

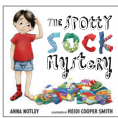



LanguageLift Scope and Sequence

Entry Point 1


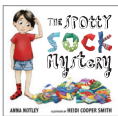
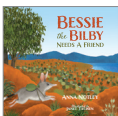
LESSONS	THEMES	VOCABULARY	GRAMMAR	PRAGMATICS
1	Welcome lesson			
2–5	All about me	Words and concepts nouns – parts of face and body; clothes prepositions – ‘in’, ‘out of’ adjectives – ‘long’, ‘short’; colours Semantic skills describing self associating clothes with body parts	Pronouns ‘I’ Phrases adjective + noun preposition + noun phrase	<ul style="list-style-type: none"> ▶ listening and attending ▶ taking turns ▶ saying names, greeting
6–9	Actions	Words and concepts nouns – ‘boy’, ‘girl’ verbs – actions, senses prepositions – ‘behind’, ‘in front of’	Pronouns ‘he’, ‘she’ Phrases/Sentences preposition + noun phrase who + action question formation	<ul style="list-style-type: none"> ▶ listening and attending ▶ responding on the teacher’s signal ▶ purpose of a question
10	Review of Lessons 1–9			
11	Assessment 1			

LESSONS	THEMES	VOCABULARY	GRAMMAR	STORY SKILLS
12–16	Food	Words and concepts nouns – food, eating utensils verbs – mealtimes prepositions – ‘on’, ‘in’ adjectives – ‘hungry’ Semantic skills categorising food/clothes associating objects naming from category	Negation ‘not’, ‘don’t/do not’ Phrases/Sentences preposition + noun phrase who + action + object Connectors ‘first’, ‘next’, ‘last’ joining nouns with ‘and’	Sequencing three pictures Recount playdough pizza Retell ‘A Hungry Bilby’
17–21	Homes	Words and concepts nouns – rooms, furniture verbs – around the house prepositions – ‘under’, ‘next to’ adjectives – ‘missing’, ‘happy’, ‘sad’ Semantic skills associating furniture with rooms associating objects	Pronouns ‘his’ Phrases/Sentences preposition + noun phrase who + action + object who + action + where	Sequencing four pictures Retell ‘The Missing Fire Truck’
22	Review of Lessons 12–21			
23	Assessment 2			

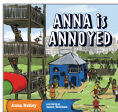















Entry Point 2

LESSONS	THEMES	VOCABULARY	GRAMMAR	STORY SKILLS
Welcome – Entry Point 2 groups only				
24–28	Families 	Words and concepts nouns – family relations Treasure Words ‘mystery’ Semantic skills describing my family identifying similarities between families	Pronouns ‘her’, ‘his’ Sentences asking a ‘who’ question Connectors ‘and’	Story structure beginning, middle, end Story part focus  ‘who’ Retell <i>The Spotty Sock Mystery</i>
29–33	Gardens 	Words and concepts nouns – garden animals/body parts, garden tools, ‘man’, ‘woman’ verbs – in the garden prepositions – revision (‘on’, ‘next to’) adjectives – ‘strong’, ‘hard’ Treasure Words ‘gobbled’ Semantic skills naming tools and their functions describing animals comparing animals	Morphology suffix ‘s’ (3rd person singular present tense verbs) Phrases/Sentences preposition + noun phrase who + action + object who + action + object + where asking a ‘where’ question Connectors ‘and’	Print concepts title Story structure beginning, middle, end Story part focus  ‘who’ Retell <i>Nina the Snail Does Not Like Her Greens</i>
34	Review of Lessons 24–33			
35	Assessment 3			






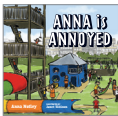

LESSONS	THEMES	VOCABULARY	GRAMMAR	STORY SKILLS
36–40	Farm animals 	Words and concepts nouns – ‘farmer’, farm animals, body parts, places verbs – around the farm adjectives – ‘long’, ‘short’ Treasure Words ‘unusual’ Semantic skills describing animals	Morphology suffix ‘s’ (3rd person singular present tense verbs) Sentences auxiliary ‘was’ (past tense) who + action + object + where	Story structure beginning, middle, end Story part focus  ‘where’ Retell <i>A Most Unusual Pig</i> using expression to show feelings
41–45	Australian animals 	Words and concepts nouns – Australian animals, habitats, body parts and coverings prepositions – ‘below’, ‘above’ Treasure Words ‘lonely’ Semantic skills categorising animals comparing animals naming items from a category	Negation ‘not’ Sentences who + action + object + where Connectors ‘but’	Print concepts blurb Story structure beginning, middle, end Story part focus  ‘where’ Retell <i>Bessie the Bilby Needs a Friend</i>
46	Review of Lessons 36–45			
47	Review of animal themes			
48	Assessment 4			





LESSONS	STORYBOOK	VOCABULARY	GRAMMAR	STORY SKILLS
49–53		Review and consolidation	Review and consolidation	<p>Introduction to story parts</p> <p>🕒 'when', 👤 'who', 📍 'where'</p> <p>➡ 'take-off', 💖 'feelings', 🗺 'plan'</p> <p>🚗 'actions'</p> <p>🔧 'solution', 🏆 'consequence'</p> <p>Retell <i>Come Back, Alfie!</i></p>
54–56		Review and consolidation	Review and consolidation	<p>▶ application of story part knowledge</p> <p>▶ acting out a story</p> <p>Retell <i>The Spotty Sock Mystery</i></p>
57–59		Review and consolidation	Review and consolidation	<p>▶ application of story part knowledge</p> <p>▶ acting out a story</p> <p>Retell <i>Bessie the Bilby Needs a Friend</i></p>
60	Assessment 5 (<i>The Spotty Sock Mystery</i>) Potential exit point for children starting at Entry Point 1 (Lesson 1)			

Entry Point 3

LESSONS	STORYBOOK	VOCABULARY	GRAMMAR	STORY SKILLS
Welcome – Entry Point 3 groups only				
61–65				Introduction to story parts  'when',  'who',  'where'  'take-off',  'feelings',  'plan'  'actions'  'solution',  'consequence'
66–69		Treasure Words 'shy', 'brave'	Sentences describing a character	Story part focus  'who' (main and other characters) Retell <i>Dotty McDermott Was Fierce and Bold</i>
70–73		Treasure Words 'rattle', 'wonderful', 'shudder'	Sentences who + action + where	Story part focus  'where' Comprehension monitoring show a confused face Retell <i>Windy Town</i>
74–77		Treasure Words 'surprise', 'noon', 'wondering' review – 'shy', 'wonderful'	Sentences who + action + object + when when + who + action + object	Story part focus  'when' Comprehension monitoring ask for repetition Retell <i>The Best Gift</i>

Note: Shading indicates that from this point on, children work on changing (innovating) story parts to support their own story generations.

LESSONS	STORYBOOK	VOCABULARY	GRAMMAR	STORY SKILLS
88–93		Treasure Words ‘tumbling’, ‘idea’, ‘immediately’ review – ‘thought’, ‘grumbles’	Morphology suffix ‘ed’ / regular past tense verbs Sentences improving sentences with adverbs	Story part focus  ‘actions’ Question strategies think about what you know Retell <i>A Wibbly Wobbly Idea</i> Innovation: ‘actions’
94–99		Words and concepts improving sentences with synonyms Treasure Words ‘stomped’, ‘terrified’, ‘puzzled’ review – ‘shudder’	Connectors ‘because’, ‘finally’	Story part focus  ‘solution’,  ‘consequence’ Question strategies all strategies Retell <i>Mo and the Monster</i> Innovation: ‘solution’
100	Word work	Treasure Words review – ‘suddenly’ synonyms – ‘wonderful’, ‘terrified’, ‘tumbling’ word study – ‘wonderful’		
101–103	 (revisited)			Story part focus  ‘who’ (inferring a characters’ thoughts) comparing characters Innovation: ‘who’ retelling a story from a different perspective ‘Jonathan Is Annoyed’ comparing story parts
104	Assessment 7 (<i>Noah and the Baby Magpie</i>) Potential exit point for children starting at Entry Point 1 or 2			

LESSONS	STORYBOOK	VOCABULARY	GRAMMAR	STORY SKILLS
105–107	 (revisited)	Treasure Words review – ‘idea’		Story part focus  ‘take-off’ (thinking of alternative problems) Innovation all parts from ‘take off’ comparing story parts
108–113		Words and concepts nouns – times; places adjectives – looks/sounds/feels like Treasure Words ‘long ago’, ‘explains’, ‘notices’ review – ‘puzzled’, ‘furiously’	Sentences three adjectives in a sentence Connectors ‘suddenly’	Story part focus setting (‘when’, ‘where’) Innovation all parts except ‘who’ ‘Maggie Goes _____’ (e.g., to the Zoo)
114–119	 (wordless storybook)	Treasure Words review and apply ‘suddenly’, ‘terrified’, ‘idea’, ‘immediately’, ‘wonderful’, ‘wondering’, ‘surprise’	Connectors ‘suddenly’, ‘finally’	Story part focus all story parts acting out a story Story creation <i>Blue Ted</i>
120	Assessment 8 (‘The Big Snail Race’) Final assessment for all children			