow words, phrases and sentences in English from left to right • Read the most common high frequency words • Recognise the effect of word spacing and simple punctuation when reading • Read and re-read very short and simple texts • Read and understand the overall meaning of very short, simple texts with the help of pictures |
| Writing | <ul style="list-style-type: none"> • Write correctly formed letters and words moving from left to right using four lines • Use segmenting strategies to write new words • Write lower and upper case letters legibly • Write phrases/sentences using spacing, capitalisation and full stops • Spell frequently used words correctly • Write very short, simple sentences on familiar topics • Write short, simple descriptive texts on familiar topics if provided with key words and supported by pictures |

Cognitive skills

- Listen and respond physically to songs, rhymes, chants
- Draw pictures to represent vocabulary and familiar concepts
- Use gesture and posture inclusively (e.g. sits in a circle, looks at other children, waves to other children, points to where they could sit)
- Observe rules of games when playing with other children
- Understand the steps needed to complete the activity
- Match objects, people, letters, pronunciations and words
- Guess the next thing that happens in a story and/or add a new ending to a story
- Understand and carry out basic instructions for class/school

Key competences

Linguistic competence: use language as an instrument for communication (L 1–7)

Mathematical, scientific and technological competences: use numbers to complete an activity (L. 2, 3, 5 and 7)

Digital competence: use Class Book and Activity Book eBook (L. 1–7)

Social and civic competences: learn to be creative (L. 2, 3 and 5); learn to pay a compliment (L. 6)

Cultural awareness and expression: express Omani identity (L. 5)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–7) using: previous knowledge (L. 1 and 2); following instructions (L. 1–7); personalisation of language learnt (L. 5)

Initiative and entrepreneurship: choose topic for the project (L. 5)

Future Skills

| | |
|--------------------------|---|
| Critical thinking | Predicting (L. 2); Problem solving (L. 2 and 7); Logical thinking (L. 2 and 5); Defining and describing (L. 1, 3, 4, 5 and 6); Finding information (L. 2 and 5); Planning (L. 3 and 5); Reflecting on learning (L. 1–7) |
| Creativity | Designing a robot (L. 2) |
| Communication | Presenting and describing body parts and actions (L. 1 and 3); Asking and answering about body parts (L. 4); cut-outs game (L. 4); Functional dialogue (L. 6) |
| Collaboration | Project groupwork (L. 5); Acting out (L. 2 and 6) |

Sounds and Spelling Book

Sounds: /aʊ/; /ɔɪ/; /u:/; /aɪ/

Tricky words: all, some, give, to

Evaluation

- **Assessment for Learning:** throughout the unit (see detailed notes in the lesson plans)
- **Self-assessment:** Class Book pp. 48 and 65; Activity Book p. 43
- **Picture dictionary:** Activity Book p. 61
- **Unit 3 Extra practice:** Activity Book p. 44
- **Unit 3 Photocopiable Resources (optional):** Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, Culture, English in Action, Sounds and Spelling, CLIL
- Unit 3 Practice sheet

External exams

Class Book

Pre A1 Starters, Reading and Writing Part 2
Pre A1 Starters, Speaking Part 1

Activity Book

Pre A1 Starters Listening Part 3

Vocabulary and Grammar

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to talk about body parts
- **Target language:** arms, face, feet, fingers, hands, head, knees, legs, toes, tummy; I've got (one face). I've got (ten toes).

Global Scale of English (GSE)

- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can use a few simple words to describe objects (e.g. colour, number), if supported by pictures (GSE 23). Can recite a short, simple rhyme or chant (GSE 16). Can describe someone's physical appearance using one or two words (GSE 26).

Materials

- Photocopiables 5 and 13
- colours flashcards (black, blue, brown, green, orange, pink, purple, red, white, yellow)
- numbers flashcards (one, two, three, four, five, six, seven, eight, nine, ten)
- unit flashcards (arms, face, feet, fingers, hands, head, knees, legs, toes, tummy)
- stopwatch
- sheets of A4 paper, enough for each pupil

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 16); Traffic light cards technique (see page 16)
- Peer learning: pairwork
- Independent learning: portfolio

Lesson 1, part 1

Starting the lesson (5 minutes)

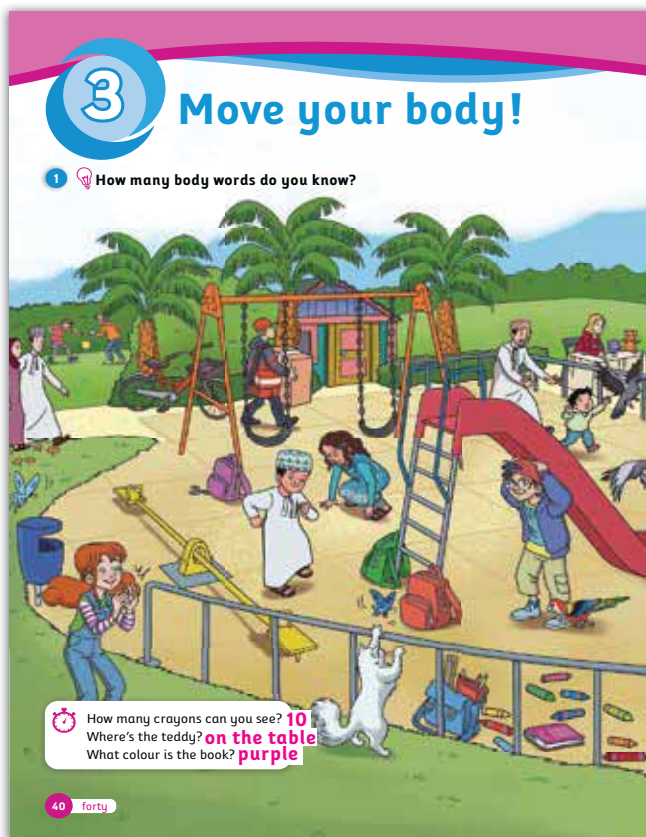
- Place the colours and numbers flashcards on the board in random order.
- Give each pupil a sheet of A4 paper to write four numbers and draw four colour blots.
- Point and say a colour and a number. If pupils have them, they raise their hands and say them.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn body parts.

Practice

Class Book



1 How many body words do you know? (4 minutes)

- Focus pupils on page 40 of the Class Book. Using the Lollipop stick technique (see page 16), choose pupils to name a few body parts in the picture.
- Place pupils in pairs. Show pupils the stopwatch and explain that they have one minute to answer the questions.
- Tell pupils to use the Traffic light cards technique (see page 16) to show you if they have understood the activity.

Extra activity Critical thinking

- Ask pupils to look at the picture on page 40 again. Ask where the children are, why going outdoors to play is fun and what kind of things they can do at the park or playground.

2 3.1 Listen and stick. Then listen and say. (7 minutes)

- Place the unit flashcards on the board. Point to each picture and say the word. Pupils repeat after you.

- Refer pupils to the stickers on page 79 in their Class Books. Play the first part of the audio and pause after each body word. Pupils stick the stickers in the correct places.
- Play the second part of the audio, pausing after each word, and have pupils repeat.

3.1

This is my head. This is my face. This is my tummy. These are my arms. These are my hands. These are my fingers. These are my legs. These are my knees. These are my feet. These are my toes.

Now listen and say.

head, face, tummy, arms, hands, fingers, legs, knees, feet, toes

Extra activity TPR

- Ask pupils to come to the front of the class and stand in a circle. Play *Salim says* (see page 23), e.g. *Salim says touch your (face)*. Pupils who do the action when you do not say *Salim says* are out of the game.

Lesson 1, part 1 **Vocabulary and Grammar** 3

2 **Listen and stick. Then listen and say.**

1 head 2 face 3 tummy 4 arms 5 hands
6 fingers 7 legs 8 knees 9 feet 10 toes

3 **Find the body parts on page 40.**

4 **Listen and chant.**

This is my body.
Who can you see?
This is my body
And I see me!

I've got one head. I've got one face.
I've got one tummy. I've got two arms.
I've got two legs. I've got two knees.
I've got two hands. I've got two feet.
I've got ten fingers. I've got ten toes.

5 **Point and say.**

Fingers.

I've got ten fingers.

I've got one face.
I've got ten toes.

Activity Book, Unit 3 Lesson 1, part 2 Sounds and Spelling Book Unit 3, Lesson 1 forty-one 41

3 Find the body parts on page 40. (4 minutes)

- Pupils work in pairs to find the body parts.
- Then point to your feet and say *These are my feet*.
- In pairs, pupils talk about their body parts.

4 3.2 & 3.3 Listen and chant. (5 minutes)

- Play the chant. When pupils hear a body part, they have to point to it on their body.
- A karaoke version of the chant is available (track 3.3).

3.2

This is my body.
Who can you see?
This is my body
And I see me!
I've got one head. I've got one face.
I've got one tummy. I've got two arms.
I've got two legs. I've got two knees.
I've got two hands. I've got two feet.
I've got ten fingers. I've got ten toes.

5 Point and say. (5 minutes)

- On the board, write *I've got*. Show your fingers and say *I've got ten fingers*.
- Draw pupils' attention to the grammar box and the recorded model (track 3.4).

3.4

I've got one face.
I've got ten toes.

- Then ask pupils to choose a body part and present it to you, using *I've got*. Use the Traffic light cards technique (see page 16) to see if pupils have understood what they have to do.
- In pairs, pupils complete the activity.

Finishing the lesson (8 minutes)

- Give each pupil a sheet of A4 paper.
- Ask them to draw and colour different body parts. Then ask pupils to show their partners their pictures and name their body parts. Place work in their portfolios.

Lesson 1, part 2**Starting the lesson (5 minutes)**

- Say true/false sentences about your body: *I've got orange hair. I've got two eyes. I've got red legs*, etc. Pupils say *Yes* or *No*. Call on stronger pupils to do the same.
- Place pupils in pairs and ask them to say true/false sentences to one another.

Vocabulary and Grammar

Practice

Activity Book

3

Move your body!

1 🕒 Look at the Class Book page 40. Read and write.

orange bag four

- 1 Where's the ruler? It's in the bag.
- 2 What colour is the swing? It's orange.
- 3 How many bags can you see? Four.

2 Look, trace and match.

36 thirty-six

1 🕒 Look at Class Book page 40. Read and write. (10 minutes)

- Check answers as a class. Write answers on the board for weaker pupils to copy.

Diversity

Support

- Place the flashcards on the board and keep them there during Activity Book exercise completion. Pupils can look at the board as they work.

Challenge

- Pupils complete the activities with no point of reference and then check their work by referring to their Class Books.

2 Look, trace and match. (5 minutes)

- Pupils complete the activity individually. Praise neat handwriting.

3 🎧 **3.5 Listen and number.** (5 minutes)

- Ask pupils to look at each picture and guess which body part they are referring to.
- Play the audio to complete the activity.

3.5

- 1 I've got one face.
- 2 I've got ten fingers.
- 3 I've got two arms.
- 4 I've got two knees.

Lesson 1, part 2 Vocabulary and Grammar 3

3 🎧 Listen and number.

4 ✨ Choose and write. Then colour.

red blue yellow green black white
pink purple brown orange

- 1 I've got a blue head and a _____ face.
- 2 I've got a _____ tummy, _____ arms and _____ hands.
- 3 I've got _____ legs, _____ knees and _____ feet.

I'm an action figure.
My name's _____

thirty-seven **37**

4 ✨ Choose and write. Then colour. (10 minutes)

- Use the Lollipop stick technique (see page 16) to ask a pupil to read the words in the box. Raise the corresponding flashcard.

Extra activity Fast finishers

- Have pupils draw themselves on a sheet of A4 paper and name their different body parts.

Finishing the lesson (5 minutes)

- Put the unit flashcards on the board. Under each one, write the incorrect word, e.g. under face, write tummy. Ask *Is this OK?* Elicit *No!*
- Place pupils in pairs, and ask them to match the words with the flashcards. Ask a pair to come to the front and swap two flashcards around so that one flashcard is above the correct word. Repeat with other pairs. Stop when all flashcards are in the correct place.

Extra activity Photocopiables 5 and 13

- Ask pupils to do Photocopiables 5 and 13.

Story

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to understand simple cartoon stories
- **Target language:** *arms, face, feet, fingers, hands, head, knees, legs, toes, tummy; I've got a (white head).*

Global Scale of English (GSE)

- **Reading:** Can recognise key words and basic phrases in short, simple cartoon stories (GSE 24).
- **Listening:** Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly (GSE 24).
- **Speaking:** Can give the location of an object in a basic way (GSE 29). Can act out parts of a picture story using simple actions and words (GSE 30).

Materials

- Photocopiable 27
- story cards
- sheets of A4 paper, enough for each pupil
- strips of paper
- coloured pencils
- Unit 3 poster

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: True/False cards technique (see page 16)
- Peer learning: pairwork; groupwork; Think-pair-share technique (see page 16)
- Independent learning: portfolio

Lesson 2, part 1

Starting the lesson (3 minutes)


- Say three words twice (*head, tummy, green*). Pupils raise their hands when they hear *green* the second time.
- Continue with different word groups.

Presentation (2 minutes)



- Explain that in this lesson pupils will read a story and design a robot. On the board, write *The robot*.

Practice

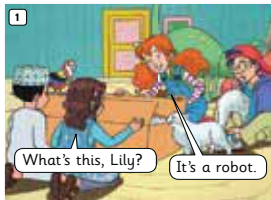
Class Book


Story 


1 **Before you read** Look at picture 1. What's in the box?


2   **3.6 Watch or listen and read.** **a robot**


The robot


1  What's this, Lily? It's a robot.

2  Look! Arms, legs, hands and feet. Let's put it together! Yes, we can all help!

3  Here's a white head and a blue body. I've got an arm. It's red. And I've got a leg.

4  I've got two hands. And I've got a foot. Thank you, Atomic.




5  Let's see. A head, a body, two arms and two legs. Two knees, two hands, two feet. Eight fingers and eight toes. Good.

42 forty-two  What can the robot do? Can you guess?

1 **Before you read** Look at picture 1. What's in the box? (5 minutes)

- Focus pupils on page 42 of the Class Book. Ask pupils to look at picture 1. Ask what they think is in the box.
- Then have pupils look at pictures 3 and 4. Ask what body parts they see.

2 **3.6 Watch or listen and read.** (7 minutes)

- Have pupils read and listen to the story. Ask them what happens in it. They can also watch the video.
-   Play the audio again and stop at frame 5. In pairs, pupils discuss the question in the *Solve* box. Then play the rest of the story and ask pupils to follow along on page 43.
-  Using the True/False cards technique (see page 16), say different statements about the story.
- **Extension** Use the story cards to ask about the story.

Story

3.6

The robot

Scene 1

Fatma: What's this, Lily?

Lily: It's a robot.

Scene 2

Lily: Look! Arms, legs, hands and feet.

Jack: Let's put it together.

Sami: Yes, we can all help!

Scene 3

Lily: Here's a white head and a blue body.

Jack: I've got an arm. It's red.

Fatma: And I've got a leg.

Scene 4

Sami: I've got two hands.

Jack: And I've got a foot. Thank you, Atomic.

Scene 5

Lily: Let's see. A head, a body, two arms and two legs.

Jack: Two knees, two hands, two feet.

Fatma: Eight fingers and eight toes. Good.

Scene 6

Gymbot: Hello. My name's Gymbot. Stand up, please!

Scene 7

Gymbot: Move your legs and stamp your feet!

Scene 8

Gymbot: Bend your knees and touch your toes!

Fatma: Haha! This is fun!

Diversity

Support

- To help improve pronunciation and reading skills, pause the audio after each sentence and have pupils read it out loud.

Challenge

- Pupils learn a frame by heart to act out in front of the class.

3 After you read Look at the story. Read and circle. (5 minutes)

- Pupils do the activity individually.

Extra activity TPR


- Give pupils a strip of paper to write a sentence from the story on it.
- Read the story in the correct order. When pupils hear their sentence they have to act it out.

CLIL Link



In Unit 3, the story is based around the concept of healthy bodies.

Lily and her friends assemble a robot who turns out to be an exercise robot and gives them an exercise routine to follow.

4 Act out the story. (8 minutes)

-  Divide pupils into small groups. Tell them to choose their roles and practise them.
- Help pupils learn their lines by heart.
- Have the groups perform in front of the class.


5 Design a robot. What can it do? (7 minutes)

-  Place pupils in pairs. Give them a sheet of A4 paper to design their own robot. Tell pupils to label its body parts and give it a name.
-  Place work in their portfolios.

Extra activity Critical thinking

- Ask pupils if they think robots will be a very important part of the future and if they will be good for people.

Values

-  Ask pupils to look at the story and say which frames show the children doing exercise. Ask them why it's important to do exercise (good for health, increases energy, reduces the risk of illness, controls weight, makes you happier, etc.). Ask pupils how often they exercise – explain that they should aim for an average of 60 minutes a day – and what kinds of exercise they do.

Lesson 2, part 1

3

6 Hello. My name's Gymbot. Stand up, please!

7 Move your legs and stamp your feet!

8 Bend your knees and touch your toes! Haha! This is fun!

3 After you read Look at the story. Read and circle.

Hello! My name is Gymbot.

1 I've got a white head / body.

2 I've got a blue head / body.

3 I've got red arms / legs.

4 I've got eight hands / fingers.

4 Act out the story.

5 Design a robot. What can it do?

CLIL

Activity Book, Unit 3 Lesson 2, part 2

Sounds and Spelling Book Unit 3, Lesson 2

forty-three 43

Finishing the lesson (3 minutes)

- Ask pupils to open their Class Book to page 42. Read a sentence from the story and ask pupils to say the picture.
- Then place pupils in small groups and have them continue.

Lesson 2, part 2

Starting the lesson (10 minutes)

- Play a game with pupils. Say *I've got one head*. The next pupils says *I've got one head and ten fingers*. The next pupils says *I've got one head, ten fingers and two arms*. Continue with two or three more pupils and then start again with a different pupil.

Practice

Activity Book

Lesson 2, part 2

Story

1 After you read Remember the story. Look and number.

3 1 4 2

2 Values Look and tick (✓) or cross (X).

1 2

3 4

3 Look and colour.

The robot

38 thirty-eight

1 After you read Remember the story. Look and number. (6 minutes)

- Focus pupils on page 38 of the Activity Book. Ask pupils to number the scenes in the correct order. Check answers as a class.

2 Values Look and tick (✓) or cross (X). (7 minutes)

- Pupils tick the pictures which show the good value of exercise.

Extra activity Fast finishers

- Have pupils make a poster showing what kinds of exercise they do.

3 Look and colour. (7 minutes)

- Use the Think-pair-share technique (see page 16) to discuss if pupils liked the story.

Finishing the lesson (10 minutes)

- Show pupils the Unit 3 poster (body parts). Say that in a moment they will see the poster, but first they are going to guess what body parts the poster will show. Place pupils in pairs and ask them to predict what body parts. Stick the poster to the wall and see how many of the pupils' predictions were correct.

Extra activity Photocopiable 27

- Ask pupils to do Photocopiable 27.

Vocabulary and Grammar

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to use imperatives
- **Target language:** *bend, clap, move, stamp, stretch, touch. Move your (body)! Touch your (head)!*

Global Scale of English (GSE)

- **Listening:** Can understand basic action words (e.g. *clap, stamp, jump, walk*) (GSE 15). Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16).

Materials

- Photocopiables 6, 14, 19 and 23
- lesson flashcards (*bend, clap, move, stamp, stretch, touch*)
- sheets of A4 paper, enough for each pupil
- Unit 3 poster

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 16); Thumbs up/down technique (see page 16)
- Peer learning: pairwork; groupwork; Think-pair-share technique (see page 16); Expert envoy technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolio

Lesson 3, part 1

Starting the lesson (5 minutes)

- Bring a pupil to the front of the class. Say a body part for them to point to it. If it's correct, the rest of the class put their thumbs up. If not, they put their thumbs down.
- Use the Lollipop stick technique (see page 16) to bring another pupil to the front.

Presentation (3 minutes)

- Explain that in this lesson pupils will learn words that express body movement.
- Place the lesson flashcards on the board. Go through each word and have pupils repeat after you.

Practice

Class Book

Vocabulary and Grammar Lesson 3, part 1

1 **3.7 Listen and say. Then listen and do.**

1 2 3 4 5 6

move bend stretch touch stamp clap

2 **3.8 Listen and sing.**

Move your arms! Stretch your legs!
Clap your hands! Stamp your feet!
Bend your knees! Touch your toes!
I move my body 1, 2, 3!
Move your body with me!

Stretch your arms! Clap your hands!
Move your legs! Touch your feet!
Bend your knees! Move your toes!
I stretch my body 1, 2, 3!
Stretch your body with me!

3 **Make up an exercise routine for a friend.**

Touch your toes!
Bend your knees!
Move one foot!

Move your body!
Touch your head!

44 forty-four

Activity Book Unit 3
Lesson 3, part 2

Sounds and Spelling Book
Unit 3, Lesson 3

1 3.7 Listen and say. Then listen and do. (10 minutes)

- Focus pupils on page 44 of the Class Book. Ask pupils to look at the pictures and say the body movements.
- Play the first part of the audio. Pupils repeat the items as they hear them.
- Play the second part of the audio and ask pupils to do the movements as they hear them. Play the audio again and ask pupils to repeat the words and then do the movements once more.

3.7

move, bend, stretch, touch, stamp, clap

Now listen and do.

Let's do some exercise.

- 1 Move your arms.
- 2 Bend your knees.
- 3 Stretch your body.
- 4 Touch your toes.
- 5 Stamp your feet.
- 6 Clap your hands.

Diversity**Support**

- Pair weaker pupils with stronger pupils. The expert says and mimes the body movement for their partner to do and say. Pupils swap roles.

Challenge

- Pupils say and mime each body movement to the class.

2 🎧 **3.8 & 3.9 Listen and sing.** (7 minutes)

- Refer pupils to the song and the new words from the lesson.
- Read the song slowly and pupils mime the body movements.
- Play song for pupils to sing and mime.
- A karaoke version of the song is also available (track 3.9).

3.8

Move your arms! Stretch your legs!
Clap your hands! Stamp your feet!
Bend your knees! Touch your toes!
I move my body 1, 2, 3!
Move your body with me!

Stretch your arms! Clap your hands!
Move your legs! Touch your feet!
Bend your knees! Move your toes!
I stretch my body 1, 2, 3!
Stretch your body with me!

Extra activity TPR

- Divide the class into six groups and give each group a body movement. Explain that you will play the song again and when they hear their body movement, they have to mime it.

3 ✨ **Make up an exercise routine for a friend.** (10 minutes)

- Draw pupils' attention to the grammar box and the recorded model (track 3.10).

3.10

Move your body!
Touch your head!

- Then place pupils in pairs. Ask them to discuss which body movements they find easy and which they find difficult.
- Explain that they have to make a small exercise routine for their partners.
- Pupils then write the routine on a sheet of A4 paper.
- Use the Lollipop stick technique (see page 16) to bring pairs to the front and act out their exercise routines.
- Pupils place their work in their portfolios.

Extra activity Critical thinking

- Ask pupils if they enjoy exercising with their friends or on their own. Accept answers in L1.

Finishing the lesson (5 minutes)

- On the board, write *move, stretch, touch, clap, stamp* and *bend*.
- Point to a word for pupils to say the body part they can use with it.
- Using the Summative and thought-provoking questions technique (see page 16), ask pupils which grammar point they found the easiest to understand and which one the most difficult.

Vocabulary and Grammar

Lesson 3, part 2

Starting the lesson (5 minutes)

- Show pupils the lesson flashcards and ask them to name the body movements along with you. Then, show pupils the flashcards so only they can see the picture. Say a body movement word. Pupils say *Yes!* if the picture shows the word you said. If the picture does not show the word, they say *No!* Continue until body movements are correctly named.

Practice

Activity Book

Lesson 3, part 2 Vocabulary and Grammar 3

1 Look, trace and number.

2 Read and match.

| | | | |
|-----------|------------|---|---|
| 1 move | your legs | a | b |
| 2 stretch | your hands | c | d |
| 3 touch | your feet | e | f |
| 4 clap | your arms | | |
| 5 stamp | your knees | | |
| 6 bend | your toes | | |

thirty-nine 39

1 Look, trace and number. (10 minutes)

- When pupils complete the activity, ask them to check answers with a partner.

2 Read and match. (15 minutes)

- Using the Think-pair-share technique (see page 16), pupils check answers with their partners.
- Now tell pupils to go to the Extra practice on page 44 and do the activities. See notes in Lesson 7.

Extra activity Fast finishers

- Ask pupils to look at the previous lesson, draw a picture from it and write a few sentences.

Finishing the lesson (10 minutes)

- Display the poster for the body for Unit 3 on the board. Put the class into two teams and ask a pupil from one team to come to the front and find a body part you name. If the pupil points to the correct body part, award the team one point. If they make a mistake, a pupil from the other team comes to the poster. The team with the most points wins.

Extra activity Photocopiables 6, 14, 19 and 23

- Ask pupils to do Photocopiables 6, 14, 19 and 23.

Skills

Lesson 4, parts 1 and 2

Objectives

- **Lesson objectives:** talk about body parts
- **Target language:** revision of all taught words and grammar

Global Scale of English (GSE)

- **Listening:** Can follow basic instructions to colour, draw or make something (GSE 23).
- **Speaking:** Can describe someone's physical appearance in a basic way, if guided by questions or prompts (GSE 29).

Materials

- colours flashcards (*black, blue, brown, green, orange, pink, purple, red, white, yellow*)
- unit flashcards (*arms, face, feet, fingers, hands, head, knees, legs, toes, tummy*)
- coloured pencils
- a soft ball
- Unit 3 cut-outs (found at the back of the Class Book)
- scissors

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Yes/No technique (see page 16); Lollipop stick technique (see page 16)
- Peer learning: pairwork; groupwork; Two stars and a wish technique (see page 16); Expert envoy technique (see page 16); Think-pair-share technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 4, part 1

Starting the lesson (5 minutes)

- In pairs, pupils write down as many words as they can remember from this unit in one minute.
- Place the unit flashcards on the board. Then using the Lollipop stick technique (see page 16), ask pairs to come to the front of the class, read their words and point at the matching flashcard.

Presentation (5 minutes)

- Explain that in this lesson pupils will do an activity that will help them with the Starters exam.
- Place the colours flashcards on the board. Point at random colours and, using the Lollipop stick technique (see page 16), have pupils tell you what they are.

Practice

Class Book

Lesson 4, part 1 Skills 3

1 Listen and colour.

2 Cut out. Then listen and play.

I've got a blue head and a brown face.

A blue head and a brown face, OK.

OK.

I've got a blue body, green arms and red hands.

I've got green legs, blue knees and black feet.

Green legs, blue knees and black feet.

Activity Book, Unit 3 Lesson 4, part 2 Sounds and Spelling Book Unit 3, Lesson 4 forty-five 45

1 3.11 Listen and colour. (15 minutes)

- This task is based on **Pre A1 Starters Listening Part 4**.
- Tell pupils that they have to colour the robot with the colour they hear.
- Ask them to guess what colours they might hear.
- Tell pupils to place their coloured pencils in front of them.
- Use the Two stars and a wish technique (see page 16) for pupils to check each other's work.
- Monitor and gently point out any errors.

3.11

Robot: Hello! My name's Helpbot. I'm a robot.
Girl: Hello!
Robot: Look at my head.
Girl: What colour is your head?
Robot: It's yellow. Colour my head yellow.
Girl: OK. A yellow head. And what colour is your tummy?
Robot: It's blue.
Girl: A blue tummy. Good.
Robot: And look. I've got blue arms and legs, too.
Girl: OK, blue arms. Blue legs.
Robot: And look at my bag.
Girl: What colour is it?
Robot: It's a green bag. Colour the bag green.
Girl: OK.
Robot: And colour my book orange.
Girl: OK. Thank you. It's a nice picture!



Diversity**Support**

- Before pupils start doing the activities, have them look at Lesson 1. Say the words from the lesson to help pupils remember them.

Challenge

- Pupils make a colour blot list with all the colour words they know. On one side, they write the colour and on the other, they make a colour blot.


2   **3.12 Cut out. Then listen and play.**
(10 minutes)

- Refer pupils to page 71 in their Class Books and have them cut out the pictures as indicated.
- Place pupils in pairs and play the audio.
- Explain that pupils have to design their own robot from the cut-outs using body parts of their choice. Then they should describe their robot and their partner has to follow the instructions to design the same robot until they end up with identical robots. Make sure they follow the dialogue in the audio. They then swap roles.
-  Using the Yes/No technique (see page 16), have pupils tell you if they are ready to proceed with the game.
-  Use the Expert envoy technique (see page 16) to help weaker pupils.
- Pupils can find the cut-outs that they need at the back of the Class Book.
- Ask pupils to keep the cutout cards in their portfolios as they might need to use them later.

3.12

Boy 1: I've got a blue head and a brown face.
Boy 2: A blue head and a brown face, OK.
Boy 1: I've got a blue body, green arms and red hands.
Boy 2: OK.
Boy 1: I've got green legs, blue knees and black feet.
Boy 2: Green legs, blue knees and black feet.



Extra activity Critical thinking

-  Ask pupils how this game has helped them learn body parts. Ask if they think it is a good game to play.

Extra activity TPR

- Have pupils form a circle. Say a category and throw the ball at a random pupil. They catch the ball and say a word from that category. If it's wrong, they drop out of the game. Use words from Units 1–3.

Finishing the lesson (5 minutes)

- On the board, write three true sentences about yourself and one false sentence. Ask pupils to find the false sentence.
- Pupils write four sentences about themselves, making sure one is false.
-  Pupils show their sentences to their partners to find the false sentence.
-  Using the Summative and thought-provoking questions technique (see page 16), have pupils tell you what they enjoyed best about this lesson.

Lesson 4, part 2

Starting the lesson (10 minutes)

- On the board, start to write one of the body words or body movement words very slowly. Ask pupils to guess what the word is and then either point to where that body part is or do the corresponding body movement. Repeat for the other words.


Practice

Activity Book

Skills
Lesson 4, part 2

1 Read and tick (✓) or cross (X).

| | |
|-------------------------|-------------------------------------|
| 1 I've got ten fingers. | <input checked="" type="checkbox"/> |
| 2 I've got four arms. | <input checked="" type="checkbox"/> |
| 3 I've got three legs. | <input checked="" type="checkbox"/> |
| 4 I've got seven toes. | <input checked="" type="checkbox"/> |



2 Choose, draw and write.

one
two
ten

head
face
tummy

arms
hands
fingers

legs
knees
feet
toes

1 I've got one face.

2 I've got _____


3 I've got _____

4 I've got _____


My name's _____

40
forty

1 Read and tick (✓) or cross (X). (5 minutes)

- Describe the robot. If you are wrong, pupils have to call out *No!*
-  Use the Think-pair-share technique (see page 16) for pupils to check each other's work.

2 Choose, draw and write. (20 minutes)

- Pupils work individually. Praise neat handwriting.
-  Pupils show their work to their partners. They read their sentences to each other.

Extra activity Fast finishers

- Have pupils pretend they are a robot and ask them to write a few sentences about themselves. Have them illustrate their work. Make a classroom display.

Finishing the lesson (5 minutes)

- Choose a few flashcards (they can also be flashcards from previous units) and hand them out to pupils. Sit pupils in a circle and ask them to pass the flashcards around, but in a way that they can't see what they show. Say *Stop*. Pupils look at their flashcards. Ask *Who's got the (head)?* The pupil who has that card stands up and shouts *Me!*

Culture and Project

Lesson 5, parts 1 and 2

Objectives

- **Lesson objectives:** to read a simple text about National Day in Oman; to describe their favourite festival
- **Target language:** *parade, uniform*

Global Scale of English (GSE)

- **Reading:** Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures (GSE 25).
- **Listening:** Can recognise a few familiar everyday nouns and adjectives (e.g. colours), if spoken slowly and clearly (GSE 10).
- **Speaking:** Can describe objects in a basic way (eg. colour, size) (GSE 25).
- **Writing:** Can write a few basic sentences, given prompts as a model (GSE 13).

Materials

- Photocopiable 31
- sheets of A4 paper, big piece of card, one for each group of pupils
- scissors, glue, coloured pencils
- Unit 3 Culture video
- Unit 3 Project video

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique (see page 16); Lollipop stick technique (see page 16)
- Peer learning: pairwork; groupwork; Expert envoy technique (see page 16); Two stars and a wish technique (see page 16); Three facts and a fib technique (see page 16)

Lesson 5, part 1

Starting the lesson (5 minutes)

- Ask pupils to stand in front of the class in one line. Invite the first pupil to stand next to you.
- Walk around the class and ask pupils four different questions.
- Pupils who get all the questions correct sit down. Pupils with incorrect answers go to the back of the line.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn about National Day in Oman.

Practice

Class Book

Lesson 5, part 1
CULTURE

National Day

My name's Faisal. I love National Day.

Look! It's National Day in Oman! There is a parade. There are people in uniforms. The colours are red, white, yellow and green.

parade

I am with my family and friends. I walk and stamp my feet. I clap my hands. We bend and stretch our bodies.

My dress is blue, red, green and white.

1 Before you read What's your favourite festival? What do you wear?

2 3.13 Listen and read.

3 Find out more! Watch the video.

4 After you read Activity Book, page 41.

Project Lesson 5, part 2

Make a festivals poster.

- 1 Choose a festival.
- 2 Draw clothes for the festival.
- 3 Write. *My... is...*
- 4 Together, make a poster of your festival.
- 5 Show your poster to the class.

46 forty-six

Sounds and Spelling Book Unit 3, Lesson 5

1 Before you read What's your favourite festival? What do you wear? (5 minutes)

- Ask pupils to tell you the names of different festivals in Oman or abroad.
- Ask pupils what they do during these festivals. Ask them what their favourite festival is and what they wear on that festival. Do they wear uniforms? If so, ask them to describe them.

2 3.13 Listen and read. (5 minutes)

- After listening to the text, ask pupils what they found interesting about it.

3.13

National Day

Faisal: My name's Faisal. I love National Day. Look! It's National Day in Oman! There is a parade. There are people in uniforms. The colours are red, white, yellow and green. I am with my family and friends. I walk and stamp my feet. I clap my hands. We bend and stretch our bodies.

3 Find out more! Watch the video. (5 minutes)

- Use the Three facts and a fib technique (see page 16) to ask pupils questions about the video. Play the video as you go along to reinforce the correct answers.

Extra activity Critical thinking

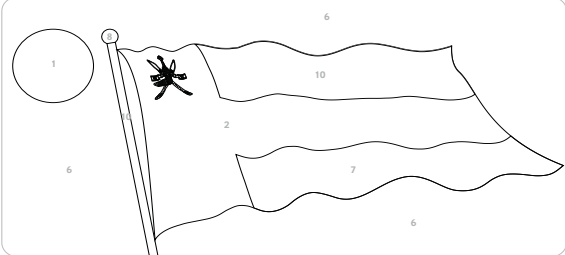
- Ask pupils if they have ever celebrated a festival from another country and if they enjoyed it. Ask pupils why it is good to learn about festivals in other countries.

Activity Book

Lesson 5, part 1

1 Look and colour.

1 2 3 4 5 6 7 8 9 10
yellow red purple pink brown blue green black orange white



2 After you read Read and write Yes or No.

1 My name's Faisal. Yes


2 I love National Day at school. Yes

3 It's a flag. Yes

4 The colours are blue, orange and yellow. No

5 I walk and stamp my feet. Yes

6 We bend and stretch our bodies. Yes



forty-one 41

1 Look and colour. (5 minutes)

- Say a number and pupils tell you the colour. Use the Lollipop stick technique (see page 16) to elicit answers.

2 After you read Read and write Yes or No. (5 minutes)

- Use the Traffic light cards technique (see page 16) to make sure pupils have understood the activity.
- Pupils complete activity individually and check answers with a partner.

Finishing the lesson (8 minutes)

- Pupils vote on the best Culture lesson they have had so far.
- Revisit that lesson, watch its video or listen and read it.

Culture and Project

Lesson 5, part 2

Starting the lesson (5 minutes)

- Pupils tell you what they like about festivals. Ask them to say which is their favourite. Have a class vote.

Presentation (5 minutes)

- Explain to pupils that they are going to make a poster for a festival and the clothes they are going to wear.
- Elicit the meaning of *uniform*. Ask the class if they have ever worn a uniform. Ask *When?* and for what occasion.

Practice

Class Book

Lesson 5, part 1
CULTURE

National Day

My name's Faisal. I love National Day.

Look! It's National Day in Oman! There is a parade. There are people in uniforms. The colours are red, white, yellow and green.

parade

I am with my family and friends. I walk and stamp my feet. I clap my hands. We bend and stretch our bodies.

My dress is blue, red, green and white.

- 1 **Before you read** What's your favourite festival? What do you wear?
- 2 **21A** Listen and read.
- 3 **▶** Find out more! Watch the video.
- 4 **After you read** Activity Book, page 41.

Project Lesson 5, part 2

Make a festivals poster.

- 1 Choose a festival.
- 2 Draw clothes for the festival.
- 3 Write. *My... is...*
- 4 Together, make a poster of your festival.
- 5 Show your poster to the class.

46 forty-six

Sounds and Spelling Book
Unit 3, Lesson 5

Diversity

Support

- As you discuss different festivals, write key words on the board to help pupils with the project.

Challenge

- Pupils make a list of as many words as they can to use them in the project.

Finishing the lesson (10 minutes)

- Pupils say if there is anything they would like to change about their posters. How would they improve them? Pupils can compare their posters in pairs and say what they like about each other's poster.

Extra activity Photocopiable 31

- Ask pupils to do photocopiable 31.

Make a festivals poster. (20 minutes)

- Place pupils in small groups, using the Expert envoy technique (see page 16) for each one.
- Give pupils a sheet of A4 paper and using the Lollipop stick technique (see page 16), pupils read through the instructions. They can also watch Unit 3 Culture video.
- Walk around the class and help groups prepare their posters.
- Use the Two stars and a wish technique (see page 16) for pupils to assess each other's work.
- Pupils present their work to the class.

English in action

Lesson 6, parts 1 and 2

Objectives

- **Lesson objectives:** to learn how to pay a compliment
- **Target language:** *What a cool (dinosaur)!*

Global Scale of English (GSE)

- **Reading:** Can identify familiar words in short simple texts (GSE 23).
- **Listening:** Can recognise the letters of the alphabet by their sounds (GSE 10).
- **Speaking:** Can act out a short dialogue or role play, given prompts (GSE 38).

Materials

- Photocopiable 35
- flashcards from Unit 1 (Indoor toys: *action figure, building set, car, dinosaur, doll, plane, puzzle, robot, teddy, yo-yo*; Outdoor toys: *ball, bike, kite, scooter, slide, swing*)
- strips of paper with phonics learnt so far
- straw puppets
- fly swats
- Unit 3 English in action video

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Stop/Go technique (see page 16); Lollipop stick technique (see page 16)
- Peer learning: pairwork; groupwork
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 6, part 1

Starting the lesson (5 minutes)

- Place the flashcards on the board.
- Ask pupils to form one line in front of the board. Say a word for a pupil to run to the board, swat the word in 5 seconds, pass the fly swat to another pupil and sit down.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn how to pay a compliment.

Extra activity Critical thinking

- Ask pupils if you should pay a compliment even if you think the other person's work, handwriting, etc. isn't so good.

Practice

Class Book

Lesson 6, part 1

English in action
Paying a compliment

3

1 Find and point. Say.

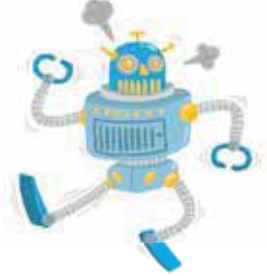
tummy

head


face

body

feet



2 Watch or listen and read.



Look at my picture.

It's a **dinosaur** costume!

Yes. Look at the **body**. It's big.

Wow! What a cool **dinosaur**!

Thank you.

3 Act out the dialogue. Use different **toys** and **body parts**.

robot action figure doll head tummy face

Activity Book Unit 3
Lesson 6, part 2 forty-seven 47

1 Find and point. Say. (8 minutes)

- Say a body part and ask pupils to point it out on the robot.
- Pupils can then do the activity in pairs.

2 3.14 Watch or listen and read. (10 minutes)

- Play the video or audio. Ask pupils which line pays a compliment. Ask pupils what the answer to the compliment is.

3.14

Girl 1: Look at my picture.
Girl 2: It's a **dinosaur** costume!
Girl 1: Yes. Look at the **body**. It's big.
Girl 2: Wow! What a cool **dinosaur**!
Girl 1: Thank you.

- Have pupils read the dialogue in pairs.

English in action

Diversity

Support

- Write the dialogue on the board without the sentence *Yes. Look at the body. It's big.* Leave a space where *dinosaur* is. Read the dialogue with pupils, adding a new word in the gap. Then reinstate the missing sentence and read the dialogue with the pupils, again substituting body parts.

3 Act out the dialogue. Use different toys and body parts. (10 minutes)

- Using the Stop/Go technique (see page 16), have pupils tell you if they are ready to proceed with the activity.
- Explain that pupils can use their straw puppets if they like.
- Using the Lollipop stick technique (see page 16), invite pupils to come to the front of the class and act out the dialogue.

Finishing the lesson (5 minutes)

- Place pupils in pairs. Pupils swap Class Books, find a page that they like and compliment each other on their work using the sentences they have learnt.

Lesson 6, part 2

Starting the lesson (10 minutes)

- Begin the class by paying compliments to pupils. Encourage them to thank you and then pay a compliment in return.

Practice

Activity Book

English in action Lesson 6, part 2
Paying a compliment

1 Write and match.

1 feet 3 legs 5 knees
2 hands 4 fingers

2 Write, draw and colour. Then act out.

robot dragon cat teddy dinosaur
head tummy face body

Look at my picture.

It's a _____ costume.

Yes. Look at the _____
It's big.

Wow! What a cool _____

Thank you.

My _____
costume

42 forty-two

1 Write and match (10 minutes)

- Pupils write the missing letters from the words and match to the pictures.

2 Write, draw and colour. Then act out. (15 minutes)

- Pupils complete the activity in pairs and raise their hands to act out their dialogue.
- Ask class members to pay a compliment at the end of their dialogue.

Finishing the lesson (5 minutes)

- Pupils walk around the class. When you say *Stop!* pupils find a partner and pay them a compliment using the structures they have learnt. Repeat.

Extra activity Photocopiable 35

- Ask pupils to do Photocopiable 35.

Review

Lesson 7, parts 1 and 2

Objectives

- **Lesson objectives:** to review unit language; to practise for the Pre A1 Starters Reading and Writing Exam Part 2, Speaking Exam Part 1 and Listening Exam Part 3
- **Target language:** revision of all taught unit vocabulary (**body:** *arms, face, feet, fingers, hands, head, knees, legs, toes, tummy;* **body movement:** *bend, clap, move, stamp, stretch, touch*) and grammar

Global Scale of English (GSE)

- **Reading:** Can identify familiar words in short, simple texts (GSE 23).
- **Listening:** Can understand basic action words (e.g. *clap, stamp, jump, walk*) (GSE 15). Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance (GSE 27).

Materials

- sheets of A4 paper, enough for each pupil
- strips of paper, three for each pupil
- your own stickers, gold stars or stamps
- Unit 3 Practice sheet

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Thumbs up/down technique (see page 16); Lollipop stick technique (see page 16)
- Peer learning: pairwork; groupwork; Two stars and a wish technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolio

Lesson 7, part 1

Starting the lesson (2 minutes)

- On the board, write *I've got ...*
- Have pupils find examples of *I've got* in the unit to read to their partners.
- Use the Lollipop stick technique (see page 16) to ask pupils to read some sentences out loud.

Presentation (1 minute)

- Explain to pupils that they will review the grammar and vocabulary they have learnt in the unit.

Diversity

Support

- When completing the activities, tell pupils that they can look back in the unit for help.

Challenge

- Pupils come to the front and say what body parts they have.


Practice

Class Book

Review Lesson 7, part 1

1 Listen and write.

arms feet hands heads legs toes



1 I've got three arms

I've got six hands

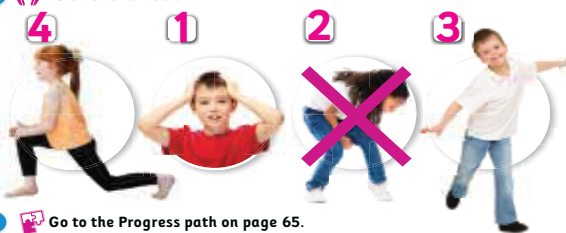
I've got two heads

2 I've got four legs

I've got five feet

I've got ten toes

2 Listen and number.



3 Go to the Progress path on page 65.

48 forty-eight

Activity Book, Unit 3
Lesson 7, part 1

1 3.15 Listen and write. (5 minutes)

- Ask pupils to say the first robot's body parts and how many of each. Repeat with the second robot.
- Give pupils some time to read the sentences before listening to the audio.

3.15

- 1 I've got three arms. I've got six hands. I've got two heads.
- 2 I've got four legs. I've got five feet. I've got ten toes.

2 3.16 Listen and number. (5 minutes)

- Have pupils look at each picture and tell you the body movements.

Review

3.16

- 1 Touch your head.
- 2 Don't bend your knees.
- 3 Move your arms.
- 4 Stretch your legs.

3 Go to the Progress path on page 65.

(2 minutes)

- Refer pupils to page 65 in their Class Books and ask them to answer the two questions for Unit 3. Pupils can work individually or in pairs.
- Pupils get one point for answering correctly and two points for writing the answers in a correct sentence. They get an extra point if they can add more detail.
- Check the answers as a class. They can then stick the stars from the stickers pages at the back of the Class Book.

Answer key feet; Move

Activity Book

Lesson 7, part 1 Review 3


1 Read and number.

1 I've got one head and two arms.


3 I've got two knees and two legs.

2 I've got two hands and four fingers.

4 I've got two feet and eight toes.




2



3



1



4

2 Look and write.

body toes hands feet

1 Move your body.


2 Stamp your feet.

3 Clap your hands.


4 Touch your toes.




1



2



3



4

3 Draw and write.

I've got _____

and _____

forty-three 43

2 Look and write. (5 minutes)

- Using the Two stars and a wish technique (see page 16), pupils assess each other's work.

3 Draw and write. (5 minutes)

- On the board, draw a robot and write a few sentences below it.
- Pupils draw a robot or themselves and write a sentence to describe their picture.

Extra activity Critical thinking

- Ask pupils to show their drawing in Activity 3 to their partner. Ask pupils to imagine they were the teacher marking their partner's drawing. How many gold stars/stickers/stamps (on a scale of 1 to 3) would they give them? Give pupils the amount of stickers/stamps/stars they ask for to place on their partner's work.

Extra practice

Lesson 7, part 1

Extra practice Review 3


1 Read and number.

3 I've got one face, one hand and two big feet.

1 I've got two heads, four arms and three legs.

4 I've got one body, three knees and three feet.

2 I've got six arms, six hands and two legs.



2 Make up an exercise routine for a friend. Read and match.


bend stamp stretch touch

1 Bend your knees.


2 Stretch your legs.

3 Touch your toes.


4 Stamp your feet.




1



2



3



4

44 forty-four

1 Read and number. (5 minutes)

- Read the sentences for pupils to point to the body parts they hear.
- Pupils use the Thumbs up/down technique (see page 16) to express how they feel about the activity.

1 Read and number. (3 minutes)

- Read the sentences for pupils to point to the body parts they hear. They should then match the sentences to the correct robot in the picture. Ask them to write the number of the robot in the relevant box.

2 ✨ Make up an exercise routine for a friend.**Read and match.** (4 minutes)

- Pupils complete the exercise routines with a word from the box and then match them with the pictures.
- Put pupils in pairs and have them use the Two stars and a wish technique (see page 16) to assess each other's work.

Extra activity TPR

- Give pupils three strips of paper each and ask them to write a word from this unit on one and a word from Units 1 and 2 on the other two. Ask pupils to stand up. Say a word, and if a pupil has it, they have to come to the front of the class and leave the strip on the teacher's desk. When a pupil has all their strips on the teacher's desk, they can sit down.

Extra activity Fast finishers

- 🎓 Have pupils write their favourite body movements and draw them. Have pupils place work in their portfolios.

Finishing the lesson (3 minutes)

- Ask pupils to look at the unit story. Refer them to frame 7 and ask them what other body movements they could place there. Repeat with frame 8.
- 🎓 Use the Summative and thought-provoking questions technique (see page 16) and ask pupils if this unit has helped them learn how to express themselves better in English.

Get ready for...

Lesson 7, part 2

Starting the lesson (5 minutes)

- Place pupils in pairs. Give one sheet of A4 paper to each pupil and ask them to draw a robot and colour it in.
- When they have finished, have pupils swap pictures in their pairs and write sentences for their partner's robot. Write model sentences on the board to help them, e.g. *I've got a red head. I've got three arms.*
- Have pairs read out their sentences.

Presentation (2 minutes)

- Explain that in this lesson pupils will practise for the Starters Reading and Writing Exam and Speaking Exam in the Class Book and for the Starters Listening Exam in the Activity Book.

Practice

Class Book

Lesson 7, part 2 3

Get ready for...

Pre A1 Starters Reading and Writing Part 2

1 Look and read. Write Yes or No.

1 I've got eight fingers. I've got red knees. No

2 I've got a yellow tummy. I've got three legs. Yes

3 I've got a green face. I've got four hands. No

4 I've got five feet. I've got white toes. No

5 I've got a blue head. I've got three arms. Yes

Pre A1 Starters Speaking Part 1

2 Use the picture in Activity 1 and the cut-outs from Unit 2. Say and do.

Point to the purple robot.

Point to the pink pencil.

Put the pink pencil on the purple robot.

Activity Book, Unit 3
Lesson 7, part 2 49

Diversity

Support

- Before doing the activity, have pupils look at the Picture dictionary in the Activity Book page 61 to review body vocabulary.

Challenge

- Pupils make sentences with the words from the Picture dictionary before moving on to the activities.

1 Look and read. Write Yes or No. (8 minutes)

- Ask pupils to look at the robots. Say things about the first robot and pupils answer Yes or No. Use only *I've got* in the sentences, e.g. *I've got two arms.*
- Tell pupils that this isn't a quiz and they shouldn't be nervous about completing it. Explain that doing their best is what counts.
- Pupils complete the activity individually and use the Traffic light cards technique (see page 16) to express how they feel about the activity.
- Check answers as a class and explain any mistakes the pupils have made.

2 Use the picture in Activity 1 and the cut-outs from Unit 2. Say and do. (10 minutes)

- This activity is based on the Speaking Part 1 exam in which pupils listen and point to objects or place objects in the correct place.
- Have pupils look at the pictures on the page. Ask them to say what they can see.
- Pupils put their cut-outs on the desk. Read the speech bubbles aloud. Use the Lollipop stick technique (see page 16) to make sure all pupils listen and follow the instructions at least once.
- Put pupils in pairs. They take turns to say sentences and their partner does the actions – one says and one does.

Activity Book

Lesson 7, part 2 3

Get ready for...

Pre A1 Starters Listening Part 3

1 Listen and tick (✓) the box.

1 Which action figure is it?

A B C

2 Which doll is it?

A B C

3 Which robot is it?

A B C

4 Which teddy is it?

A B C

forty-five 45

1 🎧 🎧 **3.17 Listen and tick (✓) the box.**
(10 minutes)

- Tell pupils to look closely at the action figures in line 1. Ask *Can you see what's different?* (pink legs / red legs and green head / purple head). Explain that it is important to listen for the differences in this part of the Listening exam. Repeat this technique with the other items.
- Play the audio and pupils listen and tick the correct box. Check answers as a class.

3.17

- 1 Man:** Look at me. I've got a blue body, yellow arms and red legs.
Boy: What colour is your head?
Man: It's green.
- 2 Woman:** Look at me. I've got a yellow body and a yellow head.
Boy: What colour are your arms?
Woman: They're pink.
Boy: What colour are your legs?
Woman: They're pink, too.
- 3 Man:** Look at me. I've got three hands and six fingers.
Girl: How many feet have you got?
Man: I've got four feet.
- 4 Woman:** Look at me. I've got a brown head and two brown arms.
Boy: What colour is your tummy?
Woman: My tummy is purple.
Boy: What colour are your legs?
Woman: My legs are brown and my feet are red.

Extra activity Fast finishers

- Pupils choose one of the toys from the listening task. They write sentences to describe their choice, e.g. *I'm red. I've got three feet and three arms. I've got six fingers.*

Extra activity TPR

- Place pupils in two teams. They stand in two lines. The first person of each line takes turns to touch a body part or mime a movement. The next person in their team has to say what it is. If the person says a correct answer, they go to the back of the line. If they don't, they are out and have to sit down.

Finishing the lesson (5 minutes)

- 📚 Use the Summative and thought-provoking questions technique (see page 16) to ask pupils how successful their learning is on a scale of 1 to 5 and have them rate how much they enjoyed this unit.
- Congratulate pupils on completing the unit.
- Ask them which lesson they liked best in the unit and go to that lesson to read, sing or act out.

Shared reading Unit 3

- Focus a lesson on shared reading with the class. Follow procedures as set out in the Teacher's Book Introduction on page 18.

Unit 3 Practice sheet

- Pupils now complete the Unit 3 Practice sheet. Give pupils support where necessary and focus time on areas where pupils commonly needed extra help. Refer to the Practice sheet teacher's notes for audio scripts and answer keys. Praise pupils for their hard work.



Meet my family

Unit objectives

to talk about family and appearance

Language

| | |
|-------------------|--|
| Vocabulary | Family: <i>aunt, brother, cousin, dad, grandma, grandad, me, mum, sister, uncle</i> Face: <i>ears, eyes, hair, mouth, nose; black, brown, fair, red</i> |
| Grammar | <i>Who's this? It's (my uncle).</i> <i>He's got (blue eyes). She's got (green eyes).</i> |
| Functions | <i>His name's (Ahmed). Her name's (Muna).</i> |

Learning outcomes

| | |
|------------------|--|
| Listening | <ul style="list-style-type: none"> • Develop an awareness of intonation patterns when listening • Listen and understand familiar words and set phrases in very short and simple texts on familiar topics • Listen and understand the overall meaning of very short and simple texts on familiar topics • Listen and respond appropriately to peers and adults • Listen to rhymes, chants and songs and sing them • Respond to factual questions • Identify core vocabulary |
| Speaking | <ul style="list-style-type: none"> • Articulate words in connected speech • Pronounce learned words using correct stress and intonation • Recite songs and rhymes individually and chorally • Name familiar objects • Describe familiar objects • Respond verbally to direct questions, instructions and visual inputs • Act out parts of a picture story using simple actions and words • Ask and answer simple questions on familiar topics |
| Reading | <ul style="list-style-type: none"> • Follow words, phrases and sentences in English from left to right • Read the most common high frequency words • Recognise the effect of word spacing and simple punctuation when reading • Read and re-read very short and simple texts • Read and understand the overall meaning of very short, simple texts with the help of pictures |
| Writing | <ul style="list-style-type: none"> • Write correctly formed letters and words moving from left to right using four lines • Use segmenting strategies to write new words • Write lower and upper case letters legibly • Write phrases/sentences using spacing, capitalisation and full stops • Spell frequently used words correctly • Write very short, simple sentences on familiar topics • Write short, simple descriptive texts on familiar topics if provided with key words and supported by pictures |

Cognitive skills

- Draw pictures to represent vocabulary and familiar concepts
- Use own ideas for doing creative activities like colouring, drawing, and building to represent vocabulary and familiar concepts
- Use gesture and posture inclusively (e.g. sit in a circle, look at other children, wave to other children, point to where they could sit)
- Listen carefully, attend to and take account of what others say
- Match objects, people, letters, pronunciations and words
- Guess words from illustrations in storybooks
- Recognise a problem (e.g. something doesn't work) and tell the teacher about it
- Understand and carry out basic instructions for class/school
- Respond appropriately to questions

Key competences

Linguistic competence: use language as an instrument for communication (L. 1–7)

Mathematical, scientific and technological competences: use cardinal numbers up to five (L. 1)

Digital competence: use Class Book and Activity Book eBook (L. 1–7)

Social and civic competences: learn to be creative (L. 5); learn to introduce family and friends (L. 6)

Cultural awareness and expression: express Omani identity (L. 5)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–7) using: previous knowledge

(L. 1 and 2); following instructions (L. 1–7); personalisation of language learnt (L. 5 and 6)

Initiative and entrepreneurship: choose topic for the project (L. 5)

Future Skills

| | |
|--------------------------|--|
| Critical thinking | Predicting (L. 2); Problem solving (L. 2 and 7); Logical thinking (L. 2 and 5); Defining and describing (L. 1, 2, 3, 4, 5 and 6); Finding information (L. 2, 3, 4 and 5); Planning (L. 3 and 5); Reflecting on learning (L. 1–7) |
| Creativity | Making a class art gallery (L. 5) |
| Communication | Presenting and describing family members (L. 1 and 3); Asking and answering about family members (L. 4); Cut-outs game (L. 4); Functional dialogue (L. 6) |
| Collaboration | Project groupwork (L. 5); Acting out (L. 2 and 6) |

Sounds and Spelling Book

Sounds: /i:/; /ɜ:/; /ɑ:/; /əʊ/

Tricky words: said, come, do, so

Evaluation

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Self-assessment: Class Book pp. 58 and 65; Activity Book p. 53
- Picture dictionary: Activity Book p. 62
- Unit 4 Extra practice: Activity Book p. 54
- Unit 4 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, Culture, English in Action, Sounds and Spelling, CLIL
- Unit 4 Practice sheet
- End-of-semester 1 Practice sheet

External exams**Class Book**

Pre A1 Starters Reading and Writing Part 1
Pre A1 Starters Speaking Part 4

Activity Book

Pre A1 Starters Listening Part 4

Vocabulary and Grammar

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to talk about family members
- **Target language:** *unt, brother, cousin, dad, grandma, grandad, me, mum, sister, uncle; Who's this? It's (my uncle).*

Global Scale of English (GSE)

- **Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 24).
- **Listening:** Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures (GSE 16). Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- **Speaking:** Can answer simple questions about where people or things are, using basic phrases (GSE 24). Can recite a short, simple rhyme or chant (GSE 16). Can describe immediate family members, using basic fixed expressions (GSE 28).

Materials

- Photocopiables 7 and 15
- flashcards from Units 1–3
- unit flashcards (*grandma, grandad, mum, dad, uncle, aunt, brother, sister, me, cousin*)
- family members word cards
- stopwatch
- six strips of paper per pupil
- sheets of A4 paper, enough for each pupil
- two fly swats
- family photos

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 16)
- Peer learning: pairwork; groupwork
- Independent learning: portfolio

Lesson 1, part 1

Starting the lesson (5 minutes)

- Give pupils six strips of paper to write a word from Units 1–3 on each. On the board, place the flashcards from these units.
- Have pupils form two lines and play *Word swat* (see page 24) with the vocabulary from these units.

Presentation (1 minute)

- Explain that in this lesson pupil will learn about family.

Practice

Class Book



1 How many family words do you know? (6 minutes)

- Using the Lollipop stick technique (see page 16), have pupils name the family members in the picture.
- Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions.
- Check answers as a class.

Extra activity Critical thinking

- Ask pupils why it is important to spend time together as a family.

2 4.1 Listen and stick. Then listen and say. (12 minutes)

- Place the flashcards on the board. Reinforce by pointing, saying a word and having pupils repeat after you.
- Point to an item and use the Lollipop stick technique (see page 16) to have pupils tell you what it is.
- Refer pupils to the stickers on page 77 in their Class Books. Play the first part of the audio and pause after each family member word. Pupils stick the stickers in the correct place.

- Play the second part of the audio, pausing after each sentence, and have pupils repeat.

4.1

Come and meet my family. This is my grandma. This is my grandad. This is my mum. And this is my dad. This is my uncle. This is my aunt. This is my brother. This is my sister. This is me. This is my cousin.

Now listen and say.

grandma, grandad, mum, dad, uncle, aunt, brother, sister, me, cousin

Extra activity Fast finishers

- Use family tree printouts from the internet. Pupils draw and label their own family trees.
- Place them in their portfolios.

Lesson 1, part 1 **Vocabulary and Grammar**

2 Listen and stick. Then listen and say.

3 Who are the family members on page 50?

4 Listen and chant.

| | | |
|--|--|--|
| Who's this? It's my grandma. I'm happy! You can see My grandad, my mum, my dad and me. | Who's this? It's my brother. I'm happy! You can see My sister, my aunt, my uncle and me. | Who's this? It's my cousin. I'm happy! You can see This is my family and me! |
|--|--|--|

5 Show and say.

Activity Book, Unit 4 Lesson 1, part 2 Sounds and Spelling Book Unit 4, Lesson 1 fifty-one 51

3 Who are the family members on page 50? (3 minutes)

- Pupils work in pairs to find and say the family members.

Diversity**Support**

- Show each family member flashcard and word cards for pupils to point to them in the picture. Pupils repeat after you.

Challenge

- Tell pupils they are Lily. They point to a family member and say *I've got a grandma*. They go on with all family members.

4 4.2 & 4.3 Listen and chant. (4 minutes)

- Play the chant. When pupils hear a family member, they clap.
- A karaoke version of the chant is available (track 4.3).

4.2

Who's this?
It's my grandma.
I'm happy! You can see
My grandad, my mum,
my dad and me.

Who's this?
It's my brother.
I'm happy! You can see
My sister, my aunt,
my uncle and me.

Who's this?
It's my cousin.
I'm happy! You can see
This is my family
and me!

Extra activity TPR

- Pupils stand in a line. Explain that if you say a male family member, they jump to the left. If you say a female family member, they jump to the right.

5 Show and say. (4 minutes)

- Draw pupil's attention to the grammar box and the recorded model (track 4.4).

4.4

Who's this?
It's my brother.

- **Extension** Ask pupils to take out their family photos, or give each pupil a sheet of A4 paper, and ask them to draw and label it with their family.
- In pairs, pupils complete the activity.

Finishing the lesson (5 minutes)

- Give pupils the six strips of paper. In small groups, pupils say one word to the person on the left, who spells it.

Vocabulary and Grammar

Lesson 1, part 2

Starting the lesson (5 minutes)

- Place the family member flashcards around the classroom floor. As you are putting each one down, ask pupils to chant the family word, e.g. *Mum! Dad!* etc. When you have finished, ask three pupils to come to the front. Say a word, e.g. *Brother*, and pupils go and stand by the brother flashcard as quickly. Repeat with different family words and different pupils.

Practice

Activity Book

4 Meet my family

1 🕒 Look at the Class Book page 50. Read and write.

two brown Sami and Jack

1 Where's Fatma? With Samy and Jack

2 How many balls can you see? two

3 What colour is the big bag? It's brown

2 Look, write and match.

me grandma mum dad aunt uncle
brother sister cousin grandad

1 grandma

2 grandad

3 mum

4 dad

5 uncle

6 aunt

7 brother

8 sister

9 me

10 cousin

46 forty-six

1 🕒 Look at Class Book page 50. Read and write. (10 minutes)

- Pupils answer the question individually and then compare answers in pairs.

2 Look, write and match. (10 minutes)

- Give pupils time to complete the activity individually.

Lesson 1, part 2 Vocabulary and Grammar 4

3 🎧 Listen and number.

a **3**

b **4**

c **1**

d **2**

4 Look and match.

1

2

This is my brother.

This is my grandma.

This is my mum.

This is my uncle.

3

4

forty-seven 47

3 🎧 **4.5 Listen and number.** (5 minutes)

- Ask pupils to guess the family members.
- Play audio to complete activity.

4.5

- | | |
|--------------------------------|-----------------------------------|
| 1 Who's this? It's my dad. | 2 Who's this? It's my sister. |
| 3 Who's this? It's my aunt. | 4 Who's this? It's my grandad. |

4 Look and match. (5 minutes)

- Pupils complete the activity individually.

Extra activity Fast finishers

- Pupils draw their own family, showing them doing something special together. Place it in their portfolios.

Finishing the lesson (5 minutes)

- Put the family flashcards on the board. Point and elicit, e.g. *Mum, dad, brother, sister*, etc. Turn one flashcard to face the board. Elicit the names again, including the one that pupils cannot see. Repeat, and each time, turn one more flashcard until they are facing the board. Try and get pupils to repeat from memory. Turn over each one to check.

Extra activity Photocopiables 7 and 15

- Ask pupils to do Photocopiables 7 and 15.

Story

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to understand simple cartoon stories
- **Target language:** family members; *She's got (big blue eyes). He's got (the ball).*

Global Scale of English (GSE)

- **Reading:** Can recognise key words and basic phrases in short, simple cartoon stories. (GSE 24). Can recognise single, familiar everyday words if supported by pictures. (GSE 24).
- **Listening:** Can recognise familiar words and basic phrases in short illustrated stories, if read out slowly and clearly (GSE 24).
- **Speaking:** Can answer simple questions about objects (e.g. colour, size) (GSE 22). Can act out parts of a picture story using simple actions and words (GSE 30). Can use cardinal numbers up to five (GSE 10).

Materials

- Photocopiable 28
- story cards
- a soft ball
- sticky notes
- Unit 4 story animation

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 16); Stop/Go cards technique (see page 16)
- Peer learning: pairwork; groupwork; Think-pair-share technique (see page 16)
- Independent learning: portfolio

Lesson 2, part 1

Starting the lesson (5 minutes)

- On the board, write the word *brother*. Ask pupils to look at the *th* and suggest a word that starts with it (*three*). Write the word vertically below it in the form of a crossword.
- Pupils continue the game in pairs writing words of their choice.

Presentation (2 minutes)

- Explain that in this lesson pupils will read a story about a game. On the board, write *The game*.
- Tell pupils to look at the pictures and guess the game.

Practice

Class Book

Story

1 Before you read What colour is the ball? **white**

2 Watch or listen and read.

The game

1 Hi, Lily. Who's this?
It's my baby cousin.
Wow! She's got big blue eyes!

2 This is my mum and dad. This is my grandma, my grandad, my brother and my sister.
Hello!

3 This is my cousin, Ted.
Hello!
Hey, come and help.

4 Thank you. You're welcome.
Oh, no! Polly! Stop!

5 Later...
Wow!
Oh dear. Where's the ball?
I don't know.
Where's the ball? Can you guess?

52 fifty-two

1 Before you read What colour is the ball? (3 minutes)

- Have pupils look at the story. Ask who the characters are. Encourage them to use the family vocabulary.
- Ask pupils to look for the ball and say what colour it is.

2 4.6 Watch or listen and read. (10 minutes)

- Have pupils read and listen to the story. Ask them what happens in it. They can also watch the video.
- Play the audio again and stop at frame 5. In pairs, pupils discuss the question in the *Solve* box. Then play the rest of the story and ask pupils to follow along on page 53.
- **Extension** Use the story cards to ask about the story.
- Using the Stop/Go cards technique (see page 16), say different statements about the story.

4.6

The game

Scene 1

- Sami:** Hi, Lily. Who's this?
Lily: It's my baby cousin.
Sami: Wow! She's got big blue eyes!

Scene 2

- Lily:** This is my mum and dad. This is my grand-
 ma, my grandad, my brother and my sister.
Fatma: Hello!

Scene 3

- Lily:** This is my cousin, Ted.
Ted: Hello!
Dad: Hey, come and help.

Scene 4

- Dad:** Thank you.
Sami: You're welcome.
Grandad: Oh, no! Polly! Stop!

Scene 5

Later ...

- Ted:** Wow!
Fatma: Oh dear. Where's the ball?
Jack: I don't know.

Scene 6

- Fatma:** Look! He's got the ball.
Jack: Who's that?
Fatma: I don't know. He's got brown hair.

Scene 7

- Uncle:** Lily! I've got the ball.
Lily: Oh! It's my uncle!

Scene 8

- Fatma:** Look at Polly! She's got three balls!
Sami: Yes! She's got a big mouth!
Lily: Hooray! Now we can play!

CLIL Link

In Unit 4, the story is based around the concept of family and what families do together. Lily and her family are in a park to play a game of rounders. Lily invites her friends to come and play, too.

3 After you read Look at the story. Read and match. (5 minutes)

- Pupils check answers with their partners.

Extra activity TPR

- Place a soft ball in a visible place. Tell pupils you will read different frames from the story for them to mime, e.g. *Look! He's got the ball.* Pupils should point to the ball.

Lesson 2, part 1

6 Look! He's got the ball. Who's that?
 7 Lily! I've got the ball. Oh! It's my uncle!
 8 Look at Polly! She's got three balls! Yes! She's got a big mouth! Hooray! Now we can play!

3 After you read Look at the story. Read and match.

1 Who's this? a It's my cousin.
 2 Who's this? b It's my grandad.
 3 Who's this? c It's my sister.
 4 Who's this? d It's my uncle.

4 Act out the story.

5 How many people in Lily's family play the game? 7

CLIL

Values
 Love your family

Activity Book, Unit 4
 Lesson 2, part 2

Sounds and Spelling Book
 Unit 4, Lesson 2

fifty-three 53

4 Act out the story. (5 minutes)

- Divide pupils into small groups. Tell them to choose their roles and practise them.
- Have the groups perform in front of the class.

Diversity

Support

- Pupils choose one sentence from each frame and write them. Read the sentences slowly with the pupils tracking the words. They can act out the sentences.

Challenge

- Pupils write two extra sentences for their characters on a sticky note and stick it in the correct frame.

5 How many people in Lily's family play the game? (5 minutes)

- Use the Lollipop stick technique (see page 16) to elicit the answer.

Extra activity Critical thinking

- Ask pupils how important it is to have and to follow the rules in any team game. Ask them to think of some general rules we need in team games.

Values

- Ask *Why is it important to love our families?* Ask pupils to look at the story and say which activities show the importance of showing love to their family members (e.g. playing together, celebrating together, taking part, etc.). Then ask pupils how they show their family members love. Ask how they feel knowing that their families love them.

Finishing the lesson (5 minutes)

- Ask pupils to draw in their notebooks the different things they enjoy with their families.

Lesson 2, part 2**Starting the lesson (5 minutes)**



- Pick up a family member flashcard but do not show it to class. Ask *Who's this?* and ask the class to guess. Continue until they guess the family member correctly. Repeat with another family member flashcard.



Practice**Activity Book**

Story Lesson 2, part 2

1 **After you read** Remember the story. Read, write and match.

mum baby cousin dad uncle

1 It's my baby cousin.  

2 This is my mum and dad.  

3 This is my cousin, Ted.


4 Oh! It's my uncle!




2 **Values** Draw and write.

grandma
grandad mother
father aunt uncle
sister brother
cousin

This is me and my _____

3 **Look and colour.**

The game 

48 forty-eight

1 After you read Remember the story. Read, write and match. (10 minutes)

- Pupils think back to the story in the previous lesson and then order the pictures. You can play the audio again from the previous lesson for pupils to check their answers.

2 Values Draw and write. (10 minutes)

- Pupils draw themselves with one of their family members, and then they complete the sentence.

3 Look and colour. (10 minutes)

- Use the Think-pair-share technique (see page 16) to discuss if pupils liked the story.

Extra activity Fast finishers

- Have pupils draw their favourite part of the story and write a few speech bubbles. Place it in their portfolios.

Finishing the lesson (5 minutes)

- Stick the flashcards on the board. Put pupils into two teams. Ask teams to line up, facing the board. Call out a family, e.g. *Grandma!* The first pupil in each team races to the board to touch the correct flashcard. Award a point to the first pupil to touch the card. The two pupils go to the back of their lines. Repeat with the next pupils.

Extra activity Photocopiable 28

- Ask pupils to do Photocopiable 28.

Vocabulary and Grammar

Lesson 3, parts 1 and 2

Objectives

- **Lesson objectives:** to learn more parts of the body and hair/eye colours
- **Target language:** *ears, eyes, fair, hair, mouth, nose*
He's got (blue eyes). She's got (green eyes).

Global Scale of English (GSE)

- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance (GSE 27).
- **Speaking:** Can recite a short, simple rhyme or chant (GSE 16). Can describe someone's physical appearance in a basic way, if guided by questions or prompts (GSE 29).

Materials

- Photocopiables 8, 16, 20 and 24
- flashcards from Unit 3 (*arms, face, feet, fingers, hands, head, knees, legs, toes, tummy; bend, clap, move, stamp, stretch, touch*)
- flashcards from this lesson (*eyes, ears, fair, hair, mouth, nose*)
- Family and appearance poster
- sheets of A4 paper, enough for each pupil

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique (see page 16)
- Peer learning: pairwork; groupwork; Think-pair-share technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16); portfolio

Lesson 3, part 1

Starting the lesson (5 minutes)

- Place the Unit 3 flashcards on the board and do a revision of the words. Say a body part and pupils point to it on their bodies.

Presentation (5 minutes)

- Explain that in this lesson pupils will learn more body words and a new colour.
- Place the lesson flashcards on the board. Go through each word and have pupils repeat after you.
- Place pupils in pairs and give each one a sheet of A4 paper. One pupil says a new word for the other pupils to draw. Pupils check their partner's work and swap roles.

Practice

Class Book

Vocabulary and Grammar Lesson 3, part 1

1 Listen and say. Then listen and point.

2 Listen and find. Then listen and sing.

1 This is my sister.
Her name's Claire.
She's got a small mouth.
And she's got red hair.
She's got green eyes.
She's got a small nose.

2 This is my brother.
His name's Piers.
He's got a big mouth.
And he's got big ears.
He's got blue eyes.
He's got black hair.

3 Can you find my sister Claire?
She's got a small mouth.
And she's got red hair.

4 Can you find my brother Piers?
He's got a big mouth.
And he's got big ears.

3 Look at Activity 2. Say and find.

He's got brown hair.
He's got brown eyes.
He's got a small nose.

He's got blue eyes.
She's got green eyes.

Number 4.

54 fifty-four

Activity Book, Unit 4
Lesson 3, part 2

Sounds and Spelling Book
Unit 4, Lesson 3

1 4.7 Listen and say. Then listen and point. (10 minutes)

- Ask pupils to look at the picture and describe it.
- Play the first part of the audio. Pupils repeat the items as they hear them.
- Play the second part of the audio. Pause after each part of the face is mentioned and have pupils point to it.
- **Extension** In pairs, pupils describe themselves using hair and eyes colours and *big* or *small*, too.

4.7

hair, eyes, mouth, ears, nose, fair, brown, red, black

Now listen and point.

Look at this picture of me. It's my face! Look. I've got fair hair. I've got big brown eyes and a small nose. I've got big ears and I've got a big mouth. It's a funny picture.

2 4.8 & 4.9 Listen and find. Then listen and sing. (10 minutes)

- Ask pupils what new words they expect to see in the song. Explain that they have to find the two people the song is about. Play the audio for pupils to complete the first part of the activity.

- Then play the song for pupils to sing.
- A karaoke version of the song is available (track 4.9).

4.8

This is my sister.
Her name's Claire.
She's got a small mouth.
And she's got red hair.
She's got green eyes.
She's got a small nose.
Can you find my sister Claire?
She's got a small mouth.
And she's got red hair.

This is my brother.
His name's Piers.
He's got a big mouth.
And he's got big ears.
He's got blue eyes.
He's got black hair.
Can you find my brother Piers?
He's got a big mouth.
And he's got big ears.

Extra activity TPR

- 🗣️ Divide the class into five groups. Give each group a new body part. Play the audio again, and when they hear their body part, they stand up and point to it. Repeat by having groups change body parts.

3 Look at Activity 2. Say and find. (5 minutes)

- 🗣️ Play the grammar audio (track 4.10) for pupils to listen to. Give more examples with *he/she/it* and *has got* or *'s got* and focus on the verb form. Use the Traffic light cards technique (see page 16) to check understanding.

4.10

He's got blue eyes.
She's got green eyes.

- **Extension** Refer pupils to the song. Pupils find examples of *'s got*.
- Explain that they have to describe a person from Activity 2 for their partners to find.

Diversity**Support**

- Pupils look at the grammar box to locate the model sentences. Play the audio again as necessary. Write the sentence frame on the board for pupils to copy and complete.

Challenge

- Call different pupils to the front of the class one by one. Point to one picture from Activity 2 and have them describe the picture to the class.

Extra activity Critical thinking

- Ask pupils to look at the different people in Activity 2. Ask how they are different. Explain that we are all different. Ask why it is OK to be different.

Finishing the lesson (5 minutes)

- 🗣️ Use the Summative and thought-provoking questions technique (see page 16) to ask pupils how confident they feel now about describing people. Ask if they think their English is improving.
- Have a class vote on which song they like best so far. Pupils sing and mime it.






Lesson 3, part 2**Starting the lesson (10 minutes)**

- Stick the poster to the wall in a visible place so all pupils can see it. Invite pupils up to come and take their time to look at the poster. Then, point to people in the poster and ask questions. e.g. *Who's this?*

Practice**Activity Book**


Lesson 3, part 2 Vocabulary and Grammar 4

1 Find, circle and write.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| b | c | e | a | r | o | m | l | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| t | s | b | v | h | a | i | r | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| n | o | s | e | m | g | h | l | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| f | l | g | e | y | e | m | h | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 <u>eye</u> | | 5 <u>hair</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  |  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 <u>mouth</u> | 3 <u>ear</u> | 4 <u>nose</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

2 Read and tick (✓).

| | | | |
|---------------|--|---|--------|
| 1 This is my | sister <input checked="" type="checkbox"/> | brother <input type="checkbox"/> | |
| 2 She's got a | big <input type="checkbox"/> | small <input checked="" type="checkbox"/> | mouth. |
| 3 She's got | brown <input checked="" type="checkbox"/> | black <input type="checkbox"/> | hair. |
| 4 She's got | green <input type="checkbox"/> | blue <input checked="" type="checkbox"/> | eyes. |




forty-nine 49

Vocabulary and Grammar


1 Find, circle and write. (10 minutes)

- Ask pupils to name the different body parts they see.
- Pupils complete the activity and check answers as a class.

2 Read and tick (✓). (10 minutes)

- Pupils complete the activity individually.
-  Using the Think-pair-share technique (see page 16), pupils check answers with their partners and read the sentences.
- Now tell pupils to go to the Extra practice on page 54 and do the activity. See notes in Lesson 7.

Extra activity Fast finishers

-  Ask pupils to draw their face and label it. Place it in their portfolios.

Finishing the lesson (10 minutes)

- Point to people on the family poster and ask pupils to say the names. Then, say the names incorrectly and encourage pupils to say the correct names.

Extra activity Photocopiable 8, 16, 20 and 24

- Ask pupils to do Photocopiables 8, 16, 20 and 24.

Story

Lesson 4, parts 1 and 2

Objectives

- **Lesson objectives:** to describe family members
- **Target language:** revision of all taught words and grammar

Global Scale of English (GSE)

- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance (GSE 27).
- **Speaking:** Can describe someone's physical appearance in a basic way, if guided by questions or prompts (GSE 29).

Materials

- unit flashcards (*aunt, brother, cousin, dad, grandma, grandad, me, mum, sister, uncle; eyes, ears, fair, hair, mouth, nose*)
- family and appearance poster
- sheets of A4 papers, enough for each pupil
- scissors
- Unit 4 cut-outs (found at the back of the Class Book)
- pictures of indigenous people from all over the world, with different hair and eye colours

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 16); Traffic light cards technique (see page 16)
- Peer learning: pairwork; groupwork; Expert envoy technique (see page 16); Two stars and a wish technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 4, part 1

Starting the lesson (5 minutes)

- Using the flashcards, review vocabulary from Lesson 3.
- Give each pupil a sheet of A4 paper to draw a person and colour it. Pupils swap papers with a different member of the class. Pupils mustn't show the picture to their partners.
- In pairs, pupils describe their picture for their partner to draw it. Then pupils compare the pictures.

Presentation (5 minutes)

- Explain that in this lesson pupils will do an activity that will help them with the Starters exam.

- On the board, draw a family tree with only *me* labelled on it. Use the Lollipop stick technique (see page 16) to complete it. At times, intentionally write the wrong word under the family member for pupils to correct you.

Practice

Class Book

Lesson 4, part 1 Skills 4

1 Listen and draw lines.

2 Cut out. Then listen and play.

Activity Book, Unit 4 Lesson 4, part 2 Sounds and Spelling Book Unit 4, Lesson 4 fifty-five 55

1 4.11 Listen and draw lines. (10 minutes)


- This task is based on Pre A1 Starters Listening Part 1.
- Refer pupils to the picture and have pupils describe one of the people in it.
- **Extension** Then explain that you will describe a person, who they have to point to.
- Use the Traffic light cards technique (see page 16) to check pupils understand the activity. Repeat the audio for pupils to check answers.

4.11

- 1 Boy:** This is my family.
Woman: Who's this?
Boy: Who?
Woman: This girl. She's got red hair and blue eyes.
Boy: Red hair and blue eyes? It's my sister.
- 2 Woman:** Great! Now, who's this? He's got black hair and green eyes.
Boy: Black hair and green eyes. It's my brother.
Woman: What's his name?
Boy: His name's Jake. Look! He's got a teddy bear!
- 3 Woman:** Is this your mum?
Boy: Who?
Woman: Here. She's got brown hair. She's got a small nose and big green eyes.
Boy: Brown hair, a small nose and big green eyes. Yes, that's my mum.
- 4 Woman:** And who's this over here?
Boy: Who?
Woman: The woman with a baby. She's got fair hair and brown eyes.
Boy: Oh yes. It's my aunt. And the baby is my cousin.

Diversity

Support




-  Before pupils start the activity, place the Lesson 3 flashcards on the board. In pairs, pupils describe a person in Activity 1 for their partner to find. Pupils swap roles.

Challenge

- With books closed, pupils write the family members words as you say them.

2   4.12 Cut out. Then listen and play.

(15 minutes)


- Refer pupils to page 73 in their Class Books and have them cut out the pictures as indicated.
-  Place pupils in pairs and play the audio.
- Explain that pupils have to place the table cut-out in front of them and then place cut-outs of people of their own choice under the different table headings. They then describe each of the family members for their partner to guess the name of the person. Make sure they follow the dialogue in the audio. They then swap roles.
-  Using the Lollipop stick technique (see page 16), have pupils describe a card.
-  Use the Expert envoy technique (see page 16) to help pupils who haven't understood the game.
- Pupils can find the cut-outs that they need at the back of the Class Book.

- Ask pupils to keep the cutout cards in their portfolios as they might need to use them later.

4.12

- Girl 1:** Mum: she's got red hair and green eyes. She's got big eyes and a small nose.
Girl 2: Is it Sally?
Girl 1: Yes, it is.



Extra activity Critical thinking

-  Show pupils the pictures of people from all over the world. As you show them, point to where they live in the world. Ask pupils to describe them and tell you how they are different from them, using *I have got/He/She's got . . .* Explain to pupils that people all over the world are different and this is why each and every one of us is special.

Extra activity TPR

- Tell pupils you are going to play a game. Pupils quietly walk around the class while you say sentences. If the sentence is wrong, they have to stop and clap. Pupils who don't stop sit down and lose a turn. Slowly speed up the game to make it more exciting.

Finishing the lesson (5 minutes)

- Describe a pupil in the class and pupils guess who it is.
-  Place pupils in small groups and have them play, describing members of their groups.
-  Use the Summative and thought-provoking questions technique (see page 16) to have pupils reflect on the lesson and how well they have done in it. Encourage them to say what they have managed to do, where they had difficulty and what they were really good at.

Lesson 4, part 2

Starting the lesson (10 minutes)

- Display the flashcards on the board. Ask pupils to close their eyes. Check that all pupils have their eyes closed and then take away one flashcard. Ask *Who's missing?* Show the flashcard once they guess correctly. Repeat with different flashcards.


Practice

Activity Book

Skills Lesson 4, part 2

1 Read and tick (✓).

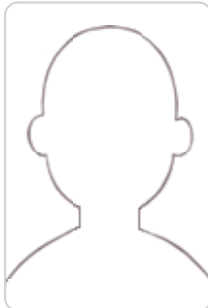
This is my sister, Ana.
 She's got black hair.
 She's got a big mouth.
 She's got blue eyes.
 She's got a small nose.
 She's got big ears.



2 ✨ Choose and draw. Then circle and write.

mum dad brother
 sister grandad grandma
 uncle aunt cousin

Who's this?
 It's my _____
 His / Her name's _____
 He's got / She's got _____
 hair and _____ eyes.
 He's got / She's got a _____ nose.



50 fifty

1 Read and tick (✓). (10 minutes)

- Have pupils look at the pictures and find the differences.

2 ✨ Choose and draw. Then circle and write. (15 minutes)

- Ask pupils to say as many new words from the unit as they can. Write them on the board. Then go through the unit flashcards and check if all unit words are on the board.
- 🗨 Explain that pupils can draw whoever they like. Pupils show their work to their partners and use the Two stars and a wish technique (see page 16) to comment on each other's work. They read their sentences to each other.

Extra activity Fast finishers

- Pupils write all the family members words in the form of a crossword.

Finishing the lesson (5 minutes)

- Put the poster on the board and ask pupils to come to the front. Describe people in the poster, e.g. *She's got a (small nose)*, and ask pupils to point to the person you described. Repeat with other sentences.

Culture and Project

Lesson 5, parts 1 and 2

Objectives

- **Lesson objectives:** to read a simple text about a celebration; to describe a celebration
- **Target language:** *cake, happy smile, picture*

Global Scale of English (GSE)

- **Reading:** Can understand basic phrases in short, simple texts (GSE 24).
- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance (GSE 27).
- **Speaking:** Can answer simple questions about their family and friends, using basic phrases (GSE 26).
- **Writing:** Can write a few basic sentences, given prompts as a model (GSE 13).

Materials

- Photocopiable 32
- sheets of A4 paper, enough for each pupil
- *Happy Birthday* song in English
- Unit 4 Culture video
- Unit 4 Project video

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Traffic light cards technique (see page 16); Lollipop stick technique (see page 16)
- Peer learning: pairwork; groupwork; Three facts and a fib technique (see page 16)

Lesson 5, part 1

Starting the lesson (5 minutes)

- Refer pupils to page 12 of the Class Book. Describe one of the characters and pupils guess who it is.
- Play for a few rounds. Place pupils in pairs to continue.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn about birthday celebrations and will draw a poster.
- Ask pupils if they have birthday parties. Encourage them to tell you who they invite and what they eat and do.

Practice

Class Book

Lesson 5, part 1
CULTURE

My brother's birthday

Hi! My name's Eman. This is me and my family – my mother, my father and my brother. It's my brother's birthday today.

This is my present for my brother Ahmed. It's a yo-yo.

black hair
happy smile
picture

cake

Look at his cake. He's 7 today. Happy birthday, Ahmed!

Look at this picture! He's got black hair and black eyes. He's got a happy smile. Who is it? Yes! It's my brother Ahmed!

- 1 **Before you read** How many people live in your home? Who are they?
- 2 **Listen and read.**
- 3 **Find out more! Watch the video.**
- 4 **After you read** Activity Book, page 51.

Project Lesson 5, part 2

Make a class art gallery.

- 1 Draw your family celebrating a birthday.
- 2 Write. *This is my... It's my birthday.*
- 3 Together, make a class art gallery.
- 4 Tell your class about your picture.

56 fifty-six

Sounds and Spelling Book
Unit 4, Lesson 5

1 Before you read How many people live in your home? Who are they? (5 minutes)

- Explain that some families are big because they live with their grandparents. Ask pupils if they have any grandparents living with them. Have pupils describe them.
- **Extension** On the board, draw a house with two parents and a grandmother. Say that this is your family. Describe the people in it.
- Have pupils describe the people who live in their home.

2 4.13 Listen and read. (8 minutes)

- Ask pupils to describe the picture of the family.
- After listening to the text, ask pupils what they found interesting about it. Ask if they have ever celebrated a family member's birthday.
- To help with pronunciation and intonation, play the audio again, pausing between sentences or mid-way through them, for pupils to repeat.

4.13

My brother's birthday

Eman: Hi! My name's Eman. This is me and my family – my mother, my father and my brother. It's my brother's birthday today. This is my present for my brother Ahmed. It's a yo-yo.
Look at this picture! He's got black hair and black eyes. He's got a happy smile. Who is it? Yes! It's my brother Ahmed!
Look at his cake. He's 7 today.
Happy birthday, Ahmed!

Diversity**Support**

- Read the sentences slowly with the pupils tracking the words. Play the audio again if necessary. Tell pupils to point to the family members in the photo as they read them.

Challenge

- Ask comprehension questions about the text: *Whose birthday is it? How old is he? Who lives with Eman? What's Eman's present? What is Eman's brother like?*

3 Find out more! Watch the video. (5 minutes)

- After watching the video, use the Three facts and a fib technique (see page 16) to ask pupils about it. Play the video as you go along to reinforce the correct answers.
- **Extension** Ask pupils to tell if they have had similar experiences as the people in the video.

Activity Book**1 Read and match.** (5 minutes)

- On the board, draw half a cake to elicit the word. A pupil comes to the board, writes the word and completes the drawing. Continue with all new vocabulary.
- Pupils check answers with partners.

Lesson 5, part 1

CULTURE

4

1 Read and match.

cake

picture

black hair

a happy smile

1

2

3

4

2 After you read Read and circle.

1 My name's Eman / Zahra.

2 It's my brother's / sister's birthday today.

3 He's 10 / 7 today.

4 He's got black / brown hair.

5 He's got a happy cake / smile.

fifty-one 51

2 After you read Read and circle. (5 minutes)

- Use the Traffic light cards technique (see page 16) to make sure pupils have understood the activity.
- Pupils check answers with a partner. Tell pupils that they can refer to the Class Book.

Extra activity TPR

- Teach pupils the *Happy Birthday* song in English. Pupils form a circle and walk to the left as they sing it. Then pupils sing the traditional birthday song in L1 and walk to the right.

Finishing the lesson (5 minutes)

- Draw a line in the middle of the board. On the left, write the first two or three letters of unit vocabulary and on the right, the last letters, e.g. *bro – ther*. Ensure words are in random order.
- Place class in two teams. Bring the first one to the board. Say a word for one member to point to the first part of the word while the other member points to the second part of the word. They have to find the word before you count to 6 to get a point. If not, they go to the back of their line. The team that finishes first wins.

Culture and Project

Lesson 5, part 2

Starting the lesson (5 minutes)

- Use the Lollipop stick technique (see page 16) to choose a pupil. Explain to the class that it's their birthday today. Lead the class singing the *Happy Birthday* song to the pupil. Repeat with a couple more pupils.

Presentation (10 minutes)

- Teach the class art gallery. Ask pupils if they have ever been to one and if they like to paint at home.
- Explain to pupils that they are going to make a class art gallery. In order to make the gallery, they are going to paint a picture of themselves and their families celebrating their birthday. Look at the example in the Class Book. Ask pupils how their birthdays are different from the one in the painting.

Practice

Class Book



My brother's birthday

Hi! My name's Eman. This is me and my family – my mother, my father and my brother. It's my brother's birthday today.



cake

Look at his cake. He's 7 today. Happy birthday, Ahmed!



black hair

happy smile

picture

Look at this picture! He's got black hair and black eyes. He's got a happy smile. Who is it? Yes! It's my brother Ahmed!



This is my present for my brother Ahmed. It's a yo-yo.

- 1 **Before you read** How many people live in your home? Who are they?
- 2 **Listen and read.**
- 3 **Find out more! Watch the video.**
- 4 **After you read** Activity Book, page 51.

Lesson 5, part 2

Project

Make a class art gallery.

- 1 Draw your family celebrating a birthday.
- 2 Write. *This is my... It's my birthday.*
- 3 Together, make a class art gallery.
- 4 Tell your class about your picture.



This is my family. It's my birthday.



56 fifty-six

Sounds and Spelling Book
Unit 4, Lesson 5

Make a class art gallery. (20 minutes)

- Explain to pupils that they are going to work on their own to make an art gallery to decorate their classroom.

- Give each pupil a sheet of A4 paper, and using the Lollipop stick technique (see page 16), pupils read through the instructions. They can also watch the video.
- Pupils present their work to the class.
- Make a classroom display.

Extra activity Fast finishers

- Have pupils write full sentences in speech bubbles on their project before handing it in.

Finishing the lesson (5 minutes)

- Pupils walk around, as if they were in a real gallery, and look at the paintings. Encourage them to describe the people in the paintings.

Extra activity Photocopiable 32

- Ask pupils to do Photocopiable 32.

English in action

Lesson 6, parts 1 and 2

Objectives

- **Lesson objectives:** to learn how to introduce family and friends
- **Target language:** *His name's (Ahmed). Her name's (Muna).*

Global Scale of English (GSE)

- **Reading:** Can identify familiar words in short simple texts (GSE 23).
- **Listening:** Can understand the main information when people introduce themselves (e.g. name, age, where they are from) (GSE 19).
- **Speaking:** Can introduce people using simple language (GSE 30).

Materials

- Photocopiable 36
- two strips of paper for each pupil
- straw puppets
- fly swats
- a box or bag for each group
- unit flashcards (*aunt, brother, cousin, dad, grandma, grandad, me, mum, sister, uncle; eyes, ears, fair, hair, mouth, nose*)
- sheets of A4 paper, enough for each pupil
- Unit 4 English in action video

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Stop/Go cards technique (see page 16); Lollipop stick technique (see page 16)
- Peer learning: pairwork; groupwork
- Independent Learning: Summative and thought-provoking questions technique (see page 16)

Lesson 6, part 1

Starting the lesson (5 minutes)

- Put the flashcards on the board.
- Ask pupils to form one line in front of the board. Say a word for the first person in the line to find and swat it in 5 seconds. If they find it, they win a point for the class and sits down. If they don't find it, you get a point.

Presentation (2 minutes)

- Explain that in this lesson pupils will learn how to introduce family and friends.

Extra activity Critical thinking

- Explain to pupils that introducing people is part of being social. Ask pupils why it is important to have social skills. Ask pupils if they think they are social and if they like to make new friends. Ask pupils why making new friends is good for you.

Practice

Class Book

Lesson 6, part 1

English in action
Introducing family and friends

4

1 Listen. Circle the correct word.

1 brother / sister

2 aunt / uncle

3 friend / cousin

4 brother / aunt

5 sister / friend

6 cousin / uncle

2 Watch or listen and read.

Hi, Kim. This is my sister. Her name's Jane.

Hello, Jane. Nice to meet you.

Hi, Kim. Nice to meet you, too.

3 Act out the dialogue. Use different names and family members.

brother cousin aunt uncle friend

His name's Ahmed. Her name's Muna.

Activity Book, Unit 4 Lesson 6, part 2 Sounds and Spelling Book Unit 4, Lesson 6 fifty-seven 57

1 4.14 Listen. Circle the correct word. (10 minutes)

- Play the audio and pause after the first word. Go through number 1 with the class. Elicit the correct answer (*sister*). Explain that they are going to listen and circle the words they hear. Play the rest of the audio.
- Check answers as a class.

4.14

- 1 sister
- 2 aunt
- 3 cousin
- 4 brother
- 5 friend
- 6 uncle

English in action

2 4.15 Watch or listen and read. (10 minutes)

- On the board, write *His name's ...* and *Her name's ...*
- Introduce some pupils to the class using *His/Her name's ...*
- Play the video or audio once for pupils to watch/listen and read.
- **Extension** In pairs, pupils show each other their family photos. Have them introduce the people in the photos.

4.15

Lily: Hi, Kim. This is my sister. Her name's Jane.

Kim: Hello, Jane. Nice to meet you.

Jane: Hi, Kim. Nice to meet you, too.

3 Act out the dialogue. Use different names and family members. (10 minutes)

- Using the Stop/Go cards technique (see page 16), have pupils tell you if they are ready to proceed with the activity.
- Explain that pupils can use their straw puppets if they like.
- Using the Lollipop stick technique (see page 16), invite pupils to come to the front of the class and act out the dialogue.

Diversity

Support

- Write a short version of the dialogue on the board for pupil's to practise in pairs.

Challenge

- Pupil's learn the dialogue by heart. Ask three pupil's each time to come to the front of the class and introduce themselves without using their books.

Finishing the lesson (3 minutes)

- Hand each pupil two strips of paper to write a family word.
- In groups, pupils place all the strips in a box or bag. Each member then picks up a strip and introduces the person, e.g. *This is my (brother). His name's (Ahmed).*
- Using the Summative and thought-provoking questions technique (see page 16), ask pupils to tell you what they have learnt today, what they think they are good at and in what area they need a little more practice.

Lesson 6, part 2

Starting the lesson (10 minutes)

- Show pupils a flashcard and introduce the person as if you were related, e.g. *This is my (aunt). Her name's (Muna).* Call a volunteer to the front and ask them to choose a flashcard and introduce the person. Repeat with other volunteers.

Practice

Activity Book

English in action
Introducing family and friends

Lesson 6, part 2

1 Write and match.

1 cousin 3 aunt 5 brother
2 uncle 4 grandad

2 Write, draw and colour. Then act out.

grandma sister friend mum dad

Hi, _____
This is my _____
His / Her name's _____

Hello, _____
Nice to meet you.

Hi, _____
Nice to meet you, too.

My _____

52 fifty-two

1 Write and match. (10 minutes)

- Pupils write the missing letters from the words and match to the pictures.

2 Write, draw and colour. Then act out. (15 minutes)

- Pupils complete the activity in pairs.
- Ask them to raise their hands to act out their dialogue in groups of three.

Finishing the lesson (5 minutes)

- Give pupils a sheet of A4 paper and ask them fold it in half. Ask them to draw and colour a family member on one side and write who it is on the other. e.g. *This is my (uncle). His name's (Sami).*

Extra activity Photocopiable 36

- Ask pupils to do Photocopiable 36.

Review

Lesson 7, parts 1 and 2

Objectives

- **Lesson objectives:** to review unit language; to practise for the Pre A1 Starters Reading and Writing Exam Part 1, Speaking Exam Part 4 and Listening Exam Part 4
- **Target language:** revision of all taught words and grammar

Global Scale of English (GSE)

- **Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 24).
- **Listening:** Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance (GSE 27). Can recognise isolated words related to familiar topics if spoken slowly and clearly and supported by pictures or gestures (GSE 16).
- **Writing:** Can label simple pictures related to familiar topics by copying single words (GSE 16).

Materials

- sheets of A4 paper, enough for each pupil
- strips of paper, three for each pupil
- your own stickers, gold stars or stamps
- family photo
- athletic and entertainment magazines
- Unit 4 Practice sheet
- End-of-semester 1 Practice sheet

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 16); Thumbs up/down technique (see page 16)
- Peer learning: pairwork; groupwork; Expert envoy technique (see page 16)
- Independent learning: Summative and thought-provoking questions technique (see page 16)

Lesson 7, part 1

Starting the lesson (5 minutes)

- Pupils stand in a circle. Say a new word from the unit for pupils to spell. The first pupil says the first letter, the second pupil the second letter, and so on until the word is spelt correctly. If a pupil makes a mistake, they sit down and the game starts from the beginning.

Presentation (5 minutes)

- Explain that in this lesson pupils will review the grammar and vocabulary they have learnt in the unit.
- On the board, write *He's got ... / She's got ... / His name's ... / Her name's ...*

- In their notebooks, pupils use the phrases to describe a boy and a girl from their class.
- Use the Lollipop stick technique (see page 16) to have pupils read their sentences.

Diversity

Support

- Before doing Activity 1, show pupils your family photo and present your family members. Pupils repeat after you.

Challenge

- Pupils practise introductions of the people in the photos. Refer them to the dialogue in Activity 2, page 57 of the Class Book.

Practice


Class Book

Lesson 7, part 1


Review

1 Look and write.


uncle sister cousin mum




1 This is my sister



2 This is my mum





3 This is my uncle





4 This is my cousin

2 Listen and tick (✓).



1



2

3

4

3 Go to the Progress path on page 65.

58 fifty-eight

Activity Book, Unit 4
Lesson 7, part 1

1 Look and write. (3 minutes)

- Pupils complete the sentences using the words from the box.
- Use the Lollipop stick technique (see page 16) to ask pupils to read a few sentences to the class.
- Place pupils in pairs and have them describe each person in the photos.

2 Listen and tick (✓). (5 minutes)

- Pupils look at each picture and say a word to describe them. Write the words on the board.

Review

- Play the audio for pupils to complete the activity. Pupils check answers with a partner.
- **Extension** 🗨️ Pupils describe a picture from the activity for their partners to point to.

4.16

- 1 She's got big eyes. She's got fair hair.
- 2 He's got small ears and brown hair.
- 3 She's got a big mouth and red hair.
- 4 He's got a big nose and black hair.

3 🗨️ Go to the Progress path on page 65. (2 minutes)

- Refer pupils to page 65 in their Class Books and ask them to answer the two questions for Unit 4. Pupils can work individually or in pairs.
- Pupils get one point for answering correctly and two points for writing the answers in a correct sentence. They get an extra point if they can add more detail.
- Check the answers as a class. They can then stick the stars from the stickers pages at the back of the Class Book.


Answer key Lily; Her

Activity Book


Lesson 7, part 1
Review
4

1 Look and write.


grandma brother mum sister




1 It's my mum.



2 It's my brother.




3 It's my grandma.




4 It's my sister.

2 Read, write and colour.

He's got She's got cousin aunt



1 This is my cousin.
He's got red hair and blue eyes.



2 This is my aunt.
She's got fair hair and brown eyes.

3 🌟 Read, write and draw.

This is my _____

_____ got _____ hair.

_____ got _____ eyes.

fifty-three 53

1 Look and write. (3 minutes)

- 🗨️ Use the Expert envoy technique (see page 16) to have stronger pupils help weaker pupils through all the activities.
- 🗨️ Pupils use the Thumbs up/down technique (see page 16) to express how they feel about the activity.

2 Read, write and colour. (4 minutes)

- Pupils complete the sentences using the words in the box, then colour the pictures.
- 🗨️ Pupils check answers with their partners, and, using the Two stars and a wish technique (see page 16), assess each other's work.

3 🌟 Read, write and draw. (5 minutes)

- On the board, draw a family member and write sentences that describe him/her.
- Read the sentences to the class. Explain that they have to draw a family member and write a few sentences to describe them.
- Now tell pupils to complete the Picture dictionary on page 62 of the Activity Book.

Extra activity Critical thinking

- 🎓 Using the Summative and thought-provoking questions technique (see page 16), ask pupils how many gold stars/stickers/stamps they would give them on a scale of 1 to 3. Give pupils the amount of stickers/stamps/stars they ask for to place at the back of their Class Books.

Extra practice

Extra practice Lesson 7, part 1

1 Read, find and write.

Who's this?

1 She's got brown hair and big eyes. It's my mum.

2 He's got big, blue eyes and a small mouth. It's my brother.

3 She's got small, brown eyes and no hair. It's my baby cousin.

4 He's got green eyes and a big nose. It's my granddad.

5 She's got red hair and a small mouth. It's my grandma.

6 He's got small eyes and a big mouth. It's my cousin.

54 fifty-four

1 Read, find and write. (3 minutes)

- Pupils read the descriptions and write the correct family member.
- 🗣️ Ask pupils to look at the pictures and describe them to their partners.

Extra activity Fast finishers

- Give pupils a sheet of A4 paper and the magazines. Have pupils cut out pictures from the magazines and stick them to make a family tree. Pupils write the family members.

Finishing the lesson (5 minutes)

- Play a game of *Broken telephone* (see page 23).
- 🗣️ Divide the class into two teams and have them form a line starting at the back of the classroom.
- Whisper a short sentence to the last pupil in each line.
- The pupils whisper the sentence all the way down the line until it reaches the front of the class. The pupil at the front of the line writes the sentence on the board. The team gets a point if the sentence is perfect.
- 🎓 Using the Summative and thought-provoking questions technique (see page 16), ask pupils if they are happy with their progress so far.

Get ready for...

Lesson 7, part 2

Starting the lesson (3 minutes)

- Give each pair a few pictures to describe to each other. Then pupils write sentences about the pictures using *He's/She's got ...*
- Invite pairs to come to the front to say their sentences and show their pictures.

Presentation (5 minutes)

- Explain that in this lesson pupils will practise for the Starters Reading and Writing Exam in the Class Book and for the Starters Listening Exam in the Activity Book. They will also practise for the Starters Speaking Exam.
- On the board, place all the flashcards from this unit. Quickly revise them and then take them down.
- Have pupils line up in front of the board. Say a word from the unit vocabulary for the first pupil to write on the board. If they are correct, they say a word for the next pupil. If they are incorrect, they have to hop on the spot five times and then sit down.

Extra activity Critical thinking

- Ask pupils how they feel about exams and why. Ask pupils if they think exams are necessary and what we can actually learn from having them (that we should try harder or that we are very good pupils). Explain that different people have different abilities, so it isn't possible for everyone to get 100%.

Practice

Class Book

Diversity

Support

- Before doing the activity, pupils revise the Picture dictionary on Activity Book page 62. Read the words slowly with pupils tracking them.

Challenge

- Ask pupils to write a few sentences with the words. Have pupils read their sentences to their partners.

1 Look and read. Put a tick (✓) or a cross (✗) in the box. (7 minutes)







- Pupils complete the activity individually and use the Traffic light cards technique (see page 16) to express how they feel about the activity.
- Pupils describe the people in the activity to their partners.
- Ask pupils if they found the activity difficult and if so, why.

Lesson 7, part 2 4

Get ready for...


Pre A1 Starters Reading and Writing Part 1

1 Look and read. Put a tick (✓) or a cross (✗) in the box.


| | |
|--|--|
| <p>1  She's got big eyes. ✗</p> <p>3  She's got a small nose. ✓</p> <p>5  She's got fair hair. ✗</p> | <p>2  He's got brown hair. ✗</p> <p>4  He's got big ears. ✓</p> <p>6  He's got a small mouth. ✓</p> |
|--|--|

Pre A1 Starters Speaking Part 4

2 Talk about your families.



My mum's got a small nose.



My dad's got brown eyes.

Activity Book, Unit 4
Lesson 7, part 2 fifty-nine 59

2 Talk about your families. (10 minutes)

- Give each pupil a sheet of A4 paper and have them draw a few of their family members.
- Pupils then use their drawings to describe their family members to their partners.
- **Extension** Have pupils write a few sentences on the paper once they have completed the activity. Pupils read the sentences to the class. Place work in their portfolios.

Activity Book

Get ready for... Lesson 7, part 2

Pre A1 Starters Listening Part 4

1 Listen and colour.



fifty-five 55

1 4.17 Listen and colour. (10 minutes)

- Explain the activity and ask pupils to use the Traffic light cards technique (see page 16) to express how they feel about the activity.
- Check answers individually, explaining where pupils have made mistakes, if any.
- In pairs, pupils take turns to describe the picture.

4.17

- Girl:** This is my Aunt Eman. She's got a small nose and a big mouth. She's got black hair.
- Boy:** Black hair?
- Girl:** Yes. Colour her hair black.
- Girl:** She's got big brown eyes.
- Boy:** Brown eyes?
- Girl:** Yes. Colour her eyes brown.
- Girl:** This is my Uncle Faris. He's got big ears and a small mouth. He's got black hair.
- Boy:** Black hair?
- Girl:** Yes. Colour his hair black.
- Girl:** He's got brown eyes.
- Boy:** Brown eyes?
- Girl:** Yes. Colour his eyes brown.

Extra activity Fast finishers

- Have pupils make a quiz like Activity 1 on Class Book, page 59, but with only three items.
- Keep it and hand it to other fast finishers to complete.

Extra activity TPR

- Have pupils sit in a circle. Throw the ball to one pupil and say a unit vocabulary word. Then the pupil has to throw the ball to another pupil and say a different word. If the pupil drops the ball or repeats a word another player has said, they go to their seat. Continue until there are a few pupils left.

Finishing the lesson (5 minutes)

- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils how successful their learning is, and on a scale of 1 to 5, have them rate how much they enjoyed this unit.
- Congratulate pupils on completing the unit.
- Ask them which lesson they liked best in the unit and go to that lesson to read, sing or act out.

Shared reading Unit 4

- Focus a lesson on shared reading with the class. Follow procedures as set out in the Teacher's Book Introduction on page 18.

Unit 4 Practice sheet

- Pupils now complete the Unit 4 Practice sheet. Give pupils support where necessary and focus time on areas where pupils commonly needed extra help. Refer to the Practice sheet teacher's notes for audio scripts and answer keys. Praise pupils for their hard work.

End-of-semester 1 Practice sheet

- Pupils now complete the End-of-semester 1 Practice sheet. Give pupils support where necessary and focus time on areas where pupils commonly needed extra help. Refer to the Practice sheet teacher's notes for audio scripts and answer keys. Praise pupils for their hard work!

Learning club 2

Language booster 2

Lesson 1, parts 1 and 2

Objectives

- **Lesson objectives:** to do activities that consolidate and extend vocabulary and grammar from Units 3–4; to talk about robots, monsters and family members using *there is/are* and parts of the body
- **Target language:** *There is... /There are...*
- **Revised language:** *head, feet, leg, arm, hand; desk, board, teacher, door, chairs, window; monster, robot*

Global Scale of English (GSE)

- **Listening:** Can recognise a few familiar everyday nouns and adjectives (e.g. colours, numbers, classroom objects), if spoken slowly and clearly (GSE 10). Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures (GSE 24).
- **Reading:** Can understand basic phrases in short, simple texts (GSE 24). Can identify people in their immediate surroundings or in pictures from a short, simple description of their physical appearance (GSE 30).
- **Speaking:** Can describe someone's physical appearance in a basic way, if guided by questions or prompts (GSE 29). Can act out a short dialogue or role play, given prompts (GSE 38).

Materials

- parts of the body flashcards
- sheets of A4 paper, enough for each pupil
- stopwatch or a timer

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation
- Monitoring pupils' learning: Lollipop stick technique (see page 16); Traffic light cards technique (see page 16); Yes/No technique (see page 16)
- Peer learning: pairwork; groupwork; Think-pair-share technique (see page 16); Three facts and a fib technique (see page 16)
- Independent learning: portfolios; Summative and thought-provoking questions technique (see page 16)

Lesson 1, part 1

Starting the lesson (3 minutes)

- Show pupils the parts of the body flashcards. Say each word and ask pupils to repeat.
- Play *Salim says* (see page 23). Explain the rules if pupils do not already know them (if pupils do not hear *Salim says...* they do not do the action). Demonstrate. Ask pupils to stand up. Say *Touch your head*. Pupils do not touch their heads. Say *Salim says touch your feet*. Pupils do the action. Repeat with other body parts. When pupils make a mistake, they sit down and are out of the game. Continue until only one pupil remains.

Presentation (2 minutes)

- Explain that in this lesson pupils will revise vocabulary related to body part and toys, and they will learn to say what exists with *There is* and *There are*.

How many body words can you say? (2 minutes)

- Set a timer to one minute and ask pupils to say as many body words as possible. Ask pupils to count as they say them. Then ask them to say how many. Pupils can do this alone, in pairs or in groups.

Practice

Class Book

Language booster 2

How many body words can you say?

1 Listen and say.

head

feet

leg

arm

hand

2 Look and match.

1 There are two

2 There are four

3 There are seven

4 There are four

5 There are five

arms.

legs.

heads.

feet.

hands.

3 Say and play.

There are two heads.


No! There are seven feet.

Yes! There are eight feet.

There are three legs.
There is a head.

60
sixty




1 LB2.1 Listen and say. (5 minutes)

- Ask pupils to look at the pictures on page 60. Play the audio for pupils to hear. Play the audio again and this time ask pupils to repeat the items as they hear them.
-  In pairs, have pupils ask each other about the items. One pupil points and the other replies *There is a head*, etc..

LB2.1

1 head 2 feet 3 leg 4 arm 5 hand

2 Look and match. (5 minutes)

-  Draw a simple outline of a person with eyes, a nose and a mouth on one half of the board. On the other half, draw an alien or monster with one eye, three heads, four arms and six feet.
- Point to the person's head and say *There is a head*. Ask *How many? (one)* Say *There is a head*. Pupils repeat. Point to the alien/monster and say *There are three heads*. Ask *How many? (three)* Say *There are three heads*. Pupils repeat. Repeat with other body parts and *there is* and *there are*. Explain, in L1 if necessary, that we use *there is* and *there are* to say what exists.
-  Use the Yes/No technique (see page 16) to check whether pupils have understood how we use *there is* and *there are*.
-  Pupils look at the picture of the robot and work in pairs to match the sentence parts. Then, ask pupils to read the complete sentences to check answers.
- **Extension** Pupils draw their own robot and write sentences underneath saying what there is/are, e.g. *There are six arms*.



3 Say and play. (5 minutes)

- Play the audio (track LB2.2). Pupils listen and repeat, so they have a model to follow for the main activity.


LB2.2

There are three legs.
There is a head.

- Draw two robot heads on the board. Point to the heads and say *There are three heads*. Pupils answer Yes or No depending on the item. Continue with other body parts.
- Ask pupils to look at the speech bubbles. Call on two pupils to read them aloud. Then, ask pupils to use the drawings of robots they did in the Extension for Activity 2. Explain that pupils have to guess what each other's robot looks like by saying sentences.

-  Use the Traffic light cards technique (see page 16) to check pupils know what to do.
-  Use the Lollipop stick technique (see page 16) to choose a pair to say their dialogues to the rest of the class.

Lesson 1, part 1
LC2


4  **Look at the robot. Listen and read.**


Are there three legs?

Yes, there are. There are three legs.


Is there one arm?

No, there isn't. There are four arms.



5  **Act out the dialogue. Use different parts of the body.**

head
feet
hands

6  **Draw a picture of a funny monster. Write about its body parts.**

This is a monster.

1 There are _____.

2 There is _____.

Show what you know


Write, tick and stick.

How many body words can you say now?

Can you talk about body parts?


Can you count different things?

Well done!



Activity Book, Language booster 2
Lesson 1, part 2
Sixty-one 61

4 LB2.3 Look at the robot. Listen and read. (5 minutes)

- Draw two legs on the board. Point to the legs and ask *How many? (two)*. Then ask *Are there two legs?* Pupils repeat. Say *Yes, there are*. Point to the legs again *Is there one leg?* Shake your head and say *No, there isn't*. Erase a leg from the board. Ask *How many? (one)* Then ask and respond *Are there two legs? No, there aren't*. Pupils repeat. Ask *Is there one leg? Yes, there is!* Repeat with other body parts.
- Play the audio for pupils to hear. Play the audio again and pupils read along in their Class Books.
-  Place pupils in pairs and ask them to practise the dialogue as best they can.

LB2.3

Girl 1: Are there three legs?
Girl 2: Yes, there are. There are three legs.
Girl 1: Is there one arm?
Girl 2: No, there isn't. There are four arms.

Learning club 2

5 Act out the dialogue. Use different parts of the body. (3 minutes)

- In pairs, pupils replace the body parts in Activity 4 with the new body parts. Monitor that the pupils are acting out the dialogue correctly.
- Using the Lollipop stick technique (see page 16), invite a pair to come to the front of the class and act out their dialogue.

6 Draw a picture of a funny monster. Write about its body parts. (3 minutes)

- Pupils draw a picture of a funny monster. Ask them to include the parts of the body they have used in the lesson. Encourage pupils to colour their monsters. Pupils complete sentences about their monster and share their drawings with a partner.
- Pupils then write their descriptions on a sheet of A4 paper. They keep them in their portfolios.

Show what you know Write, tick and stick. (2 minutes)

- Pupils read and complete the *Show what you know* box. Check what pupils have learnt. Praise them and tell them to add the relevant sticker from their sticker sheet in the Class Book.

Finishing the lesson (5 minutes)

- Use the Three facts and a fib technique (see page 16). On the board, draw a picture of a monster or alien. Write three true sentences about the monster or alien and one false sentence. Read the sentences aloud. Ask pupils to look at the alien/monster and find the false sentence.
- Pupils draw their own monster or alien and write four sentences about it, making sure one is false. They show their picture and sentences to their partner to find the false sentence.
- Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they think about what they learnt today.


Lesson 1, part 2

Starting the lesson (5 minutes)

- Put the class in two teams. Ask each team to write four vocabulary words from the previous two units, e.g. parts of the body, family members, facial features. Make sure pupils choose singular nouns.
- Ask teams to take turns saying one of their words to the other team, e.g. *nose*. The other team has 30 seconds to say a sentence with the plural form of the noun and *There are*, e.g. *There are four noses!* Give teams a point for each correct sentence.




Practice

Activity Book






Language booster 2

1 Find and circle.

| | | | | | | |
|---|---|---|---|---|---|---|
| s | f | e | e | t | h | h |
| h | o | l | e | g | s | e |
| a | r | m | s | w | q | a |
| n | f | s | t | z | d | d |
| d | y | k | b | o | t | k |
| f | i | n | g | e | r | s |

2 Draw one of your family members. Then count, write and circle.

1 This is my _____.

2 He / She has _____ arms / legs.

3 He / She has _____ fingers / feet and one _____.

56
fifty-six

1 Find and circle. (5 minutes)

- Focus pupils on page 56 of their Activity Book. Elicit the parts of the body in the pictures.
- Explain that pupils are going to find the words in the word search and circle.
- Ask pupils to spell the words. Say, e.g. *How do you spell 'fingers'?*

- 2 ✨ **Draw one of your family members. Then count, write and circle.** (10 minutes)
- Elicit the names of family members (*grandma, grandad, mum, dad, uncle, aunt, brother, sister, cousin*) and write them on the board.
 - Pupils choose their favourite family member and draw them. Then, ask them to complete the sentences and circle the appropriate words.
 - 🗨️ Use the Traffic light cards technique (see page 16) to check they understand what they have to do.
 - Extension** Pupils swap books and read about each other's favourite family member.

LC


3 **Re-order the sentences. Write.**

1 are There legs three
There are three legs.

2 heads aren't There two
There aren't two heads.

3 there Is head one ?
Is there one head?

4 ten there Are fingers ?
Are there ten fingers?




4 **Read and order the dialogue.**

3 Yes, there are! Are there nine fingers?

1 Look at the robot!

4 No, there aren't! There are ten fingers.

2 It's very scary! Are there three legs?



fifty-seven 57

- 3 **Re-order the sentences. Write.** (8 minutes)
- Copy the first sentence, out of order, onto the board. Re-order the sentence as a class. Ask *Which word is first? (There)*. Then ask *How do you know?* Elicit that because it has a capital letter, it is the first word in the sentence. Re-order the rest of the sentence.
 - 🗨️ Use the Traffic light cards technique (see page 16) to check they understand what they have to do.
 - Pupils re-order the remaining sentences.
 - 🗨️ Use the Think-pair-share technique (see page 16). Pupils check their answers with a partner.

- 4 **Read and order the dialogue.** (5 minutes)
- 🗨️ Explain that the dialogue is in the incorrect order. Pupils complete the activity in pairs.
 - When pupils have completed the activity, they can practise reading the dialogue.
 - 🗨️ Use the Lollipop stick technique (see page 16) to choose a pair to read the dialogue aloud for the rest of the class.

Finishing the lesson (7 minutes)

- Draw a big circle on the board. Say *This is a monster's head*. Say *Tell me what to draw*. Pupils respond, e.g. *Three noses*, etc. Ask pupils to tell you what else to draw by pointing to parts of your face.
- Put pupils in pairs. Ask them to give each other directions and draw monsters in their notebooks. When pupils have finished, ask them to show their pictures to the class. The class says what *There is* or *There are*, e.g. *There are three noses!*
- 🗨️ Use the Summative and thought-provoking questions technique (see page 16) to ask pupils what they think about what they learnt today.

Learning club 2

CLIL: Social Studies

Lesson 2, parts 1 and 2

Objectives

- **Lesson objectives:** to introduce shops and facilities in towns
- **Target language:** *café, hospital, house, school, house; There is/are; some, a(n)*





Global Scale of English (GSE)

- **Reading:** Can understand basic phrases in short, simple texts (GSE 24). Can understand short, simple descriptions of familiar places, if supported by pictures (GSE 23).
- **Listening:** Can recognise familiar words in short phrases and sentences spoken slowly and clearly, if supported by pictures or gestures (GSE 19).
- **Speaking:** Can talk about a familiar place in a basic way (GSE 35). Can give the location of an object in a basic way (GSE 19). Can ask simple questions about very familiar topics (GSE 29). Can express their opinions on familiar topics, using simple language (GSE 41).

Materials

- Photocopiable 38
- sheets of A4 paper, enough for each pupil
- pencils, scissors, glue, card, coloured paper, markers
- pictures of a city, town, village,
- pictures of café, hospital, house, school (with the words written on the other side)
- sticky tape or string, toy cars
- different sized cardboard boxes labelled *shop, house, café, hospital, school* made up to look like places in a town. Use more than one box for *house*.
- a simple map of a town, a map of the world, a tourist map of a city centre
- sheets of A3 paper, coloured pencils

Assessment for Learning (formative assessment)

-  Setting aims and criteria: lesson objectives presentation
-  Monitoring pupils' learning: Lollipop stick technique (see page 16); Traffic light cards technique (see page 16); Thumbs up/down technique (see page 16)
-  Peer learning: pairwork; groupwork; Two stars and a wish technique (see page 16)
-  Independent learning: Learning diary, portfolio

Lesson 2, part 1

Starting the lesson (2 minutes)

- Show pictures of a city, a town and a village or say the names of places pupils know. Elicit the names. Ask pupils where they live. Explain that in this lesson pupils will learn about some of the buildings in towns.

Presentation (5 minutes)

- Elicit the places in a town using the pictures. Ask pupils to repeat in chorus and then in groups and pairs.
- Put the pictures in a circle on the board. Say *These are places in a town*. Write *Town* in the middle of the circle and then point to a picture. Ask a pupil to say what the place is.


Extra activity TPR

- Clear space in the classroom to create a street. Say *Let's make a town*. Put down lines of sticky tape or long pieces of string to make a street on the floor. Say *This is a street*. Put some cars on the street. Say *These are cars*. Show pupils the cardboard box labelled *Shop*. Ask a pupil to put the shop box anywhere on the street. Say *There's a shop in the street*. Ask pupils to repeat. Ask pupils to put the house boxes somewhere along the street. Say *There are some houses on the street*. Continue with the other boxes. When all the boxes are on the street, ask pupils to take a walk around town and describe what there is.

Practice


Class Book

1 Think What's in your town? (3 minutes)

- Ask pupils to look at the places in town on the board.
-  Ask pupils to think about which of these they have where they live. Pupils work in pairs and tell each other what there is/are, e.g. *There is a school. There are some houses*.
- **Extension** Ask pupils to say, in L1, why each of these places is important e.g. *school* – because we learn there; *shop* – we get things we need there.

Diversity

Support

-  Revise the alphabet. Then play a spelling bee game with the places in town. Say a word and ask a volunteer to stand up and spell it. Place pupils in pairs and ask them to say and spell the words to each other. Monitor pupils, helping where necessary.

Extra activity Critical thinking

- Ask pupils to think about their town and some of the good things and bad things about it. Then discuss if pupils would prefer to live in a small town or a big city.

Atomic's Learning Club Lesson 2, part 1 Social Studies **In my town**

Think 1 What's in your town?

Learn 2 Listen, read and check.

In my town
There are lots of buildings in my town.

school There is a school.

hospital There is a hospital.

shops There are some shops.

houses There are some houses.

café There is a café.

Check

3 Match the names with the buildings.

1 houses 2 hospital 3 school 4 café 5 shops

a b c d e

3 5 4 2 1

4 Look and say.

There is a café.

Yes! And there are some houses.

62 sixty-two

2 Learn **C2.1 Listen, read and check.**
(10 minutes)

- Focus pupils on page 62 of their Class Book.
- On the board, write *shop*, *house*, *café*, *hospital* and *school*. Point to the words and ask pupils to repeat after you. Ask pupils where you might find these places (in a city, town, village).
- Play the audio for pupils to hear. Play the audio again and ask pupils to read along with it.
- Ask pupils to close their books. Say sentences about the text and ask pupils to use the Thumbs up/down technique (see page 16) to show if what you have said is true or false: *There are three schools. (False) There are two hospitals. (False) There are some shops. (True) There is a house. (False) There is a café. (True)*
- In pairs, pupils read two sentences about places in a town of their choice to their partners.

C2.1**In my town**

There are lots of buildings in my town.

school

There is a school.

hospital

There is a hospital.

shops

There are some shops.

houses

There are some houses.

café

There is a café.

Extra activity TPR

- Ask five pupils to come to the front of the class and stand in a line. Hand each one a place in town picture. Ask pupils to stand in alphabetical order as quickly as they can. The rest of the class corrects them if they are in the wrong order. Repeat with five different pupils.

3 Check Match the names with the buildings.
(5 minutes)

- Pupils read and match the words with the pictures. Pupils check their answers with a partner.
- Place pupils in pairs. One pupil points to a picture of a place in town, and their partner says what that place is.

4 Look and say. (7 minutes)

- Read aloud the dialogue and ask pupils to follow. Tell pupils they are going to look at the pictures on the page and say what there is and there are. Monitor and ensure pupils are using the grammar correctly.
- Use the Lollipop stick technique (see page 16) to choose two pupils to come to the front and perform their dialogue for the class.

Extra activity Fast finishers

- Ask pupils to draw a map of a town in their notebooks and add places. They then write sentences about what there is/are.

Finishing the lesson (8 minutes)

- Sit in a circle and play a chain game. Say *In my town, there is a shop*. The next pupil has to repeat that sentence and add a sentence, e.g. *In my town, there is a shop, and there are three cafés*. The next pupil says *In my town, there is a shop, there are three cafés and there is a hospital*. When pupils have said each of the places, shout *Start again!* and the next pupil begins a new chain.

Learning club 2

Lesson 2, part 2

Starting the lesson (5 minutes)

- Put the pictures of places in town on the classroom walls. Describe a place without saying which place it is. *There are teachers in this place. There are pupils, too. You learn things here. (School). There is food in this place. There are clothes, too. You buy things you need here. (Shop). There is your family here. There are toys, too. You live here (House). There are many rooms here. There are doctors. You go here when you are sick (mime feeling sick). (Hospital) You buy food here. You buy cakes, too. You go here to eat with friends and family. (Café).* Pupils run to the correct pictures once they know what it is. Any pupil that runs to the incorrect image is out of the game.

Presentation (5 minutes)

- Explain that in this lesson pupils will practise what they have learnt about the places in town, *there is/are* and then do a project.
- Explain, in L1 if necessary, what a map is (a picture, usually from above, that shows where countries, towns, rivers, etc. are). Tell pupils there are paper maps and digital maps.
- Use the Traffic light cards technique (see page 16) to check that pupils have understood what a map is and what they show.

Practice

Class Book

1 Let's practise! Match the activity with the place. (5 minutes)

- Show pupils the pictures of the places in town and ask them to say what each one is.
- Refer pupils to the pictures in Activity 1. Pupils think about where these activities are usually done.
- Do the first item together as a class so pupils understand what they to do. Pupils can compare answers in pairs.
- Extension** Ask pupils to look at the pictures and say how often they or family members go to each one. Help pupils with the vocabulary they need to tell you in English.

Extra activity Critical thinking

- Ask pupils to draw other activities that people can do in each of the places, e.g. they could draw someone playing a sport at school, or someone using the internet in a café. Ask pupils to share their drawings with a partner.

Lesson 2, part 2

LC2

Let's practise!

1 Match the activity with the place.

1 house 2 shop 3 hospital 4 school 5 café

2 What places do you know in your town?

Show what you know

Make a map of your town.

sixty-three 63

2 What places do you know in your town? (5 minutes)

- Pupils complete the activity in pairs. Then place pairs with another pair and take turns to talk about their towns.
- Extension** Write the following sentences on the board: *There _____ two shops. There _____ one hospital. There _____ seven houses. There _____ three cafés. There _____ one school.* Ask pupils to complete the sentences individually with *is* or *are* and then compare in pairs. Pupils take turns to read aloud the completed sentences.

Diversity

Support



- To understand how maps work and what they look like, show pupils a map of a town and a map of the world. Ask pupils to say what they show.
- Put pupils into groups and ask them to talk about how maps help us. Ask them to think about when a map is useful.

Extra activity Fast finishers

- Ask pupils to think of other places in their town and write a list. Help them with vocabulary.

Show what you know Make a map of your town.

(15 minutes)

- Explain that pupils are going to make a map of their town. Give each pupil a sheet of coloured A3 paper, coloured pencils, ruler and a pencil. Show them the model map picture, so they have an idea of what they are making. You can also remind pupils of the map you made in the class in the previous lesson.
- Have pupils sketch the map first and then add the places in their town. Tell pupils that the map doesn't have to be accurate.
-  Pupils work in groups of four. They take turns to talk about their towns, e.g. *There are four cafés*. If another pupil has the same number of places, they say *Snap!* Then that pupil starts to say what there is in their town until another pupil says *Snap!* They continue until all four have described their towns. Then they look and compare.
-  Pupils use the Two stars and a wish technique (see page 16) to comment on the maps.
- Pupils take their maps home to show their parents.

Extra activity Critical thinking

- Place pupils into pairs and ask them to think about what they would do if they got lost.



Diversity**Support**

- Put the tourist map of a city centre on the board and invite pupils to come up to the front and look at it for a minute or two. Ask them to try and locate any of the places in town they learnt about during the lesson. Ask them to identify other places in town. Accept answers in L1.

Challenge

- In pairs, pupils write questions for each other about the map of the city centre, e.g. *How many cafés are there? How many hospitals are there?* etc. Monitor and help where necessary.

Finishing the lesson (5 minutes)

-  Ask pupils to take out their Learning diaries from their portfolios.
- Explain that they have to write what they have learnt so far in each unit and in the CLIL lesson.
- On the board, write *What I have learnt*. Have pupils say words or sentences and write them on the board.
- Pupils present their work to their partners and then show their parents.
-  Place the Learning diaries in their portfolios.

Extra activity Photocopiables 38

- Ask pupils to do Photocopiable 38.

Unit 1, Lessons 1–5

Objectives

- **Lesson objectives:** to learn the letter sounds for /eɪ/, /əʊ/, /aɪ/, /eɪ/; to blend and segment simple words; to use phonetic strategies to read simple sentences; to recognise common tricky words
- **Target words:** /eɪ/: *paint, rain, nail, tail, train, chain* /əʊ/: *boat, coat, goat, road, soap* /aɪ/: *tie, pie, lie, die* /eɪ/: *game, snake, flame, cake, lake, rake*
- **Tricky words:** *his, her, who, have*

Global Scale of English (GSE)

- **Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 24).
- **Listening:** Can recognise the letters of the alphabet by their sounds (GSE 10).
- **Speaking:** Can say simple tongue-twisters and other types of playful language (GSE 27).

Learning outcomes

- **Listening:** distinguish English segmental phonemes in single words; associate letters with their sounds; identify the number of syllables in words
- **Speaking:** articulate sounds in single words
- **Reading:** identify letter-sound correspondences; decode short and simple words/sentences using blending strategies; read main tricky words with correct pronunciation
- **Writing:** develop left-to-right writing orientation in controlled and semi-controlled tasks (trace over dots, circles and basic patterns vertically and horizontally; trace over the letters and numbers from left-to-right); write lower-case letters legibly; write basic familiar words; maintain appropriate spacing between letters in a word and between words; use segmenting strategies to write new words
- **Cognitive skills:** understand the steps needed to complete the activity; recognise when a task has been completed; match objects, people, letters, pronunciations and words; listen and respond physically to songs, rhymes, chants

Materials

- Photocopiables 39, R1 and R2
- Grade 1 Phonics Cards
- Grade 2 Unit 1 Phonics Cards
- Grade 2 Unit 1 Phonics Story Cards
- Grade 2 Unit 1 Phonics Blending Cards

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation

Lesson 1

Starting the lesson (2 minutes)

- This is the first lesson where pupils will use their Sounds and Spelling Book in Grade 2. Ask pupils to look through the book and to find pictures that they like.
- See if pupils can identify the initial sounds for any of the words/pictures and then recall the sounds learnt in Grade 1 using the Phonics Cards.
- Explain that this book will focus mainly on digraphs and see if anyone can remember what a digraph is (*two letters that represent one sound*). Recap the digraphs taught in Grade 1 (*ck, sh, th, ch*) and explain that in this book they will meet a combination of vowel digraphs and consonant digraphs and that remembering the sounds each one makes will help the pupils to become better readers.

Presentation

Sounds and Spelling Book



1 1.1 Look, listen and repeat. (4 minutes)

- Look at page 8 with the class. Ask pupils to find the characters at the top of the page. Explain that they will be learning more sounds with these characters.
- Talk about the scene with the class and ask pupils what they can see.

- Play the audio. Help pupils to match each word in the picture to the audio and to point to the correct object as they hear each word. You can support this by holding up the corresponding Phonics Story Cards (1 to 6) for each item as they hear it.
- Use the relevant Phonics Card to help present the /ei/ sound.
- Say the /ei/ sound and ask pupils to repeat. See if they can identify the letters that make the sound in each of the target words presented on the page. Emphasise the target sound each time and practise oral blending for each word.
- Look at the picture side of the Phonics Card and ask pupils to say what they see (*rain*). Now say the /ei/ sound with an action to represent *rain* which will help pupils to remember the sound. This can be holding both hands high up in front of the body with palms facing down. Pupils then and move their fingers like rain falling as the hands are lowered.
- Pupils can now make up a story using the words in the picture. To help with this, you can hold up the Phonics Story Cards 1 to 6 and recap each of the items in the picture.

1.1

| | |
|-------|-------|
| rain | nail |
| train | chain |
| tail | paint |

2 1.2 & 1.3 Listen and chant. (3 minutes)

- Play the audio. Pupils listen to the chant and join in as much as they can. Play the chant two or three times.
- Pupils can firstly point to the pictures as they listen and then chant along with the audio.
- A karaoke version of the chant is available (track 1.3). You can use the Phonics Story Cards as a prompt for the karaoke version if necessary.

1.2

ai, ai, rain
 ai, ai, train
 ai, ai, tail
 ai, ai, nail
 ai, ai, chain
 ai, ai, paint

Practice

Sounds and Spelling Book

Lesson 1 1

3 Listen and repeat. Circle ai.

1 rain

2 nail

3 paint

4 tail

4 Listen, write and say.

1 chain

2 train

nine 9

3 1.4 Listen and repeat. Circle ai. (3 minutes)

- Write the words *rain* and *tail* on the board and ask pupils to orally segment them (*r-ai-n* and *t-ai-l*). Hold up the Phonics Card from this lesson and ask pupils to say the sound and do the action. Ask pupils to circle the same sound within each of the words on the board.
- Look at each word again and practise blending and segmenting the sounds.
- Pupils then listen to the audio, look at the activity, and repeat the words. They should point to the pictures and the words as they listen and repeat.
- Play the audio a second time. Pupils should circle the letters that make the /ei/ sound in each word.
- Encourage pupils to orally segment each word as they work.
- Remind pupils of the action for *rain* and encourage them to perform the action when they encounter the word.
- Keep the words on the board for the next activity.

1.4

| | |
|------------------|-------|
| 1 r - ai - n | rain |
| 2 n - ai - l | nail |
| 3 p - ai - n - t | paint |
| 4 t - ai - l | tail |

4 1.5 Listen, write and say. (4 minutes)

- Look at the two words on the board from Activity 3 and ask pupils which two letters make up the digraph that is circled (*a* and *i*). Look at each letter separately and check that pupils can remember how to form the letters, asking pupils to write them in the air with you. Explain that both letters are vowels and that they are both short letters that sit in the middle of a stave.
- Look at the pictures in Activity 4 and ask pupils to provide the word for each picture, ignoring the staves for the time being. Can pupils orally segment the words for you to model writing them on the board? (*ch-ai-n* and *t-r-ai-n*) Once you've written the words, ask pupils to identify the target sound /eɪ/ within each word.
- Now write the words *nail* and *tail* on the board but omit the target sound, e.g. *n _ l* and *t _ l*. Say the words for the pupils to segment and ask them which sound is missing (/eɪ/). Ask pupils to come to the board and complete the words with the missing digraph.
- Pupils then look at Activity 4, listen to the audio, and complete the words with the missing digraph, taking care to form the letters accurately and to hold their pencils correctly.
- Remind pupils to start at the starting dots each time and to write the letters in the correct order, from left to right.
- Ask pupils to say the words, repeating what they hear on the audio.

1.5

- 1 ch – ai – n chain
2 t – r – ai – n train

5 Look and circle the words. Match and say. (5 minutes)

- Look at the first wordpool with the class and write the letters on the board in the same order.
- See if pupils can say the sounds for each letter and then ask them to identify if there are any letters that are written in the correct order to form a digraph. Pupils should recognise the letters *ai*. Circle the digraph on the board and explain that pupils must now look to see if they can make a word containing the digraph *ai* to match the picture in Activity 5. Show how the letters around the digraph can be blended to form the word *nail*, which has been circled and then matched to one of the pictures by drawing a line. Circle the word *nail* on the board and sound it out.
- Identify the word for each of the remaining pictures and ask pupils to orally segment the sounds for each one before they circle the remaining words and match them with the correct pictures.
- Explain that all the letters are presented in the correct order to make the words and that they should make sure they work from left to right each time in order to find the words.

- Encourage pupils to say the words and then to segment them each time.

Lesson 1

5 Look and circle the words. Match and say.

1 c t n a i l p

2 s v r a i n m

3 b f h t a i l

6 Let's blend! Follow, write and say.

1 tr ai n train

2 ch ai n chain

3 br ai n brain

4 s ai l sail

6 Let's blend! Follow, write and say. (6 minutes)

- Start the activity with the Phonics Blending Cards for this lesson (1 to 4). Hold these up one by one and elicit the correct word each time.
- Now ask pupils to focus on Activity 6 in their books. Ask pupils to look at the letter tiles individually and see if they can identify the target sound (/eɪ/). You may find it easier to copy each tile onto the board but position them randomly and not in lines that form words. Ask pupils to look again for any other digraphs that they recognise from Grade 1 (*ch*). Remind pupils that a digraph is where two letters form one distinct sound.
- Revise the actions from Grade 1 for *ch* (*chop*) and *n* (*point to nose*).
- Now look at the two remaining tiles and tell pupils that these tiles contain two letters each but that they are not digraphs because the two letters do not make one sound. Explain that these tiles contain consonant blends which are new to the class and that pupils will now gradually be introduced to other consonant blends as well as the target sound for each unit. Explain the difference between a consonant blend and a digraph. (A consonant blend is where two consonants are blended but you can still hear each sound, whereas a digraph has two letters that make one distinct sound.) The main focus for each unit will be on digraphs but consonant blends will also be

introduced where relevant, so pupils should start to be able to distinguish between the two to help them with their reading. Point out that where they see two letters presented like this, they will either need to produce the sounds for a consonant blend or for a digraph and that they must decide which is which. Most of the digraphs introduced in this grade are made up of vowels so this may help them distinguish between the two. In future lessons where new consonant blends are introduced, focus on these as necessary and give pupils the opportunity to practise the pronunciation.

- Ask pupils what sounds the individual letters make in each of the tiles containing a consonant blend. Start saying the sounds for each letter separately and then say them quickly together until you form the consonant blend. Repeat with both *tr* and *br* and show pupils how much easier it is to blend the letters together rather than trying to sound out each one separately. Write other consonant blends with *r* on the board, e.g. *cr*, *dr*, *fr*, *gr*, *pr*, *tr* and encourage pupils to practise saying the sounds together until the blends sound more natural. Make sure that they do not add the 'uh' sound to the end of either letter.
- Now ask pupils to complete the task on page 10 by following the lines, writing the words, and then sounding out each one.
- Ensure that pupils pronounce the two new words correctly (*brain* and *sail*) by modelling the words and the segmented sounds.
- Hold up the Phonics Blending Cards again and elicit each word in the segmented and blended form.

7  **1.6 Look, listen and repeat. Draw and colour.** (6 minutes)

- Ask pupils to look at the picture and play the audio for them to listen. Encourage pupils to follow the text as they listen and repeat the sentences.
- Write the sentences on the board and show pupils how to tackle each word. Point out that all the words in black can be sounded out. Circle the *th* and the *ai* digraphs and revise these sounds as well as the words that contain them. Explain that the words in red are tricky words and that the reason they are tricky (and in red) is because they can't be decoded in the same way as other words (usually because some, or all of the letters do not follow the rules of phonics). Explain that some of these words appear very frequently in texts and that pupils must start to recognise these words so that they don't attempt to sound them out in their entirety. Pupils can learn which parts of the word they can decode but often most of the word will need to be memorised. Use a variety of teaching strategies to revise these words in each lesson throughout the course.
- Model how to read the sentences by sounding out and blending the black words and then memorising the red word. In the word 'his', the *h* and the *i* can be decoded but the *s* cannot.
- Ensure that pupils understand the meaning of each sentence and then explain that they should draw over the lines and colour the train in the correct colour according to the sentences to complete the task.


1.6

This is his train.
His train is red.


8 **Trace and write. Then read and match.** (5 minutes)

- Ask three boys to stand at the front of the class with one of their own possessions, e.g., a coat, a pencil, a ruler.
- Elicit the word for each item and then point to each boy in turn and say: *This is his coat/pencil/ruler.* Ask pupils to repeat after you.
- Repeat the sentences in a different order and ask pupils for the name of the pupil that has that item.
- Next, ask pupils to model writing the tricky word on the board or in the air and focus on the individual letter formation, ensuring that the height of the letters is correct and that the letters are correctly orientated.
- Look at Activity 8 and explain that pupils must read the sentences and complete them with the tricky word from this unit. They should then read the complete sentences, using phonetic strategies where appropriate, and match each sentence to the correct picture to illustrate the meaning.


Lesson 1 1


7  **1.6 Look, listen and repeat. Draw and colour.**


his
Tricky word




8 **Trace and write. Then read and match.**

1 This is  paint.

2 This is  nail.

3 This is  brain.



eleven **11**

Finishing the lesson (2 minutes)

- Focus on any difficulties that arose in this lesson and revisit any content that is useful for the class.
- Look again at the list of consonant blends on the board from Activity 6 (*br, cr, dr, fr, gr, pr, tr*) and ask pupils to chant the different blended sounds as you point to them. See how many words pupils can make using each one and if pupils can also incorporate the digraph from this unit to make words, e.g. *train, grain, drain, brain*.
- Hold up the Phonics Story Cards from the Lesson opener and elicit the words. Then use the Phonics Blending Cards to elicit each word in the segmented then the blended form.

Lesson 2

Starting the lesson (3 minutes)

- Revise the vowel digraph from Lesson 1 (ai) using the Phonics Card and see if pupils can remember the words from Lesson 1 that contain the digraph. You can use the Phonics Story Cards to help elicit the correct words.
- Then hold up the Phonics Blending Cards. Practise blending and segmenting the words using a combination of oral and written exercises (on the board).
- Revisit the consonant blends from Lesson 1 (br, cr, dr, fr, gr, pr, tr) by writing them on the board and chanting them with the class. See if pupils can suggest a word to go with each one and then orally segment the words, asking pupils to repeat.

Presentation

Sounds and Spelling Book



1 Listen and repeat. (4 minutes)

- Look at page 12 with the class. Talk about the picture and ask pupils what they can see.
- Play the audio. Help pupils to match each word in the picture to the audio and to point to the correct object as they hear each word. You can support this by holding up the corresponding Phonics Story Cards (7 to 11) for each item as they hear it.

- Use the relevant Phonics Card to help present the /əʊ/ sound.
- Say the /əʊ/ sound and ask pupils to repeat. See if they can identify the letters that make the sound in each of the target words presented in the picture. Emphasise the target sound each time and practise oral blending for each word.
- Look at the picture side of the Phonics Card and ask pupils to say what they see (a coat). Now say the /əʊ/ sound with an action to represent coat which will help pupils to remember the sound. This can be pretending to put a coat on by bringing both hands over their shoulders to the front.
- Pupils can now make up a story using the words in the picture. To help with this, you can hold up the Phonics Story Cards 7 to 11 and recap each of the items in the picture.

1.7

| | |
|------|------|
| coat | soap |
| boat | road |
| goat | |

2 Listen and chant. (3 minutes)

- Play the audio. Pupils listen to the chant and join in as much as they can. Play the chant two or three times.
- Pupils can firstly point to the pictures as they listen and then chant along with the audio. They can do the action for coat each time they encounter the word.
- A karaoke version of the chant is available (track 1.9). You can use the Phonics Story Cards as a prompt for the karaoke version if necessary.

1.8

| | |
|--------------|--------------|
| oa, oa, coat | oa, oa, soap |
| oa, oa, boat | oa, oa, road |
| oa, oa, goat | |

Practice

Sounds and Spelling Book

3 Listen and repeat. Follow and circle oa. (4 minutes)

- Pupils listen to the audio and repeat. They should point to the pictures and then follow the lines to the words as they listen.
- Play the audio a second time. Pupils look at the words, repeat what they hear, and then circle the oa digraph in each word.

1.10

| | | |
|--------|------------|------|
| 1 coat | c - oa - t | coat |
| 2 goat | g - oa - t | goat |
| 3 boat | b - oa - t | boat |
| 4 soap | s - oa - p | soap |

Lesson 2 1

3 Listen and repeat. Follow and circle oa.

1 **boat**

2 **soap**

3 **goat**

4 **coat**

4 Find the words and circle. Write.

1 **road**

2 **soap**

thirteen 13

4 Find the words and circle. Write. (3 minutes)

- Ask pupils to look at the letters in the boat and to say the sounds for each of the single letters. Challenge them to remember as many of the actions from Grade 1 as they can.
- Now see if pupils can find two letters next to each other that make a vowel digraph. Once pupils have located the digraph, challenge them to find a word around the digraph that represents one of the pictures below the boat. Repeat to find the second word.
- Pupils should then write the correct word on each stave, taking care with letter formation and spacing.

Lesson 2

5 Let's blend! Follow and write.

1

2

3

6 Look, order and write.

1 **road**

2 **boat**

fourteen 14

5 Let's blend! Follow and write. (6 minutes)

- Start the activity with the Phonics Blending Cards for this lesson (5 to 9). Hold these up one by one and elicit the correct word each time.
- Now ask pupils to focus on Activity 5 in their books. Start by looking at the first letter tile (*fl*) and write the two letters on the board next to each other as they appear on the tile. Establish that the letters do not make any of the known digraphs that pupils have covered so far (*sh, ch, th, ck, ai*). Look at each letter separately and say the sound for each one. Establish that this is not a digraph, but it is a consonant blend. Start saying the sounds for each letter separately and then say them quickly together until you form the consonant blend. Encourage pupils to practise saying the blend out loud until it becomes more natural.
- Explain that there are several letters that can go before 'l' to make other consonant blends and write the following examples on the board: *bl, cl, gl, pl, sl* for the pupils to chant. Show pupils how much easier it is to blend the letters together rather than trying to sound out each one separately. Make sure that they do not add the 'uh' sound to the end of either letter.
- Now ask pupils to complete Activity 5 by linking the tiles of the same colour, saying the sounds, and writing the words. Check that pupils understand the meaning of the new word (*float*) and encourage them to do the action for coat when they encounter the word.

- Check that pupils copy the letters correctly and position them in the right place on the stave each time.
- Hold up Phonics Blending Cards 5 to 7 again and elicit each word in the segmented and blended form.

6 Look, order and write. (4 minutes)

- Draw a bar of soap on the board and elicit the word from the class (miming an action to help them if necessary). Encourage the pupils to orally segment the word into the three sounds (*s-oa-p*) and as they say the sounds, write each one on the board in a random order on a letter tile.
- Explain that you now have the three sounds that make up the word but that you wish to write the complete word below the picture. Ask pupils to give you the initial sound, followed by the middle and end sounds, and model writing the word on the board.
- Explain that Activity 6 follows the same concept and that pupils must order the letter tiles to form the word to go with each picture and then write the word on the stave.
- Check that pupils form the letters accurately and position them correctly on the stave.
- Hold up Phonics Blending Cards 8 and 9 again and elicit each word in the segmented and blended form.

7 1.11 Look, listen and repeat. Draw and colour. (5 minutes)

- Ask pupils to look at the picture and play the audio for them to listen. Encourage pupils to follow the text as they listen and repeat the sentences.
- Write the sentences on the board and show pupils how to tackle each word. Point out that all the words in black can be sounded out. Remind pupils that the words in red are tricky words and that they can't be decoded in the same way as the other words but instead parts of the word can be memorised. Model how to read the sentences by sounding out and blending the black words and then recalling the red word from memory. In the word for this lesson, the *h* can be decoded. Later on in the course when pupils learn the 'er' sound, they will be able to decode all of the word. But for now they will need to learn this part of the word by sight.
- Ensure that pupils understand the meaning of each sentence and then explain that they should draw over the lines that form the outline of the coat and then colour it according to the information in the sentences.

1.11

This is her coat.
Her coat is green.

Lesson 2

1

7 **Look, listen and repeat. Draw and colour.**

her
tricky word



8 **Trace and write. Then read and match.**

1 This is

| | | | |
|---|---|---|---|
| 1 | h | e | r |
| 2 | h | e | r |
| 3 | h | e | r |

 boat.

2 This is

| | | | |
|---|---|---|---|
| 1 | h | e | r |
| 2 | h | e | r |
| 3 | h | e | r |

 soap.

3 This is

| | | | |
|---|---|---|---|
| 1 | h | e | r |
| 2 | h | e | r |
| 3 | h | e | r |

 goat.



fifteen 15

8 Trace and write. Then read and match. (5 minutes)

- Ask three girls to stand at the front of the class with one of their own possessions, e.g., a scarf, a pen, an eraser.
- Elicit the word for each item and then point to each girl in turn and say: *This is her scarf/pen/eraser.* Ask pupils to repeat after you.
- Repeat the sentences in a different order and ask pupils for the name of the pupil that has that item.
- Next, ask pupils to model writing the tricky word on the board, or in the air, and focus on the individual letter formation, ensuring that the height of the letters is correct and that the letters are correctly orientated.
- Look at Activity 8 and explain that pupils must read the sentences and complete them with the tricky word from this unit. They should then read the complete sentences, using phonetic strategies where necessary, and match each sentence to the correct picture to illustrate the meaning.
- Recap the sentences from Lesson 1, Activity 8, and the tricky word *his*. Have two boys and two girls standing at the front of the class and repeat the task above but this time ensuring that pupils use the correct pronoun each time. Repeat until pupils are secure with this.

Sounds and Spelling Book

Finishing the lesson (3 minutes)

- Focus on any difficulties that arose in this lesson and revisit any content that is useful for the class.
- Revisit the consonant clusters from Activity 5 (*bl, cl, gl, pl, sl*) and ask pupils to chant the different blended sounds as you point to them on the board. See how many words pupils can make using each one.
- Recap the vowel digraph from the lesson and ask pupils to recall as many words as possible containing the digraph.
- Hold up the Phonics Story Cards from the Lesson opener and elicit the words. Then use the Phonics Blending Cards to elicit each word in the segmented then the blended form.

Lesson 3

Starting the lesson (2 minutes)

- Revise the vowel digraphs from Lessons 1 and 2 using the Phonics Cards (*ai* and *oa*) and see if pupils can suggest and sound out words containing the digraphs. Make two lists on the board and see how many words pupils can come up with for each list.
- Revisit the consonant blends from Lesson 2 (*bl, cl, fl, gl, pl, sl*) by writing them on the board and chanting them with the class. See if pupils can suggest a word to go with each one and then orally segment the words and ask pupils to repeat.
- Explain that pupils will learn a new digraph in this lesson which is also made up of vowels (*ie*).

Presentation

Sounds and Spelling Book



1 1.12 Look, listen and repeat. (3 minutes)

- Look at page 16 with the class. Talk about the picture and ask pupils what they can see.
- Play the audio. Help pupils to match each word in the picture to the audio and to point to the correct object as they hear each word. You can support this by holding up the corresponding Phonics Story Cards (12 to 15) for each item as they hear it.
- Use the relevant Phonics Card to help present the sound.

- Say the /aɪ/ sound and ask pupils to repeat. See if they can identify the letters that make the sound in each of the target words presented in the picture. Emphasise the target sound each time and practise oral blending for each word.
- Look at the picture side of the phonics card and ask pupils to say what they see (*a tie*). Now say the /aɪ/ sound with an action to represent *a tie* which will help pupils to remember the sound. This can be holding their hand up to their neck with their palm towards their chest and bringing it down towards the waist while closing their fingers.
- Pupils can now make up a story using the words in the picture. To help with this, you can hold up the Phonics Story Cards 12 to 15 and recap each of the items in the picture.

1.12

lie
tie
pie
die

2 **1.13 & 1.14 Listen and chant.** (3 minutes)

- Play the audio. Pupils listen to the chant and join in as much as they can. Play the chant two or three times.
- Pupils can firstly point to the pictures as they listen and then chant along with the audio. They can do the action for tie each time they encounter the word.
- A karaoke version of the chant is available (track 1.14). You can use the Phonics Story Cards as a prompt for the karaoke version if necessary.

1.13



ie, ie, lie
ie, ie, tie
ie, ie, pie
ie, ie, die



Practice



Sounds and Spelling Book



Lesson 3 1

3 **1.15 Listen, trace and say.**



1 




2 




3 




4 


4 **Look and write.**

1 


2 


3 


4 


seventeen 17

3 **1.15 Listen, trace and say.** (4 minutes)

- Start the activity with the Phonics Blending Cards for this lesson (10 to 13). Hold these up one by one.
- Show the segmented form of the words and encourage pupils to say each sound. Then model the blended form and encourage the class to repeat.
- Now ask pupils to focus on Activity 3 in their books. Pupils listen to the audio and segment the words orally. They then trace the letters for the target sound and repeat each word.
- Play the audio a second time and ask pupils to point to the correct picture/word.

1.15

| | | |
|-------|--------|-----|
| 1 pie | p – ie | pie |
| 2 tie | t – ie | tie |
| 3 die | d – ie | die |
| 4 lie | l – ie | lie |

4 Look and write. (4 minutes)

- Write the digraph *ie* on the board and add a different letter in front of it each time (*p, t, d, l*) to make the words from the unit. Ask pupils to read each new word.
- Explain that they must now look at each picture in Activity 4 and see if they can recall the word for each one. Explain that they must write the correct word on each stave, taking time to segment the words and write the correct letters for the corresponding sounds.



- Check the answers as a class and then spend time reading the words that have not been circled. Identify the digraphs within each word, making sure pupils pronounce the words correctly and can segment them to produce the individual sounds.

1.16



- train
- die
- nail
- pie

Lesson 3

5 Listen, read and circle.



1  2 



tie / train boat / die



3  4 

lie / nail paint / pie

6 Look, say and match.

1  ai 2 

3  oa 4 

5  ie 6 

18 eighteen

6 Look, say and match. (4 minutes)

- Look at the pictures with the class and check that pupils can remember the correct word for each one. Explain that each picture represents a word which contains one of the digraphs from Lessons 1–3 (*ai, oa, ie*). These digraphs are shown on the three letter tiles. Pupils must say each word and decide which digraph is in each one. They should then draw a matching line from each picture to the correct tile.
- Encourage pupils to orally segment each word to identify the digraph.
- Pupils that finish early, or those that need more practice, can draw their own version of this activity using different pictures. They should then swap with a partner to complete.

5 1.16 Listen, read and circle. (5 minutes)

- This activity revises all the digraphs taught so far in Grade 2 (*ai, oa, ie*) and encourages pupils to distinguish between the different sounds when listening and reading.
- Start by holding up the Phonics Cards for *ai, oa, ie*, and ask pupils to say the sounds and do the actions for each one. If pupils find it hard to distinguish between them, do further activities on the board where pupils provide a list of words for each sound and then choose the word that you call out, circling the digraph each time and repeating the sound.
- Explain that pupils will hear four words on the audio and that each one contains a known digraph. Pupils must listen and decide which word they hear and then circle the correct word below each picture.

Lesson 3

1

7 Look, listen and read. Follow and say.

Who has got a pie?
Who has got a tie?

who
tricky words

8 Read and trace. Match and tick (✓).

Who is this?

9 Order and write. Match and tick (✓).

this?
Who
is

Who is this?

nineteen 19

7  **1.17 Look, listen and read. Follow and say.** (5 minutes)

- Ask pupils to look at the text and then play the first part of the audio for them to listen and read. Encourage pupils to follow the text as they listen and repeat the questions they hear.
- Write the questions on the board and show pupils how to tackle each word. Point out that all the words in black can be sounded out. Remind pupils that the words in red are tricky words and that they can't be decoded in the same way as the other words but instead should be memorised. Pupils have not yet covered the letter 'w' and its corresponding sound, but as it is silent in this word, don't encourage them to focus on the initial letter on this occasion. You can point out the medial *h* and elicit words with a similar sound (*hot, hen, hop*). They will need to hear the pronunciation of the whole word in order to link it to this spelling and memorise the word. Model how to read the questions by sounding out and blending the black words and then recalling the red word from memory.
- Ensure that pupils understand the meaning of each question and then explain that they should listen to the remaining audio, look at the picture, and follow the lines to find out the answers.
- Play the rest of the audio for the pupils and then encourage them to repeat the answers, checking the level of comprehension each time.
- Ask pupils to recall the last sentence from the audio about each object (Her pie is big. His tie is red.) and see if they can identify the tricky words from Lessons 1 and 2 (Her / His). You could model writing these sentences on the board for pupils to read, making sure the tricky words are written in red or circled.

1.17

Who has got a pie?

Who has got a tie?

Who has got a pie? The girl has got a pie. Her pie is big

Who has got a tie? The boy has got a tie. His tie is red.

8 **Read and trace. Match and tick (✓).** (4 minutes)

- Pupils should look at the picture of the girl and then read the question next to it. Check that they understand that they must trace the tricky word to complete the question and then answer the question by matching the picture to the correct silhouette.
- Point out the capital letter at the beginning of the question and make sure that pupils understand that this starts in a different place on the stave and is bigger compared to the lower-case letter. Model the differences on the board.

9 **Order and write. Match and tick (✓).** (3 minutes)

- Pupils should now look at the words in the lozenges/boxes and identify the tricky word. Explain that they must write the three words in order on the stave to make a question and then they should answer the question by ticking the correct silhouette.

Finishing the lesson (3 minutes)

- Focus on any difficulties that arose in this lesson and revisit any content that is useful for the class.
- Hold up the Phonics Story Cards from the Lesson opener and elicit the words. Then use the Phonics Blending Cards to elicit each word in the segmented then the blended form.
- Spend time revising the tricky words taught so far and see if pupils can recognise the words without sounding them out. Ask pupils to put each word into a simple sentence that you can then write on the board with help from the pupils. Pretend that you don't know how to spell any of the words to encourage them to sound out the phonetic words and spell out the tricky words.

Lesson 4

Starting the lesson (2 minutes)

- Revise the vowel digraphs from previous lessons (*ai*, *oa* and *ie*) using the phonics card and see if pupils can suggest and sound out words containing the digraphs. Make three lists on the board and see how many words pupils can come up with for each list.
- Explain that pupils will learn a new vowel digraph in this lesson which is also made up of vowels (*a-e*) but is presented slightly differently as the letters do not sit next to each other in the words.

Presentation

Sounds and Spelling Book



1 1.18 Look, listen and repeat. (4 minutes)

- Look at page 20 with the class. Talk about the picture and ask pupils what they can see.
- Play the audio. Help pupils to match each word in the picture to the audio and to point to the correct object as they hear each word. You can support this by holding up the corresponding Phonics Story Cards (16 to 21) for each item as they hear it.
- Look at the words on the page and orally segment them for the pupils. Ask pupils if they are surprised by the spelling/sound of the words. Pupils may expect to hear the short vowel sound for *a* and then notice that the *e* on the end isn't sounded out.

Pupils may also recognise the /eɪ/ sound from Lesson 1 when they hear the words and may be surprised to see that the words are spelt differently, e.g. *snake* not *snaik*.

- Explain that there is a different spelling of the /eɪ/ sound which is created by the use of a magic *e* and that they will be studying this throughout the lesson.
- Write one of the words from page 20 on the board and point to each part of the word as you segment it. When you get to the letter 'a' sound, be sure to draw a line from the 'a' to the 'e', noting that there is a single letter in between, and explain to the pupils that usually the letter 'a' makes an /æ/ sound but there is a magic 'e' that follows the letter after the 'a' and that this changes the sound that the 'a' makes into a long sound. Repeat with all the words from the opening scene to help the pupils understand.
- Use the relevant Phonics Card to help present the sound and note that there is a line between the vowels where another letter can go. Explain again that if there is an 'a' followed by another letter (a consonant) then an 'e', we often get the long vowel sound for 'a' rather than the short vowel sound.
- Say the /eɪ/ sound and ask pupils to repeat. Look at the picture side of the phonics card and ask pupils to say what they see (a cake). Now say the /eɪ/ sound with an action to represent 'a cake' which will help pupils to remember the sound. This can be holding one hand palm out to make a plate and make the other hand into the shape of an upside-down cup (cake). They can then place the 'cake' on the 'plate'.
- Pupils can now make up a story using the words in the picture. To help with this, you can hold up the Phonics Story Cards 16 to 21 and recap each of the items in the picture.

1.18

lake
flame
snake
rake
game
cake

2 1.19 & 1.20 Listen and chant. (3 minutes)

- Play the audio. Pupils listen to the chant and join in as much as they can. Play the chant two or three times.
- Pupils can firstly point to the pictures as they listen and then chant along with the audio. They can do the action for *cake* each time they encounter the word.
- Encourage pupils to link the *a-e* letters as they point to reinforce the way the sound is made.

- A karaoke version of the chant is available (track 1.20). You can use the Phonics Story Cards as a prompt for the karaoke version if necessary.

1.19

a-e, a-e, lake
 a-e, a-e, flame
 a-e, a-e, snake
 a-e, a-e, rake
 a-e, a-e, game
 a-e, a-e, cake

Practice

Sounds and Spelling Book

Lesson 4 1

3 **1.21 Listen and repeat. Follow and trace.** (4 minutes)

1 2 3 4

cake lake game

4 Find, circle and write.

1 snake

2 rake

3 flame

4 lake

twenty-one 21

3 **1.21 Listen and repeat. Follow and trace.** (4 minutes)

- Pupils listen to the audio and repeat the words, pointing to each picture as they do so. They then follow the lines to the correct words and trace the letters for the target sound.
- Point out the letter in between the two letters they have to trace and explain again that the e is special and changes the sound that the a makes when the letters are set out like this.

1.21

1 game 2 cake 3 lake

4 **Find, circle and write.** (4 minutes)

- Ask pupils to look at the Phonics Card for the target sound and to call out words that contain the correct letters (a-e) to make the sound. Write all the suggested words on the board and evaluate them with the class to decide if they are correct or not. If pupils call out words that contain the ai spelling instead of a-e, still praise them for their efforts and put these words in a separate list on the board to show that although they contain the correct sound, they are spelt differently.
- Explain that in Activity 4, there are words containing the target sound hidden in each coloured lozenge and that pupils must find and circle the words that match each picture. Ensure that pupils know what spelling pattern they are looking for as this will help them to identify the words. Pupils should then write the correct word on each stave, taking care with letter formation, height and spacing.

5 **1.22 Listen and write.** (3 minutes)

- Pupils listen to the audio and write the missing letters to complete the word for each picture.
- If time allows, write some further examples on the board and see if pupils can also draw a picture to go with each word.

1.22

1 gate g - a - t - e gate
 2 name n - a - m - e name

Lesson 4

5 Listen and write.

1 2

6 Look, order and write.

1 k a c e

2 t g e a

3 r e a k e

4 m g e a

22 twenty-two

6 Look, order and write. (4 minutes)

- Start the activity with the Phonics Blending Cards for this lesson (14 to 17). Hold these up one by one and elicit the correct word each time. You can segment the initial sound but encourage pupils to blend the ending of each word as one sound (-ake, -ate, -ame). Model the initial sound, ensuring pupils don't add the 'uh' sound after the letter, then blend the whole word.
- Now ask pupils to focus on Activity 6 in their books. Look at the pictures with the class and check that pupils can remember the correct word for each one. Explain that each picture represents a word which contains the magic 'e' spelling of the /eɪ/ sound and that all the letters they need to write the words are contained in the letter tiles next to each picture. Pupils must say each word and decide which order they should write the letters to make the words.
- Remind them of the rule for magic 'e'.
- Emphasise the importance of neat handwriting and clear letter formation.

Lesson 4

7 Listen, read and repeat. Then look and tick (✓) or cross (✗).

1 **have** *tricky word*

I have got a cake.
 I have got a snake.
 I have got a game.

8 Tick (✓) and write.

1
 2
 3
 4

2
 1
 2
 3
 4

3
 1
 2
 3
 4

23 twenty-three

7 **1.23** Listen, read and repeat. Then look and tick (✓) or cross (✗). (4 minutes)

- Ask pupils to look at the picture and talk about what they can see. Ask what the girl has on the table in front of her (a game and a cake) and see if pupils can spell out the words using their knowledge of phonics to help them. Write the words on the board.
- Now focus on the text in the speech bubble and play the audio for pupils to listen. Encourage pupils to follow the text as they listen and repeat the sentences.
- Identify the tricky word (*have*) and ask pupils to read each sentence, sounding out the words in black. For the tricky word, they can sound out the initial sound but they need to memorise the remainder as it doesn't follow a standard sound pattern. Model this process if necessary.
- Ensure that pupils understand the meaning of each sentence and then explain that they should look again at the picture and decide which sentences are true and which are false. They should tick the true sentences and put a cross next to the false sentence.
- Check the answers by asking pupils to read out the true sentences and ask for volunteers to rewrite the sentences on the board, using the rest of the class to help the volunteers with spelling and sounding out strategies.

1.23

I have got a cake.
I have got a snake.
I have got a game.

8 Tick (✓) and write. (4 minutes)

- Pupils should look at the pictures of each object and call out the word for each one. Note that words revise the digraphs covered in previous lessons (*ai, ie, oa, a-e*) so remind pupils of these digraphs beforehand using the Phonics Cards if necessary.
- Ask individuals to come up to the board to write each word but ensure this is done in a supportive environment where the rest of the class can assist if necessary. Pay particular attention to the spelling of *train* and *gate* and praise pupils for any attempts to use the correct sound, even if they choose the incorrect spelling.
- Look at the example with the class and note that the box under the picture of the rake has been ticked. Read the example sentence with the class and see if pupils can identify the tricky word. Pupils then trace the sentence and read the words.
- Point out the capital letter at the beginning of the sentence and the full stop at the end.
- Tell pupils that they must now choose two more items by ticking the boxes below the pictures and then encourage them to write a sentence about each item, using the example as a model.

Dictation (5 minutes)

- Ask pupils to get ready with some paper and a pen.
- Play the audio for pupils to individually listen and write the words.
- Check answers as a class.

D1

1 Who has got a tie?
2 This is her soap.
3 His train is red.
4 I have got a game.

Finishing the lesson (3 minutes)

- Focus on any difficulties that arose in this lesson and revisit any content that is useful for the class.
- Hold up the Phonics Story Cards from the Lesson opener and elicit the words. Then use the Phonics Blending Cards to elicit each word in the segmented then the blended form.
- Spend time revising the tricky words taught so far and see if pupils can recognise the words without sounding them out. Ask pupils to put each word into a simple sentence using known vocabulary from the previous four lessons that you can then write on the board with help from the pupils. Pretend that you don't know how to spell any of the words to encourage them to sound out the phonetic words and spell out the tricky words.

- Alternatively, pupils could do this activity in pairs and give each other a simple sentence to write. You could use the pictures on the Phonics Cards to guide pupils with the vocabulary you require in each sentence and write the tricky words on the board for reference.

Shared reading Unit 1

- The readers have been designed so that pupils can practise the sounds they have learnt by reading a fun illustrated story. Work with the class so that they read the stories both on their own and in pairs. Confident pupils can also read the stories aloud.

Extra activity Photocopiable 39

- Ask pupils to do Photocopiable 39.

Lesson 5, part 1, option A

Starting the lesson (4 minutes)

- This lesson uses the Unit 1 Graded Reader 1, *At the lake*.
- Before you look at the Big Book with the pupils, gather the relevant Phonics Cards, Phonics Blending Cards and Phonics Story Cards (*train, chain, brain, sail, float, goat, coat, road, boat, pie, tie, die, lie, cake, gate, rake, game*) and place them on the board. Ask pupils to look at the pictures and blend the sounds to make the word for each one.
- Ask pupils if they can sort the words based on spelling patterns. Identify the digraphs covered in Unit 1 (*ai, oa, ie, a_e*) and sort the cards into pairs with the class. Revise the actions for each sound and see if pupils can provide more words based on the action for the sound. Segment the words with the pupils and write them on the board below the correct set of cards. See if pupils can provide any other words for each digraph. Remember to praise any suggestions that contain the same phonetic sound even if the spelling is different.
- Ensure that pupils understand the meaning of each word and practise reading them together as a class.
- Explain that pupils will now participate in a reading activity where you will all enjoy a story together. Ensure that pupils are sitting comfortably and in a position where they can see the text and pictures easily.

Before reading (5 minutes)

- Take the Big Book and hold it up so that pupils can see the cover. Point out the different features of the book: title, cover, etc. Explain that the cover shows pictures and titles from both stories because this book contains two different stories.
- Point to the picture for this reader. Ask pupils what they think the story is about and who they think will be in the story. Ask where the character is (*at a lake*), what she's doing (*having a picnic*) and if she looks happy (*no*). Ask them what animals they can see in the picture (*goat, toad, bird*). See if they can identify any other items in the picture, e.g. *coat, chain, gate, game, pie, tree, cloud, train, etc.*
- Now focus on the title text and see if pupils recognise a word in the title that contains one of the spelling patterns from the starter activity (*lake*). Sound out the word together and then read the whole title together.
- Practise saying the complete title of the book together, pointing to the words as you say them and then ask for suggestions about the possible meaning of the title.
- Prepare pupils for the tricky words from Unit 1 that they will encounter in the story by writing them on the board (*have, who*) and encourage pupils to do some speed reading while you point to each word as they read. Encourage the use of phonetic cues and visual memory strategies.
- Ask pupils to predict what might happen in the story and to share their ideas with the class.

During reading (15 minutes)

Sounds and Spelling Book



I am at the lake.
I can sail my boat.
Wait! You have got my boat, goat!

24 twenty-four



Rain! I can get my coat.
My coat is on the gate.
Wait! You have got my coat, goat!

twenty-five 25



- 🎧 **GR1.1** Begin reading the story to the pupils. Look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story and be sure to point to relevant parts of the picture as you read.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what will happen next. After reading page 24 to the pupils, ask *Where is the girl? (At the lake.); What can she do? (She can sail her boat.); What toys has she got? (A train and a game.); What has goat got? (Her boat.); Is she happy? (No.)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 25: *Is there rain? (Yes.); What can she get? (Her coat.); Where is her coat? (On the gate.); What has goat got now? (Her coat!); Is she happy? (No.)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 26: *What can she get? (Her pie.); Where is the pie? (On the mat.); Has goat got her pie? (Yes!); Is she happy? (No.)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 27: *Where are they? (At the lake.); Is there rain? (Yes.); Are they happy? (Yes.)*
- Read the page again and point to the relevant parts of the picture as you read. Show pupils how the information is presented in the text but also in the picture and explain how important it is for comprehension to look at both.
- Encourage pupils to look carefully at the pictures to get additional information as this will help their comprehension of the story.
- When you have gone through the story, play the audio and have pupils follow along in their books.

Post reading (10 minutes)

- The post-reading activities can be done in either part 1 or part 2 of the lesson. The answer keys are provided below, as well as on the last page of each Big Book.

Look, match and say.

1

You have got my boat, goat!

a



2

You have got my pie, goat!

b



3

You have got my coat, goat!

c



4

We are at the lake!

d



8 eight

Look, match and say.

- Refer pupils to page 8 in Unit 1 Big Book.
- Pupils work in pairs to match the speech bubbles to the pictures.
- To check answers, ask a pupil to read aloud the first the speech bubble. Ask a different pupil to provide the answer. Continue with remaining speech bubbles and other pupils.
- Now choose sentences from the story and write them on the board, e.g. *You have got my pie, goat!* Ask pupils if they can identify any tricky words in the sentences (*you, have*) and circle these words on the board. Remind pupils that tricky words do not always follow the phonetic rules and that they should use different strategies to read these words such as visual memory or decoding the parts of the word that they can. For the tricky word *have*, they can sound out the initial sound but they need to memorise the remainder as it doesn't follow a standard sound pattern. Model if necessary. Look at the phonetic words too, and be sure to point out the phonetic spellings that pupils are familiar with, e.g. *oa*. Revise these sounds as you come across them and help pupils to read the words, providing support as required.

- Select other sentences from the Big Book and repeat the process, noting any new phonetic words. Explain that pupils will often encounter new words in a book and that they must develop strategies for dealing with these words. Point out that often the meaning of a new word can be worked out if it is read in context and if they take time to look at any related pictures.
- Encourage pupils to read whole sentences with support and reinforce the meaning of any sentences you focus on using picture cues, actions and explanations.

Extra activity Photocopiable R1

- Ask pupils to do Photocopiable R1.

Finishing the lesson (6 minutes)

- Close the Big Book and ask pupils if they liked the story. Give them a few minutes to evaluate it and encourage them to think about what they liked and didn't like, what they thought of the character, whether they were able to read the words and whether they understood the plot. Then ask pupils to choose and colour a smiley face according to their thoughts. If they think they are OK, they colour the middle face. If they are unhappy because they didn't like it or found the tasks too hard, they colour the unhappy face, and if they are happy and enjoyed and understood the story, they colour the happy face. Explain that they will have a chance to re-evaluate their decision at the end of the next lesson.
- Write four phonic spellings across the board: *ai, oa, ie, a-e*.
- Ask pupils to find words in the story that contain these spellings (*lake, sail, boat, wait, have, goat, rain, gate, pie, lake*). Segment each word and write them on the board below each heading and then point to them randomly for pupils to read. Ask pupils to look at the pictures and encourage them to find more words that contain these spellings but that are not included in the text (*game, train, toad, chain*).

Lesson 5, part 2, option A


Starting the lesson (6 minutes)

- Start by writing the following words from the Big Book on the board: *lake, sail, boat, wait, have, boat, goat, rain, gate, pie*. Ask pupils to look at each word and then decode them together as a class. Make sure pupils know what each word means and reinforce the meanings using pictures or actions if necessary.
- Now write some of the tricky words from the story on the board in a different colour (*you, have*). See if pupils recognise these words and establish which part of each word, if any, is decodable and which part is the tricky part. Play a game where you point to the tricky words quickly and randomly to see how rapidly pupils can read them. Encourage pupils to use visual memory to remember these words to make it easier to recognise them when they encounter them in the Big Book.
- Explain that pupils will now revisit the Big Book story from Lesson 5, part 1. Ensure that pupils are sitting comfortably, where they can see the text and pictures of the Big Book easily.

Before reading (4 minutes)

- Remind pupils of the different features of the book and ask them to identify the cover, the title, etc.
- See if the pupils can read the title of the book and then ask them about the characters and what happens in the story.
- Ask questions to prompt the pupils, and point to objects in the pictures to elicit words from the story that they will need to read in the next part of the lesson.

During reading (12 minutes)

-  **GR1.1** Open the Big Book and model reading the whole story to the pupils (alternatively, you can play the audio and have pupils follow along).
- Demonstrate how to sound out the phonetic words and how to tackle the tricky words. Read expressively with intonation and pause periodically to ask pupils what happens next. Read the text expressively.
- Encourage pupils to read each page with you, but now divide the class into groups and assign each group one of the characters. Pupils read the text for their allocated character and follow the text when they are not reading. Encourage pupils to read with expression and to try to remember some of the sentences to improve their fluency.
- Select pupils at random to re-read words/sentences/pages from the Big Book and provide a safe environment where any errors are seen as a positive effort and an opportunity for learning. Try to engage all pupils in this stage, adapting the difficulty of the task to each pupil's ability.

Post reading (15 minutes)

- Write some gapped sentences on the board:
I am at the _____.
I can sail my _____.
Rain! I can get my _____.
My coat is on the _____.
My _____ is on the mat.
- Hand out a selection of the Phonics Blending Cards (*lake, boat, goat, coat, pie, gate*) to pupils and ask them to stand at the front of the class holding the word cards up for everyone to see.
- Ask the remaining pupils to read the first sentence together as you point to each word, leaving a gap for the missing word.
- Challenge pupils to choose the correct Phonics Blending Card to fill the gap. Read the sentence with the card's word. Then check that pupils have chosen the correct card by substituting the cards and re-reading the sentence with different cards in place. Repeat for each sentence.
- If time allows, look at the remaining Phonics Blending Cards that do not fit in one of the sentences. See if pupils can make up a sentence linked to the story using each of the remaining cards.

Finishing the lesson (3 minutes)

- Ask pupils to review their evaluations of the story from the last lesson and check that they still feel the same way about the story. Explain that if their views have changed, they can change the smiley they have coloured by simply putting a line through their first choice and then colouring a different one. Use the same criteria to evaluate the story: encourage them to think about what they liked and didn't like, what they thought of the character, whether they were able to read the words and whether they understood the plot. Then ask pupils to choose and colour a smiley face according to their thoughts. If they think they are OK, they colour the middle face. If they are unhappy because they didn't like it or found the tasks too hard, they colour the unhappy face, and if they are happy and enjoyed the story, they colour the happy face.
- Ask pupils to practise reading the story at home with their parents.

Lesson 5, part 1, option B

Starting the lesson (4 minutes)

- This lesson uses the Unit 5 Graded Reader 2, *I am six!*
- Before you look at the Big Book with the pupils, gather the relevant Phonics Blending Cards and Phonics Story Cards (*cake, boat, sail, tie, game, soap*) and place them on the board. Ask pupils to look at the pictures and blend the sounds to make the word for each one.
- See if pupils can provide other words containing *ai*, *ie*, *oa*, *a-e* and add the words to the board, e.g. *name, brain, coat, lie*. Remember to praise any suggestions that contain the same sound but have different spellings. Point out that, although the sound is the same, the spelling of the sound is different.
- Ensure that pupils understand the meaning of each word and practise reading them together as a class.
- Explain that pupils will now participate in a shared reading activity where you will all enjoy a story together. Ensure that pupils are sitting comfortably and in a position where they can see the text and pictures of the Big Book easily.

Before reading (5 minutes)


- Take the Big Book and hold it up so that pupils can see the cover. Point out the different features of the book: title, cover, author, pages, etc. Explain that the cover shows pictures and titles from both stories because this book contains two different stories.
- Point to the picture for this reader. Ask pupils what they can see and elicit that it's the boy's birthday. Check that pupils understand the word *birthday* and then ask what presents the boy has received (*a cake with a boat on it, paints*). Write some of the relevant words on the board (*cake, boat, sails*) and ask pupils to decode them. Then practise reading the title together, pointing to the words as you say them. Ask pupils how old the boy is (*six*). Ask them to count the number of candles on the cake. Explain that the number of candles on a birthday cake is based on the age of the person celebrating their birthday. Ask pupils if they have cake for their birthdays and whether or not they put the candles on it.
- Ask pupils to predict what other presents the boy might get for his birthday.

During reading (15 minutes)

Sounds and Spelling Book

Graded reader 2

I Am Six!



I am six!
This is my cake. It is a boat!
There are six sails.

28 twenty-eight

1

My name is on this box.
What is in the box?



It is a tie!

29

Graded reader 2

My name is on this box.
What is in it?



It is a game!
We can pin the tail
on the duck!

30 thirty

1

My name is on this tin.
What is in it?



It is soap!
What a mess!
Dad!

thirty-one 31

- **GR1.2** Open the Big Book and begin reading the story to the pupils. Look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story and be sure to point to relevant parts of the picture as you read.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what will happen next. After reading page 28 to the pupils, ask *How old is the boy? (Six.); What is on the cake (A boat.); How many sails are on the boat? (Six); How many candles are on the cake? (Six.); What other presents can you see? (Paints.); What has the boy's mum got in her hand? (A phone.); What is the boy's dad wearing? (A shirt and tie.); Is the boy happy? (Yes.); Why? (It's his birthday.)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 29: *What is on the box? (His name.); What is in the box? (A tie.); What is on the tie? (Trains.); Is he happy? (Yes.)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 30: *What is on this box? (His name.); Is there a tie in this box? (No.); What is in this box? (A game.); What can we do in the game? (We can pin the tail on the duck.)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 31: *Is this a box? (No.); Is it a tin? (Yes.); Is his name on this tin? (Yes.); What is in the tin? (Soap.); Is it a mess? (Yes.); Is the boy happy? (No, he's surprised.); Does his dad laugh? (Yes.)*
- Encourage pupils to look carefully at the pictures to get additional information as this will help their comprehension of the story.
- When you have gone through the story, play the audio and have pupils follow along in their books.

Post reading (10 minutes)

- The post-reading activities can be done in either part 1 or part 2 of the lesson. The answer keys are provided below, as well as on the last page of each Big Book.

Look and match.

14 fourteen

Look and match.

- Refer pupils to page 14 in their Unit 1 Big Books.
- Pupils work in pairs to match the items to the pictures.
- Check the answers as a class.

Look, follow and say.

- Refer pupils to page 15 in their Unit 1 Big Books.
- Pupils work in pairs to complete the activity.
- Check the answers as a class by having different pairs read aloud the matching items.
- Now choose sentences from the story and write them on the board, e.g. *This is my cake. It is a boat. There are six sails.* Look at the phonetic words in the sentence and be sure to point out the phonetic spellings that pupils are familiar with (*ai, oa, a-e*).
- Revise the sounds as you come across them and help pupils to read individual words and then the complete sentences, providing support as required.
- Select other sentences from the Big Book (e.g. *It is a tie. We can pin the tail on the duck. It is soap*) and repeat the process, explaining any words that may be unfamiliar, e.g. *duck, pin*. Explain that pupils will often encounter new words in a book and that they must develop strategies for dealing with these words. Point out that often the meaning of a new word can be worked out if it is read in context and if they take time to look at any related pictures.
- Encourage pupils to read whole sentences with support and reinforce the meaning of any sentences you focus on using picture cues, actions and explanations.

Look, follow and say.

fifteen 15

Finishing the lesson (6 minutes)

- Close the Big Book and ask pupils if they liked the story. Give them a few minutes to evaluate it and encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to read the words and whether they had a good understanding of the plot. Then ask pupils to choose and colour a smiley face according to their thoughts. If they think they are OK, they colour the middle face. If they are unhappy because they didn't like it or found the tasks too hard, they colour the unhappy face, and if they are happy and enjoyed and understood the story, they colour the happy face. Explain that they will have a chance to re-evaluate their decision at the end of the next lesson.
- Write sets of gapped words on the board:
 - c _ k _ , n _ m _ , g _ m _
 - b _ _ t , s _ _ p
 - s _ _ l , t _ _ l
 - t _ _
- Ask pupils to identify and fill in the gaps with the same sound for each set of words and then find words in the story. Segment the words and point to them for pupils to read. See if pupils can add other words to each list.

Lesson 5, part 2, option B


Starting the lesson (6 minutes)

- Start with the following Phonics Blending Cards: *train, pie, coat* and *rake*. Ask pupils to blend and segment the sounds for each word. Look at the spellings and remind pupils that there are different ways to make each of the Unit 1 sounds. See if they can recall any similar words from the story to go with each spelling (*sail, tie, boat, game*).
- Explain that pupils will now revisit the Big Book story from Lesson 5, part 1 and that they should look out for familiar words and phonetic rules as they read. Ensure that pupils are sitting comfortably, where they can see the text and pictures of the Big Book easily.

Before reading (4 minutes)

- Ask pupils if they can remember the title of the story and then ask them about the setting, characters and what happens in the story.
- Ask questions to prompt pupils and point to objects in the pictures to elicit words from the story that they will need to read in the next part of the lesson.

During reading (12 minutes)

-  **GR1.2** Open the Big Book and model reading the whole story to the pupils (alternatively, you can play the audio and have pupils follow along). Demonstrate how to sound out the phonetic words. Read expressively with intonation and pause periodically to ask pupils what happens next.
- Encourage pupils to read each page with you. Point to each word as you read to support pupils and to prevent individuals from being left behind. You may wish to occasionally stop reading for pupils to fill in the gaps.
- Select pupils randomly to re-read words/sentences/pages from the Big Book and provide a safe environment where any errors are seen as a positive effort and an opportunity for learning. Try to engage all pupils in this stage, adapting the difficulty of the task to each pupil's ability.
- Select pupils at random to re-read words/sentences/pages from the Big Book and provide a safe environment where any errors are seen as a positive effort and an opportunity for learning. Try to engage all pupils in this stage, adapting the difficulty of the task to each pupil's ability.
- Question pupils and explain parts of the plot to make sure that they all understand the story.
- When you have gone through the story, play the audio and have pupils follow along in their books.

Post reading (15 minutes)

- Wrap up some toys (e.g. a boat, a train, a game, a tie, paints, etc.) as if they were presents and place them at the front of the class.
- Explain to pupils that they are going to take part in a role play. Choose a confident pupil to start with and

tell the pupil to imagine that it's their birthday. Give one of the 'presents' to the pupil and act out a scene using one of the pages of the Big Book as a model. Then change the items and extend the script. You may wish to write a simple script on the board for reference:

A: *Here's your present.*

B: *Thank you!*

A: *What's in the box?*

B: *It is a tie!*

A: *What colour is it?*

B: *It is (blue).*

- Repeat with other pupils and make sure that they all have a turn even if they choose to do it in pairs or small groups.

Extra activity Photocopiable R2

- Ask pupils to do Photocopiable R2.

Finishing the lesson (3 minutes)

- Ask pupils to review their evaluations of the story from the last lesson and check that they still feel the same way about the story. Explain that if their views have changed, they can change the smiley they have coloured by simply putting a line through their first choice and then colouring a different one. Use the same criteria to evaluate the story: encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to read the words and whether they had a good understanding of the plot. Then ask pupils to choose and colour a smiley face according to their thoughts. If they think they are OK, they colour the middle face. If they are unhappy because they didn't like it or found the tasks too hard, they colour the unhappy face, and if they are happy and enjoyed the story, they colour the happy face.
- Ask pupils to practise reading the story at home with their parents.

Unit 2, Lessons 1–8

Objectives

- **Lesson objectives:** to learn the letter sounds for /ɔ:/, /ŋ/, /ʊ/, /u:/; to blend CVC words; to use phonetic strategies to read simple sentences; to recognise common tricky words
- **Target words:** /ɔ:/: *storm, torch, fork, corn, sport, north*
/ŋ/: *ring, sing, bang, long, swing, sting*
/ʊ/: *book, look, foot, hook, wood, cook*
/u:/: *moon, roof, boot, spoon, room, broom*
- **Tricky words:** *our, their, why, when*

Global Scale of English (GSE)

- **Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 24).
- **Listening:** Can recognise the letters of the alphabet by their sounds (GSE 10)
- **Speaking:** Can say simple tongue-twisters and other types of playful language (GSE 27)

Learning outcomes

- **Listening:** listen and identify all phonemes; listen and identify initial, medial and final phonemes in simple words; distinguish English segmental phonemes in simple words; associate letters with their names; listen and identify the number of syllables in words.
- **Speaking:** articulate sounds in single words; recite letters of the alphabet
- **Reading:** Identify more letter-sound correspondences; decode short, simple and two-syllable words using phonemic awareness and blending strategies when reading
- **Writing:** write correctly formed letters and words moving from left to right using four lines
- **Cognitive skills:** understand the steps needed to complete the activity; recognise when a task has been completed; stay engaged and focused on short tasks without getting distracted

Materials

- Photocopiables 40, R3 and R4
- Unit 2 Phonics Cards (or, ng, oo, oo)
- Unit 2 Phonics Story Cards
- Unit 2 Phonics Blending Cards

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation

Lesson 1

Starting the lesson (2 minutes)

- Review the sounds from Unit 1 (/eɪ/, /əʊ/, /aɪ/, /eɪ/).
- Hold up the Phonics Cards for each sound. First show the picture side and elicit the word *rain*, then show the letter side to elicit the sound and recap the action of moving fingers down like rain.
- Elicit more words with the medial sound /eɪ/, by drawing pictures or miming actions to prompt the pupils.
- Write simple words that pupils can now blend from Unit 1, e.g. *rain, nail, coat, goat, tie, pie, game, cake*. Arrange the Phonics Cards in the correct order for a selection of these words and encourage the class to read them out loud together.

Presentation

Sounds and Spelling Book



1 2.1 Look, listen and repeat. (5 minutes)

- Look at page 32 with the class. Talk about the picture and ask pupils what they can see. Explain that in this lesson, they will see how two letters can be put together to make a new, different sound. Although they have learnt both /o/ and /r/ as individual sounds, they should now listen and learn a new sound, rather than saying each letter separately. These two letters make the digraph /ɔ:/>

- Play the audio. Help pupils to match each word in the picture to the audio and to point to the correct object as they hear each word. You can support this by holding up the corresponding Phonics Story Cards (22 to 27) for each item as they hear it.
- Emphasise the medial sound each time and ensure this is clear.
- Use the letters on the Phonics Card for /ɔ:/ to help to present the sound.
- Say the /ɔ:/ sound and ask pupils to repeat. Explain that this sound is often used in the middle of words. Can pupils think of other words which have the /ɔ:/ sound in the middle?
- Show the picture side of the Phonics Card and ask pupils to say what they can see (*a fork*). They may remember this word from Grade 1 Unit 3 Lesson 1. Now say the /ɔ:/ sound with an action to represent *fork* which will help pupils to remember the sound. This can be holding one palm out and miming a fork with the other hand by touching three fingertips to your palm.
- Elicit which two letters are used to make the /ɔ:/ sound. Ask pupils to air draw *o* and *r* and as they repeat the sound.
- Pupils can now make up a story using the words in the picture. To help with this, you can hold up the Phonics Story Cards 22 to 27 and recap each of the items in the picture.

2.1

sport
storm
torch
north
corn
fork

2.2 & 2.3 Listen and chant. (4 minutes)

- Play the audio. Pupils listen to the chant and join in as much as they can. Play the chant two or three times until pupils can follow more confidently.
- Pupils first point to the pictures as they listen, then chant along with the audio.
- A karaoke version of the chant is available (track 2.3). You can use the Phonics Story Cards as a prompt for the karaoke version if necessary.

2.2




or, or, sport or, or, torch or, or, corn
or, or, storm or, or, north or, or, fork

Practice


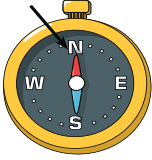
Sounds and Spelling Book

Lesson 1 2

3 Listen and repeat. Circle *or* and match.

1 **corn** 
 2 **torch** 
 3 **fork** 

4 Write and say.

1  **sport**
 2  **north**

thirty-three 33

3 2.4 Listen and repeat. Circle *or* and match. (5 minutes)

- Play the audio for pupils to listen and repeat the words. Ask them to point to each of the words on the left in turn.
- Explain that the pupils will hear the audio again. This time they have to repeat the word as they circle the *or*, then look at the pictures on the right. They decide which one matches each word, draw a matching line, and say the word again.
- Play the audio a second time, pausing after the first item if necessary. Pupils listen, repeat *corn*, and trace the circle over the medial *or*. Then allow time for them to trace the example line to the picture of corn. The class can chorus *corn* together when everyone has finished.
- Repeat for the rest of the track, pausing the audio if pupils need longer to trace.
- Pupils can check their answers with their partner before you check as a class. You can do this by copying the words on the board and inviting pupils to come up and circle the *or* in the words.

2.4

1 c / or / n corn
 2 t / or / ch torch
 3 f / or / k fork

4 Write and say. (4 minutes)

- Pupils will be familiar with how to form the individual letters *o* and *r*. You can recap this by asking them to air-draw the letters, or by demonstrating on the board.
- Draw a stave on the board and copy the first item with the missing letters. Elicit the correct word (*sport*) and ask pupils what they need to do to complete the word. Demonstrate writing *or* in the gap.
- Pupils then complete the word in their books. They should start at the starting dots and ensure they move their pencil in the correct direction. They then say the word again.
- Repeat with the second item, *north*, or let pupils work individually. Ensure that pupils are holding their pencils correctly, in a tripod grip, and check their work.

- Check answers by playing the audio again and pointing to each picture in turn. Elicit the segmented form of each word, for example in item 2, /c/ /ɔ:/ /n/. Then encourage pupils to say the full blended form *corn*.
- If the class is confident, draw a picture of each item and invite pupils up to the board to write the letters for each word in order.

2.5

1 torch 2 corn 3 north

Lesson 1

5 Let's blend! Listen, order and write.

1 ch t or torch

2 c n or corn

3 or n th north

6 Let's blend! Listen, follow and say. Write.

1 sport

2 storm

3 fork

34 thirty-four

5 2.5 Let's blend! Listen, order and write. (4 minutes)

- Look at picture 1 with the class and elicit the word *torch*. Look at the letters and elicit each sound in turn: /tʃ/ /t/ /ɔ:/ . Ask "Is this a torch?" (No, it isn't.) Ask pupils to put the letters in the correct order to make each word. Play the audio for item 1 and ask pupils to trace over the letters for *torch* in the correct order on the staves.
- Repeat for items 2–3, pausing as necessary. If pupils need support, they can help each other by comparing their words in pairs.

6 2.6 Let's blend! Listen, follow and say. Write. (5 minutes)

- Start the activity with the Phonics Blending Cards for this lesson (18 to 22). Hold these up one by one.
- Show the segmented form of the words and encourage pupils to say each sound. Then model the blended form and encourage the class to repeat.
- Now ask pupils to focus on Activity 6 in their books. Point to the pictures and elicit the words from the pupils.
- Show the letters *or* in the centre of the page. Explain that all of these words can be formed by connecting the letters on the left with the central *or* and the letters on the right. Point out the different coloured lines which correspond to each matching set.
- Point to the first item and segment the sounds *sp/or/t*. Encourage pupils to repeat and then blend the full word *sport*.
- Explain that they can use the letters in the activity as a model to write the full word *sport* on the staves. Finally, they can listen and check their answers.
- Do the first item. Check pupils are using the staves correctly. Play the audio to confirm their answers.
- Encourage pupils to join the letters to say each segmented and blended word before writing it on the staves.
- Play the audio all the way through for pupils to listen and check the words.

2.6

1 sp / or / t sport
 2 st / or / m storm
 3 f / or / k fork

Tricky word

Sounds and Spelling Book

Lesson 1 2

7  **2.7 Look, listen and repeat.** (4 minutes)



It is **our** torch.



It is **our** game.

our
Tricky word

8 **Look, write and say.**

boat cake train

1


It is

our

boat



2


It is

our

cake



3


It is

our

train



thirty-five 35

7  **2.7 Look, listen and repeat.** (4 minutes)

- Look at page 35 with the class. Explain that in this section, pupils will learn and practise a tricky word. These are words which can't be decoded in the same way as the others they are learning. Pupils have to become familiar with them so that they can read them. Later in the course, the pupils will cover the digraph *ou*, but the *r* here doesn't follow a standard sound pattern, so pupils will have to learn it. Model the pronunciation and give pupils lots of practice.
- Focus on the first picture and ask how many boys there are (*two*) and what they've got (*a torch*). Play the audio for pupils to follow.
- To clarify meaning, ask a volunteer to stand with you at the front and hold a book between you. Say *It is our book*. Emphasise *our* and elicit that this means the book belongs to both of you.
- Explain that the pupils will hear the audio again. This time they will listen and repeat each sentence.
- Play the audio a second time, pausing for pupils to repeat.

2.7

It is our torch.
It is our game.

8 **Look, write and say.** (5 minutes)

- Show the pictures on the left and establish that there are two children in each one. Go through the pictures on the right and elicit the name for each item.
- Go through the example with the class, asking the pupils to read out the completed sentence, including the example words.
- Then ask pupils to trace over the example words.
- Check pupils understand how to complete items 2 and 3, then let them work individually. Monitor as they work and help as needed.
- Check answers by asking pupils to read out their completed sentences.
- You can extend the activity by drawing known items that work as shared possessions on the board. Put pupils into pairs and ask them to say the full sentence together, e.g. *It is our drum/map / pie*.

Finishing the lesson (2 minutes)

- Use the Phonics Card for /ɔ:/. Pupils say the /ɔ:/ sound and practise the action of making a fork with their hands.
- Write *or* on the board in large letters and ask pupils to give you a word with this medial sound. For each correct word, draw a picture to represent it. Continue until you have pictures of all the /ɔ:/ words from the lesson drawn on the board. Point to each picture in turn and ask pupils to say the word.
- Use the Phonics Cards *f*, *c*, *n*, *th* and *k* with the new card *or*. Display them on the board out of sequence and challenge pupils to make words out of the cards (*corn*, *north* and *fork*). Ask volunteers to put them in order and say each of the blended words.

Lesson 2

Starting the lesson (2 minutes)

- Review the /ɔ:/ sound from the previous lesson.
- Hold up the Phonics Cards for pupils to say the /ɔ:/ sound and to practise the action of making a fork with their hands.
- Show the opening scene from Lesson 1 to revise the /ɔ:/ words. Point to each item and say the word for pupils to repeat. Then point again in a different order and elicit each word.

Presentation

Sounds and Spelling Book



1 Listen and repeat. (5 minutes)

- Look at page 36 with the class. Talk about the picture and ask pupils what they can see. Explain that in this lesson, they will see how two letters can be put together to make a new, different sound. Although they have learnt both /n/ and /g/ as individual sounds, they should now listen and learn a new sound, rather than saying each letter separately. These two letters make the digraph /ŋ/.
- Play the audio. Help pupils to match each word in the picture to the audio and to point to the correct object as they hear each word. You can support this by holding up the corresponding Phonics Story Cards (28 to 33) for each item as they hear it.

- Emphasise the final sound each time by saying it louder than the rest of the word.
- Use the letter on the Phonics Card for /ŋ/ to help to present the sound.
- Say the /ŋ/ sound and ask pupils to repeat. Explain that this sound often comes at the end of words. Can pupils think of other words which end with the /ŋ/ sound?
- Show the picture side of the Phonics Card and ask pupils to say what they can see (*a ring*). Now say the /ŋ/ sound with an action to represent *ring* which will help pupils to remember the sound. This can be using the index finger of one hand to point to the other hand in the place where a ring might go.
- Elicit which two letters are used to make the /ŋ/ sound. Ask pupils to air draw *n* and *g* and as they repeat the sound.
- Pupils can now make up a story using the words in the picture. To help with this, you can hold up the Phonics Story Cards 28 to 33 and recap each of the items in the picture.

2.8

| | | |
|-------|------|-------|
| swing | long | bang |
| ring | sing | sting |

2 Listen and chant. (3 minutes)

- Play the audio. Pupils listen to the chant and join in as much as they can. Play the chant two or three times until pupils can follow more confidently.
- Pupils first point to the pictures as they listen, then chant along with the audio.
- A karaoke version of the chant is available (track 2.10). You can use the Phonics Story Cards as a prompt for the karaoke version if necessary.

2.9

| | | |
|---------------|--------------|---------------|
| ng, ng, swing | ng, ng, long | ng, ng, bang |
| ng, ng, ring | ng, ng, sing | ng, ng, sting |

Practice

Sounds and Spelling Book

3 Listen, circle ng and say. (4 minutes)

- Play the audio for pupils to listen and repeat the words. Ask them to point to each picture and word in turn as they hear it.
- Explain that the pupils will hear the audio again. This time they have to follow the dotted line with their pencil, starting from the arrow. As they reach each picture, they will listen and repeat each word again, and circle the letters *ng*.

- Play the audio a second time, pausing after the first item if necessary. Pupils listen, repeat *ring*, and trace the circle over *ng*. Then allow time for them to follow the dotted line to the next picture. Repeat for the rest of the track, pausing the audio if pupils need longer to trace.
- Pupils can check their answers with their partner before you check as a class. You can do this by copying the words on the board and inviting pupils to come up and circle the *ng* in the words.

2.11

ring long
sing bang

Lesson 2

2

3 Listen, circle *ng* and say.

4 Write, match and say.

1 *sting*

2 *swing*

3 *sing*

thirty-seven 37

4 Write, match and say. (5 minutes)

- Pupils will be familiar with how to form the individual letters *n* and *g*. You can recap this by asking them to air-draw the letters, or by demonstrating on the board.
- Draw a stave on the board and copy the first item with the missing letters. Elicit the correct word (*sting*) and ask pupils what they need to do to complete the word. Demonstrate writing *ng* at the end of the word.
- Pupils then complete the word in their books. They should start at the starting dots and ensure they move their pencil in the correct direction. They then say the word again.
- Ask pupils to follow the example line to the correct picture. Elicit the word *sting* again.

- Repeat with items 2 and 3, or let pupils work individually. Ensure that pupils match the words to the correct pictures. Point to each picture and chorus the words when they have finished.

Lesson 2

5 Circle the words. Copy and say.

s w i n g b a n g l o n g

1 long

2 bang

3 swing

6 Let's blend! Listen and repeat. Follow and say.

1 k i n g king

2 str i n g string

3 spr i n g spring

38 thirty-eight

5 Circle the words. Copy and say. (5 minutes)

- Look at page 38 with the class. Focus on the chain of letters at the top of Activity 5 and ask pupils to read the example circled word *swing*. Show the example word on the staves for picture 3, and explain that pupils will repeat for the other two items.
- Ask pupils to start sounding out the letters until they find the next complete word (*bang*). They circle this, then identify the correct picture and write the word on the staves.
- Pupils can work individually. Remind them that they can use the word chain as support for letter formation. Check that they position the letters in the right place on the stave each time, with the tail of the *g* going under the central line and the stems of *b* and *l* going above.
- Check answers by pointing to each picture again and having pupils chorus the correct word.

6 2.12 Let's blend! Listen and repeat. Follow and say. (5 minutes)

- Start the activity with the Phonics Blending Cards for this lesson (23 to 25). Hold these up one by one.
- Show the segmented form of the words and encourage pupils to say each sound. Then model the blended form and encourage the class to repeat. For the consonant blends in *spring* and *string*, model the blended form as one sound, rather than eliciting the individual letters.
- Now ask pupils to focus on Activity 6 in their books. Focus on the first set of letters. Point to each one in turn and chorus the sound with the class, following the lines between them, in order to elicit the segmented word *k/i/ng*.
- Show the corresponding label after it, *king*. Elicit the blended form from the class.
- Then follow the line to the matching image and elicit the word *king* from the class. Remind pupils that they have met this word before, in Grade 1 Unit 2.
- Play the audio for Activity 6 and have pupils follow and repeat item 1. Then play the rest of the track, pausing for them to follow and say the word for each picture.
- Focus on the new words, *string* and *spring*. Help children to sound them out again as a class and use the pictures to support meaning. Show how they can use their decoding skills to read new words.

2.12

- | | | |
|---|--------------|--------|
| 1 | k / i / ng | king |
| 2 | str / i / ng | string |
| 3 | spr / i / ng | spring |

Tricky word

Sounds and Spelling Book

7 2.13 Look, listen and repeat. (3 minutes)

- Look at page 39 with the class. Explain that in this section, pupils will learn and practise another 'tricky word'. These words are commonly used in English and pupils will learn to recognise and read them.
- Focus on the digraph *th* that pupils have already met. Model similar words with the voiced *th*: *this* and *that*. Pupils may remember the different word *there*, which has the same sound but different spelling and meaning to this new tricky word. Use the activities below to clarify the difference in meaning.
- Model the voiced *th* in isolation and then say the full word, encouraging pupils to copy you.
- Focus on the picture and ask how many children are on the swings (*two*). Play the audio for pupils to follow.

- To clarify meaning, ask two volunteers to stand at the front and give them a toy to hold between them. Stand a small distance away and indicate towards them with your hand. Say *It is their toy*. Emphasise *their* and elicit that this means the toy belongs to both of them.
- Play the audio again for pupils for pupils to listen and repeat.

2.13

It is their swing.

Lesson 2 2

7 2.13 Look, listen and repeat.

It is **their** swing.

8 Write, match and say.

1 It is their boat.

2 It is their torch.

3 It is their game.

thirty-nine 39

8 Write, match and say. (6 minutes)

- Show the pictures on the right and identify what each pair of children has (*a torch, a game, a boat*).
- Look at the first item with the class. Ask pupils to read out the completed sentence, including the example word *their*.
- Then ask pupils to follow the example line to the correct picture and say the sentence again.
- Check pupils understand how to complete items 2 and 3, then let them work individually. Monitor as they work and help as needed.
- Check answers by asking pupils to read out their completed sentences.
- You can extend the activity by drawing known items that work as shared possessions on the board, and asking pupils to copy the pictures. Put pupils into groups of three and ask one to say the full sentence, e.g. *It is their cake/train/book*, while the other two hold up the correct picture.

Finishing the lesson (2 minutes)

- Use the Phonics Card for /ŋ/. Pupils say the /ŋ/ sound and practise the action of using their index finger to indicate where the place where a ring might go on the other hand.
- Write *ng* in large letters on the board and ask pupils to give you a word ending with that sound. For each correct word, draw a picture to represent it. Continue until you have pictures of all the /ŋ/ words from the lesson drawn on the board. Point to each picture in turn and ask pupils to say the word. Ask them to emphasise the final sound and to draw the letters *ng* in the air at the same time.
- Then use the Phonics Blending Cards to elicit the new words from the blending section which have /ŋ/ as a find sound (*spring, string*). Explain that knowing this consonant sounds makes it easier for pupils to decode a wider range of words as they learn to read.
- You may want to recap a selection of the blended words at this point, using the *ai, oa, ie, a-e* and *or* Phonics Cards to elicit known words.

Lesson 3**Starting the lesson (2 minutes)**

- Review the /ŋ/ sound from the previous lesson.
- Hold up the Phonics Cards for pupils to say the /ŋ/ sound and to practise the action of pointing to where you might wear a ring.
- Show the opening scene from Lesson 2 to revise the /ŋ/ words. Point to each item and say the word for pupils to repeat. Then point again in a different order and elicit each word.
- You can also revise the /ɔ:/ sound at this point, using the Phonics Card and accompanying actions, or the lesson opener scene.

Presentation**Sounds and Spelling Book****1 2.14 Look, listen and repeat. (5 minutes)**

- Look at page 40 with the class. Talk about the picture and ask pupils what they can see.
- Play the audio. Help pupils to match each word in the picture to the audio and to point to the correct object as they hear each word. You can support this by holding up the corresponding Phonics Story Cards (34 to 39) for each item as they hear it.
- For the verbs *cook* and *look*, show how the girl in the picture is looking at what she is doing. Emphasise the short /ʊ/ sound each time.

- Use the letter on the Phonics Card for /ʊ/ to help present the sound. Model the short /ʊ/ clearly and ensure pupils are copying correctly. They will learn the longer /u:/ sound in the next lesson, and it is important that they can distinguish between the two. Repeat the sound chorally.
- Say the /ʊ/ sound and ask pupils to repeat. Explain that this sound is often used in the middle of words. Can pupils think of other words which have the /ʊ/ sound in the middle?
- Show the picture side of the Phonics Card and ask pupils to say what they can see. Remind them of the verb *look* by looking around the room. Now say the /ʊ/ sound with an action to represent *look* which will help pupils to remember the sound. This can be using the index finger and thumb of each hand to form a circle around each eye, to mimic the action of looking.
- Pupils can now make up a story using the words in the picture. To help with this, you can hold up the Phonics Story Cards 34 to 39 and recap each of the items in the picture.

2.14

hook
foot
cook
look
wood
book

2 2.15 & 2.16 Listen and chant. (3 minutes)

- Play the audio. Pupils listen to the chant and join in as much as they can. Play the chant two or three times until pupils can follow more confidently.
- Pupils first point to the pictures as they listen, then chant along with the audio.
- If pupils are confident, you can then ask them to say the chant without the audio.
- A karaoke version of the chant is available (track 2.16). You can use the Phonics Story Cards as a prompt for the karaoke version if necessary.

2.15

oo, oo, hook
oo, oo, foot
oo, oo, cook
oo, oo, look
oo, oo, wood
oo, oo, book

Practice


Sounds and Spelling Book

2

Lesson 3

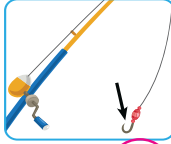
3 2.17 Listen and repeat. Circle the correct sound.

1



oo oa or


2




or oa oo

4 Follow, write and say.


1




2



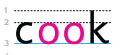
3




1



2



3



forty-one 41

3 2.17 Listen and repeat. Circle the correct sound. (4 minutes)

- Play the audio for pupils to listen and repeat the words. Ask them to point to each picture in turn.
- Point out the row of three sets of letters underneath each picture. Explain that pupils should look at these to find and circle the correct letters for the medial sound in the word. Point to each one in turn and elicit the sound from the class.
- Play the audio a second time, pausing after the first item. Pupils listen and repeat *book*. They then find and circle *oo* in the set of letters.
- Repeat for the second item, pausing for pupils to find and circle.
- Pupils can check their answers with their partner before you check as a class. You can do this by copying the sets of letters on the board and inviting pupils up to circle the *oo* as you say each word.

2.17

1 book 2 hook

4 Follow, write and say. (5 minutes)

- Pupils will be familiar with how to form the individual letter *o*. You can recap this by asking them to air-draw the letter, or by demonstrating on the board.
- Focus on the pictures on the left and elicit the first word, *look*. Draw a stave on the board and copy the first item with the missing letters. Ask pupils what they need to do to complete the word. Demonstrate writing *oo* in the gap.
- Pupils then complete the word in their books. They should start at the starting dots and ensure they move their pencil in the correct direction. They then say the word again.
- Ask pupils to follow the matching line to the correct picture. Elicit the word *look* again.
- Repeat with pictures 2 and 3, or let pupils work individually. Encourage pupils to trace over the wavy lines, to practise fine motor control. Point to each picture and chorus the words when they have finished.

Lesson 3

5 **2.18 Listen, repeat and write.**

foot book

1 It is a *book*

2 It is a *foot*

6 **2.19 Let's blend! Listen, follow and say.**

1 **h / oo / k**

2 **w / oo / l**

3 **g / oo / d**

42 forty-two

- Play the audio for item 1. Pupils listen and repeat. Then they choose the correct word and write book on the staves. Monitor and ensure they are using the staves correctly to support letter formation.
- Repeat for item 2. Check answers by repeating each question and having the class chorus the full sentence as the answer.

2.18

- 1 What is it?
It is a book.
- 2 What is it?
It is a foot.

6 **2.19 Let's blend! Listen, follow and say.** (5 minutes)

- Start the activity with the Phonics Blending Cards for this lesson (26 to 28). Hold these up one by one.
- Show the segmented form of the words and encourage pupils to say each sound. Then model the blended form and encourage the class to repeat.
- Now ask pupils to focus on Activity 6 in their books. Play the audio and focus on the first set of letters. Point to each letter in turn and elicit the sound. Encourage pupils to say each sound individually at first, segmenting the word, then blending together.
- Follow the matching line to the picture and elicit the word *hook*.
- Repeat with the second item, eliciting each of the sounds in turn and following the line to the picture. Students listen and repeat. Explain that *wool* is a new word that they can now decode. Use the picture to confirm meaning and discuss in L1 where wool comes from and what we use it for.
- Repeat for *good*. This is also new as a written word, but pupils may be familiar with it orally.
- Encourage pupils to trace over the matching lines to practise fine motor skills.

2.19

- 1 h / oo / k hook
- 2 w / oo / l wool
- 3 g / oo / d good

5 **2.18 Listen, repeat and write.** (5 minutes)

- Look at the activity with the class. Point to each picture and identify the item.
- Explain that pupils will hear a question and an answer on the audio. The answer appears in gapped form on the page, and they will listen and choose a word from the box to complete it.

Tricky word

Sounds and Spelling Book

Lesson 3 2

7 **Look, listen and repeat.** (2:20)

Why are you sad?

Look at this!

why
Tricky word

8 **Listen and write.** (2:21)

Why

1

Look at that!

Why is he sad?

2

Look at her!

Why are you quiet?

forty-three 43

7 **2.20 Look, listen and repeat.** (4 minutes)

- Look at page 43 with the class. Explain that in this section, pupils will learn and practise another tricky word. This time it is a word which they can use to ask questions.
- Focus on the picture and check understanding. Establish that the girl is sad, and her mum wants to know why. Play the audio for pupils to follow, and point out the cut on the girl's arm.
- Pupils have not yet covered the letter *w*, so model the initial sound clearly for them. You might like to explain that they will meet more words with the initial *w* sound in Semester 2. This rest of the word doesn't have a standard sound pattern, so pupils will have to hear the word and memorise the spelling in order to read it.
- Play the audio a second time, pausing for pupils to repeat.

2.20

Woman: Why are you sad?
Girl: Look at this!

8 **2.21 Listen and write.** (5 minutes)

- Look at the pictures and discuss what is happening in each one.
- Play the audio and ask pupils to point to the correct part of the image which answers each question (*the first boy is sad because he has lost his balloon, the second boy is quiet because the baby is sleeping*).
- Explain that the pupils will hear the audio again. This time they will listen and complete each sentence with the correct word.
- You can play the audio again, pausing for pupils to repeat.
- Check answers by reading out the questions together. You could put children in pairs to mime being sad or quiet.

2.21

1

Man: Why is he sad?

Boy: Look at that!

2

Man: Why are you quiet?

Boy: Look at her!

Finishing the lesson (2 minutes)

- Use the Phonics Card for /ʊ/. Pupils say the /ʊ/ sound and practise the action of using the index finger and thumb of each hand to form a circle around each eye, to mimic the action of looking.
- Write *oo* on the board and ask pupils to give you a word with this medial sound. For each correct word, draw a picture to represent it. You can use the Phonics Story Cards for support. Continue until you have pictures of all the /ʊ/ words from the lesson drawn on the board. Point to each picture in turn and ask pupils to say the word. Ask them to emphasise the short middle sound and to draw the letters *oo* in the air at the same time.
- Review the Phonics Cards for /ɔ:/ and /ɪ/. Recap the actions of touching your palm with three fingertips like a fork, and indicating where a ring might go on your fingers. Find out how many /ɔ:/ and /ɪ/ words they can remember.
- Hold up the Phonics Blending Cards to elicit each word in the segmented then the blended form.
- Recap the tricky words learnt so far. Depending on the confidence of the class, write the individual words or complete sentences, and ask pupils to read them out.

Lesson 4

Starting the lesson (2 minutes)

- Review the short /ʊ/ sound from the previous lesson.
- Hold up the Phonics Cards for pupils to say the /ʊ/ sound and to practise the action of making a circle around their eyes with the thumb and forefinger.
- Show the opening scene from Lesson 3 or use the Phonics Story Cards to revise the /ʊ/ words. Point to each item and say the word for pupils to repeat. Then point again in a different order and elicit each word.
- You can also revise the /ɔ:/ and /ŋ/ sounds at this point, using the Phonics Cards and accompanying actions, or the lesson opener scenes.

Presentation

Sounds and Spelling Book

Lesson 4

1 2.22 Look, listen and repeat.

oo

roof moon

broom spoon boot room

2 2.23 2.24 Listen and chant.

oo, oo, roof oo, oo, spoon
oo, oo, moon oo, oo, boot
oo, oo, broom oo, oo, room

44 forty-four

1 2.22 Look, listen and repeat. (5 minutes)

- Look at page 44 with the class. Talk about the picture and ask pupils what they can see.
- Look at the letters in the circle. Recap the short /ʊ/ sound in *book*, *look* and *foot*. Explain that in this lesson, they will learn words that have the same spelling but a different sound. As a class, practise making a long /u:/ sound.

- Play the audio. Help pupils to match each word in the picture to the audio and to point to the correct object as they hear each word. You can support this by holding up the corresponding Phonics Story Cards (40 to 45) for each item as they hear it.
- Model the long /u:/ sound each time and ensure that it is longer than the /ʊ/ sound in Lesson 3.
- You can write the two digraphs on the board to demonstrate the difference visually. Write the short digraph /ʊ/ using tall, narrow letters (*oo*), and elicit some words for this sound (*cook*, *hook*). Then write the digraph /u:/ using flatter, wider letters (*oo*) and elicit some words for this sound (*spoon*, *room*).
- Use the letters on the Phonics Card for /u:/ to help to present the sound. You can exaggerate and draw out the sound, challenging pupils to say it as in individual digraph for as long as they can. Show pupils how to make their mouth into a circle to form the /u:/. Give lots of practice and repeat the sound chorally.
- Say the /u:/ sound and ask pupils to repeat. Can pupils think of other words which have the long /u:/ sound in the middle?
- Show the picture side of the Phonics Card and ask pupils to say what they can see (*the moon*). Now say the /u:/ sound with an action to represent *moon* which will help pupils to remember the sound. This can be making a circle with the thumb and forefinger of each hand to form a large circle, and holding this up in the air above your head.
- Pupils can now make up a story using the words in the picture. To help with this, you can hold up the Phonics Story Cards 40 to 45 and recap each of the items in the picture.

2.22

roof
moon
broom
spoon
boot
room

2 2.23 & 2.24 Listen and chant. (3 minutes)

- Play the audio. Pupils listen to the chant and join in as much as they can. Play the chant two or three times until pupils can follow more confidently.
- Pupils first point to the pictures as they listen, then chant along with the audio.
- If pupils are confident, you can then ask them to say the chant without the audio.
- A karaoke version of the chant is available (track 2.24). You can use the Phonics Story Cards as a prompt for the karaoke version if necessary.

2.23

| | |
|---------------|---------------|
| oo, oo, roof | oo, oo, spoon |
| oo, oo, moon | oo, oo, boot |
| oo, oo, broom | oo, oo, room |

Practice

Sounds and Spelling Book

Lesson 4 2

3 **2.23 Listen and repeat. Match and circle oo.**

1 spoon 2 boot 3 broom 4 moon

4 **Write and say.**

forty-five 45

3 **2.25 Listen and repeat. Match and circle oo.** (5 minutes)

- Look at page 45 with the class. Play the audio for pupils to listen and repeat the words. Ask them to point to each word in turn as they hear it. Then look at the pictures above and below the words. Confirm that these are not in the same order as the audio, so they have to find the correct picture each time.
- Explain that the pupils will hear the audio again. Point out the row of words across the middle of the activity. Pupils have to draw the lines from each word to the correct picture. Then they circle *oo* in each word.
- Play the first item and work through the example, with pupils tracing over the lines and the circled *oo*.
- Then play the rest of the track, pausing as necessary for pupils to match and circle.
- Pupils can check their answers with their partner before you check as a class. You can do this by copying the words on the board and inviting pupils to come up and circle the *oo* in the words.

2.25

- spoon
- boot
- broom
- moon

4 **Write and say.** (5 minutes)

- Pupils will be familiar with how to form the individual letter *o*. You can recap this by asking them to air-draw the letter, or by demonstrating on the board. You could also ask them to make flatter, wider *o* shapes to accompany the longer /*u:*/ sound, but explain that this is only an aid. When they write the letters on the page, they form them in the same way as in Lesson 3.
- Focus on the pictures and point to the first caption. Pupils look at the picture and say the first word, *roof*. Draw a stave on the board and copy the first item with the missing letters. Ask pupils what they need to do to complete the word. Demonstrate writing *oo* in the gap.
- Pupils then complete the word in their books. They should start at the starting dots and ensure they move their pencil in the correct direction. They then say the word again.
- Ask pupils to point to the correct part of the picture. Elicit the word *roof* again.
- Repeat for the second item, *room*. Monitor and check that pupils are forming the letters correctly.

Lesson 4

5 **2.26 Listen and repeat. Circle and write.**

1 **broom / spoon** 2

zoo

room / **moon**

6 **2.27 Let's blend! Listen, repeat and write.**

1 **zoo** 1 zoo

z / oo

2 **food** 1 food

f / oo / d

3 **tooth** 1 tooth

t / oo / th

forty-six 46

5 **2.26 Listen and repeat. Circle and write.**
(4 minutes)

- Look at page 46 with the class. Play the audio for the first item and have pupils point to the picture and repeat the word. Then focus on the two words underneath and ask pupils to read each one, segmenting the sounds and then blending if necessary. Identify the correct word and ask pupils to trace over the example circle.
- Repeat with the next item and check that they circle the correct word
- Finally, ask pupils to point to each picture again and write the word.

2.26

- 1 oo – broom
2 oo – moon

6 **2.27 Let's blend! Listen, repeat and write.**
(5 minutes)

- Start the activity with the Phonics Blending Cards for this lesson (29 to 31). Hold these up one by one.
- Show the segmented form of the words and encourage pupils to say each sound. Then model the blended form and encourage the class to repeat.
- Now ask pupils to focus on Activity 6 in their books. Pupils now have an extra known sound that they can use to blend and decode new words. Explain that they will now see /u:z/ being used in the middle and at the end of words.
- Focus on the first picture and the letters underneath. Elicit each sound individually at first to make the segmented form. Then show the complete word *zoo*. Encourage pupils to say the blended form, then copy the letters to write *zoo* on the staves.
- Play the audio for pupils to repeat the segmented and full form of each word. Pause to allow time for pupils to write the words on the staves. Check they use the staves correctly to support letter formation.
- Point to each picture in turn and elicit the word. These are all new words that pupils can now decode, so use the pictures to support meaning.

2.27

- 1 z / oo zoo
2 f / oo / d food
3 t / oo / th tooth

Tricky word

Sounds and Spelling Book

Lesson 4 2

7 **Look, listen and repeat.**

When is it hot?
In spring.

When is it wet?
In spring!

when
Tricky word

8 **Listen and repeat. Order and write.**

1 **it quiet? is When**

When is it quiet?

2 **six? When is he**

When is he six?

forty-seven 47

7 **2.28 Look, listen and repeat.** (4 minutes)

- Look at page 47 with the class. Explain that in this section, pupils will learn and practise another tricky word. This time it is another word which they can use to ask questions.
- Remind pupils of the word *why* from the previous lesson. Explain that this word starts with the same sound. It is important that they begin to remember these words on sight, and not try to apply this decoding to the word *who*, which has the same spelling but a different sound.
- Model the initial *w* sound and then focus on the final consonant, *n*. Elicit the sound and other words which end in *n* (*pin, pan, man*). Then model the full word, explaining that the *h* is silent in this word.
- Focus on the pictures and check understanding. Establish that it is the same place, with different weather. If necessary, you can discuss in L1 how the weather can change at different times of year. In spring, it can sometimes be hot and sometimes be wet!
- Play the audio a second time, pausing for pupils to repeat.

Sounds and Spelling Book

2.28

When is it hot?
In spring.
When is it wet?
In spring!

8 2.29 Listen and repeat. Order and write. (5 minutes)

- Play the audio for the first item and ask pupils to point to each word as they hear it. Establish that they need to write the words in order on the staves to make a complete sentence.
- Play the audio again. If necessary, pupils could write a small number next to each word as they hear it, so they know which sequence to use. Allow time for them to copy the sentence, using the staves for correct letter formation. Remind them to leave a finger space between the words.
- Play the audio a second time, pausing for pupils to repeat.

2.29

1 When is it quiet?
2 When is he six?

Finishing the lesson (2 minutes)

- Use the Phonics Card for /u:/. Pupils say the /u:/ sound and practise the action of making a circle with their thumbs and forefingers and holding this up above their head to make a moon.
- Write a large oo on the board and ask pupils to give you a word with that initial sound. For each correct word, draw a picture to represent it. You can use the Phonics Story Cards for support. Continue until you have pictures of all the /u:/ words from the lesson drawn on the board. Point to each picture in turn and ask pupils to say the word. Ask them to emphasise the middle sound and to draw an oo in the air at the same time.
- Ask pupils to give you a word with /u:/ in the final position (zoo).
- Use the Phonics Card to recap the short sound /ʊ/. Play a game with the class using both the /ʊ/ and /u:/ Phonics Cards. Display the short sound /ʊ/ at one side of the room, and the long sound /u:/ at the other. Say a selection of words and ask children to line up in front of the correct card each time.

Lesson 5

Starting the lesson (3 minutes)

- Review all the sounds learnt in this unit using the Phonics Cards. Use the Phonics Story Cards and the lesson opener scenes to elicit words with each of the target sounds.
- Use the Phonics Cards with their pictures to revise the action for each of the sounds.
- You could do the actions for known CVC words, from this unit as well as earlier ones, to elicit the words from the class. For example, do the action for /n/ for pupils to copy you and say the sound, then /eɪ/, then /l/. Pupils say each sound individually then say the blended word *nail*. You can also use the Phonics Blending Cards for support.

Practice

Sounds and Spelling Book

Lesson 5

1 2.30 Listen and circle. Say.

1 ai oa

2 ie a-e

3 oo or

4 oo or

5 oa oo

6 or ng

2 2.31 Listen and repeat. Circle and write.

1

a o b r a i n g e

i

1 _____

2 brain

3 _____

4 _____

2

e f l a m e a i

a

1 _____

2 flame

3 _____

4 _____

3

t i e a t a

i

1 _____

2 tie

3 _____

4 _____

4

i e s s o a p a

o

1 _____

2 soap

3 _____

4 _____

1 2.30 Listen and circle. Say. (5 minutes)

- In Lessons 5 to 7, pupils will consolidate and practise the content from earlier lessons. You can start this lesson by showing Phonics Blending Cards 32 to 35 to give pupils practice in segmenting and then blending words with the new digraphs they have learnt so far. Look at page 48 with the class. Point to the pictures and elicit the words. Then show the two sets of letters underneath each one.

188

Explain that pupils should look at these to find and circle the correct letters for the medial or final sound in the word.

- Play the audio, pausing after the first item. Pupils listen and repeat *paint*. Point to each set of letters in turn and elicit the sounds from the class. They then find and circle *ai*.
- Repeat for the remaining items, pausing for pupils to say the sounds, find the letters and circle.
- Pupils can check their answers with their partner before you check as a class. You can do this by pointing to each picture in turn and eliciting the word and then the individual target sound.

2.30

1 paint 2 snake 3 torch 4 moon 5 boat 6 swing

2 **2.31 Listen and repeat. Circle and write.** (5 minutes)

- Look at the activity with the children and point out the chain of letters next to each picture. Explain that pupils will identify the picture, then find and circle the correct letters to make the words. Finally, they write the word by copying the letters onto the staves.
- Play the audio for item 1 and go through the example. Pupils listen and repeat, then trace over the circle around the letters *brain*. They can practise fine motor control by tracing over the example word on the staves.
- Play the rest of the audio for pupils to complete the activity. Pause as necessary for pupils to circle and write.
- To extend this activity, pupils could choose another word and draw a picture of it. Then they write their word within a letter chain in the same way, and give it to a partner to find and say.

2.31

| | |
|---------|-------|
| 1 brain | brain |
| 2 flame | flame |
| 3 tie | tie |
| 4 soap | soap |

Lesson 5 2

3 Look, write and match.

tie spoon goat cake
snake pie boat moon

4 **2.32 Look, listen and write.**

forty-nine 49

3 Look, write and match. (5 minutes)

- Look at picture 1 with the class and the completed example. Help the class to read *tie*. Then follow the example line and elicit the word *pie*. Say the words again in sequence – *tie, pie*. Show how they rhyme and encourage pupils to repeat in chorus.
- Ask pupils to look at the wordpools above the pictures and point to the words *tie* and *pie*. Match these to the examples on the staves.
- Point to the next item. Elicit the word *goat*, then help pupils to find the word in the first wordpool. They copy this onto the staves. Repeat with pupils writing for all the words in the first column, then the second column. They can use the second wordpool for this column.
- Once pupils have written all the words, point to them all in turn and chorus the words.
- Then elicit the rhyming pairs. Point to *goat*, and ask which word it matches in the second column. Pupils can then draw a line to *boat*. Repeat with the remaining items.
- If the class is confident, they can think of more rhyming pairs from the words they have learnt so far.

4 🎧 **2.32 Look, listen and write.** (5 minutes)

- Play the audio and elicit the word for the first item (*road*). Show the example on the staves, then ask pupils to complete items 2 and 3.
- Allow time for pupils to listen carefully and write the correct letters in order to spell each word.
- Check answers by pointing to each picture and eliciting the word. If your class is confident, you can ask pupils to come and write the words on the board.

2.32

- | | |
|--------|------|
| 1 road | road |
| 2 nail | nail |
| 3 lake | lake |

- Play the next item (*gate*) and allow time for pupils to find the correct letters. Then encourage them to repeat the word as they copy the letters into place, using the staves for correct letter formation.
- Play the rest of the track and repeat the activity, pausing as necessary for pupils to find and write the letters.
- Check answers by pointing to each picture to elicit each word and the missing digraph.
- To extend the activity, you could elicit an extra word or words for each digraph from the class.

2.33

- | | |
|---------------|-------|
| 1 fl / oa / t | float |
| 2 g / a.e / t | gate |
| 3 s / ai / l | sail |
| 4 d / ie | die |
| 5 c / oa / t | coat |
| 6 p / ai / nt | paint |

Lesson 5

5 🎧 **Let's blend!** Listen and repeat. Write.

ai oa ie a-e

| | |
|---|--|
| 1  float | 2  gate |
| 3  sail | 4  die |
| 5  coat | 6  paint |

50 fifty







5 🎧 **2.33 Let's blend!** Listen and repeat. Write. (7 minutes)

- Look at page 50 with the class. Point to the first picture and elicit the word *float*. Then show the gapped word underneath and elicit which letters are missing (*oa*). Point out the letters that they can use at the top of the activity. Have them trace over the example *oa*.
- Explain that pupils will listen to the audio, look at the pictures to find the correct one, and write the initial letter.

Lesson 5

6 🎧 **Listen and repeat. Look and write.**

his her their Who our have

| | |
|---|---|
| 1  It is <u>her</u> paint. | 2  It is <u>his</u> game. |
| 3  I <u>have</u> got a cake. | 4  <u>Who</u> is five? |
| 5  It is <u>our</u> game. | 6  It is <u>their</u> book. |

fifty-one 51

6 🎧 **2.34 Listen and repeat. Look and write.** (7 minutes)

- Remind pupils of the tricky words they have learnt so far in Grade 2. The more frequently they see these words, the easier it will be for them to read them by sight.
- Check understanding by pointing to each word in the wordpool in turn and seeing how much pupils remember.

- Point to the first picture and elicit what it shows. Ask “*Is this a girl or a boy?*” (a girl). Ask “*Is this his or her?*” (her).
- Play the audio for the first item to confirm the answers. Pupils copy the word *her* onto the staves, then repeat the whole sentence.
- Repeat with the rest of the items. Check that pupils are using the staves correctly for letter formation.
- Check answers by pointing to each picture in turn and asking pupils to say the complete sentence.

2.34

- 1 It is her paint.
- 2 It is his game.
- 3 I have got a cake.
- 4 Who is five?
- 5 It is our game.
- 6 It is their book.

Finishing the lesson (3 minutes)

- Consolidate learning from earlier in the course at this point as revision. Say digraphs from Units 1 and 2 and elicit words for each one. Remind pupils that the sounds can be in the middle or at the end of the words.
- Review the sounds and actions again. Do each action without the Phonics Cards and elicit the sound. Then show the picture side of the Phonics Cards and elicit the sounds.
- Use the Phonics Cards to make more jumbled words on the board for pupils to put in the correct order. Use known words covered at any point in the course up to now, and draw or mime to check understanding of the word. You can use the Phonics Blending Cards for support with the segmented and blended forms of the words.

Lesson 6

Starting the lesson (3 minutes)

- Display the Phonics Cards from Units 1 and 2 to elicit the sound and a selection of words for each one.
- You could do the actions for each of the sounds, from this unit as well as earlier ones, to elicit the sounds from the class.
- You can also show Phonics Blending Cards 32 to 35, as well as a selection of relevant ones from earlier lessons, to recap blending with the new digraphs.

Practice

Sounds and Spelling Book

Lesson 6

1 **2.35 Let's blend!** Listen and repeat. Find and write.

ng or oa ai

52 fifty-two

1 **2.35 Let's blend!** Listen and repeat. Find and write. (6 minutes)

- Look at page 52 with the class. Point to the example and elicit the word (*nail*). Then show the gapped word underneath and elicit which letters are missing (*ai*). Point out the letters that they can use at the top of the activity. Have them trace over the example *ai*.
- Explain that pupils will listen to the audio, look at the pictures to find the correct one, and write the initial letter. Remind them that the audio is not in the same order as the pictures, so they have to look for each word.

- Play the first item (*nail*) and allow time for pupils to look at the example again and repeat the word.
- Play the rest of the track. Pupils repeat each word and look for the letters in the row above. They copy the letters into place, using the staves for correct letter formation. Pause as necessary for pupils to find the picture and write the letters.
- Check answers by pointing to each picture to elicit each word and the correct letters.
- To extend the activity, you could elicit an extra word or words with each medial or final sound from the class.

2.35

ai – nail
 ng – ring
 or – corn
 ng – king
 oa – soap
 or – fork
 ng – swing
 or – storm
 oa – boat

Lesson 6

2 Look, match and say.

3 Follow and write.

fifty-three 53

2 Look, match and say. (5 minutes)

- Look at page 53 with the pupils. First point to the pictures in the middle row to elicit the words *moon* and *book*, and recap the long /u:/ and short /ʊ/ sounds. Model the difference between the sounds and chorus the individual digraphs as a class.

- Show the example line and encourage pupils to read the word *spoon*.
- Look at the next item, *hook*. Ask pupils if it matches the same central picture (*no*). They draw a line from *hook* to the picture of *book*.
- Pupils work individually to complete the activity. You can check answers by saying *moon* and eliciting the matching words, then saying *book* to elicit the matching words.
- To extend this activity, pupils could suggest more words to match each of the medial sounds.

3 Follow and write. (4 minutes)

- Look at the picture with the class and elicit what they can see. Show the completed example and the matching line to the picture of a torch. Pupils can trace the letters and the matching line.
- Pupils work individually to find the remaining items and complete the missing letters.
- Check answers by pointing to each item in the picture and eliciting first the complete word, then the missing sound (*torch, cook, swing, boat*).

- Play the rest of the audio, pausing for pupils to follow the letters and write the word on the staves.
- Check answers by pointing to each picture in turn and eliciting the word.
- Check pupils have used the staves correctly for letter formation.

2.36

- 1 ch / ai / n chain
- 2 sp / or / t sport
- 3 br / oo / m broom

5 2.37 Let's blend! Listen, follow and write. (5 minutes)

- Look at the new activity and show how this time, they follow the letters to the final sound. Play the audio for the first item for pupils to follow.
- Play the rest of the audio, pausing for pupils to follow the letters and write the word on the staves.
- Check answers by pointing to each picture in turn and eliciting the word.
- Check pupils have used the staves correctly for letter formation.

2.37

- 1 r / i / ng ring
- 2 l / o / ng long
- 3 b / a / ng bang

Lesson 6

4 2.36 Let's blend! Listen, follow and write.

1 ch oo m broom

2 sp ai t sport

3 br or n chain

5 2.37 Let's blend! Listen, follow and write.

1 r i ng ring

2 l o ng long

3 b a ng bang

54 fifty-four

4 2.36 Let's blend! Listen, follow and write. (5 minutes)

- Look at the activity with the pupils and point out the coloured lines joining each box of letters.
- Play the audio and ask pupils to follow the blue lines from *br* to *oo* to *m*. Ask pupils to say the segmented form, then blend the sounds to read the example word on the staves.

6 2.38 Listen, repeat and write.

When their Why our

1 It is their game.

2 It is our book.

3 When is she four?

4 Why is he sad?

7 Order and write.

is It our cake.

1 _____
2 It is our cake.
3 _____
4 _____

6 2.38 Listen, repeat and write. (6 minutes)

- Remind pupils of the tricky words they have learnt so far in Grade 2. The more frequently they see these words, the easier it will be for them to read them by sight.
- Check understanding by pointing to each word in the wordpool in turn and seeing how much pupils remember.
- Point to the first picture and elicit what it shows (*children playing a game*). Ask "Is this our or their?" (*their*).
- Play the audio for the first item to confirm the answers. Pupils read the example *their* on the staves, then repeat the whole sentence.
- Repeat with the rest of the items. Check that pupils are using the staves correctly for letter formation.
- Check answers by pointing to each picture in turn and asking pupils to say the complete sentence.

2.38

- 1 It is their game.
- 2 It is our book.
- 3 When is she four?
- 4 Why is he sad?

7 Order and write. (3 minutes)

- Point to each word in turn and read it with the class. Then explain that they need to put the words in the correct order to make a sentence. Do this chorally first. You can ask pupils to make a small number next to each word to help them write in sequence.
- Pupils work individually to write the sentence. Check they are using the staves correctly for letter formation.
- Check answers by having pupils read out the correct sentence as a class.

Finishing the lesson (3 minutes)

- Consolidate learning from earlier in the course at this point as revision. Say sounds from Units 1 and 2 and elicit words for each one. Remind pupils that the sounds can be in the middle or at the end of the words. You can use the Phonics Story Cards for support.
- Review the letters and actions again. Do each action without the Phonics Cards and elicit the sound. Then show the picture side of the Phonics Cards and elicit the sounds. You can then use the Phonics Blending Cards to revise the segmented and blended forms of words they have learnt so far.
- Then, if pupils enjoyed the final activity, you could write more simple sentences in jumbled order on the board, using the tricky words with known vocab items. Pupils can read out the sentences as a class in the correct sequence. For support, you can point to each word in the order they need to say it.

Lesson 7

Starting the lesson (3 minutes)



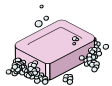
- Review the sounds and vocabulary items using the Phonics Cards. Elicit the sounds for each one and the words they have covered so far, miming or drawing for support if necessary.
- Pupils can practise letter formation individually or as a class. Call out letters for them to write, or they can draw them in the air together.




Practice




Sounds and Spelling Book

Lesson 7













1 Let's blend! Look and say. Find the odd one out.

1   

2   

3   

2 Let's blend! Look and match. Say.

56 fifty-six

1 Let's blend! Look and say. Find the odd one out. (4 minutes)

- Look at Activity 1 on page 56 with the class. Point to the pictures in the first set and elicit the words from the pupils – *boat, torch, soap*. Elicit which item is different and why (*torch, because it has a different medial sound*).
- Have pupils trace over the example circle and repeat all the words again.
- Work through the rest of the items. If pupils find this difficult, elicit the words in each set as a class and check answers at each stage. You can also use the relevant Phonics Blending Cards for support, in order to highlight the individual sounds. Otherwise, pupils can say the words and circle individually.

- Check answers as a class. Emphasise the medial or final sounds of each word and check everyone has found the correct odd-one-out.




2 Let's blend! Look and match. Say. (3 minutes)




- Look at the pictures and elicit the words with the class.
- Show the example line and from *fork* to the medial sound (*or*). Have the class repeat *or – fork*. You can also use the Phonics Blending Card for *fork* to demonstrate.
- Allow time for pupils to complete the activity, drawing lines to match each picture to the correct medial or final sound.
- Check answers as a class by pointing to each letter in turn and having pupils say the sound and the correct word. (*ai – nail, oa – goat, ie – pie, or – fork, oo – moon, ng – king*).




Lesson 7




3 Let's blend! Find, circle and write.

| | | | | | |
|---|---|---|---|---|---|
| s | t | r | i | n | g |
| t | r | a | i | n | z |
| a | p | i | e | o | e |
| f | l | o | a | t | a |
| t | o | o | t | h | i |
| e | b | g | a | t | e |

1  2  3 

1  2  3 

4  5  6 

1  2  3 

fifty-seven 57

3 Let's blend! Find, circle and write. (8 minutes)

- Look at the wordsearch and explain that within this grid, there are the letters to make each of the words for the pictures below.
- Point out the example circle around the letters *t r a i n*, and the completed word *train* on the staves.
- Work through the next item together. Point to picture 2 and elicit the word *string*. Ask pupils which letter they need to find first (*s*). Ask them to look at the grid to find 's', and then follow the letters to find the full word *string*. They circle this in the grid, then copy the letters onto the staves under the picture.

- Let pupils complete the activity individually, then check answers by pointing to each picture and eliciting the answers (*train, string, gate, float, pie, tooth*)
- Check pupils have circled correctly in the wordsearch and used the staves for correct letter formation.

Lesson 7

4 **Let's blend!** Read, look and number.

- I have got a book.**
- Look at my cake.**
- This is our train.**
- We have got a swing.**

58 fifty-eight

4 **Let's blend!** Read, look and number. (7 minutes)

- Look at page 58 with the pupils. Point out the four pictures and ask the class for ideas about what they show. What can they see in each one? Can they name any of the target vocabulary items?
- Show the first numbered sentence and help the class to read it aloud. Then look at the pictures again and repeat *book*. Show the example number 1 in the box and ask pupils to read out the whole sentence again.
- Repeat with the second sentence, *Look at my cake*. Help pupils to decode where possible and to recognise the tricky word *my*. They look at the pictures again and ask pupils to find a cake. They write a number 2 in the final picture on the page.
- If pupils are confident, let them complete the next two items individually. Check answers as a class by reading out each sentence and having pupils point to the correct picture.

5 **Read, colour and draw.** (7 minutes)

- Look at the scene on page 59 with the pupils. Look at the picture and ask pupils what they can see. Elicit known vocabulary items (*lake, boat, mat, park, mum*).
- Read the text aloud to the class in the first instance. Then break it into individual sentences and help the class to read through the text. This text is longer than previous activities, so take time to work through it. Help pupils to decode the known words and recognise the tricky words.
- Once pupils have read and understood the text, point out that the boat is white. Re-read the text *Our boat is red*. Ask pupils to choose the correct coloured crayon and colour the boat red.
- Then look at the mat with the empty plate on it. Re-read the text *The cake is on the mat*. Ask pupils to point to the place where the cake should be, then draw it on the plate on the mat.
- Read the text to the class again. Ask pupils to point to each item in the picture as you read the word.

Lesson 7

2

5 **Read, colour and draw.**

This is me and my mum. Her name is Wafa.
We are at the lake.
We have got a boat. Our boat is red.
We have got a cake! The cake is on the mat.

fifty-nine 59

Dictation (5 minutes)

- Ask pupils to get ready with some paper and a pen.
- Play the audio for pupils to individually listen and write the words.
- Check answers as a class.

D2

- 1 It is our cake.
- 2 It is their torch.
- 3 Why are you sad?
- 4 When is it hot?

Finishing the lesson (3 minutes)

- Use the Phonics Cards to review the unit letters and sounds. Show each card to elicit the action for each sound.
- Then review the words that pupils have learnt for each initial sound. Draw or mime to recap ideas if pupils need support, or use the Phonics Story Cards.
- Say the sounds and ask pupils to draw the letters in the air as you do so. Repeat in a different order, getting faster as the pupils get more confident.
- Write the tricky words *our*, *their*, *why* and *when* on the board. Challenge pupils to read each word, then as a class, think of a sentence using each word.
- Tell pupils how well they have done in this unit. Explain that they will learn more letters, sounds and tricky words in the next unit so they can read more words.

Shared reading Unit 2

- The readers have been designed so that pupils can practise the sounds they have learnt by reading a fun illustrated story.
Work with the class so that they read the stories both on their own and in pairs. Confident pupils can also read the stories aloud.

Extra activity Photocopiable 40

- Ask pupils to do Photocopiable 40.

Sounds and Spelling Book

Lesson 8, part 1, option A

Starting the lesson (4 minutes)

- This lesson uses the Unit 2 Graded Reader 1, *My tooth*.
- Before you look at the Big Book with the pupils, write the digraph oo on the board. See if pupils can remember any words from Unit 2 that contain this digraph and then write the words that they suggest on the board. Hopefully one of the pupils will suggest the word *tooth*, but if not, elicit the word by writing *t* as the first letter on the board. Check that pupils understand the meaning of this word. Ask them to point to a tooth, for example.
- Repeat with the digraph *or* and try to elicit a list of words including the word *torch*. Demonstrate the action for the digraph to help remind them of the word, then write the words on the board for pupils to read.
- Explain that pupils will now participate in a shared reading activity where you will all enjoy a story together. Explain that some of the words you have discussed will feature in the story and that they should look out for them.
- Ensure that pupils are sitting comfortably and in a position where they can see the text and pictures of the Big Book easily.

Before reading (5 minutes)


- Point to the picture for this reader. Ask pupils what they think the story is about and who they think will be in the story. Ask where the character is (*at home/ in the kitchen*), what he's doing (*holding his tooth*) and why (*it fell out*). See if they can identify any other items in the picture, e.g. a plate, a cup.
- Now focus on the title text and see if pupils recognise a word in the title that contains one of the spelling patterns from the starter activity (*tooth*). Sound out the word together and then read the whole title together. Ask for suggestions about the possible meaning of the title. Ask pupils if they have ever lost a tooth. Ask them what they do when a tooth falls out.
- Ask pupils to predict what might happen in the story and to share their ideas with the class.

During reading (15 minutes)

Sounds and Spelling Book

Graded reader 1

My Tooth




Look! This is my tooth!
It is a big tooth!
Where can I put it?

60 sixty

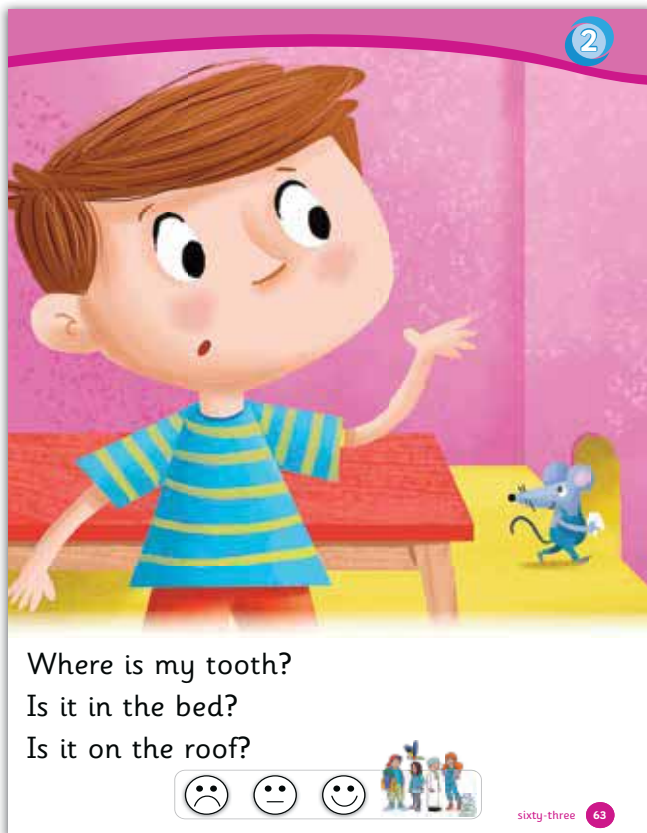
2

Here is my dad.



Wait for the moon. Get your torch and put your tooth in the bed!

61



- **GR2.2** Begin reading the story to the pupils. Look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story and be sure to point to relevant parts of the picture as you read.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what will happen next. After reading page 60 to the pupils, ask *What is in the boy's hand? (A tooth.); Whose tooth is it? (His tooth.); What does the boy say? (Look! This is my tooth!); Is the tooth small? (No.); Is it big? (Yes.); Where do you think he puts it?*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 61: *What does his dad say to him? (Wait for the moon.); What can you see on page 61? (A torch and a book.); Where are they? (On the bed./Under the pillow.); Where does the boy put his tooth? (In the bed.); Why? (Pupils' own answers.)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 62: *Where is the boy? (In the garden.); Who is he with? (His mum.); What does she say? (Wait for the sun.); Where does she tell him to put the tooth? (On the roof.); What does she tell him to do? (Sing.)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 63: *Can the boy find his tooth on page 63? (No.); Is it in the bed? (No.); Is it on the roof? (No.); Where is the tooth? (A mouse has got it.); Is the boy happy? (No.)*
- Encourage pupils to look carefully at the pictures to get additional information as this will help their comprehension of the story.
- When you have gone through the story, play the audio and have pupils follow along in their books.

Sounds and Spelling Book

Post reading (10 minutes)

Look and match.

1 a

2 b

3 c

4 d

8 eight

Look and match.

- The post-reading activities can be done in either part 1 or part 2 of the lesson. The answer keys are provided below, as well as on the last page of each Big Book.
- Refer pupils to page 8 in their Unit 2 Big Books.
- Pupils work individually to match picture halves.
- Check the answers as a class.
- Now choose sentences from the story and write them on the board, e.g. *Look! This is my tooth!*
- Ask pupils to identify the phonetic words in the sentences and be sure to point out the phonetic spellings that pupils are familiar with. Revise the sounds as you come across them, and help pupils to read individual words and then the complete sentences, providing support as required.
- Show pupils the Phonics Story Cards for *look* and *tooth*. Say the words and have pupils repeat chorally. Ask them if the words sound the same or different. Ask them how they are different (tooth has a longer /u:/ sound).
- Write *look* and the short digraph /ʊ/ underneath it. Repeat with *tooth* and the long digraph /u:/. Ask pupils to find other words in the story with a short or long sound (/ʊ/: *book*; /u:/: *moon*).

- Explain that pupils will often encounter new words in a book and that they must develop strategies for dealing with these words. Point out that often the meaning of a new word can be worked out if it is read in context and if they take time to look at any related pictures.
- Encourage pupils to read whole sentences with support and reinforce the meaning of any sentences you focus on using picture cues, actions and explanations.

Extra activity Photocopiable R3

- Ask pupils to do Photocopiable R3.

Finishing the lesson (6 minutes)

- Close the Big Book and ask pupils if they liked the story. Give them a few minutes to evaluate it and encourage them to think about what they liked and didn't like, what they thought of the character, whether they were able to read the words and whether they understood the plot. Then ask pupils to choose and colour a smiley face according to their thoughts. If they think they are OK, they colour the middle face. If they are unhappy because they didn't like it or found the tasks too hard, they colour the unhappy face, and if they are happy and enjoyed and understood the story, they colour the happy face. Explain that they will have a chance to re-evaluate their decision at the end of the next lesson.
- Write four phonic spellings across the board: *or, ng, oo (short), oo (long)*.
- Ask pupils to find words in the story that contain these spellings (*torch, sing, look, tooth, moon, roof*). Segment each word and write them on the board below each heading and then point to them randomly for pupils to read. Ask pupils to look at the pictures and encourage them to find other words that contains one these spellings but that is not included in the text (*book*). Ask pupils if the sound is long or short.

Lesson 8, part 2, option A


Starting the lesson (5 minutes)

- Start with the Phonics Blending Cards *sport, string, hook* and *tooth*. Ask pupils to blend and segment the sounds for each word. Look at the spellings and remind pupils of the difference between the /ʊ/ and /u:/ sounds. See if they can recall any words from the story to go with each spelling (*or, ng, oo, oo*).
- Explain that pupils will now revisit the Big Book story from Lesson 8, part 1 and that they should look out for familiar words and phonetic rules as they read. Ensure that pupils are sitting comfortably, where they can see the text and pictures of the Big Book easily.

Before reading (5 minutes)

- Ask pupils if they can remember the title of the story and then ask them about the characters and what happens in the story. Encourage them to make sentences about the things that the boy does with his tooth, e.g. *He puts the tooth in his bed*. Draw pictures on the board to remind pupils if necessary and then ask pupils to help you write sentences by segmenting the words.

During reading (12 minutes)

-  **GR2.1** Open the Big Book and model reading the whole story to the pupils (alternatively, you can play the audio and have pupils follow along).
- Demonstrate how to sound out the phonetic words. Read expressively with intonation and pause periodically to ask pupils what happens next. Encourage pupils to read each page with you. Point to each word as you read to support pupils and to prevent individuals from being left behind.
- Select pupils randomly to re-read words/sentences/pages from the Big Book and provide a safe environment where any errors are seen as a positive effort and an opportunity for learning. Try to engage all pupils in this stage, adapting the task to each pupil's ability.
- Question pupils and explain parts of the plot to make sure that they all understand the story.

Post reading (15 minutes)

- Draw some very simple pictures on the board to represent the words from the story, e.g. *a tooth, a roof, look* (a pair of eyes, for example), *book, moon*.
- Ask pupils to help you write one word below each picture that contains either the /ʊ/ sound or the /u:/ sound.
- Now ask pupils to choose two words from those on the board, one with a short sound and one with a long sound. Give them a piece of paper folded in half so that they can draw a picture related to both sounds on each half. If pupils are able, they can copy the relevant word off the board and write it next to each picture, or higher-ability pupils could attempt to write simple

sentences, e.g. *I see the moon. I read a book*. Praise any phonetic attempts at spelling even if they are not accurate.

Finishing the lesson (3 minutes)

- Ask pupils to review their evaluations of the story from the last lesson and check that they still feel the same way about the story. Explain that if their views have changed, they can change the smiley they have coloured by simply putting a line through their first choice and then colouring a different one. Use the same criteria to evaluate the story: encourage them to think about what they liked and didn't like, what they thought of the character, whether they were able to read the words and whether they understood the plot. Then ask pupils to choose and colour a smiley face according to their thoughts. If they think they are OK, they colour the middle face. If they are unhappy because they didn't like it or found the tasks too hard, they colour the unhappy face, and if they are happy and enjoyed the story, they colour the happy face.
- Ask pupils to practise reading the story at home with their parents.

Lesson 8, part 1, option B

Starting the lesson (4 minutes)

- This lesson uses the Unit 6 Graded Reader 2, *Where is my food?*
- Before you look at the Big Book with the pupils, revise the digraphs from Unit 6 with the relevant Phonics Blending Cards and Phonics Story Cards (*king, food, cook, room, book, look, corn, bang*) and place them on the board. Ask pupils to look at the pictures and blend the sounds to make the word for each one.
- Ensure that pupils are confident with the different spellings of each sound and see if pupils can suggest a word for each one (using the Phonics Story Cards or Phonics Blending Cards as a stimulus if necessary).
- Explain that these sounds will feature in the shared reading activity that follows and that pupils may also notice some different but other familiar digraphs as they read the story.
- Explain that pupils will now participate in a shared reading activity where you will all enjoy a story together. Ensure that pupils are sitting comfortably and in a position where they can see the text and pictures of the Big Book easily.

Before reading (5 minutes)

- Take the Big Book and hold it up so that pupils can see the cover. Point to the correct picture and title for the story you are about to share.
- Look at the title of the reader and copy it onto the board. Ask pupils if they recognise any vowel digraphs in the title and ask them to identify and circle *oo*. Sound out the word containing the digraph (*food*). Ask pupils if the *oo* sound is long or short.

Sounds and Spelling Book

- Ask pupils to focus on the picture. Encourage pupils to describe what they can see. Ask questions such as *What is this? How many people are there? What's he got on his head? Who do you think he is? he? Where is he? What objects can you see? What do you think the story is about?*
- See if pupils can identify anything in the picture that contains one of the digraphs they practised at the start of the lesson, e.g. *a spoon, some wood* (the table), *a fork, a king, a painting, orange* (the trees in the painting).
- Ask pupils to look very carefully and see if they can spot a clue about something that might happen in the story. Pupils will probably notice that there's nothing on the king's plate.

During reading (15 minutes)

Sounds and Spelling Book

Graded reader 2

Where Is My Food?

I am the king.
I like food!

64 sixty-four

2

Cook is in his room. He is sick!

65 sixty-five

Graded reader 2

“Put the corn in the pot.”

“Put the lid on the pot.”

“The pot is hot.”

66 sixty-six

I look in the pot. Popcorn!

Bang! Bang! Bang!

I can cook the food!

sixty-seven 67

- **GR2.2** Open the Big Book and begin reading the first page of story to the pupils. Look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice and facial expressions when necessary. Use different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story and be sure to point to relevant parts of the picture as you read.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what will happen next. After reading page 64 to the pupils, ask *Who is the man? (The king.); Where is he? (In a dining room.); What does he like? (He likes food.); What is on the wall? (A painting.); What can you see in the painting? (A river, trees, clouds, sky.); What colours are the trees? (Red, pink and orange.); What can you see on the table? (A candle, a plate, a knife, a fork, a spoon, a glass, a jug, salt and pepper.); What is the table made of? (Wood.); Is the king happy? (No.); Why? (Because there isn't any food.); What does the king say? (Cook! Where is my food?).*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 65: *Where is the cook? (In his room, in bed.); Why is he in bed? (He's sick.); What does the king ask the cook? (Who can cook the food?); What does the cook say to the king? (You can look in my book.); What is the book called? (Food for Kings.)*

- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 66: *What does the king do with the corn? (He puts it in a pot.); What does he put on the pot? (A lid.); Is the pot hot? (Yes.)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 67: *What do you think the king is making? (Popcorn.); What sound does the corn make? (Bang.); Can the king cook? (Yes.); Is he happy? (Yes.)*
- Encourage pupils to re-read the text and decide who is telling the story (*The king*).
- Encourage pupils to look carefully at the pictures to get additional information as this will help their comprehension of the story.
- When you have gone through the story, play the audio and have pupils follow along in their books.

Post reading (10 minutes)

- The post-reading activities can be done in either part 1 or part 2 of the lesson. The answer keys are provided below, as well as on the last page of each Big Book.

Look and order the story.

a 2

b 4

c 3

d 1

14 fourteen

Look and order the story.

- Refer pupils to page 14 in their Unit 2 Big Books.
- Pupils work individually to order the story.

Sounds and Spelling Book

- Check the answers as a class.

Look, match and say.

1 **tooth**

2 **torch**

3 **book**

a **corn**

b **moon**

c **cook**

fifteen 15

Look, match and say.

- Refer pupils to page 15 in their Unit 2 Big Books.
- Pupils work in pairs to complete the activity.
- Check the answers as a class by having different pairs read aloud the matching items.
- Now write the following sentence on the board: *Who can cook the food?* Ask pupils if they can identify the tricky word from Unit 1 in the sentence (*Who*). Ask a pupil to come to the front and circle the word. Remind pupils that tricky words do not always follow the phonetic rules and that they should use different strategies to read these words such as visual memory or decoding the parts that they can.
- Look at the phonetic words in the sentence (*cook* and *food*). Revise the sounds and help pupils to read individual words and then the complete sentences, providing support as required.
- Select other sentences from the Big Book and repeat the process for phonetic words, as well as explaining the meaning of any words that may be unfamiliar, e.g. *Where, sick, pot, lid, hot, popcorn*. Explain that pupils will often encounter new words in a book and that they must develop strategies for dealing with these words. Point out that the meaning of a new word can often be worked out if it is read in context and if they take time to look at any related pictures. Explain, for example, that the word *cook* in the story has two

meanings (it's a homonym) and that we can work out its meaning from context. Explain the difference in meaning of each word (one is verb, the other is a noun).

Finishing the lesson (6 minutes)

- Close the Big Book and ask pupils if they liked the story. Give them a few minutes to evaluate it and encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to read the words and whether they had a good understanding of the plot. Then ask pupils to choose and colour a smiley face according to their thoughts. If they think they are OK, they colour the middle face. If they are unhappy because they didn't like it or found the tasks too hard, they colour the unhappy face, and if they are happy and enjoyed and understood the story, they colour the happy face. Explain that they will have a chance to re-evaluate their decision at the end of the next lesson.
- Write the following gapped words from the Big Book on the board: *ki___, f___k, b___k, sp___n*. Ask pupils to complete the words with *or, ng, oo* (short sound) and *oo* (long sound). If you wish to make this more difficult, you could call out the words rather than provide gapped words and see if pupils can write the words correctly. Praise pupils for having a go even if they write the wrong letters for the sound. When they have finished, sort the words into different groups according to their spelling patterns (making sure they differentiate between the /ʊ/ sound word and the /u:/ sound word) to help pupils try to remember which word has which spelling.

Lesson 8, part 2, option B


Starting the lesson (4 minutes)

- Start with the following Phonics Blending Cards: *ring, fork, good, wool*. Ask pupils to blend and segment the sounds for each word. Look at the spellings and remind pupils that there are different ways to make the /ɔ/ sound and the /u:/ sound. See if they can recall any similar words from the story to go with each spelling (*king, corn, cook, room*).
- Explain that pupils will now revisit the Big Book story from Lesson 8, part 1 and that they should look out for familiar words and phonetic rules as they read. Ensure that pupils are sitting comfortably, where they can see the text and pictures of the Big Book easily.

Before reading (4 minutes)

- Ask pupils if they can remember the title of the story and then ask them about the setting, characters and what happens in the story.
- Ask questions to prompt pupils and point to objects in the pictures to elicit words from the story that they will need to read in the next part of the lesson.

During reading (12 minutes)

-  **GR2.2** Open the Big Book and model reading the whole story to the pupils (alternatively, you can play the audio and have pupils follow along). Demonstrate how to sound out the phonetic words and how to tackle the tricky word, *who*, from Unit 1. Read expressively with intonation and pause periodically to ask pupils what happens next.
- Encourage pupils to read each page with you. Point to each word as you read to support pupils and to prevent individuals from being left behind. You may wish to occasionally stop reading for pupils to fill in the gaps.
- Encourage pupils to read each page with you. Point to each word as you read to support pupils and to prevent individuals from being left behind. You may wish to occasionally stop reading for pupils to fill in the gaps.
- Select pupils randomly to re-read words/sentences/pages from the Big Book and provide a safe environment where any errors are seen as a positive effort and an opportunity for learning. Try to engage all pupils in this stage, adapting the difficulty of the task to each pupil's ability.
- Question pupils and explain parts of the plot to make sure that they all understand the story.

Post reading (15 minutes)

- Provide some gapped sentences on the board:

I am the _____.

Where is my _____?

You can look at my _____.

Put the _____ in pot.

Hand out a random selection of the Phonics Story Cards and Phonics Blending Cards for Unit 2 to pupils (make sure to include *king, food, book* and *corn*) and ask them to stand at the front of the class holding the word cards up for everyone to see.

- Ask the remaining pupils to read the first sentence together as you point to each word, leaving a gap for the missing word.
- Challenge pupils to choose the pupil holding the correct card to fill the gap. Read the sentence with the card's word. Then check that pupils have chosen the correct card by substituting the cards and re-reading the sentence with different cards in place. Repeat for the remaining three sentences.
- If time allows, look at the remaining word cards that do not fit and see if pupils can make sentences with them.

Extra activity Photocopiable R4

- Ask pupils to do Photocopiable R4.

Finishing the lesson (5 minutes)

- Ask pupils to review their evaluations of the story from the last lesson and check that they still feel the same way about the story. Explain that if their views have changed, they can change the smiley face they have coloured by simply putting a line through their first choice and then colouring a different one. Use the same criteria to evaluate the story: encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to read the words and whether they had a good understanding of the plot. Then ask pupils to choose and colour a smiley face according to their thoughts. If they think they are OK, they colour the middle face. If they are unhappy because they didn't like it or found the tasks too hard, they colour the unhappy face, and if they are happy and enjoyed the story, they colour the happy face.
- Ask pupils to practise reading the story at home with their parents.

Sounds and Spelling Book

Unit 3, Lessons 1–6

Objectives

- **Lesson objectives:** to learn the digraphs /aʊ/, /ɔɪ/, /uː/, /aɪ/; to blend mono-syllabic words with adjacent consonant sounds (CCV, VCC, CCVC, CVCC, CCVVC, CVVCC); to blend mono-syllabic words with a split digraph; to blend multi-syllabic words with adjacent consonant sounds; to use phonetic strategies to read simple sentences; to learn common tricky words
- **Target words:** /aʊ/: *cloud, shout, count, sound, mouth*
/ɔɪ/: *coin, oil, boil, point, soil*
/uː/: *glue, tissue, clue, blue*
/aɪ/: *five, nine, drive, dive, slide, kite, bike*
- **Tricky words:** *all, some, give, to*

Global Scale of English (GSE)

- **Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 24).
- **Listening:** Can recognise the letters of the alphabet by their sounds (GSE 10).
- **Speaking:** Can say simple tongue-twisters and other types of playful language (GSE 27).

Learning outcomes

- **Listening:** distinguish English segmental phonemes in single words; listen and identify initial, medial and final phonemes in simple words
- **Speaking:** articulate sounds in single words
- **Reading:** identify more letter-sound correspondences; decode short, simple and two-syllable unfamiliar words using phonemic awareness and blending strategies when reading; follow words, phrases and sentences in English from left to right; read the most common tricky words
- **Writing:** write correctly formed letters and words moving from left to right using four lines; use segmenting strategies to write new words; write lower and upper case letters legibly; spell frequently used words correctly; write phrases/sentences using spacing, capitalisation and full stops
- **Cognitive skills:** understand the steps needed to complete the activity; recognise when a task has been completed; say if a task has been completed well; stay engaged and focused on short tasks without getting distracted

Materials

- Photocopiables 41, R5 and R6
- Unit 3 Phonics Cards (ou, oi, ue, i.e)
- Unit 3 Phonics Story Cards
- Unit 3 Phonics Blending Cards
- Unit 1 and Unit 2 Phonics Cards
- Grade 1 Phonics Cards

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation

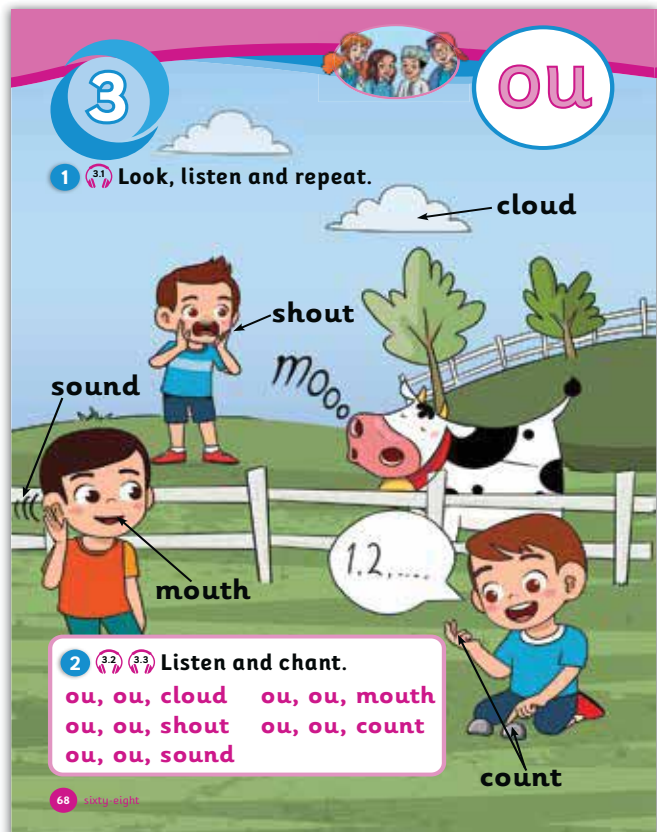
Lesson 1

Starting the lesson (2 minutes)

- Review the sounds from Unit 2 (/ɔɪ/, /ŋ/, /ʊ/ and /uː/)
- Hold up the Phonics Cards for each sound. First show the picture side and elicit the word, then show the letter side to elicit the sound and recap the actions.
- Elicit more words with each of the digraphs, using the Phonics Story Cards, to prompt the pupils.
- Write simple words that pupils can now blend from Unit 2, e.g. *cork, king, wool, food*. Arrange the Phonics Cards in the correct order for a selection of these words and encourage the class to read them out loud together.

Presentation

Sounds and Spelling Book



1 3.1 Look, listen and repeat. (5 minutes)

- Look at page 68 with the class. Talk about the picture and ask pupils what they can see.
- Play the audio. Help pupils to match each word in the picture to the audio and to point to the correct object as they hear each word. You can support this by holding up the corresponding Phonics Story Cards (46 to 50) for each item as they hear it.
- Emphasise the medial sound each time by saying it louder than the rest of the word.

- Use the letters on the Phonics Card for /aʊ/ to help present the sound.
- Say the /aʊ/ sound and ask pupils to repeat. Can pupils think of other words which contain the /aʊ/ sound? Praise when the correct sound has been identified, even if the sound-letter correspondence is not correct.
- Show the picture side of the Phonics Card and ask pupils to say what they can see (*a child shouting*). Now say the /aʊ/ sound with an action to represent *shout* which will help students to remember the sound. This can be holding one hand against the side of the face with an open mouth as if shouting.
- Pupils can now make up a story using the words in the picture.
- To help with this, you can hold up the Phonics Story Cards 46 to 50 and recap each of the items in the picture.

3.1

| | | |
|-------|-------|-------|
| cloud | sound | count |
| shout | mouth | |

2 🎧 **3.2 & 3.3 Listen and chant.** (5 minutes)

- Play the audio (3.2). Pupils listen to the chant and join in as much as they can. Play the chant two or three times until pupils can follow more confidently.
- Pupils first point to the items in the picture as they listen, then chant along with the audio.
- When pupils are confident with the sound and keywords, play the karaoke version of the chant (3.3) for them to join in with. You can use the Phonics Story Cards as a prompt for the karaoke version if necessary.


3.2


| | | |
|---------------|---------------|---------------|
| ou, ou, cloud | ou, ou, sound | ou, ou, count |
| ou, ou, shout | ou, ou, mouth | |


Practice**Sounds and Spelling Book**


Lesson 1 3

3 🎧 **3.4 Listen and repeat. Circle ou.**


1  **cloud**


2  **mouth**

3  **shout**

4  **count**

4 🎧 **3.5 Listen, write and say.**

1  **1 sound**

2  **1 mouth**

sixty-nine 69

3 🎧 **3.4 Listen and repeat. Circle ou.** (6 minutes)

- Play the audio for pupils to listen and repeat the words. Ask them to point to each of the pictures in turn.
- Explain that the pupils will hear the audio again. This time they have to repeat the word as they circle the *ou*.
- Pupils can check their answers with their partner before you check as a class. You can do this by copying the words on the board and inviting pupils to come up and circle the *ou* in the words.
- Draw pupils' attention to the word *cloud* and explain that this word begins with a consonant blend. Ask if anyone can remember the difference between a consonant blend and a digraph. (*A consonant blend is where two consonants are blended but you can still hear each sound, whereas a digraph has two letters that make one distinct sound.*) Contrast the word *cloud* with the word *shout*, which begins with the consonant digraph *sh*.
- The main focus for each unit will be on digraphs but consonant blends will also be introduced where relevant, so pupils should start to be able to distinguish between the two to help them with their reading.

- Point out that where they see two letters presented like this that they will either need to produce the sounds for a consonant cluster or for a digraph and that they must decide which is which. Most of the digraphs introduced in this grade are made up of vowels so this may help them distinguish between the two. Ensure that during future lessons where new consonant blends are introduced that you focus on these as necessary and give pupils the opportunity to practise the pronunciation.
- Ask pupils what sounds the individual letters make in the consonant blend at the beginning of the word *cloud*. Start saying the sounds for each letter separately and then say them quickly together until you form the consonant blend. Repeat with both *gl* and *bl* and show pupils how much easier it is to blend the letters together rather than trying to sound out each one separately. Write other consonant blends with *l* on the board, e.g. *gl*, *bl*, *fl*, *pl*, *sl* and encourage pupils to practise saying the sounds together until the blends sound more natural.
- Draw pupils' attention to the word *count* and explain that this word ends with a consonant blend. Contrast the word *count* with the word *mouth*, which ends with the consonant digraph /θ/. Start saying the sounds for each letter separately and then say them quickly together until you form the consonant blend. Repeat with both *nd* and *nk* and show pupils how much easier it is to blend the letters together rather than trying to sound out each one separately. Encourage pupils to practise saying the sounds together until the blends sound more natural.

3.4

- | | | |
|---|-------------|-------|
| 1 | cl – ou – d | cloud |
| 2 | m – ou – th | mouth |
| 3 | sh – ou – t | shout |
| 4 | c – ou – nt | count |

4 3.5 Listen, write and say. (3 minutes)





- Play the audio for pupils to listen and repeat the words. Ask them to point to each picture in turn.
- Play the audio a second time, pausing after the first item. Look at the example with the class, eliciting which letters have been added. Copy the stave on the board, then carefully write the letters *ou* in the correct place.
- Continue the audio and ask pupils to complete the next word with the missing letters. Check that they position the letters in the right place on the stave and that they are holding their pencils correctly, in a tripod grip.
- End by asking pupils to say the word as they point to each item.

3.5







- | | | |
|---|-------------|-------|
| 1 | s / ou / nd | sound |
| 2 | m / ou / th | mouth |

Lesson 1

5 Look and circle. Match and say.

- 1** d s h o u t c t 
- 2** n y c l o u d f 
- 3** a i l m o u t h 
- 4** c o u n t p g j 

6 Let's blend! Follow, write and say.

- 1** l ou d  
- 2** s ou th  
- 3** ou t  

70 seventy

5 Look and circle. Match and say. (4 minutes)

- Look at the activity with the class. Point to each picture in turn and ask pupils to say the word.
- Show the example and elicit the word (*shout*). Ask pupils to point to the vowel digraph *ou*. You may like to note that the word begins with a consonant digraph (*sh*). Show the example line and ask pupils to follow it with their finger to the matching picture.
- Do another example, if necessary, then allow time for pupils to complete the activity, circling the word and then drawing lines to match each word to the correct picture.
- Check answers as a class. Have pupils say the words one last time.


6 Let's blend! Follow, write and say. (4 minutes)

- Start the activity with the Phonics Blending Cards for this lesson (44 to 46). Hold these up one by one.
- Show the segmented form of the words and encourage pupils to say each sound. Then model the blended form and encourage the class to repeat.
- Now ask pupils to focus on Activity 6 in their books. Ask pupils to look at the letter tiles individually and to see if they can identify the target sound (/aʊ/). You may find it easier to copy each tile onto the board but position them randomly and not in lines that form words. Ask pupils to look again for any other digraphs that they recognise from Grade 1 (*th*). Remind pupils that a digraph is where two letters form one distinct sound.

- Now ask pupils to complete the task on page 70 by following the lines, writing the words and then sounding out each one.
- Ensure that pupils pronounce the new words correctly (*loud*, *south* and *out*) by modelling the words and the segmented sounds.

Lesson 1 3

7 **3.6 Look, listen and say.**




all
tricky word

They **all** shout.


They are **all** loud.

Look at **all** the clouds.

8 Look, order and write.

1  **shout. all They**

1
2 They all shout.
3
4

2  **at clouds. Look the all**

1
2 Look at all the clouds.
3
4

seventy-one 71

7 **3.6 Look, listen and say.** (4 minutes)

- Look at page 71 with the class. Talk about the picture and ask pupils what they can see.
- Point to the word *all* and explain that this is a tricky word – it cannot be decoded using the phonics pupils have learnt so far. Explain to pupils that in this case, the letter *a* represents an /ɔ:/ sound, like they heard in Unit 2 with the word *storm*. The double *ll* is exactly as they would expect and represents a /l/ sound. Say the word several times, encouraging pupils to say it with you.
- Ask pupils to point to any other tricky words that they can see in the sentences around the picture. Review the words *they*, *are*, *look* and *the* from Grade 1. Then ask pupils to identify and say the words containing the sound /aʊ/.
- Play the audio. Help pupils to follow along with each sentence as they hear it. Draw pupils' attention to the capital letter at the beginning of each sentence and the punctuation used at the end.
- Play the audio again, encouraging pupils to say the sentences as they hear them.

3.6

They all shout.
They are all loud.
Look at all the clouds.

8 Look, order and write. (5 minutes)

- Look at the first set of words with the class and blend the sounds to elicit each word in turn: *sh – ou – t shout*, *a – ll all*, *th – ey they*. Ask 'shout. all They: does it make sense?' (No, it doesn't.) See if any pupils can decide what they need to do, then explain that they need to put the words in the correct order to make each sentence. Ask the pupils to write the words in the correct order on the stove.
- Repeat for the second set of words. If pupils need support, they can help each other by comparing their sentences in pairs.
- When pupils have written both sentences, ask them to draw lines to match each sentence to the correct picture at the bottom of the page.
- Check answers as a class.

Finishing the lesson (2 minutes)

- Use the Phonics Card for *ou*. Pupils say the /aʊ/ sound and practise the action of holding one hand against the side of the face with an open mouth as if shouting.
- Write the letters *ou* on the board and ask pupils to give you a word containing that sound. For each correct word, draw a picture to represent it. Continue until you have pictures of all the /aʊ/ words from the lesson drawn on the board. Point to each picture in turn and ask pupils to say the word.
- Use the Phonics Cards *sh*, *ou* and *t*. Display them on the board out of sequence and invite volunteers to put them in order and say the blended word.
- Add the Phonics Cards *d*, *l*, *m* and *th*. Challenge pupils to make as many words as they can using the letters on the board (*loud*, *mouth*, *out*, *shout*, *south*).

Lesson 2

Starting the lesson (2 minutes)

- Review the /aʊ/ sound from the previous lesson.
- Hold up the Phonics Cards for pupils to say the /aʊ/ sound and to practise the action of holding one hand against the side of the face with an open mouth as if shouting.
- Use the Phonics Story Cards or show the opening scene from Lesson 1 to revise the /aʊ/ words. Point to each item and say the word for pupils to repeat. Then point again in a different order and elicit each word.

Presentation

Sounds and Spelling Book

Lesson 2

1 ^{3.7} Look, listen and repeat.

2 ^{3.8} ^{3.9} Listen and chant.

oi, oi, boil oi, oi, point
oi, oi, coin oi, oi, soil
oi, oi, oil

72 seventy-two

1 ^{3.7} Look, listen and repeat. (5 minutes)

- Look at page 72 with the class. Talk about the picture and ask pupils what they can see.
- Play the audio. Help pupils to match each word in the picture to the audio and to point to the correct object as they hear each word. You can support this by holding up the corresponding Phonics Story Cards (51 to 55) for each item as they hear it.
- Emphasise the medial sound each time by saying it louder than the rest of the word.
- Use the letters on the Phonics Card for /ɔɪ/ to help present the sound.

- Say the /ɔɪ/ sound and ask pupils to repeat. Can pupils think of other words which contain the /ɔɪ/ sound? Praise when the correct sound has been identified, even if the sound-letter correspondence is not correct.
- Show the picture side of the Phonics Card and ask pupils to say what they can see (*a pointing hand*). Now say the /ɔɪ/ sound with an action to represent *point* which will help students to remember the sound. This can be using the index finger to point at something.
- Pupils can now make up a story using the words in the picture. To help with this, you can hold up the Phonics Story Cards 51 to 55 and recap each of the items in the picture.

3.7

| | |
|------|-------|
| boil | point |
| coin | soil |
| oil | |

2 ^{3.8} ^{3.9} Listen and chant. (4 minutes)

- Play the audio (3.8). Pupils listen to the chant and join in as much as they can. Play the chant two or three times until pupils can follow more confidently.
- Pupils first point to the items in the picture as they listen, then chant along with the audio.
- When pupils are confident with the sound and keywords, play the karaoke version of the chant (3.9) for them to join in with. You can use the Phonics Story Cards as a prompt for the karaoke version if necessary.

3.8

| | |
|--------------|---------------|
| oi, oi, boil | oi, oi, point |
| oi, oi, coin | oi, oi, soil |
| oi, oi, oil | |

Practice

Sounds and Spelling Book

3 ^{3.10} Listen and repeat. Follow and circle oi. (5 minutes)

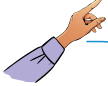



- Play the audio for pupils to listen and repeat the words. Ask them to point to each picture and word in turn as they hear it.
- Explain that the pupils will hear the audio again. This time they have to follow the line with their finger, starting from the picture. As they reach each word, they will listen and repeat the word again, and circle the letters *oi*.
- Play the audio a second time, pausing after the first item to allow pupils to follow line and note the letters which have been circled in the word *point* as an example. Continue the audio, allowing time for pupils to complete the activity.




- Pupils can check their answers with their partner before you check as a class. You can do this by copying the words on the board and inviting pupils to come up and circle *oi* in the words.




| | | | |
|-------------|-------------|-------|--|
| 3.10 | | | |
| 1 point | p – oi – nt | point | |
| 2 oil | oi – l | oil | |
| 3 soil | s – oi – l | soil | |

Lesson 2 3

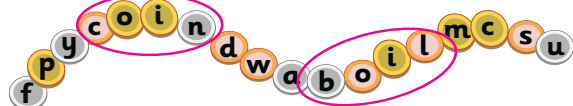
3 Listen and repeat. Follow and circle oi.



1    



2   

3   

4 Find, circle and write.



1  




2  





seventy-three 73




- 4 Find, circle and write. (5 minutes)**
- Look at the activity with the class. Point to each picture in turn and ask pupils to say the word.
 - Point to the row of letters and ask pupils to find as many instances of the letters *oi* as they can. Copy the stave on the board then carefully write the letters *oi* in the correct place.
 - Ask students to draw a circle around the two *oi* words, then write the words under the matching pictures.
 - Check that pupils position the letters in the right place on the stave and that they are holding their pencils correctly, in a tripod grip.

Lesson 2



5 Let's blend! Follow and say.



1   



2    


3   


6 Let's blend! Look, order and write.


1  

2  

1  

2 

3 

4 

74 seventy-four

- 5 Let's blend! Follow and say. (4 minutes)**
- Start the activity with the Phonics Blending Cards for this activity (47 to 49). Hold these up one by one.
 - Show the segmented form of the words and encourage pupils to say each sound. Then model the blended form and encourage the class to repeat.
 - Now ask pupils to focus on Activity 5 in their books. Ask pupils to look at the letter tiles individually and to see if they can identify the target sound (/ɔɪ/). Point to the rest of the letter tiles in turn and elicit the sounds. You may find it easier to copy each tile onto the board but position them randomly and not in lines that form words. Remind pupils that *nt* is a consonant blend, where two consonants are blended but you can still hear each sound (rather than a digraph, like *oi*, where two letters make one distinct sound).
 - Now ask pupils to complete the task on page 74 by following the lines and then sounding out each word.
 - Ensure that pupils pronounce the new word correctly (*join*) by modelling the word and the segmented sound.


- 6 Let's blend! Look, order and write.** (4 minutes)
- Look at the first picture with the class and elicit the word *coin*. Look at the letter tiles and elicit each sound in turn: /ɔɪ/, /k/, /n/. Ask 'Is this a coin?' (No, it isn't.) See if any pupils can decide what they need to do, then explain that they need to put the letters in the correct order to make each word. Ask the pupils to write the letters for *coin* in the correct order on the stove.
 - Repeat for the second picture. If pupils need support, they can help each other by comparing their words in pairs.
 - Check answers by pointing to each picture in turn. Elicit the segmented form of each word, then encourage pupils to say the full blended form. Hold up the Phonics Blending Cards for this activity (50 and 51) to elicit the segmented then blended form of each word.
 - If the class is confident, draw a picture of each item and invite pupils up to the board to write the letters for each word in order.

- Focus on the letters that pupils can recognise: the initial *s* and the medial *m*. Elicit the individual sounds as a class.
- Then explain to pupils that in this case, the letter *o* represents an /ʌ/ sound, because it has been changed by the *e* on the end of the word. This idea will be familiar to pupils from learning about the split digraph *a_e* in Unit 1. Say the word several times, encouraging pupils to say it with you.
- Ask pupils to point to any other tricky words that they can see in the speech bubble. Review the words *I* and *have* from Grade 1. Then ask pupils to identify and say the word containing the sound /ɔɪ/.
- Play the audio. Help pupils to follow along with the sentence as they hear it. Ask pupils to trace over the word *some* then draw a line to match the speech bubble to the correct picture.
- Play the audio again. Draw pupils' attention to the capital letter at the beginning of the sentence and the punctuation used at the end. Say the sentence with a rising intonation to denote a question, and then again with a falling intonation. Ask pupils if they can hear the difference, then ask them to say the sentence themselves, focussing on the intonation.
- Ask pupils to work together to make new questions using the word *some* and the pictures (*Can I have some corn? Can I have some wool? Can I have some paint?*).

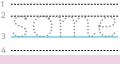

Lesson 2 3



7 3.11 Listen, trace and match. Look and say.



some
tricky word



Can I have  oil?

8 Trace and write. Then read and match.

1 Can I have  cake? 

2 Can I have  soap? 

3 Can I have  string? 

4 Can I have  wood? 

seventy-five 75

3.11

Can I have some oil?

- 7 3.11 Listen, trace and match. Look and say.** (4 minutes)
- Look at page 75 with the class. Talk about the pictures and ask pupils what they can see.
 - Point to the word *some* and explain that this is a tricky word – it cannot be decoded using the phonics pupils have learnt so far.

- 8 Trace and write. Then read and match.** (5 minutes)
- Look at the pictures and elicit the words in turn. Remind pupils that the word *string* begins with a three-letter consonant blend and ensure they are pronouncing this correctly.
 - Look at the first sentence with the class and read each word in turn. Draw pupils' attention to the punctuation at the end of the sentence, explaining that this means the sentence is a question. Ask pupils to trace the word *some* in the first sentence, then follow the example line that matches the sentence to the correct picture.
 - Ask pupils to continue with the next sentences, writing in the missing words and drawing lines to the correct pictures.
 - Check answers as a class. For extra challenge, ask pupils to write more sentences with the words *Can I have some ...?* and draw pictures to match.



Finishing the lesson (2 minutes)

- Use the Phonics Card for *oi*. Pupils say the /ɔɪ/ sound and practise the action of pointing with the index finger.
- Write the letters *oi* on the board and ask pupils to give you a word containing that sound. For each correct word, draw a picture to represent it. Continue until you have pictures of all the /ɔɪ/ words from the lesson drawn on the board. You can use the Phonics Story Cards for support. Point to each picture in turn and ask pupils to say the word.
- Explain to pupils that you are going to say *oi* and *ou* words. If pupils hear the /ɔɪ/ digraph, they should point at the board with their index finger; if they hear the /aʊ/ digraph, they should put their hand to their mouth as if shouting. Play the game using words from Units 1 and 2.

Lesson 3

Starting the lesson (2 minutes)

- Review the /ɔɪ/ sound from the previous lesson.
- Hold up the Phonics Cards for pupils to say the /ɔɪ/ sound and to practise the action of pointing with the index finger.
- Show the opening scene from Lesson 2 to revise the /ɔɪ/ words. Point to each item and say the word for pupils to repeat. Then point again in a different order and elicit each word.
- You can also revise the /aʊ/ sound at this point, using the Phonics Card and accompanying action, or the lesson opener scene.

Presentation

Sounds and Spelling Book



1 3.12 Look, listen and repeat. (6 minutes)

- Look at page 76 with the class. Talk about the picture and ask pupils what they can see.
- Play the audio. Help pupils to match each word in the picture to the audio and to point to the correct object as they hear each word. You can support this by holding up the corresponding Phonics Story Cards (56 to 59) for each item as they hear it.
- Emphasise the final sound each time by saying it louder than the rest of the word.
- Use the letters on the Phonics Card for /u:/ to help

present the sound.

- Say the /u:/ sound and ask pupils to repeat. Can pupils think of other words which end with the /u:/ sound? Praise when the correct sound has been identified, even if the sound-letter correspondence is not correct. Remind pupils that they learnt this sound in Unit 2, where it was found in the middle of words and was coded with the letters oo. You may like to write two lists of words on the board, one with words containing ue (blue, clue, glue, etc.) and the other with words containing oo (boot, roof, moon, room, etc.). Ask pupils if they notice anything about the words in each list, then explain that if they hear the /u:/ sound in the middle of a word, it is most likely coded with the letters oo, and if they hear the /u:/ sound at the end of a word, it is most likely coded with the letters ue.
- Show the picture side of the Phonics Card and ask pupils to say what they can see (a glue stick). Now say the /u:/ sound with an action to represent glue which will help students to remember the sound. This can be holding one palm out and using the other hand to make it look as if glue is being applied. Then put both palms together as if stuck.
- Pupils can now make up a story using the words in the picture.

3.12

| | |
|--------|------|
| tissue | glue |
| blue | clue |

2 3.13 & 3.14 Listen and chant. (4 minutes)

- Play the audio (3.13). Pupils listen to the chant and join in as much as they can. Play the chant two or three times until pupils can follow more confidently.
- Pupils first point to the items in the picture as they listen, then chant along with the audio.
- When pupils are confident with the sound and keywords, play the karaoke version of the chant (3.14) for them to join in with. You can use the Phonics Story Cards as a prompt for the karaoke version if necessary.

3.13



| | |
|---------------|--------------|
| ue, ue tissue | ue, ue, glue |
| ue, ue, blue | ue, ue, clue |



Practice



Sounds and Spelling Book



Lesson 3

3 Listen, trace and say.


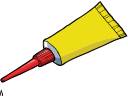

1  

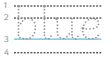


2  

3  

4  

4 Let's blend! Look and write.

seventy-seven 77

3.15 Listen, trace and say. (5 minutes)

- Play the audio for pupils to listen and repeat the words. Ask them to point to each picture and the word in turn. Draw pupils' attention to the consonant blends in each of the words.
- Tell pupils that they will hear the audio again. This time they will trace to complete each word as they hear it.
- Play the audio again, pausing after each item if necessary to allow time for pupils to complete the activity.

3.15

| | | |
|----------|-----------------|--------|
| 1 glue | gl / ue | glue |
| 2 blue | bl / ue | blue |
| 3 tissue | t / i / ss / ue | tissue |
| 4 clue | cl / ue | clue |



4 Let's blend! Look and write. (5 minutes)



- Start the activity with the Phonics Blending Cards for this lesson (52 to 54). Hold these up one by one.
- Show the segmented form of the words and encourage pupils to say each sound. Then model the blended form and encourage the class to repeat.



- Now ask pupils to focus on Activity 4 in their books. Point to each picture and elicit the words (*blue, glue, clue*). Refer pupils back to the scene on page 76 for extra support with the third picture if necessary.
- Point to the first picture and blend the sounds to elicit each word in turn: *bl / ue blue*. Ensure that pupils are correctly pronouncing the consonant blend at the beginning of the word. Copy the stave on the board then carefully write the word *blue* in the correct place.
- Point to the second picture and blend the sounds to elicit each word in turn: *gl / ue glue*.
- Ask pupils to write the word on the stave under the picture. repeat for the third picture: *cl / ue clue*. If pupils need extra support with the activity, write the consonant blends *bl, gl* and *cl* on the board.
- Check that pupils position the letters in the right place on the stave and that they are holding their pencils correctly, in a tripod grip.
- Pupils can check their answers with their partner before you check as a class. You can do this by drawing pictures on the board and inviting pupils up to write the words.



Lesson 3

5 Listen, read and circle.



1   **book / blue**



2   **glue / game**



3   **tissue / string**

4   **cloud / clue**

6 Look, say and match.

1   A

2   B

3   C

78 seventy-eight

3.16 Listen, read and circle. (4 minutes)

- Play the audio for pupils to listen and repeat the words.
- Point out the two words underneath each picture. Explain that pupils should look at these and circle the word that matches the picture as they hear it.

- Play the audio a second time, pausing after the first item. Explain to pupils that the word *blue* has been circled under the first picture as an example.
- Play the rest of the track, pausing to allow pupils time to find and circle the correct word for each picture.
- Check answers as a class. If the class is confident, draw a picture of each item and invite pupils up to the board to write the word. For extra challenge, ask pupils to draw pictures for the words that did not match to the pictures on the page, writing the words underneath.

3.16

1 blue 2 game 3 tissue 4 cloud

6 Look, say and match. (4 minutes)

- Look at the activity with the class. Point to each picture in turn and ask pupils to say the word. Point to each of the digraphs in turn and elicit the sounds.
- Show the example line from the picture of the coin and ask pupils to follow it with their finger to the matching digraph. Elicit the word.
- Do another example, if necessary, then allow time for pupils to complete the activity, saying the word for each picture and then drawing lines to match each picture to the correct digraph.
- Check answers as a class. Have pupils say the words one last time. For extra challenge, ask pupils to write the complete words for each picture (*coin, count, clue, soil, mouth, glue*).

7 3.17 Look, listen and trace. Then tick (✓). (4 minutes)

- Look at page 79 with the class. Talk about the pictures and ask pupils what they can see.
- Point to the word *give* and explain that this is a tricky word – it cannot be decoded using the phonics pupils have learnt so far.
- Focus on the initial letter that pupils will recognise and elicit the sound /g/. Then point to the letter *v* and elicit the sound from the class.
- Then explain to pupils that in this case, the letter *i* represents an /ɪ/ sound, as in the words they have covered such as *pin, fig* and *sing*. The final letter *e* doesn't change the sound. It is important that they learn to recognise this frequent word before they cover *i-e* words in the next lesson.
- Pupils say the word several times, encouraging pupils to say it with you.
- Ask pupils to point to any other tricky words that they can see in the sentence. Review the words *her* and *some* from previous lessons. Then ask pupils to identify and say the word containing the sound /u:/.
- Play the audio. Help pupils to follow along with the sentence as they hear it. Ask pupils to trace over the word *Give* then draw a tick in the box next to the correct picture. Remind pupils that the word has a capital letter because it is the first word in a sentence.
- Play the audio again. Draw pupils' attention to the capital letter at the beginning of the sentence and the punctuation used at the end. Say the sentence with the correct intonation to denote an exclamation (the 'exclamatory fall'), and then again with a rising intonation. Ask pupils if they can hear the difference, then ask them to say the sentence themselves, focussing on the intonation. You may like to talk about whether or not this is a polite way to speak.


3.17



Give her some glue.

8 Trace and write. Then read and match. (4 minutes)


- Look at the pictures and elicit the words in turn. Remind pupils that the word *paint* ends with a consonant blend and ensure they are pronouncing this correctly.
- Look at the first sentence with the class and read each word in turn. Draw pupils' attention to the punctuation at the end of the sentence, explaining that this means the sentence is an exclamation. Ask pupils to trace the word *Give* in the first sentence, then follow the example line that matches the sentence to the correct picture.

Lesson 3 3

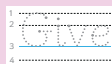
7  3.17 Look, listen and trace. Then tick (✓).






give
tricky word


1  her some glue.





8 Trace and write. Then read and match.

1  her a coat.

2  her some paint.

3  her a book.

4  her some food.

seventy-nine 79

- Ask pupils to continue with the next sentences, writing in the missing words and drawing lines to the correct pictures. Ensure that pupils are using a capital letter for the word *Give*.
- Check answers as a class. For extra challenge, ask pupils to write more sentences with the words *Give her a/some ...!* and draw pictures to match.

Finishing the lesson (2 minutes)

- Use the Phonics Card for *ue*. Pupils say the /u:/ sound and practise the action of holding one palm out and using the other hand to make it look as if glue is being applied. Then put both palms together as if stuck.
- Write the letters *ue* on the board and ask pupils to give you a word containing that sound. For each correct word, draw a picture to represent it. Continue until you have pictures of all the /u:/ words from the lesson drawn on the board. Point to each picture in turn and ask pupils to say the word.
- Use the Phonics Cards *g*, *l* and *ue*. Display them on the board out of sequence and invite volunteers to put them in order and say the blended word (*glue*). Use the corresponding Phonics Blending Card for *glue* to confirm their answers.
- Add the Phonics Cards *b* and *c*. Challenge pupils to make as many words as they can using the letters on the board and write them in their notebooks. Invite pupils to say the words they have created. For extra challenge, add more Phonics Cards to the board as distractors.

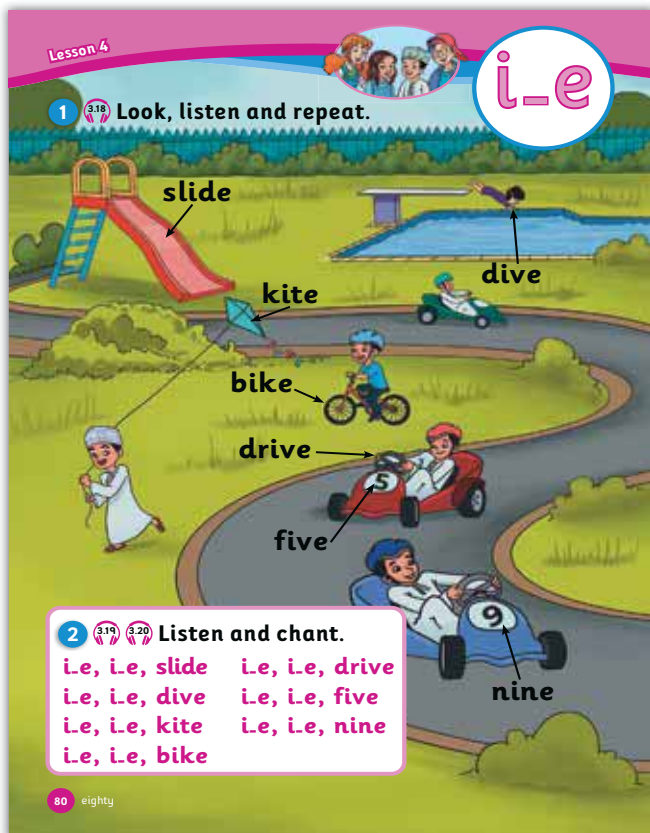
Lesson 4

Starting the lesson (2 minutes)

- Review the /u:/ sound from the previous lesson.
- Hold up the Phonics Cards for pupils to say the /u:/ sound and to practise the action of holding one palm out and using the other hand to make it look as if glue is being applied. Then put both palms together as if stuck.
- Use the Phonics Story Cards or show the opening scene from Lesson 3 to revise the /u:/ words. Point to each item and say the word for pupils to repeat. Then point again in a different order and elicit each word.
- You can also revise the /aʊ/ and /ɔɪ/ sounds at this point, using the Phonics Cards and accompanying actions, the Phonics Story Cards or the lesson opener scenes.

Presentation

Sounds and Spelling Book



1 **3.18** Look, listen and repeat. (6 minutes)

- Look at page 80 with the class. Talk about the picture and ask pupils what they can see.
- Play the audio. Help pupils to match each word in the picture to the audio and to point to the correct object as they hear each word. You can support this by holding up the corresponding Phonics Story Cards (60 to 66) for each item as they hear it.

- Emphasise the medial sound each time by saying it louder than the rest of the word.
- Use the letters on the Phonics Card for /aɪ/ to help present the sound, a split digraph. Pupils should be familiar with the concept of a split digraph from Unit 2. Remind pupils that when a word ends with a vowel-consonant-e, the vowel is pronounced with its long sound (or letter name). Write the word *kit* on the board and say the sounds in turn, then blend to make the word: /k/, /ɪ/, /t/ – *kit*. Now add an e to the word to make *kite*. Say the sounds in turn, then blend to make the word: /k/, /aɪ/, /t/ – *kite*.
- Say the /aɪ/ sound and ask pupils to repeat. Can pupils think of other words which contain the /aɪ/ sound? Praise when the correct sound has been identified, even if the sound-letter correspondence is not correct.
- Show the picture side of the Phonics Card and ask pupils to say what they can see (*a number five*). Now say the /aɪ/ sound with an action to represent *five* which will help students to remember the sound. This can be holding up five fingers.
- Pupils can now make up a story using the words in the picture. To help with this, you can hold up the Phonics Story Cards 60 to 66 and recap each of the items in the picture.

3.18

slide dive kite bike drive five nine

2 **3.19** & **3.20** Listen and chant. (4 minutes)

- Play the audio (3.19). Pupils listen to the chant and join in as much as they can. Play the chant two or three times until pupils can follow more confidently.
- Pupils first point to the items in the picture as they listen, then chant along with the audio.
- When pupils are confident with the sound and keywords, play the karaoke version of the chant (3.20) for them to join in with. You can use the Phonics Story Cards as a prompt for the karaoke version if necessary.

3.19

| | |
|-----------------|-----------------|
| i.e, i.e, slide | i.e, i.e, drive |
| i.e, i.e, dive | i.e, i.e, five |
| i.e, i.e, kite | i.e, i.e, nine |
| i.e, i.e, bike | |

Practice

Sounds and Spelling Book

Lesson 4 3

3 **3.21 Listen and repeat. Follow and trace.** (5 minutes)

1 2 3

b i k e n i n e k i t e

4 Find, circle and write. (5 minutes)

1 g n s l i d e v s n s l i d e

2 k j b o f i v e b p f i v e

3 a s w r c d i v e h d i v e

4 d r i v e l a k w c d r i v e

eighty-one 81

- 3** **3.21 Listen and repeat. Follow and trace.** (5 minutes)
- Play the audio for pupils to listen and repeat the words. Ask them to point to each picture in turn.
 - Tell pupils that they will hear the audio again. This time they will follow the line from each picture, then trace to complete the word.
 - Play the audio again, pausing after each item if necessary to allow time for pupils to complete the activity.

3.21

1 kite 2 bike 3 nine

- 4 Find, circle and write.** (5 minutes)
- Look at the activity with the class. Point to each picture in turn and ask pupils to say the word.
 - Point to the sets of letters and ask pupils to find as many instances of the letters *i.e* as they can. Draw pupils' attention to the circled word in the first set of letters and ask them to say the word. Copy the stave on the board then carefully write the word *slide* in the correct place. Ask pupils to trace over the word *slide* in their book.

- Ask students to draw a circle around the *i.e* word in each set of letters, then write the words on the staves next to the matching pictures.
- Check that pupils position the letters in the right place on the stave and that they are holding their pencils correctly, in a tripod grip.

Lesson 4 3

5 **3.22 Listen and write.** (4 minutes)

1 p p

2 09:00 t i m e

3 s m i l e

4 _____ l i n e

6 Let's blend! Look, order and write.

1 t e k i k i t e

2 9 e n n i n i n e

82 eighty-two

- 5** **3.22 Listen and write.** (4 minutes)
- Play the audio for pupils to listen and repeat the words. Point to each picture in turn.
 - Point out the words underneath each picture. Explain that pupils should complete each word as they hear it.
 - Play the audio a second time, pausing after the first item. Explain to pupils that the letter *i* has been written in as an example. Copy the stave on the board, writing in the *i* as in the example, but not writing in the missing *e* yet. Say the sounds in turn, then blend to make a word: /p/, /ɪ/, /p/ *pip*. Ask 'Is that right?' (No, it isn't.) Ask pupils what letter needs to be added to the end of the word to change the *i* to its long sound. Elicit the answer (*e*) then carefully write the letter *e* in the correct place. Say the sounds again, then blend to make a word: /p/, /aɪ/, /p/ *pipe*. Ask 'Is that right?' (Yes, it is!)
 - Play the rest of the track, pausing to allow pupils time to write the letters *i* and *e* in the correct place on the stave under each picture.
 - Check answers as a class. If the class is confident, draw a picture of each item and invite pupils up to the board to write the word.

- Draw pupils' attention to the word *smile* and explain that this word begins with a consonant blend. Ask pupils what sounds the individual letters make in the consonant blend at the beginning of the word. Start saying the sounds for each letter separately and then say them quickly together until you form the consonant blend. Repeat with both *sp* and *st* and show pupils how much easier it is to blend the letters together rather than trying to sound out each one separately. Write other consonant blends with *s* on the board, e.g. *sc*, *sk*, *sl*, *sn*, *sp*, *sw* and encourage pupils to practise saying the sounds together until the blends sound more natural. Most of these *s*-blends will be familiar from Units 1 and 2 (*snake*, *spoon*, *sport*, *storm*, *swing*), so you may like to write all of these words on the board and focus on the consonant blends.

3.22

| | | |
|---------|--------------|-------|
| 1 pipe | p / i-e / p | pipe |
| 2 time | t / i-e / m | time |
| 3 smile | sm / i-e / l | smile |
| 4 line | l / i-e / n | line |


6 Let's blend! Look, order and write. (4 minutes)


- Start the activity with the Phonics Blending Cards for this lesson (55 to 56). Hold these up one by one and elicit the correct word each time. You can segment the initial sound but encourage pupils to blend the ending of each word as one sound (*-ite*, *-ine*). Model the initial sound, ensuring pupils don't add the 'uh' sound after the letter, then blend the whole word.
- Now ask pupils to focus on Activity 6 in their books. Look at the first picture with the class and elicit the word *kite*. Look at the letter tiles and elicit each sound in turn: /t/, /ε/, /k/ /ɪ/. Ask 'Is this a kite?' (*No, it isn't.*) See if any pupils can decide what they need to do, then explain that they need to put the letters in the correct order to make each word. Look at the example with the class. Copy the stave on the board then carefully write the letters *kite* in the correct place.
- Point to the second picture and elicit the word. Ask the pupils to write the letters in the correct order on the stave. If pupils need support, they can help each other by comparing their words in pairs. Repeat for the remaining pictures and words.
- Check answers by pointing to each picture in turn. Elicit the segmented form of each word, then encourage pupils to say the full blended form.
- If the class is confident, draw a picture of each item and invite pupils up to the board to write the letters for each word in order.

3

Lesson 4

7 **3.23 Listen, trace and match. Look and say.**











He likes  dive.

to

tricky word

8 **Trace and write. Then read and match.**

- 1 She likes  count. 
- 2 He likes  cook. 
- 3 She likes  drive. 
- 4 He likes  shout. 

eighty-three 83

7 3.23 Listen, trace and match. Look and say. (4 minutes)

- Look at page 83 with the class. Talk about the pictures and ask pupils what they can see.
- Point to the word *to* and explain that this is a tricky word – it cannot be decoded using the phonics pupils have learnt so far.
- Focus on the initial letter *t* that pupils will be familiar with and elicit the sound /t/.
- Then explain to pupils that in this case, the letter *o* represents an /u:/ sound. This sound will be familiar from the previous lesson, and from Unit 2, where it was coded as *oo* and *ue*. Say the word several times, encouraging pupils to say it with you.
- Ask pupils to point to any other tricky words that they can see in the sentence. Review the words *he* and *like(s)* from previous lessons, noting the capital letter at the beginning of the sentence. Then ask pupils to identify and say the word containing the sound /aɪ/.
- Play the audio. Help pupils to follow along with the sentence as they hear it. Ask pupils to trace over the word and then draw a line to match the sentence to the correct picture.
- Play the audio again. Ask pupils to work together to make new sentences using the word *to* and the pictures (*He likes to shout. He likes to sing. He likes to cook.*).

3.23

He likes to dive.

8 Trace and write. Then read and match.

(4 minutes)

- Look at the pictures and elicit the words in turn. Remind pupils that the words *count* and *drive* contain consonant blends and ensure they are pronouncing these correctly.
- Look at the first sentence with the class and read each word in turn. Review the word *she* from previous lessons, noting the capital letter. Ask pupils to trace the word *to* in the first sentence, then draw a line to match the sentence to the correct picture.
- Ask pupils to continue with the next sentences, writing in the missing words and drawing lines to the correct pictures.
- Check answers as a class. For extra challenge, ask pupils to personalise the activity by writing sentences with the words *I like to ...* They could then swap their sentences with a friend and tell the class about what their friend likes to do using the words *He/She likes to ...*

Finishing the lesson (2 minutes)

- Use the Phonics Card for *i.e*. Pupils say the /aɪ/ sound and practise the action of holding up five fingers. Ask pupils if they can think of another number that has the /aɪ/ sound and hold up that number of fingers (*nine*).
- Write the letters *i.e* on the board and ask pupils to give you a word containing that sound. For each correct word, draw a picture to represent it. Continue until you have pictures of all the /aɪ/ words from the lesson drawn on the board. Point to each picture in turn and ask pupils to say the word.
- Use the Phonics Cards *s*, *l*, *i*, *d* and *e*. Display the Phonics Cards *s*, *l*, *i* and *d* on the board and invite volunteers to put them in order and say the blended word (*slid*). Add the Phonics Card *e* and invite volunteers to say the new blended word (*slide*). Ask students if they think they have made a real word in English. If they think yes, they should move to one side of the room. If they think no, they should move to the other side of the room.
- Continue the game using the Phonics Cards to make the true words *rid-ride*, *bit-bite*, *pin-pine*, *sit-site*, *quit-quite*, *fin-fine* and the false words *nip-nipe*, *dip-dipe*, *pit-pite*, *bin-bine*, *big-bige*, *lid-lide*. For this game, pupils do not need to understand the meaning of the words created.

Lesson 5

Starting the lesson (6 minutes)

- In this lesson, pupils will consolidate and revise what they have covered in Unit 3 so far. Review all the sounds learnt in this unit using the Phonics Cards and the lesson opener scenes. Use the Phonics Cards with their pictures to revise the action for each of the sounds.
- Recap the target digraphs from Unit 3 (*ou*, *oi*, *ue*, *i-e*). Mime or draw for support if necessary.
- Show a selection of the Phonics Blending Cards to give pupils practice in segmenting and then blending the words.
- Practise letter formation individually or on the board by calling out letters for pupils to write.

Practice

Sounds and Spelling Book

Lesson 5

1 Look, say and match.

84 eighty-four

1 Look, say and match. (5 minutes)

- Look at the activity with the class. Point to each picture in turn and ask pupils to say the word. Point to each of the digraphs in turn and elicit the sounds.

- Show the example line from the picture of the boiling water and ask pupils to follow it with their finger to the matching digraph. Elicit the word (*boil*).
- Do another example, if necessary, then allow time for pupils to complete the activity, saying the word for each picture and then drawing lines to match each picture to the correct digraph.
- Check answers as a class. Have pupils say the words one last time. For extra challenge, ask pupils to write the complete words for each picture (*boil, blue, bike, glue, cloud, five, point, shout*).

- Check answers as a class, asking pupils to point to each picture and say the word. If the class is confident, draw a picture of each item and invite pupils up to the board to write the word.

3.24











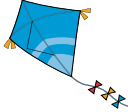

1 point 2 nine 3 coin 4 mouth 5 blue 6 kite

3 Let's blend! Look, order and write. (5 minutes)

- Look at the first picture with the class and elicit the word *line*. Look at the letter tiles and elicit each sound in turn: /l/, /ɛ/, /n/, /ɪ/. Ask 'Is this a line?' (*No, it isn't.*) See if any pupils can decide what they need to do, then explain that they need to put the letters in the correct order to make each word. Look at the example with the class. Copy the stave on the board then carefully write the letters *line* in the correct place.
- Point to the second picture and elicit the word. Ask the pupils to write the letters in the correct order on the stave. If pupils need support, they can help each other by comparing their words in pairs. Repeat for the remaining pictures and words.
- Check answers by pointing to each picture in turn. Elicit the segmented form of each word, then encourage pupils to say the full blended form.
- If the class is confident, draw a picture of each item and invite pupils up to the board to write the letters for each word in order.

Lesson 5 3

2 **3.24 Let's blend! Look, listen and write. Then point and say.**

| | |
|---|---|
| 1   | 2   |
| 3   | 4   |
| 5   | 6   |









eighty-five 85

2 **3.24 Let's blend! Look, listen and write. Then point and say.** (6 minutes)


- Play the audio for pupils to listen and repeat the words. Point to each picture in turn.
- Point out the words underneath each picture. Explain that pupils should complete each word as they hear it.
- Play the audio a second time, pausing after the first item. Explain to pupils that the letters *oi* have been written in as an example. Copy the stave on the board, writing in *oi* as in the example.
- Play the rest of the track, pausing to allow pupils time to write the missing letters in the correct place on the stave under each picture. If pupils need extra support, put the Phonics Cards for *ou, oi, ue* and *i.e* on the board as a reminder of the letter forms.

Lesson 5

3 **Let's blend! Look, order and write.**

| | |
|---|---|
| 1   | 2   |
| 3   | 4   |

86 eighty-six

4  **3.25 Listen and trace. Read and write.**
(6 minutes)

- Review the tricky words from the unit. Write them on the board. Say each word and ask pupils point to and repeat each one.
- Review the words in context. On the board, write *Can I have some oil? Give her a blue pen! He likes to dive.* Ask pupils to come up the board and underline any other tricky words they can see.
- Play the audio, pausing after each word, for pupils to trace.
- Ask pupils to look at the pictures and describe what they see.
- Look at the example sentence and read each word in turn. Explain that *all* has been written as an example.
- Ask pupils to complete the rest of the sentences individually. You may like to give pupils sticky notes and tell them that if there are any words that they don't know, they should write them onto a sticky note. Collect the sticky notes at the end of the activity and review the words as a class.
- Check the answers as a class. As an extra challenge, ask pupils to write new sentences using the words from this and previous units. Monitor pupils, checking punctuation and capital letters. You may like to write all of the tricky words from Grades 1 and 2 on the board as reference. Ask volunteers to share their sentences.

3.25

1 all 2 some 3 give 4 to

Lesson 5 3

4  **3.25 Listen and trace. Read and write.**

1    

1 They are  loud. 

2 Can I have  oil? 

3  her a blue pen. 

4 I like  dive. 

eighty-seven **87**


Dictation (5 minutes)

- Ask pupils to get ready with some paper and a pen.
- Play the audio for pupils to individually listen and write the words.
- Check answers as a class.

D3

- 1 Look at all the clouds.
- 2 Can I have some string?
- 3 Give her some glue.
- 4 He likes to count.

Finishing the lesson (7 minutes)

- Use the Phonics Cards to review the unit letters and sounds and the words that pupils have learned for each one.
-  Play a game. Write the digraphs for Units 1–3 on the board. Pupils work in pairs to write a list of as many words as they can containing the digraphs. Remind pupils that they can use any other letters of the alphabet to create their words as well as the digraphs.
- Invite pairs to suggest a word. If pupils have the word on their list, everyone crosses it out. Pupils can challenge if they think a word is incorrect. Points are awarded for (correctly-spelled) words that remain on pupils' lists after all duplicates have been crossed off. The pairs with the most points wins.

Shared reading Unit 3

- The readers have been designed so that pupils can practise the sounds they have learnt by reading a fun illustrated story. Work with the class so that they read the stories both on their own and in pairs. Confident pupils can also read the stories aloud.

Extra activity Photocopiable 41

- Ask pupils to do Photocopiable 41.

Lesson 6, part 1, option A

Starting the lesson (4 minutes)

- This lesson uses the Unit 3 Graded Reader 1, *The big dig*.
- Before you look at the Big Book with the pupils, explain that you are going to focus on vowel digraphs and then write the following on the board: *ou, oi, ue, i-e*. Pupils will be familiar with the sound that these letters make but you may wish to use the Phonics Story Cards and to revise the sounds and the actions.
- Ensure that pupils are confident with the different spellings and see if they can suggest a word for each one (using the Phonics Cards, Phonics Story Cards and Phonics Blending Cards as a stimulus if necessary).
- Explain that pupils will now participate in a shared reading activity where you will all enjoy a story together. Explain that some of the words you have discussed will feature in the story and that they should look out for them.
- Ensure that pupils are sitting comfortably and in a position where they can see the text and pictures of the Big Book easily.

Before reading (5 minutes)

- Take the Big Book and hold it up so that pupils can see the cover. Point to the correct picture for the story you are about to share.
- Look at the title and read it with the pupils.
- Ask pupils to point to the boy and check that they understand what *dig* means. Explain that in the title it's a noun and refers to process of removing soil and objects from an area of historical interest. Tell pupils that *dig* is also a verb and refers to the action of making a hole in the ground. Ask pupils what the boy is using to dig holes (a spade).
- Encourage pupils to describe what they can see. Ask questions: *What is this? Where are the characters? What can you see? What do you think the story will be about?*
- Ask pupils to predict what might happen in the story and to share their ideas with the class.

During reading (15 minutes)

Sounds and Spelling Book



GR3.1 Graded reader 1

There are five coins in the soil.
I shout for my mum!



I am here, Mum! Look!

90 nine

3



Can I join in?

Yes, you can!
Let's dig!

Mum likes coins!

☹️ 😐 😊 

ninety-one 91

- **GR3.1** Begin reading the story to the pupils. Look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story and be sure to point to relevant parts of the picture as you read.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what will happen next. After reading page 88 to the pupils, ask *Where are the boy and his mum? (In a garden.); What has the mum got in her hands? (A book.); Is she happy? (No.); How do you know? (She says 'What a mess.');* *What colour are the boy's boots? (Blue.); Does he dig a lot? (Yes.); How do you know? (He says he digs all the time.)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 89: *Where does he dig? (South.); Does he dig for a long time? (Yes.); What does he hear? (A loud shout.); What does his mum shout? (Where are you?)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 90: *What is in the soil? (Five coins.); Who does he shout for? (His mum.); Can she see him? (Yes.); Is he happy? (Yes.)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 91: *What does Mum say? (Can I join you.); Do they dig some more? (Yes.); Does Mum like coins? (Yes.); Are they happy? (Yes.)*
- Read the page again and point to the relevant parts of the picture as you read. Show pupils how the information is presented in the text but also in the picture and explain how important it is for comprehension to look at both.
- When you've gone through the story, play the audio and have pupils follow along in their books.

Post reading (10 minutes)

- The post-reading activities can be done in either part 1 or part 2 of the lesson. The answer keys are provided below, as well as on the last page of each Big Book.


Look, match and say.


1 What a mess!


2 Yes, you can. Let's dig!


3 I am here, Mum! Look!

4 Can I join in?

a 

b 

c 

d 

8 eight

Look, match and say.

- Refer pupils to page 8 in their Unit 3 Big Books.
- Pupils work in pairs to match the speech bubbles to the pictures.
- To check answers, ask a pupil to read aloud the first the speech bubble. Ask a different pupil to provide the answer. Continue with the remaining speech bubbles and other pupils.
- Now write the two sentences from the story that contain the tricky words on the board: *I like to dig in the soil. I dig all the time!* Ask pupils if they can identify any tricky words in the sentences and circle these words on the board. Remind pupils that tricky words do not always follow the phonetic rules and that they should use different strategies to read these words such as memory or decoding the parts that they can.
- Encourage pupils to read the whole sentence as you point to each word, providing support as required.
- Write sentences containing the vowel digraphs on the board, e.g. *I dig south for a long time.* Ask pupils to identify the phonetic words in the sentences and be sure to point out the phonetic spellings that pupils are familiar with. Revise the sounds as you come across them, and help pupils to read individual words and then the complete sentences, providing support as required.
- Show pupils the relevant Phonics Blending Cards and Phonics Story Cards for those sentences you wrote

on the board. Say the words and have pupils repeat chorally.

- Explain that pupils will often encounter new words in a book and that they must develop strategies for dealing with these words. Point out that often the meaning of a new word can be worked out if it is read in context and if they take time to look at any related pictures.
- Encourage pupils to read whole sentences with support and reinforce the meaning of any sentences you focus on using picture cues, actions and explanations.

Finishing the lesson (6 minutes)

- Close the Big Book and ask pupils if they liked the story. Give them a few minutes to evaluate it and encourage them to think about what they liked and didn't like, what they thought of the character, whether they were able to read the words and whether they understood the plot. Then ask pupils to choose and colour a smiley face according to their thoughts. If they think they are OK, they colour the middle face. If they are unhappy because they didn't like it or found the tasks too hard, they colour the unhappy face, and if they are happy and enjoyed and understood the story, they colour the happy face. Explain that they will have a chance to re-evaluate their decision at the end of the next lesson.
- Write the following gapped words from the Big Book on the board: *l_k_, s_l, t_m_, s_th, l_d, sh_t, _ou, f_v_, c_ns, j_n.* Ask pupils to complete the words with *ou, oi* or *i-e*. If you wish to make this harder, you could call out the words (*like, soil, time, south, loud, shout, you, five, coins, join*) and see if pupils can write them correctly. Praise pupils for having a go even if they write the wrong letters for the sound.
- Sort the words into different groups according to their spelling patterns to help pupils try to remember which word has which spelling.

Lesson 6, part 2, option A


Starting the lesson (5 minutes)

- Show pupils the Phonics Blending Cards *out*, *point*, *glue* and *kite*. Ask pupils to blend and segment the sounds for each word. See if they can recall any words from the story to go with each spelling (*ou*, *oi*, *ue* and *i-e*). Explain to pupils that they can also use the pictures and colours in the story (e.g. *blue*), even if those words do not appear in the text.
- Explain that pupils will now revisit the Big Book story from Lesson 6, part 1 and that they should look out for familiar words and phonetic rules as they read. Ensure that pupils are sitting comfortably, where they can see the text and pictures of the Big Book easily.

Before reading (5 minutes)

- See if the pupils can recall the title of the story and then ask them about the characters and what happens.
- Ask questions to prompt the pupils and point to objects in the pictures to elicit words from the story that they will need to read in the next part of the lesson.

During reading (12 minutes)

-  **GR3.1** Open the Big Book and model reading the whole story to the pupils (alternatively, you can play the audio and have pupils follow along). Demonstrate how to sound out the phonetic words and how to tackle the tricky words. Read expressively with intonation and pause periodically to ask pupils what happens next.
- Encourage pupils to read each page with you. Point to each word as you read to support pupils and to prevent individuals from being left behind.
- Select pupils randomly to re-read words/sentences/pages from the Big Book and provide a safe environment where any errors are seen as a positive effort and an opportunity for learning. Try to engage all pupils in this stage, adapting the task to each pupil's ability.
- Question pupils and explain parts of the plot to make sure that they all understand the story.

Post reading (15 minutes)

- Explain that you will read the story again but that this time, as you read, the pupils must act out the part of the boy and his mum. Choose one half of the class to assume the role of the boy digging the hole and the other half to assume the role of mum. Ask them to imagine that they are in a garden.
- Read the story slowly, giving pupils time to act out what they hear. Encourage them to act confidently and to say the parts of the story in the speech bubbles spoken by the boy and his mum. Praise actions and facial expressions that are relevant to the story and that show pupils are listening and understanding.

- Pupils can then work in pairs with one pupil assuming the role of the boy while the other is his mum. Encourage them to use the text in the story as a guide for what to say and point out where pupils should shout or add expression according to the words that they read.
- You may wish to choose a confident pair to show the rest of the class their role play.

Extra activity Photocopiable R5

- Ask pupils to do Photocopiable R5.

Finishing the lesson (3 minutes)

- Ask pupils to review their evaluations of the story from the last lesson and check that they still feel the same way about the story. Explain that if their views have changed, they can change the smiley they have coloured by simply putting a line through their first choice and then colouring a different one. Use the same criteria to evaluate the story: encourage them to think about what they liked and didn't like, what they thought of the character, whether they were able to read the words and whether they understood the plot. Then ask pupils to choose and colour a smiley face according to their thoughts. If they think they are OK, they colour the middle face. If they are unhappy because they didn't like it or found the tasks too hard, they colour the unhappy face, and if they are happy and enjoyed the story, they colour the happy face.
- Ask pupils to practise reading the story at home with their parents.

Lesson 6, part 1, option B

Starting the lesson (4 minutes)

- This lesson uses the Unit 3 Graded Reader 2, *My bike*.
- Before you look at the Big Book with the pupils, write the following jumbled words on the board:
i / e / b / k
l / i / o
sh / ts / ou
v / i / d / e
g / ue / l
- See if pupils can make the words and then write them on the board (*bike, oil, shouts, dive, glue*). Focus on the sounds /aɪ/, /u:/, /ɔɪ/ and /aʊ/ and see if pupils can suggest other words that contain the same digraphs.
- Explain that this sound will feature in the shared reading activity that follows and that pupils should look out for them as they read the story. Tell them that the /u:/ sound doesn't feature in the text but that there is an object and a colour in the pictures that contain this sound (*glue, blue*).
- Ensure that pupils are sitting comfortably and in a position where they can see the text and pictures of the Big Book easily.

Before reading (6 minutes)

- Show the cover of the Big Book to pupils. Point to the correct picture and title for the story you are about to share.
- Look at the title and copy it onto the board. Ask pupils if they recognise any vowel digraphs and ask them to identify and circle *i.e* in the title. Sound out the word containing the digraph (*bike*).
- Ask pupils if they own a bike and, if they do, what colour it is.
- Focus on the picture. Encourage pupils to describe what they can see. Ask questions such as *What is this? How many people are there? Who do you think the people are? Where are they? What do you think the story will be about?*
- See if pupils can identify anything in the picture that contains one of the digraphs they practised at the start of the lesson, e.g. *glue*.
- Prepare pupils for the trick word they will encounter in the story by it on the board to practise together (*some*). Encourage pupils to do some speed reading while you point to it. Remind them to use phonetic cues and visual memory strategies.

During reading (15 minutes)

Sounds and Spelling Book



We are in Dad's shed.
This is my bike.
Dad can fix my bike.

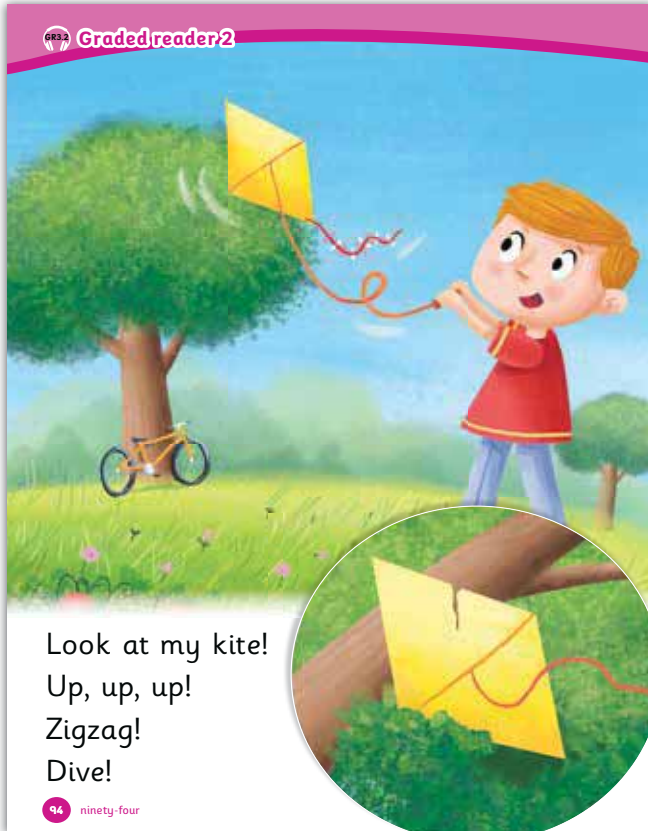
92 ninety-two



Dad puts some oil on the chain.
I get my bike out of the shed.
I put my kite in my bag.
"Go!" Dad shouts.

ninety-three 93

Graded reader 2



Look at my kite!
Up, up, up!
Zigzag!
Dive!

94 ninety-four

3



I look at my kite.
There is a rip.
But I can fix my kite.

95 ninety-five

- **GR3.2** Open the Big Book and begin reading the first page of story to the pupils. Look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice and facial expressions when necessary. Use different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story and be sure to point to relevant parts of the picture as you read.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what will happen next. After reading page 92 to the pupils, ask *Who can you see? (A boy and his dad.); Where are they? (In Dad's shed.); What can Dad do? (He can fix the bike.); Whose bike is it? (The boy's.); What has the boy got in his hand? (Some glue.)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 93: *What does Dad put on the chain? (Some oil.); Does he fix the bike? (Yes.); What does the boy do with the bike? (He gets it out of the shed.); What does he put in the bag? (A kite.); What does Dad shout? (Go!)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 94: *Where does the kite go? (Up, up, up!); Does it zigzag? (Yes.); Does it dive? (Yes.)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 95: *What is the problem? (There is a rip.); Can the boy fix the kite? (Yes.); Is he happy? (Yes.)*
- Encourage pupils to look carefully at the pictures to get additional information as this will help their comprehension of the story.
- When you have gone through the story, play the audio and have pupils follow along in their books.

Post reading (10 minutes)

- The post-reading activities can be done in either part 1 or part 2 of the lesson. The answer keys are provided below, as well as on the last page of each Big Book.

Look, read and say.

bike fix kite shed



We are in Dad's
shed.



I get my bike
out of the shed.



Look at my
kite!



I can fix
my kite.

14 fourteen

Look and say.



bike



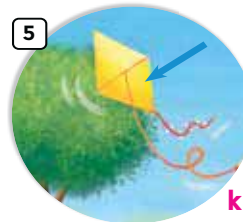
oil



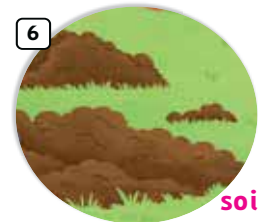
shout



coin



kite



soil

fifteen 15

Look, read and say.

- Refer pupils to page 14 in their Unit 3 Big Books.
- Pupils work individually to complete the sentences with the words from the box.
- Check the answers by having pupils read aloud the completed sentences.

Look and say.

- Refer pupils to page 15 in their Unit 3 Big Books.
- Pupils work in pairs to say the words in each of the pictures.
- Check the answers by having different pairs read aloud the items.
- Now write the following sentence on the board: *Dad puts some oil on the chain.* Ask pupils if they can identify the tricky word from Unit 3 in the sentence (*some*). Ask a pupil to come to the front and circle the word. Remind pupils that tricky words do not always follow the phonetic rules and that they should use different strategies to read these words such as visual memory or decoding the parts that they can.
- Look at the phonetic words in the sentence (*oil and chain*). Revise the sounds and help pupils to read individual words and then the complete sentences, providing support as required.
- Select other sentences from the Big Book and repeat the process for phonetic words, as well as explaining the meaning of words that may be unfamiliar, e.g. *fix, shed, chain, zigzag, dive, rip*. Explain that pupils will often encounter new words in a book and that they must develop strategies for dealing with these words. Point out that the meaning of a new word can often be worked out if it is read in context and if they take time to look at any related pictures.

Finishing the lesson (5 minutes)

- Close the Big Book and ask pupils if they liked the story. Give them a few minutes to evaluate it and encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to read the words and whether they had a good understanding of the plot. Then ask pupils to choose and colour a smiley face according to their thoughts. If they think they are OK, they colour the middle face. If they are unhappy because they didn't like it or found the tasks too hard, they colour the unhappy face, and if they are happy and enjoyed and understood the story, they colour the happy face. Explain that they will have a chance to re-evaluate their decision at the end of the next lesson.
- Write sets of gapped words on the board:
sh__t
b_k_, d_v_, k_t_
__l
gl__
- Ask pupils to identify and fill in the gaps with the same sound for each set of words, then find words in the story that contain these spellings (*shout; bike, dive, kite; oil; glue*). Segment the words and point to them for pupils to read. See if pupils can add other words to each list.


Lesson 6, part 2, option B**Starting the lesson** (4 minutes)

- Start with the following Phonics Story Cards: *shout, oil, kite, glue*. Ask pupils to blend and segment the sounds for each word. Look at the spellings and remind pupils that there are different ways to make each of the Unit 3 sounds. See if they can recall any words from the story (or the other stories or words that they know) to go with each spelling.
- Explain that pupils will now revisit the Big Book story from Lesson 6, part 1 and that they should look out for familiar words and phonetic rules as they read. Ensure that pupils are sitting comfortably, where they can see the text and pictures of the Big Book easily.

Before reading (4 minutes)

- Ask pupils if they can remember the title of the story and then ask them about the setting, characters and what happens in the story. Encourage them to suggest sentences about what is in the story, e.g. *There is a bike. There is some oil. There is a kite, etc.*
- Ask pupils to help you write sentences by segmenting the phonetic words and recalling the spellings of tricky words.

During reading (12 minutes)

-  **GR3.2** Open the Big Book and model reading the whole story to the pupils (alternatively, you can play the audio and have pupils follow along). Demonstrate how to sound out the phonetic words and how to tackle the tricky word *some*.

Read expressively with intonation and pause periodically to ask pupils what happens next.

- Encourage pupils to read each page with you. Point to each word as you read to support pupils and to prevent individuals from being left behind. You may wish to occasionally stop reading for pupils to fill in the gaps.
- Encourage pupils to read each page with you. Point to each word as you read to support pupils and to prevent individuals from being left behind. You may wish to occasionally stop reading for pupils to fill in the gaps.
- Select pupils randomly to re-read words/sentences/pages from the Big Book and provide a safe environment where any errors are seen as a positive effort and an opportunity for learning. Try to engage all pupils in this stage, adapting the difficulty of the task to each pupil's ability.
- Question pupils and explain parts of the plot to make sure that they all understand the story.

Post reading (15 minutes)

- Explain that you will read the story again but that this time as you read, the pupils must act out the story. Assign the three character roles (narrator, Dad, boy) to confident pupils initially.
- Demonstrate for the rest of the class. Ask the 'narrator' to read the first page of the Big Book. The pupil playing Dad should be fixing a bike and pupil playing the boy should be helping him. Repeat the process for the subsequent pages.
- Put pupils in groups of three and have them act out the story as in the demonstration.
- Praise actions and facial expressions that are relevant to the story and that show pupils are listening and understanding.

Extra activity Photocopiable R6

- Ask pupils to do Photocopiable R6.

Finishing the lesson (5 minutes)

- Ask pupils to review their evaluations of the story from the last lesson and check that they still feel the same way about the story. Explain that if their views have changed, they can change the smiley they have coloured by simply putting a line through their first choice and then colouring a different one. Use the same criteria to evaluate the story: encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to read the words and whether they had a good understanding of the plot. Then ask pupils to choose and colour a smiley face according to their thoughts. If they think they are OK, they colour the middle face. If they are unhappy because they didn't like it or found the tasks too hard, they colour the unhappy face, and if they are happy and enjoyed the story, they colour the happy face.
- Ask pupils to practise reading the story at home with their parents.

Unit 4, Lessons 1–7

Objectives

- **Lesson objectives:** to learn the letter sounds for /i:/, /ɜ:/, /ɑ:/, /əʊ/; to blend CVC words; to use phonetic strategies to read simple sentences; to recognise common tricky words
- **Target words:** /i:/: cheese, feet, sleep, bee, sheep, teeth, green, see, sweet
/ɜ:/: herb, fern, person, perfume, iceberg
/ɑ:/: star, shark, scarf, dark, park, farm, art
/əʊ/: bone, note, home, rose, stone, rope, nose, cone
- **Tricky words:** said, come, do, so

Global Scale of English (GSE)

- **Reading:** Can recognise single, familiar everyday words if supported by pictures (GSE 24).
- **Listening:** Can recognise the letters of the alphabet by their sounds (GSE 10).
- **Speaking:** Can say simple tongue-twisters and other types of playful language (GSE 27).

Learning outcomes

- **Listening:** listen and identify all phonemes; listen and identify initial, medial and final phonemes in simple words; distinguish English segmental phonemes in simple words; associate letters with their names; listen and identify the number of syllables in words.
- **Speaking:** articulate sounds in single words; recite letters of the alphabet
- **Reading:** identify more letter-sound correspondences; decode short, simple and two-syllable words using phonemic awareness and blending strategies when reading
- **Writing:** write correctly formed letters and words moving from left to right using four lines
- **Cognitive skills:** understand the steps needed to complete the activity; recognise when a task has been completed; stay engaged and focused on short tasks without getting distracted

Materials

- Photocopiables 42, R7 and R8
- Unit 4 Phonics Cards (ee, er, ar, o-e)
- Unit 4 Phonics Story Cards
- Unit 4 Phonics Blending Cards

Assessment for Learning (formative assessment)

- Setting aims and criteria: lesson objectives presentation

Lesson 1

Starting the lesson (2 minutes)

- Review a selection of sounds from the earlier units. You can use the Phonics Cards at random, or focus on sounds that you know your pupils have found difficult.
- Hold up the Phonics Cards for each sound. First show the picture side and elicit the word, then show the letter side to elicit the sound and recap the action.
- Elicit more words with each sound, using the Phonics Story Cards to prompt the pupils.
- Write simple words that pupils can now blend from Units 1–3, for example, *nail, coat, pie, cake, fork, king, book, moon, south, coin, blue, kite*. Arrange the Phonics Cards in the correct order for a selection of these words and encourage the class to read them out loud together. You can also use the Phonics Blending Cards for support or to confirm their answers.

Presentation

Sounds and Spelling Book

4

ee

1 Look, listen and repeat.

cheese

sheep

sleep

feet

bee

2 Listen and chant.
ee, ee, cheese ee, ee, feet
ee, ee, sheep ee, ee, bee
ee, ee, sleep

96

1 🎧 **4.1 Look, listen and repeat.** (5 minutes)

- Look at page 96 with the class. Talk about the picture and ask pupils what they can see. Explain that in this lesson, they will see the letter *e* repeated to make a new, longer sound. Although they have learnt /e/ as a short individual sound, they should now listen and learn a new sound. When the letter *e* is repeated, it makes the digraph /i:/.
- Play the audio. Help pupils to match each word in the picture to the audio and to point to the correct object as they hear each word. You can support this by holding up the corresponding Phonics Story Cards (67 to 71) for each item as they hear it.
- Emphasise the long /i:/ sound each time and ensure this is clear.
- Use the letters on the Phonics Card for /i:/ to help to present the sound.
- Say the /i:/ sound and ask pupils to repeat. Explain that this sound can be used in the middle or at the end of words. Can pupils think of other words which have the /i:/ sound?
- Show the picture side of the Phonics Card and ask pupils to say what they can see (*a child sleeping – sleep*). Now say the /i:/ sound with an action to represent *sleep* which will help pupils to remember the sound. This can be putting both palms together and resting your head on them like a pillow.
- Ask pupils to air-draw *e* as they repeat the sound.
- Pupils can now make up a story using the words in the picture. To help with this, you can hold up the Phonics Story Cards 67 to 71 and recap each of the items in the picture.

4.1

| | |
|--------|------|
| cheese | feet |
| sheep | bee |
| sleep | |

2 🎧 **4.2 & 4.3 Listen and chant.** (3 minutes)

- Play the audio. Pupils listen to the chant and join in as much as they can. Play the chant two or three times until pupils can follow more confidently.
- Pupils first point to the pictures as they listen, then chant along with the audio.
- A karaoke version of the chant is available (track 4.3). You can use the Phonics Story Cards as a prompt for the karaoke version if necessary.

4.2

| | |
|----------------|--------------|
| ee, ee, cheese | ee, ee, feet |
| ee, ee, sheep | ee, ee, bee |
| ee, ee, sleep | |

Practice

Sounds and Spelling Book

Lesson 1 4

3 🎧 **Listen, circle ee and say.**

4 **Write, match and say.**

ninety-seven 97

3 🎧 **4.4 Listen, circle ee and say.** (5 minutes)

- Play the audio for pupils to listen and repeat the words. Ask them to point to each picture and word in turn as they hear it.
- Explain that the pupils will hear the audio again. This time they have to follow the dotted line with their pencil, starting from the arrow. As they reach each picture, they will listen and repeat each word again, and circle the letters *ee*.
- Play the audio a second time, pausing after the first item if necessary. Pupils listen, repeat *bee*, and trace the circle over *ee*. Then allow time for them to follow the dotted line to the next picture. Repeat for the rest of the track, pausing the audio if pupils need longer to trace and circle.
- Pupils can check their answers with their partner before you check as a class. You can do this by copying the words on the board and inviting pupils to come up and circle the *ee* in the words.

4.4

bee
sheep
sleep
cheese

4 Write, match and say. (5 minutes)

- Pupils will be familiar with how to form the individual letter *e*. You can recap this by asking them to air-draw the letter, or by demonstrating on the board.
- Draw a stave on the board and copy the first item with the missing letters. Elicit the correct word (*bee*) and ask pupils what they need to do to complete the word. Demonstrate writing *ee* in the gap.
- Pupils complete the word in their books, then look at the picture to find the bee. They draw a line to match the word to the correct part of the picture, then say the word again.
- Repeat with the second item, *sheep*, or let pupils work individually. Ensure that pupils are holding their pencils correctly, in a tripod grip, and check their work.

Lesson 1

5 Circle the words. Copy and say.

feet sleep teeth

1  2  3 

sleep feet teeth

6  4.5 Let's blend! Listen, follow and write.

1 s / ee  1 sweet

2 gr / ee / n  2 see

3 sw / ee / t  3 green

98 ninety-eight

5 Circle the words. Copy and say. (4 minutes)

- Look at page 98 with the class. Focus on the chain of letters at the top of activity 5 and ask pupils to read the example circled word *feet*. Show the example word on the staves for picture 2 and explain that pupils will repeat for the other two items.
- Ask pupils to start sounding out the letters until they find the next complete word (*sleep*). They circle this, then identify the correct picture and write the word on the staves.

- Pupils can work individually. Remind them that they can use the word chain as support for letter formation. Check that they position the letters in the right place on the stave each time.
- Check answers by pointing to each picture again and having pupils chorus the correct word.

6 4.5 Let's blend! Listen, follow and write. (5 minutes)

- Start the activity with the Phonics Blending Cards for this lesson (60 to 62). Hold these up one by one.
- Show the segmented form of the words and encourage pupils to say each sound. Then model the blended form and encourage the class to repeat. For the consonant blends in *sweet* and *green*, model the 'sw' and 'gr' as one sound, not individual letters.
- Now ask pupils to focus on Activity 6 in their books. Play the audio and point to the first item. Segment the sounds *s / ee*. Encourage pupils to repeat and then blend the full word *see*.
- Ask pupils to follow the matching line to the completed example. Use the illustration to confirm the meaning of the new word.
- Play the rest of the track for pupils to complete items 2 and 3. Pupils listen to the segmented word, follow the line to the correct picture, and write the complete word on the staves. Explain that they can use the letters in the activity as a model for writing.
- Check pupils are using the staves correctly. You can play the audio again to confirm their answers and for pupils to repeat the words.
- Pupils may be familiar with *green* from other English lessons, but *see* and *sweet* are new words. Explain that as they learn more letters and sounds, they can decode and read new words.

4.5

| | |
|---------------|-------|
| 1 s / ee | see |
| 2 gr / ee / n | green |
| 3 sw / ee / t | sweet |

Tricky word

Sounds and Spelling Book

7 4.6 Look, listen and repeat. (4 minutes)

- Look at page 99 with the class. Explain that in this section, pupils will learn and practise a tricky word. These are words which can't be decoded in the same way as the others they are learning. Pupils have to learn these words and become familiar with the non-standard spelling.
- Start by focussing on the letters which pupils can recognise: *s* and *d*. Point to these letters individually to elicit the initial and final sound of

the word *said*, then say the whole word for pupils to copy. If pupils try to pronounce the letters *ai* as in *train/rain*, remind them to listen carefully to the shorter sound and memorise it in this context.


- Focus on the first picture and play the audio for pupils to follow. Model saying *yes* and *no*, using mime and gestures. Explain that they will see the word *said* a lot as they start to read more books, especially stories where people are talking, so it is a useful word for them to recognise.
- Explain that the pupils will hear the audio again. This time they will listen and repeat each sentence.
- Play the audio a second time, pausing for pupils to repeat.

4.6


He said yes.
She said no.

Lesson 1 4

7 **Look, listen and repeat.**



He said yes.




She said no.

said
tricky word


8 **Look, listen and write.**

said

1 She said stop!



2 He said look up!



ninety-nine 99

- Check answers by asking pupils to read out their completed sentences. You can encourage them to mime the actions to support meaning.

4.7

- 1 She said stop!
- 2 He said look up!

Finishing the lesson (2 minutes)

- Use the Phonics Card for /i:/. Pupils say the /i:/ sound and practise the action of resting their head on their hands and sleeping.
- Write *ee* on the board in large letters and ask pupils to give you a word with this as a medial or end sound. For each correct word, draw a picture to represent it. Continue until you have pictures of all the /i:/ words from the lesson drawn on the board. Point to each picture in turn and ask pupils to say the word.
- Use a selection of Phonics Cards with the new card *ee*, such as *s*, *sh*, *b*, *p* and *l*. Display them on the board out of sequence and challenge pupils to make words out of the cards (*see*, *sheep*, *bee* and *sleep*). Ask volunteers to put them in order and say each of the blended words. You can use the Phonics Blending Cards for support or to confirm their answers.

8 **4.7 Look, listen and write.** (5 minutes)

- Allow time for pupils to look at the pictures and establish what is happening in each one. You can use gesture and mime to support the artwork.
- Play the audio for the first item and look at the sentence with the class to establish which word is missing. Pupils can copy the word *said* from the wordpool onto the staves.
- Play the audio for item 2 and let pupils complete the sentence.

Lesson 2

Starting the lesson (2 minutes)

- Review the /i:/ sound from the previous lesson.
- Hold up the Phonics Cards for pupils to say the /i:/ sound and to practise the action of resting their head on their hands and sleeping.
- Use the Phonics Story Cards or show the opening scene from Lesson 1 to revise the /i:/ words. Point to each item and say the word for pupils to repeat. Then point again in a different order and elicit each word.

Presentation

Sounds and Spelling Book



1 4.8 Look, listen and repeat. (5 minutes)

- Look at page 100 with the class. Talk about the picture and ask pupils what they can see. Explain that in this lesson, they will see how two letters can be put together to make a new, different sound. Although they have learnt both /e/ and /r/ as individual sounds, they should now listen and learn a new sound, rather than saying each letter separately. These two letters make the digraph /ɜ:/.
- Play the audio. Help pupils to match each word in the picture to the audio and to point to the correct object as they hear each word. You can support this by holding up the corresponding Phonics Story Cards (72 to 77) for each item as they hear it.

- Emphasise the medial sound each time by saying it louder than the rest of the word.
- Use the letters on the Phonics Card for /ɜ:/ to help to present the sound.
- Say the /ɜ:/ sound and ask pupils to repeat. You might like to explain that they are learning this sound when it comes in the middle of a word. They will often see it at the end of lots of other words as they start to read more. When it is at the end of a word, it makes the unstressed /ə/ sound.
- Show the picture side of the Phonics Card and ask pupils to say what they can see (*perfume*). Now say the /ɜ:/ sound with an action to represent *perfume* which will help pupils to remember the sound. This can be pretending to spray perfume on your neck.
- Elicit which two letters are used to make the /ɜ:/ sound. Ask pupils to air draw *e* and *r* and as they repeat the sound.
- Pupils can now make up a story using the words in the picture. To help with this, you can hold up the Phonics Story Cards 72 to 77 and recap each of the items in the picture.

4.8

| | |
|---------|---------|
| herb | fern |
| person | iceberg |
| perfume | herd |

2 4.9 & 4.10 Listen and chant. (3 minutes)

- Play the audio. Pupils listen to the chant and join in as much as they can. Play the chant two or three times until pupils can follow more confidently.
- Pupils first point to the pictures as they listen, then chant along with the audio.
- A karaoke version of the chant is available (track 4.10). You can use the Phonics Story Cards as a prompt for the karaoke version if necessary.

4.9

| | |
|-----------------|-----------------|
| er, er, herb | er, er, fern |
| er, er, person | er, er, iceberg |
| er, er, perfume | er, er, herd |

Practice

Sounds and Spelling Book

Lesson 2

3 4.1 Listen, circle *er* and match.

1 fern

2 herb

3 perfume

4 Follow, write and say.

1 herd

2 person

3 iceberg

one hundred and one 101

- 3 4.11 Listen, circle *er* and match.
- Pupils listen, circle the *er* sound and match the words to the correct pictures.

4.11

- 1 fern
2 herb
3 perfume

- 4 Follow, write and say. (5 minutes)
- Pupils will be familiar with how to form the individual letters *e* and *r*. You can recap this by asking them to air-draw the letters, or by demonstrating on the board.
 - Look at the pictures on the left and elicit the words as a class. Show the lines that join the pictures to the gapped words.
 - Draw a stave on the board and copy the example item with the missing letters. Elicit the correct word (*person*) and ask pupils what they need to do to complete the word. Demonstrate writing *er* in the middle of the word.
 - Pupils complete the word in their books, then say the word again.

- Repeat with items 2 and 3, or let pupils work individually. Ensure that pupils follow the lines to the correct gapped word. Point to each picture and chorus the words when they have finished.

- 5 4.12 Listen and repeat. Circle and write. (5 minutes)
- Look at page 102 with the class. Play the audio for the first item and have pupils point to the picture and repeat the word. Then focus on the two words underneath and ask pupils to read each one, segmenting the sounds and then blending if necessary. Identify the correct word and ask pupils to trace over the example circle and the word on the stave.
 - Repeat with the next item and check that they circle the correct word.
 - Finally, ask pupils to point to each picture again and say the word.

4.12

- 1 er – fern
2 er – perfume

Lesson 2

5 4.12 Listen and repeat. Circle and write.

1 2

fern / herd person / perfume

fern perfume

6 4.13 Let's blend! Listen, follow and say. Write.

1 h d herd

2 f er n fern

3 h b herb

102 one hundred and two

- 6 4.13 Let's blend! Listen, follow and say. Write. (5 minutes)
- Start the activity with the Phonics Blending Cards for this lesson (62 to 64). Hold these up one by one.
 - Show the segmented form of the words and encourage pupils to say each sound. Then model

the blended form and encourage the class to repeat.

- Now ask pupils to focus on Activity 6 in their books. Look at the activity with the children and point out the coloured lines joining each box of letters and the central box *er*.
- Play the audio and ask pupils to follow the lines from 'h' to 'er' to 'd'. Ask pupils to say the segmented form, then blend the sounds to read the example word on the staves.
- Play the rest of the audio, pausing for pupils to follow the letters and write the word on the staves.
- Check answers by pointing to each picture in turn and eliciting the word.
- Check pupils have used the staves correctly for letter formation.

4.13

- | | | |
|---|------------|------|
| 1 | h / er / d | herd |
| 2 | f / er / n | fern |
| 3 | h / er / b | herb |

Tricky word

Sounds and Spelling Book

Lesson 2 4

7 **4.14 Look, listen and repeat.**

Come to the lake!

Come to the tree!

come
Tricky word

8 Write and say.

shop
swing
garden

1 to the .

2 to the .

3 to the .

one hundred and three 103

English and pupils will learn to read them on sight.

- Focus on the first picture and play the audio for pupils to follow. Use mime and gesture to support meaning, beckoning with your hand for *come*. Repeat for the second item.
- Play the audio again for pupils for pupils to listen and repeat.
- As pupils start to see more tricky words, ask them to identify sounds that they do recognise within each word. Here, for example, they can use the consonants /k/ and /m/ for support, although the vowel sounds don't follow the rules they have learnt.

4.14

Come to the lake!
Come to the tree!

8 Write and say. (6 minutes)

- Look at the gapped sentences with the class and go through the example. Elicit the word *Come* for the first gap. Then look at the picture and elicit the word *shop*. Have pupils point to the correct word from the options above.
- Have pupils read out the complete sentence *Come to the shop*.
- Repeat with the second item. If pupils need more support, you can look at the pictures together and elicit the correct words *swing* and *garden*. Explain that, for sentences 2 and 3, either *swing* or *garden* is possible. Remind pupils to use the words above for support as they write the word on the staves.
- Check pupils understand how to complete items 2 and 3, then let them work individually. Monitor as they work and help as needed.
- Check answers by asking pupils to read out their completed sentences. You can put them in pairs for them to mime beckoning to each other for *come*.

Finishing the lesson (2 minutes)

- Use the Phonics Card for /ɜː/. Pupils say the /ɜː/ sound and practise the action of pretending to spray perfume on their necks.
- Write *er* in large letters on the board and ask pupils to give you a word with that sound in the middle. For each correct word, draw a picture to represent it. Continue until you have pictures of all the /ɜː/ words from the lesson drawn on the board. Point to each picture in turn and ask pupils to say the word. Ask them to emphasise the medial sound and to draw the letters *er* in the air at the same time.
- You may want to recap a selection of the new sounds from the course at this point, using the Phonics Cards or actions to elicit the sounds from the class. You can also use the Phonics Blending Cards to give pupils practice in segmenting and blending the new sounds in words.

7 4.14 Look, listen and repeat. (3 minutes)

- Look at page 103 with the class. Explain that in this section, pupils will learn and practise another tricky word. These words are commonly used in

Lesson 3

Starting the lesson (2 minutes)

- Review the /ɜ:/ sound from the previous lesson.
- Hold up the Phonics Cards for pupils to say the /ɜ:/ sound and to practise the action of pretending to spray perfume on their neck.
- Use the Phonics Story Cards or show the opening scene from Lesson 2 to revise the /ɜ:/ words. Point to each item and say the word for pupils to repeat. Then point again in a different order and elicit each word.
- You can also revise the /i:/ sound at this point, using the Phonics Card and accompanying actions, or the Lesson 1 Phonics Story Cards.

Presentation

Sounds and Spelling Book



1 4.15 Look, listen and repeat. (5 minutes)

- Look at page 104 with the class. Talk about the picture and ask pupils what they can see.
- Play the audio. Help pupils to match each word in the picture to the audio and to point to the correct object as they hear each word. You can support this by holding up the corresponding Phonics Story Cards (78 to 83) for each item as they hear it.
- Emphasise the /ɑ:/ sound each time.

- Use the letters on the Phonics Card for /ɑ:/ to help present the sound. Model the /ɑ:/ sound clearly and ensure pupils are copying correctly. Repeat the sound chorally.
- Say the /ɑ:/ sound and ask pupils to repeat. Can pupils think of other words which have the /ɑ:/ sound in the middle?
- Show the picture side of the Phonics Card and ask pupils to say what they can see (*a star*). Now say the /ɑ:/ sound with an action to represent star which will help pupils to remember the sound. This can be holding your fist high up in the air and spreading your fingers out to make a star.
- Pupils can now make up a story using the words in the picture. To help with this, you can hold up the Phonics Story Cards 78 to 83 and recap each of the items in the picture.

4.15

| | | |
|------|-------|------|
| star | shark | park |
| dark | scarf | farm |

2 4.16 & 4.17 Listen and chant. (4 minutes)

- Play the audio. Pupils listen to the chant and join in as much as they can. Play the chant two or three times until pupils can follow more confidently.
- Pupils first point to the pictures as they listen, then chant along with the audio.
- If pupils are confident, you can then ask them to say the chant without the audio.
- A karaoke version of the chant is available (track 4.17). You can use the Phonics Story Cards as a prompt for the karaoke version if necessary.

4.16

| | | |
|--------------|---------------|--------------|
| ar, ar, star | ar, ar, shark | ar, ar, park |
| ar, ar, dark | ar, ar, scarf | ar, ar, farm |

Practice

Sounds and Spelling Book

Lesson 3 4

3 **4.18 Listen, match and circle ar.**

1 scarf 2 dark 3 shark 4 star

4 **Let's blend! Write and say.**

1 **f _ _ m**

2 **p _ _ k**

one hundred and five 105

3 **4.18 Listen, match and circle ar.** (5 minutes)

- Look at page 105 with the class. Play the audio for pupils to listen and repeat the words. Ask them to point to each word in turn as they hear it. Then look at the pictures above and below the words. Confirm that these are not in the same order as the audio, so they have to find the correct picture each time.
- Explain that the pupils will hear the audio again. They have to draw lines from each word to the correct picture. Then they circle *ar* in each word.
- Play the first item and work through the example, with pupils tracing over the lines and the circled *ar*.
- Then play the rest of the track, pausing as necessary for pupils to match and circle.
- Pupils can check their answers with their partner before you check as a class. You can do this by copying the words on the board and inviting pupils to come up and circle the *ar* in the words.

4.18

- 1 scarf
- 2 dark
- 3 shark
- 4 star

4 **Let's blend! Write and say.** (5 minutes)

- Start the activity with the Phonics Blending Cards for this lesson (65 and 66). Hold these up one by one.
- Show the segmented form of the words and encourage pupils to say each sound. Then model the blended form and encourage the class to repeat.
- Now ask pupils to focus on Activity 4 in their books. Pupils will be familiar with how to form the individual letters *a* and *r*. You can recap this by asking them to air-draw the letters, or by demonstrating on the board.
- Look at the first picture and elicit the word. Draw a stave on the board and copy the first item with the missing letters. Ask pupils what they need to do to complete the word. Demonstrate writing *ar* in the gap.
- Pupils complete the word in their books then say the word again.
- Repeat with the second picture, or let pupils work individually. Point to each picture or hold up the Phonics Blending Cards again and chorus the words when they have finished.

Lesson 3

5 **4.19 Listen, circle and write.**

1 **g s h a r k n p i**
 1 2 3 4
 s h a r k

2 **s c a r f w o s**
 1 2 3 4
 s c a r f

3 **g r i s t a r h**
 1 2 3 4
 s t a r

4 **o l k p a r k d**
 1 2 3 4
 p a r k

5 **f w a r t t b h**
 1 2 3 4
 a r t

6 **b g t c a r k i w**
 1 2 3 4
 c a r

106 one hundred and six

5 **4.19 Listen, circle and write.** (9 minutes)

- Look at the activity with the class. Play the audio for the first item and ask pupils to repeat the word.
- Show the chain of letters under the picture and the example circled *shark*. Have pupils trace over the example word to practise fine motor control.

- Play the audio for item 2 and check pupils understand what to do. Encourage them to sound out the letters until they find the complete word. They circle this and use it as a model to write on the staves.
- If pupils need support, check their work as they go. Otherwise let them work through the six items with the audio, pausing as necessary for them to write. Check they are using the staves correctly to support letter formation.
- Check answers by pointing to each picture in turn and eliciting the words.
- You can extend the activity by asking pupils to draw pictures and make their own letter chains for their friends to find the words. Explain that they should write the correct word first, then put random letters before and after it to hide the word.

4.19

| | |
|---------|-------|
| 1 shark | shark |
| 2 scarf | scarf |
| 3 star | star |
| 4 park | park |
| 5 art | art |
| 6 car | car |

Tricky word

Sounds and Spelling Book

Lesson 3 4

6 4.20 Look, listen and repeat.

I do art.

We do sport.

7 Write, follow and say.

do

1 I do

2 I do

3 I do

sums.

art.

sport.

one hundred and seven 107

6 4.20 Look, listen and repeat. (3 minutes)

- Look at page 107 with the class. Explain that in this section, pupils will learn and practise another tricky word.
- Focus on the initial letter that pupils will recognise. Point to the letter *d* and elicit the sound, chorusing as a class. Then explain that the letter *o* represents an /u:/ sound. This sound will be familiar from earlier lessons, where it was coded as *oo* and *ue*. You can also remind pupils of the earlier tricky word *to*. Say the word several times, encouraging pupils to say it with you.
- Focus on the picture and check understanding. Remind pupils of the word *art* from this unit, and *sport* from Unit 2. Ask pupils if they do art, or sport, or both. Play the audio for pupils to follow.
- Play the audio a second time, pausing for pupils to repeat.

4.20

I do art.
We do sport.

7 Write, follow and say. (5 minutes)

- Look at the pictures on the right and check understanding. Help pupils to blend the word *sums* and use the picture to confirm meaning.
- Go through the first item and elicit that pupils will write *do* and the correct word for the picture on the staves, to form a complete sentence. Pupils can work individually.
- Check answers by asking pupils to read out the sentences together. You could ask them to mime doing sums, art or sport as you read out each sentence.

Finishing the lesson (2 minutes)

- Use the Phonics Card for /ɑ:/. Pupils say the /ɑ:/ sound and practise the action of holding your fist high up in the air and spreading your fingers out to make a star.
- Write *ar* on the board and ask pupils to give you a word with this medial sound. For each correct word, draw a picture to represent it. Then ask if they can think of words with /ɑ:/ at the beginning (*art*) and the end (*star*). They may know others such as *arm* and *car* from their other English lessons. Continue until you have pictures of all the /ɑ:/ words from the lesson drawn on the board. Point to each picture in turn and ask pupils to say the word. Ask them to emphasise the sound and to draw the letters *ar* in the air at the same time.
- Review the Phonics Cards for /i:/ and /ɜ:/ . Recap the actions of resting your head on your hands to sleep, and spraying perfume on your neck. Find out how many /i:/ and /ɜ:/ words they can remember.
- Recap the tricky words learnt so far. Depending on the confidence of the class, write the individual words or complete sentences, and ask pupils to read them out.

Lesson 4

Starting the lesson (2 minutes)

- Review the /ɑ:/ sound from the previous lesson.
- Hold up the Phonics Cards for pupils to say the /ɑ:/ sound and to practise the action of holding your fist high up in the air and spreading your fingers out to make a star.
- Use the Phonics Story Cards or show the opening scene from Lesson 3 to revise the /ɑ:/ words. Point to each item and say the word for pupils to repeat. Then point again in a different order and elicit each word.
- You can also revise the /i:/ and /ɜ:/ sounds at this point, using the Phonics Cards and accompanying actions, the Phonics Story Cards or the lesson opener scenes.

Presentation

Sounds and Spelling Book



1 4.21 Look, listen and repeat. (5 minutes)

- Look at page 108 with the class. Talk about the picture and ask pupils what they can see.
- Look at the letters in the circle. Explain that these two letters don't appear together in a word, but they make the vowel sound longer: the /ɒ/ becomes /əʊ/. This can be called the 'magic e', or a split digraph. Ask which other magic e sounds they have met and elicit *a_e* and *i_e*. Recap some of these words, e.g. *cake, gate, game, kite, bike, nine*.

- As a class, practise making a long /əʊ/ sound. You can encourage them to air-draw a curved line in the air, like the shape of a smile, to represent how the *o* and *e* work together in the word to change the sound.
- Play the audio. Help pupils to match each word in the picture to the audio and to point to the correct object as they hear each word. You can support this by holding up the corresponding Phonics Story Cards (84 to 91) for each item as they hear it. Model the long /əʊ/ sound each time and ensure that it is longer than a short /ɒ/ sound.
- Pupils may remember that they have learnt the same sound in Unit 1, for example *coat, soap, road*. Explain that this is a different way of spelling the sound, and they will learn to recognise and read words with both spellings.
- Use the letters on the Phonics Card for /əʊ/ to help to present the sound. Give lots of practice and repeat the sound chorally. Can pupils think of other words which have the long /əʊ/ sound?
- Show the picture side of the Phonics Card and ask pupils to say what they can see (*a rose*). Now say the /əʊ/ sound with an action to represent *rose* which will help pupils to remember the sound. This can be cupping the fingers of one hand to represent a rose, then moving this up to your nose to smell it.
- Pupils can now make up a story using the words in the picture. To help with this, you can hold up the Phonics Story Cards 84 to 91 and recap each of the items in the picture.

4.21

| | |
|------|-------|
| note | home |
| rose | cone |
| rope | bone |
| nose | stone |

2 4.22 & 4.23 Listen and chant. (4 minutes)

- Play the audio. Pupils listen to the chant and join in as much as they can. Play the chant two or three times until pupils can follow more confidently.
- Pupils first point to the pictures as they listen, then chant along with the audio.
- If pupils are confident, you can then ask them to say the chant without the audio.
- A karaoke version of the chant is available (track 4.23). You can use the Phonics Story Cards as a prompt for the karaoke version if necessary.

4.22


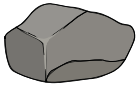
| | |
|----------------|-----------------|
| o-e, o-e, note | o-e, o-e, home |
| o-e, o-e, rose | o-e, o-e, cone |
| o-e, o-e, rope | o-e, o-e, bone |
| o-e, o-e, nose | o-e, o-e, stone |

Practice

Sounds and Spelling Book


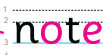
Lesson 4



3 **4.24 Listen and circle.**


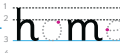
1  

o-e **or** **oo** **or** **oa** **o-e**

4 **Match, write and say.**

1  

2  

3  

one hundred and nine 109

3 **4.24 Listen and circle.** (5 minutes)

- Play the audio for pupils to point to each picture in turn.
- Point out the row of three sets of letters underneath each picture. Explain that pupils should look at these to find and circle the correct letters for the sound in each word. Point to each one in turn and elicit the sound from the class.
- Play the audio a second time, pausing after the first item. Pupils listen and repeat *rose*. They then find and circle *o-e* in the set of letters.
- Repeat for the second item, pausing for pupils to find and circle.
- Check answers by copying the sets of letters on the board and inviting pupils up to circle the *o-e* as you say each word. If they are confident in this, you could say some *oa* words to practise the same sound with the different spelling.

4.24




1 rose 2 stone

4 **Match, write and say.** (4 minutes)




- Pupils will be familiar with how to form the individual letters *o* and *e*. You can recap this by asking them to air-draw the letter, or by demonstrating on the board.
- Focus on the pictures and elicit the first word, *home*. Ask pupils to trace over the example matching line to the correct word. Draw a stave on the board and copy the example item with the missing letters. Ask pupils what they need to do to complete the word. Demonstrate writing *o* and *e* in the gaps.
- Pupils then complete the word in their books and say the word again.
- Repeat for items 2 and 3. Monitor and check that pupils have matched the pictures to the correct gapped words, and that they are forming the letters correctly.
- Check answers by pointing to each picture in turn and eliciting the correct word.

Lesson 4



5 **4.25 Let's blend!** Listen, order and write.



1   



t e **e p** **c e**
n o **o r** **o n**

6 **4.26 Let's blend!** Listen, match and write.

1 **h** **one**  

2 **st** **one**  

3 **b** **ome**  

110 one hundred and ten

5 **4.25 Let's blend!** Listen, order and write. (4 minutes)

- Start the activity with the Phonics Blending Cards for this activity (67 to 69). Hold these up one by one and elicit the correct word each time. You can segment the initial sound but encourage pupils to blend the ending of each word as one sound (*-ote*, *-ope*, *-one*). Model the initial sound, ensuring pupils don't add the 'uh' sound after the letter, then blend the whole word.

- Now ask pupils to focus on Activity 5 in their books. Play the audio for the first item and have pupils repeat the word, *note*. Then sound out the letters underneath /t/, /e/, /n/, /o/. Ask 'Is this a note?' (Yes).
- Focus on the example and show how the letters have been put in the correct order to write *note*.
- Play the audio for items 2 and 3, pausing as necessary for pupils to write. If they find this difficult, you could write the initial letter on the board each time as a starting point.
- Finally, ask pupils to point to each picture again and say the word.
- For extra challenge, you could write more of the words from the lesson opener in jumbled order on the board for pupils to say and write correctly.

4.25

1 note 2 rope 3 cone

6 4.26 Let's blend! Listen, match and write. (5 minutes)

- Start the activity with the Phonics Blending Cards for this activity (70 to 72). Hold these up one by one and elicit the correct word each time. You can segment the initial sound but encourage pupils to blend the ending of each word as one sound (-ome, -one, -one). Model the initial sound, ensuring pupils don't add the 'uh' sound after the letter, then blend the whole word.
- Now ask pupils to focus on Activity 6 in their books. Pupils now have an extra known sound that they can use to blend and decode new words.
- Focus on the letters on the left and elicit each sound. Help them with the consonant blend /st/ as needed, and ensure they pronounce /h/ and /r/ as individual phonemes in the way they have been taught. Then point to the column of letters with the pictures. Point to each picture in turn and elicit the word.
- Play the audio for item 1 and ask pupils to trace over the example line from *h* to *ome*, then say the word again.
- Play the audio for items 2 and 3, pausing as necessary for pupils to match the correct parts of the word and write the full word on the staves.
- Check answers by asking pupils to say each word in turn and point to the correct picture.

4.26

1 h / o-e / m home
 2 st / o-e / n stone
 3 b / o-e / n bone

Tricky word

Sounds and Spelling Book

Lesson 4 4

7 4.27 Look, listen and repeat.

It is **so** big!

It is **so** wet!

so
Tricky word

8 Look, write and match.

1

It is

SO

2

It is

SO

3

It is

SO

4

It is

SO

quiet!

hot!

loud!

long!

one hundred and eleven 111

7 4.27 Look, listen and repeat. (4 minutes)

- Look at page 111 with the class. Explain that in this section, pupils will learn and practise another tricky word.
- Focus on the initial letter that pupils can recognise. Point to the letter *s* and elicit the initial sound and the action to accompany it. Then explain that although this has the same spelling as *to* and *do*, it has a different sound. Say the word several times, encouraging pupils to say it with you.
- Focus on the pictures and check understanding. Read out the sentences again and emphasise *so*, to show that this word can be used to make an adjective stronger. You could draw two pictures side by side, for example a big house, and a really big house. Point to the first one and say "It is big." Then point to the second one and say "It is so big!"
- Play the audio a second time, pausing for pupils to repeat.

4.27

It is so big!
 It is so wet!

8 Look, write and match. (5 minutes)

- Allow time for pupils to look at the pictures and establish what is happening in each one.
- Then point to each of the words in turn and elicit their meanings from the class. These are words they have seen before, but give support as needed. You can use gesture and mime to help convey meaning.
- Look at the example with the class and show that two words have been written on the stave, *so* and *loud*. Help pupils to read out the complete sentence together.
- Pupils complete the remaining sentences and then match them to the correct words.
- Check answers by pointing to each picture in turn and eliciting the full sentence from the class.

Finishing the lesson (2 minutes)

- Use the Phonics Card for /əʊ/. Pupils say the /əʊ/ sound and practise the action of cupping their hand to make a rose and bringing this to their nose to smell it.
- Write a large *o_e* on the board and ask pupils to give you a word with that sound. For each correct word, draw a picture to represent it. You can use the Phonics Story Cards for support. Continue until you have pictures of all the /əʊ/ words from the lesson drawn on the board. Point to each picture in turn and ask pupils to say the word. Ask them to emphasise the long /əʊ/ sound. They can air-draw the letters *o* and *e*, or draw a curve shape in the air as if linking the letters *o* and *e* in a word
- Use the Phonics Card to recap the rest of the sounds from this unit: /i:/, /ɜ:/ and /ɑ:/. Elicit words for each sound using pictures or mime. Hold up the cards and elicit the actions for each sound. You can also use the Phonics Blending Cards to give pupils practice in segmenting and then blending the sounds into words.
- Display the letter side of the four Phonics Cards from the unit on the board. Say words in a random order and ask pupils to point to the correct card each time. Repeat, getting faster, as they become more confident.
- Recap the tricky words learnt in Units 1–4. Depending on the confidence of the class, write the individual words or complete sentences, and ask pupils to read them out.

Lesson 5

Starting the lesson (4 minutes)

- In Lessons 5 and 6, pupils will revise and consolidate the sounds they have covered in this unit. Start by revising all the digraphs covered in Units 1–4. Use the Phonics Cards for pupils to say the sound and do the action for each one. As you revise the sounds, stick the Phonics Cards on the board, letter side up so that pupils can see them.
- Now call out a known word containing one of the digraphs and ask pupils to segment the word and identify the digraph contained within it. You can use the Phonics Blending Cards for support. Pupils can either take turns to choose the correct card and write the other sounds around it on the board to make the word, or you can ask all pupils to write the words individually on paper and check their answers together as a class.
- Note that where pupils have learnt two spellings for the same sound (*ai/a-e*, *ie/i-e*, *oa/o-e*) that they may choose the incorrect spelling. If this happens, praise them for their efforts and the fact that they have identified the correct sound. Explain that the aim is to spell the word phonetically at this point, which they have done, but in this case, although they've identified the correct sound, the choice of digraph is incorrect. Encourage pupils to recall the alternative option and see if they can replace the digraph to spell the word correctly. Explain that they will start to memorise which words contain which spellings in a similar way to the way they memorise the tricky words.
- Use this time to note down any sounds that pupils find particularly difficult and reinforce these sounds as much as possible throughout the lesson.

Practice

Sounds and Spelling Book

1 4.28 Listen, say and circle. (5 minutes)


- Use the Phonics Cards to match the digraphs in Activity 1 (*ee*, *er*, *a-e*, *ar*, *o-e*, *or*) and recap the sounds and actions.
- Look at page 112 with the class. Point to the pictures and elicit the words, then point out the two digraphs underneath each one. Explain that pupils will hear the word for each picture and that they should circle the correct digraph for the medial or end sound in each word.
- Play the audio, pausing after the first item and work through the example. Pupils listen and repeat *bee* and then segment the word: *b / ee*. Point to the digraphs in turn and elicit the sounds from the class. Explain that pupils should then decide which digraph is in the word and circle it as per the example (*ee*).
- Repeat for the remaining items, allowing time for pupils to segment the words, find the digraphs, and circle.


- Pupils can check their answers with a partner before you check as a class. You can do this by pointing to each picture in turn and eliciting the word followed by the individual target sound.

4.28

1 bee 2 shark 3 rose 4 fern


Lesson 5

1  Listen, say and circle.

1 


ee

er

2 


a-e

ar

3 

o-e


or


4 


ar


er


2 Look and match the sounds.


1 

2 

3 

a 

b 

c 

112 one hundred and twelve

2 Look and match the sounds. (3 minutes)

- Look at the pictures and elicit the words with the class.
- Show the example line from *sheep* to *sleep*. Have the class say the words out loud and see if they can identify why the words have been matched. Pupils may focus on the initial sound to start with but point out that there are other words that also have the same initial sound (*stone* and *star*), so this isn't the basis for the matching. Ask pupils to focus on the digraphs they've covered in the last four units and see if they recognise any of them in the words for the pictures.
- Allow time for pupils to complete the activity, drawing lines to match the pictures of words that contain the same digraphs.
- Check answers as a class by pointing to pictures 1–3 and asking pupils to give you the word for each picture plus the matching word (a–c). If time allows, ask pupils to spell out the pairs of words and write them on the board.

246

- 3** **4.29 Listen, circle and write.** (4 minutes)
- Look at the activity with the class and point out the chain of letters under each picture. Explain that pupils will identify the picture, then find and circle the correct letters to make the words. Finally, they write the word by copying the letters onto the staves.
 - Play the audio for item 1 and work through the example. Pupils listen and repeat, then trace over the circle around the letters *cheese*. They can practise motor control by tracing over the example word on the staves.
 - Play the rest of the audio for pupils to complete the activity. Pause as necessary for pupils to circle and write.
 - To extend this activity, pupils could choose another word and draw a picture of it. Then they write their word within a letter chain in the same way and give it to a partner to find and say.

4.29

- | | | |
|---|--------|--------|
| 1 | cheese | cheese |
| 2 | scarf | scarf |
| 3 | herb | herb |
| 4 | home | home |

- Show the example line from *perfume* to the medial sound (*er*). Have the class repeat *er* – *perfume*.
- Allow time for pupils to complete the activity, drawing lines to match each picture to the correct digraph.
- Check answers as a class by pointing to each picture in turn and asking pupils to say the word followed by the correct sound.

- 5** **4.30 Let's blend! Listen, match and write.** (4 minutes)


- Look at the pictures and elicit the words with the class.
- Explain that pupils will hear the segmented words followed by the complete word for each picture. They must listen, connect the letters, and then write the complete word on a staff. You can use the relevant Phonics Blending Cards for support. Work through the example with the pupils and then play the rest of the audio for pupils to complete the task independently.
- Check that the letters are formed correctly and positioned accurately on the staves.

4.30

- | | | |
|---|-------------|-------|
| 1 | gr / ee / n | green |
| 2 | sh / ar / k | shark |
| 3 | h / er / b | herb |

Lesson 5 4


3 **4.29 Listen, circle and write.**

1 

ktcheeselp

1
2
3
4


cheese

2 

lgy scarf t

1
2
3
4


scarf

3 

herbnjra

1
2
3
4

herb


4 

ihomebnst


1
2
3
4

home


4 **Look, match and say.**

1 


er

2 

ar

3 

ar


4 

one hundred and thirteen 113

- 4** **Look, match and say.** (4 minutes)
- Look at the pictures and elicit the words with the class then look at the digraph tiles and elicit the sounds. Explain that each word/picture contains one of the digraphs and that pupils must match the pictures to the correct sound.

Lesson 5


5 **4.30 Let's blend! Listen, match and write.**

1 

gr ar b

1
2
3
4


herb

2 

sh ee k

1
2
3
4

shark

3 


h er n

1
2
3
4

green


6 **4.31 Listen and write.**

a-e i-e o-e

1 


1
2
3
4

note

2 

1
2
3
4

kite

3 

1
2
3
4

lake

114 one hundred and fourteen

6 4.31 Listen and write. (5 minutes)

- Revise the magic *e* digraphs and recap how the letter *e* changes the short vowel sound into a long vowel sound. Use the Phonics Cards to elicit each sound.
- Write the words *cake*, *bike*, and *rose* on the board and link the vowels together by drawing a curved line underneath. Encourage pupils to sound out each word.
- Explain that pupils will now hear words to go with each picture in Activity 6 and that these words contain the digraphs you've just been looking at. Pupils must choose the correct digraphs to complete each word.

4.31

- | | |
|--------|------|
| 1 note | note |
| 2 kite | kite |
| 3 lake | lake |

- Look at Activity 7 with the class and work through the example. Explain that pupils will encounter other known tricky words in these sentences and see if they can recognise any of them from previous units (*is*, *the*, *he*, *to*). Explain that they should be able to sound out the phonetic words (*hot*, *stop*, *park*, *art*). Encourage pupils to listen to each sentence, follow the words on the page, and identify which tricky word fills the gap each time. They should then copy the correct word onto each stave and read the sentences back to check that they make sense.

4.32

- 1 It is so hot!
- 2 He said stop!
- 3 Come to the park!
- 4 I do art.

8 4.33 & 4.34 Let's blend! Listen and chant. (4 minutes)

- Ask pupils to look at the picture and see if they can describe what they can see. Ask if they can identify anything familiar (*lake*, *park*, *hot day*) and then explain that the text next to the picture tells us what is going on. Ask pupils to look at the text and see if they can work in pairs to decipher the words and sentences. Give pupils time to work together and praise them for their efforts. Remind pupils that the focus here is on tricky words so there will only be a few words that can be decoded using phonetic rules.
- Now play the chant a couple of times and ask pupils to join in once they feel confident enough to do so.
- You could ask pupils to read the chant again in pairs to encourage fluency and expression.
- A karaoke version of the chant is available (track 4.34).

4.33

It is so hot!
 What can we do?
 Can you come to the lake?
 Mum said no.
 Dad said no.
 Can you come to the park?
 Mum said yes!
 Dad said yes!

4

Lesson 5

7 4.32 Listen, look and write.

do said Come so

- It is so hot!**
- He said stop!**
- Come to the park!**
- I do art.**

8 4.33 & 4.34 Let's blend! Listen and chant.

It is so hot!
 What can we do?
 Can you come to the lake?
 Mum said no.
 Dad said no.
 Can you come to the park?
 Mum said yes!
 Dad said yes!

one hundred and fifteen 115

7 4.32 Listen, look and write. (5 minutes)

- Write the Unit 4 tricky words on the board: *do*, *said*, *come*, *so*. Remind pupils that they need to use other strategies to read these words because they cannot be sounded out in the same way as phonetic words. Point to each word randomly and see if pupils can read the words using visual memory and the initial letter as a clue. Challenge the class to put each word into a sentence to show the meaning.

Finishing the lesson (2 minutes)

- End the lesson by reviewing any difficulties that arose during the lesson. Choose an activity to focus on the problem area and provide activities on the board to address any issues.
- You can use a selection of the Phonics Story Cards to revise the target words, and the Phonics Blending Cards to give pupils practice in segmenting and then blending the words.

- If pupils are confident with all the sounds, you can write simple sentences in a jumbled order on the board, using the tricky words with known vocab items. Pupils should then read out the words as a class in the correct sequence. For support, you can point to each word in the order they need to say it if necessary.

Lesson 6

Starting the lesson (3 minutes)




- Start by revising all the digraphs covered in Units 1–4. Use the Phonics Cards for pupils to say the sound and do the action for each one. As you revise the sounds, stick the Phonics Cards on the board, letter side up, so that pupils can see them.
- Ask pupils to suggest a word for each digraph until you have examples to go with each Phonics Card. You can also use the Phonics Blending Cards to allow pupils to see the segmented form of words with the digraphs covered so far and to practise blending these.



Practice



Sounds and Spelling Book

Lesson 6

1 Let's blend! Look and circle the odd one out.



1 a  b  c 

2 a  b  c 




3 a  b  c 

2 Let's blend! Find, circle and write.

| | | | | | | |
|---|---|---|---|---|---|---|
| s | s | c | a | r | f | 1 |
| b | e | e | o | p | e | 2 |
| p | e | r | s | o | n | 3 |
| r | p | f | e | e | t | 4 |
| r | o | p | e | h | o | 5 |

1  2 

1 scarf 2 bee

3  4  5 

1 person 2 feet 3 rope

116 one hundred and sixteen

1 Let's blend! Look and circle the odd one out.
(5 minutes)

- Draw three pictures on the board to represent the following items: *feet*, *bone*, *cheese*. Elicit the words to go with each picture. Ask pupils to chant the words and see if they can work out which word is the odd one out. If they find this tricky, help them to segment each word and work out which digraph is present in each one. You can use the Phonics Blending Cards for support. Pupils should be able to identify that *bone* is the odd one out because the other two words contain the *ee* digraph.

- Explain that pupils should now look at Activity 1. Check that they know the word for each picture and then encourage them to work in pairs or small groups to identify which picture in each set is the odd one out based on the digraph sound.
- To extend this task, ask pupils to think of a word that they could pair with the odd one out in each set, e.g., a word to go with *shark* that would have the same *ar* digraph such as *park*.
- Pupils could also create their own sets of pictures for a partner to identify the odd one out.


2 Let's blend! Find, circle and write. (4 minutes)

- Point to each picture in turn and elicit the word for each one. Explain that pupils should find the word for each picture in the wordsearch. They then circle the word and copy it onto the correct stave.
- Check that pupils form the letters correctly when they write and that they position them in the correct places on the stave.


Lesson 6 4

3 **Let's blend!** Listen and write.


ee er ar o-e

1 


shark

2 

sleep


3 

cone


4 

fern


4 **Let's blend!** Follow, write and say.



cone



herb



cheese

one hundred and seventeen 117

4.35


- | | | |
|---|-------------|-------|
| 1 | sh / ar / k | shark |
| 2 | sl / ee / p | sleep |
| 3 | c / o.e / n | cone |
| 4 | f / er / n | fern |

4 Let's blend! Follow, write and say. (4 minutes)

- Look at the picture with the pupils and elicit any words that they know for items in the picture.
- Show how three of the items have been labelled but that the labels are incomplete.
- Pupils must follow the lines from each label and identify each object, using the available letters as a clue to the word. They then write the missing letters on the staves to complete each word.
- Encourage pupils to segment each word to help them identify the digraphs each time. You can use the Phonics Blending Cards for support.


Lesson 6 5

5 **Let's blend!** Listen, order and write.

1 


ee p sh

sheep

2 


d h er

herd

3 


ar d k

dark

4 


st n e o

stone

5 

t ee sw

sweet

6 

sh k ar

shark

one hundred and eighteen 118

3 4.35 Let's blend! Listen and write. (5 minutes)

- Revise the digraphs *ee*, *er*, *ar* and *o-e* using the Phonics Cards. See if pupils can suggest words to go with each sound and then write them on the board, underlining the digraphs. Segment each word with the pupils.
- Explain that pupils will listen to the words to go with each picture in Activity 3 and that they must complete the words on the staves with the correct digraph, chosen from the tiles at the top of the activity.

5 4.36 Let's blend! Listen, order and write. (6 minutes)

- Explain the task to the pupils and ensure they understand that they will listen to the audio and are then required to order the letter tiles to make the word they hear to match the picture. Tell them that they will be required to complete this task independently.
- Give pupils time to look at the pictures and the letter tiles and see if they can have a guess at the order in which they should write the letters. Explain

that pupils must keep their answers to themselves until after they've heard the audio and completed the task.

- Play the audio for the class and encourage pupils to work independently.
- Monitor the answers and note any difficulties for assessment purposes.
- Go through the activity with the class, replaying the audio if necessary.

4.36

| | | |
|---------|--------------|-------|
| 1 sheep | sh / ee / p | sheep |
| 2 herd | h / er / d | herd |
| 3 dark | d / ar / k | dark |
| 4 stone | st / o_e / n | stone |
| 5 sweet | sw / ee / t | sweet |
| 6 shark | sh / ar / k | shark |

have learnt from previous lessons, write examples on the board for pupils to read and then see if they are able to put each word into a simple sentence. Examples could include *his, her, who, have, our, their, why, when, all, some, give, to, said, come, do, so*.

- Now play the audio for pupils to listen to and follow along in their books. Pupils could identify and circle the tricky words in red and then read the text again, using the red circle to remind them which words are tricky words and which words they can sound out.
- Encourage pupils to read the text again until they become more fluent.

4.37

- 1 It is so hot!
- 2 "Can Ben come to the park?"
"Yes," said Mum.
- 3 "Look at the swing," said Ben. "It is so big!"
- 4 "This is fun," I said.

Dictation (5 minutes)

- Ask pupils to get ready with some paper and a pen.
- Play the audio for pupils to individually listen and write the words.
- Check answers as a class.

D4

- 1 He said stop.
- 2 Come to the lake.
- 3 We do art.
- 4 It is so loud.

Finishing the lesson (3 minutes)

- End the lesson by reviewing any difficulties. Choose an activity from previous lessons to focus on the problem area.
- If pupils are confident with all the sounds and tricky words, allow them to choose a game to play.
- Congratulate pupils on the progress they have made and focus on the words that they can now read and write. You can show a selection of the Phonics Story Cards to review the target words, and use the Phonics Blending Cards to recap segmenting and blending the words.

Shared reading Unit 4


- The readers have been designed so that pupils can practise the sounds they have learnt by reading a fun illustrated story. Work with the class so that they read the stories both on their own and in pairs. Confident pupils can also read the stories aloud.

Extra activity Photocopiable 42

- Ask pupils to do Photocopiable 42.


Lesson 6

6 **4.37 Let's blend!** Listen and read.

1 
It is so hot!

2 
"Can Ben come to the park?"
"Yes," said Mum.

3 
"Look at the swing," said Ben. "It is so big!"

4 
"This is fun," I said.

one hundred and nineteen 119

6 4.37 Let's blend! Listen and read. (5 minutes)

- Look at the pictures with the pupils and ask them to describe what they can see. What do they think is happening in the story?
- Explain that the sentences are made up of a combination of tricky words and phonetic words. See if pupils can remember some of the tricky words they have met so far and if so, see if they can write them on the board for others to say. Help pupils with the spellings if they get stuck and remind them that parts of the words must be memorised rather than worked out phonetically. If pupils struggle to recall some of the words they

Lesson 7, part 1, option A

Starting the lesson (5 minutes)

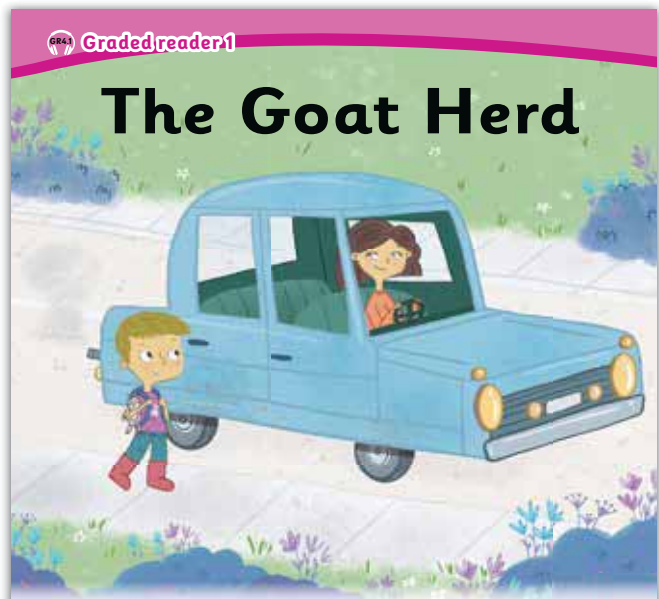
- This lesson uses the Unit 4 Graded Reader 1, *The goat herd*.
- Before you look at the Big Book with the pupils, write the following jumbled words on the board:
h / d / er
t / ee / f
m / ar / f
o / s / n / e
- See if pupils can unscramble the words (*herd, feet, farm, nose*) and then write them on the board. Write the following sounds on the board next to each word: /z:/, /i:/, /ɑ:/ and /əʊ/
- Focus on the sounds and see if pupils can suggest other words that contain the same digraph.
- Explain that these sounds will feature in the shared reading that follows and that pupils should look out for them as they read the story.
- Ensure that pupils are sitting comfortably and in a position where they can see the text and pictures of the Big Book easily.

Before reading (5 minutes)

- Take the Big Book and hold it up so that pupils can see the cover. Point to the correct picture for the story you are about to share.
- Look at the title and copy it onto the board. Ask pupils if they recognise any digraphs in the title from this or previous units. Ask them to circle *oa* (from Unit 1) and *er* (from this unit) in the title. Sound out the words containing the digraphs (*goat, herd*). Remind them or elicit the meaning of *herd*.
- Encourage pupils to describe what they can see. Ask questions such as *How many people are there? Who do you think the people are? Where are they? What do you think the story will be about?*
- Ask pupils to predict what might happen in the story and to share their ideas with the class.

During reading (15 minutes)

Sounds and Spelling Book



Mum and I like to go out.
I put my boots on my feet.
We get in the car.
Where can we go?


120 one hundred twenty



We are at the farm!
I can see sheep.
I can see bees.
Where are the goats?

one hundred twenty-one 121


GR4.1 Graded reader 1



I have got some goat food in a bag.
I put the food in the pipe.
I can see a goat!

122 one hundred twenty-two

4



I can see a goat herd!
The goats like the food.
This goat has got its nose in the bag!

one hundred twenty-three 123

- **GR4.1** Begin reading the story to the pupils. Look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice for different characters, and use facial expressions and different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story and be sure to point to relevant parts of the picture as you read.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what will happen next. After reading page 120 to the pupils, ask *Who can you see? (A boy and his mum.); Do they like to go out? (Yes.); What does the boy put on his feet? (Boots.); Does he get in the car? (Yes.); Where can they go? (Pupils' answer)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 121: *Where do they go? (To a farm.); What can they see? (Sheep and bees.); Can they see goats? (No.); Where are the goats? (Pupils' answer)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 122: *What has the boy got? (Some goat food.); Where does he put the food? (In a pipe.); Can he see a goat? (Yes.); What does the goat want? (Pupils' answer)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 123: *Can he see a goat herd? (Yes.); Do the goats like the food? (Yes.); Is he happy? (Yes.); Where is the goat's nose? (In the bag.); Why? (Pupils' answer)*
- Read the page again and point to the relevant parts of the picture as you read. Show pupils how the information is presented in the text but also in the picture and explain how important it is for comprehension to look at both.
- When you have gone through the story, play the audio and have pupils follow along in their books.

Post reading (10 minutes)

- The post-reading activities can be done in either part 1 or part 2 of the lesson. The answer keys are provided below, as well as on the last page of each Big Book.

Look and match.

1 2 3 4

a b c d

8 eight

Look and match.

- Refer pupils to page 8 in their Unit 4 Big Books.
- Pupils work individually to match the pictures.
- Check the answers as a class.
- Write the sentences from the story that contain the tricky words from previous units on the board: *Mum and I like to go out. I have got some goat food in a bag.* Ask pupils if they can identify any tricky words in the sentences and circle these words on the board (*to, have, some*). Remind pupils that tricky words do not always follow the phonetic rules and that they should use different strategies to read these words such as memory or decoding the parts that they can.
- Encourage pupils to read the whole sentence as you point to each word, providing support as required. Make sure to point out the decodable parts of the tricky words.
- Encourage pupils to read whole sentences with support and reinforce the meaning of any sentences you focus on using picture cues, actions and explanations.

Extra activity Photocopiable R7

- Ask pupils to do Photocopiable R7.

Finishing the lesson (5 minutes)

- Close the Big Book and ask pupils if they liked the story. Give them a few minutes to evaluate it and encourage them to think about what they liked and didn't like, what they thought of the character, whether they were able to read the words and whether they understood the plot. Then ask pupils to choose and colour a smiley face according to their thoughts. If they think they are OK, they colour the middle face. If they are unhappy because they didn't like it or found the tasks too hard, they colour the unhappy face, and if they are happy and enjoyed and understood the story, they colour the happy face. Explain that they will have a chance to re-evaluate their decision at the end of the next lesson.
- Check understanding of other words in the text, such as *go out, put (something) on, put (something) in*. Use actions to describe them. You could turn this into a game where you call out one of the actions and pupils mime doing it.

Lesson 7, part 2, option A

Starting the lesson (5 minutes)

- Write the following gapped words from the Big Book on the board: *f__t, c__, s__, sh__p, b__s, f__m, s__m__, n__s__, h__d*. Ask pupils to complete the words with *ee, er, ar* or *o-e* and then to read them (*feet, car, see, sheep, bees, farm, some, nose, herd*). Praise pupils for having a go even if they choose the wrong letters for the sound but at the end, sort the words into two groups according to their spelling patterns to help pupils try to remember which word has which spelling.
- Explain that pupils will now revisit the Big Book story from Lesson 7 and that they should look out for these words as they read. Ensure that pupils are sitting comfortably, where they can see the text and pictures of the Big Book easily.

Before reading (5 minutes)

- See if the pupils can recall the title of the story. Then ask them about the characters and what happens. Encourage them to make sentences, e.g. *They go to a farm. There are sheep and bees on the farm*, etc. Ask pupils to help you write the sentences on the board.

During reading (10 minutes)

- **GR4.1** Open the Big Book and model reading the whole story to the pupils. Demonstrate how to sound out the phonetic words and how to tackle the tricky words. Read expressively with intonation and pause periodically to ask pupils what happens next.
- Encourage pupils to read each page with you. Point to each word as you read to support pupils and to prevent individuals from being left behind.

- Select pupils randomly to re-read words/sentences/pages from the Big Book and provide a safe environment where any errors are seen as a positive effort and an opportunity for learning. Try to engage all pupils in this stage, adapting the task to each pupil's ability.
- Question pupils and explain parts of the plot to make sure that they all understand the story.

Post reading (15 minutes)

- Draw simple pictures on the board to represent the activities, actions and things from the story, e.g. *a nose, sheep, bees, put in, put on, feet, car, farm, see*, etc.
- Ask pupils to help you write words below each picture.
- Write the sounds from Unit 4 on the board: /i:/, /ɜ:/, /ɑ:/ and /əʊ/.
- Ask pupils which of the words on the board contain the sounds from the unit. (/i:/: *feet, bee, sheep*; /ɜ:/: *herd*; /ɑ:/: *farm*; /əʊ/: *nose*.)
- Ask pupils to choose an activity that they would like to do during a farm visit. Ask them to draw the activity on a piece of paper and then share it with a partner (or you can have them share their drawings with the class). See if their partner (or the class) can guess what the activity is.

Finishing the lesson (5 minutes)

- Ask pupils to review their evaluations of the story from the last lesson and check that they still feel the same way about the story. Explain that if their views have changed, they can change the smiley they have coloured by simply putting a line through their first choice and then colouring a different one. Use the same criteria to evaluate the story: encourage them to think about what they liked and didn't like, what they thought of the character, whether they were able to read the words and whether they understood the plot. Then ask pupils to choose and colour a smiley face according to their thoughts. If they think they are OK, they colour the middle face. If they are unhappy because they didn't like it or found the tasks too hard, they colour the unhappy face, and if they are happy and enjoyed the story, they colour the happy face.
- Ask pupils to practise reading the story at home with their parents.

Lesson 7, part 1, option B

Starting the lesson (5 minutes)

- This lesson uses the Unit 4 Graded Reader 2, *Where is our shark?*
- Before you look at the Big Book with the pupils, explain that you are going to revise the digraphs from Unit 4, and write the following on the board: *ee, er, ar, o-e*. You may wish to use the Phonics Cards to present the sounds and the actions.
- Ensure that pupils are confident with the different spellings of each sound and see if pupils can suggest a word for each one (using the Phonics Cards as a stimulus if necessary).
- Explain that these sounds will feature in the shared reading activity that follows and that pupils may also notice some other familiar digraphs from previous units as they read the story.
- Ensure that pupils are sitting comfortably and in a position where they can see the text and pictures of the Big Book easily.

Before reading (5 minutes)

- Show the cover of the Big Book to pupils. Point to the correct picture and title for the story you are about to share.
- Look at the title and copy it onto the board. Ask pupils if they recognise any digraphs or tricky words from previous units in the title. Ask them to identify and circle *er* and *ar* in the title. Sound out the words containing the digraphs (*Where, shark*). Ask pupils to identify the tricky word from Unit 2 (*our*).
- Encourage pupils to describe what they can see. Ask questions such as *How many people are there? Who do you think the people are? What do you think the story will be about?*
- See if pupils can identify anything in the picture that contains one of the digraphs they practised at the start of the lesson, e.g. *tree, park, shark, person, nose*, etc.
- Ask pupils to look carefully and see if they can spot a clue about something that might happen in the story. Pupils may notice that the girl looks surprised by the picture of the shark on the noticeboard. Ask them to make predictions as to why there is a picture of a shark and why the girl is surprised by it.

During reading (15 minutes)

Sounds and Spelling Book

Gradedreader2

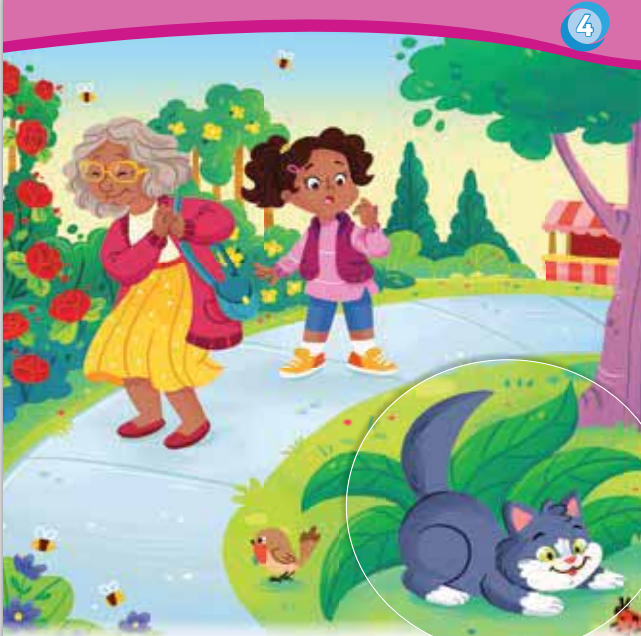
Where Is Our Shark?



Look at this note at the park!
 'Our shark is not in its home in the zoo.'
 'Where is our shark?'

124 one hundred twenty-four


4



Can you see a shark in the roses and the ferns?
 No! That is a cat!

one hundred twenty-five 125

Gradedreader2



Can you see a shark in the lake?
 No! That is a duck!

126 one hundred twenty-six

4



It is time to go home. It is dark. Can you see a shark in the fish and chip shop?
 Yes! I can see a sharp fin and big teeth!

☹️ 😐 😊 

one hundred twenty-seven 127

- **GR4.2** Open the Big Book and begin reading the first page of story to the pupils. Look at the pupils while you read and keep a good pace. Give time for the pupils to enjoy the story, pausing to allow them to predict what might happen next. Read expressively, changing your voice and facial expressions when necessary. Use different volume levels when appropriate. Ensure that pupils look at the pictures to help them understand the story and be sure to point to relevant parts of the picture as you read.
- Pause at the end of each page and take time to ask questions to check understanding and then encourage pupils to make predictions about what will happen next. After reading page 124 to the pupils, ask *Who can you see? (A girl and her grandma.); Where are they? (In a park.); What does the girl see? (A note.); What does the note say? (Our shark is not in its home in the zoo.); Where is the shark? (Pupils' answer)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 125: *Can they see a shark in the roses and ferns? (No.); What can they see? (A cat.); Where is the shark? (Pupils' answer)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 126: *Is the shark in the lake? (No.); What can they see in the lake? (A duck.); Is the girl happy? (No.)*
- Ask pupils to predict what they think will happen next.
- Continue reading the story. Ask if their predictions were correct. Ask questions at the end of page 127: *Is it time to go home? (Yes.); Is it dark? (Yes.); What can they see in the fish and chip shop? (A shark.); What does the girl say? (I can see a sharp fin and big teeth.)*
- Encourage pupils to look carefully at the pictures to get additional information as this will help their comprehension of the story.
- When you have gone through the story, play the audio and have pupils follow along in their books.

Post reading (10 minutes)

- The post-reading activities can be done in either part 1 or part 2 of the lesson. The answer keys are provided below, as well as on the last page of each Big Book.

Look and order the story.



14 fourteen

Look and order the story.

- Refer pupils to page 14 in their Unit 4 Big Books.
- Pupils work individually to order the story.
- Check the answers as a class.

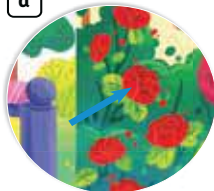
Look and say. Find the odd one out.

1

a  c 

b  **goat**

2

a  c 

b  **shark**

fifteen 15

- Encourage pupils to read whole sentences with support and reinforce the meaning of any sentences you focus on using picture cues, actions and explanations.

Finishing the lesson (5 minutes)

- Close the Big Book and ask pupils if they liked the story. Give them a few minutes to evaluate it and encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to read the words and whether they had a good understanding of the plot. Then ask pupils to choose and colour a smiley face according to their thoughts. If they think they are OK, they colour the middle face. If they are unhappy because they didn't like it or found the tasks too hard, they colour the unhappy face, and if they are happy and enjoyed and understood the story, they colour the happy face. Explain that they will have a chance to re-evaluate their decision at the end of the next lesson.

Look and say. Find the odd one out.

- Refer pupils to page 15 in their Unit 4 Big Books.
- Pupils work in pairs to say each of the words in the pictures and decide which word has a different sound.
- Check the answers as a class.
- Now choose sentences from the story and write them on the board. e.g. *Our shark is not in its home in the zoo. It is time to go home.* Ask pupils if they can identify any tricky words from previous units in the sentences (*our, to*) and circle these words. Remind pupils that tricky words do not always follow the phonetic rules and that they should use different strategies to read these words such as visual memory or decoding the parts that they can.
- Look at the phonetic words in the sentences (*shark, home, zoo, time*) and be sure to point out the phonetic spellings that pupils are familiar with. Revise the sounds as you come across them and help pupils to read individual words and then the complete sentences, providing support as required.
- Select other sentences from the Big Book and repeat the process, explaining any words that may be unfamiliar, e.g. *note, park, rose, fern, lake, dark, chip, fin.* Explain that pupils will often encounter new words in a book and that they must develop strategies for dealing with these words. Point out that often the meaning of a new word can be worked out if it is read in context and if they take time to look at any related pictures.

Lesson 7, part 2, option B


Starting the lesson (5 minutes)

- Write the following gapped words from the Big Book on the board: *n_t_, s_, sh_k, f_n, h_m_, wh_e, r_s_, d_k, sh_p, t_th*. Ask pupils to complete the words with *ee, er, ar* or *o-e* and then to read them (*note, see, shark, fern, home, where, rose, dark, sheep, tooth*). Praise pupils for having a go even if they choose the wrong letters for the sound but at the end, sort the words into groups according to their spelling patterns to help pupils try to remember which word has which spelling.
- Explain that pupils will now revisit the Big Book story from Lesson 7 and that they should look out for these words as they read.
- Ensure that pupils are sitting comfortably, where they can see the text and pictures of the Big Book easily.

Before reading (5 minutes)

- Ask pupils if they can remember the title of the story and then ask them about the setting, characters and what happens. Encourage them to make sentences about the story, e.g. *There is not a shark. They are at the park, etc.*
- Ask pupils to help you write sentences by segmenting the phonetic words.

During reading (12 minutes)

-  **GR4.2** Open the Big Book and model reading the whole story to the pupils (alternatively, you can play the audio and have pupils follow along). Demonstrate how to sound out the phonetic words and how to tackle the tricky words *our* and *to*. Read expressively with intonation and pause periodically to ask pupils what happens next.
- Encourage pupils to read each page with you. Point to each word as you read to support pupils and to prevent individuals from being left behind. You may wish to occasionally stop reading for pupils to fill in the gaps.
- Select pupils randomly to re-read words/sentences/pages from the Big Book and provide a safe environment where any errors are seen as a positive effort and an opportunity for learning. Try to engage all pupils in this stage, adapting the difficulty of the task to each pupil's ability.
- Question pupils and explain parts of the plot to make sure that they all understand the story.

Post reading (15 minutes)

- Explain that you will read the story again but that this time as you read, the pupils must act out the story. Assign the two character roles (Grandma, girl) to confident pupils initially.
- Demonstrate for the rest of the class. Ask the 'girl' to read the first page of the Big Book. Explain to pupils that, in the text, the girl is asking the questions, e.g. *Can you see a shark in the roses and the ferns?*, and that the grandma is answering them.

- Put pupils in pairs and have them act out the story as in the demonstration.
- Praise actions and facial expressions that are relevant to the story and that show pupils are listening and understanding.
- Ask a volunteer pair to act out the story for the rest of the class.

Extra activity Photocopiable R8

- Ask pupils to do Photocopiable R8.

Finishing the lesson (5 minutes)

- Ask pupils to review their evaluations of the story from the last lesson and check that they still feel the same way about the story. Explain that if their views have changed, they can change the smiley they have coloured by simply putting a line through their first choice and then colouring a different one. Use the same criteria to evaluate the story: encourage them to think about what they liked and didn't like, what they thought of the characters, whether they were able to read the words and whether they had a good understanding of the plot. Then ask pupils to choose and colour a smiley face according to their thoughts. If they think they are OK, they colour the middle face. If they are unhappy because they didn't like it or found the tasks too hard, they colour the unhappy face, and if they are happy and enjoyed the story, they colour the happy face.
- Ask pupils to practise reading the story at home with their parents.

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