

Jolly English

Teacher's Book

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Written by

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Jolly
Phonics

Scope and Sequence

Level 2	Lesson	Learning objective	Target language	Receptive language	Focus sounds	Skills
Welcome Unit	1	To review saying <i>Hello</i> and introducing yourself; to revise the names of the course characters and known vocabulary from level 1: to sing a song.	<i>Hello, I'm [name]. Goodbye. Wave. Snake, Inky, Bee.</i>	<i>Looking at.</i>	–	Listening, speaking.
	2	To consolidate language from lesson 1 and review colour vocabulary (<i>red, blue, green yellow, pink, purple, orange, black, white</i>); to listen to a short dialogue.	<i>Inky is grey. It's [grey]. Grey; frog.</i>	<i>Rainbow. I've got [my umbrella]. Look! There's a [rainbow]. It's OK. Now it's [sunny]. We like [rainbows].</i>		
	3	To revise number and classroom vocabulary from level 1; to say a chant; to listen to a dialogue.	<i>Paint, paintbrush.</i>	<i>Count with me. I've got a [red] [crayon]. Urgh! On my head. Oops! Sorry, [Bee].</i>		
	4	To review number and toy vocabulary from level 1; to listen to a dialogue.	<i>Happy Birthday. I'm [five].</i>	<i>How old are you? It's my birthday. Look! Ben, cake, candles, balloons.</i>		
Unit 1: Weather	1	To review language from previous units; to learn new vocabulary relating to weather (featuring the focus sounds); to say a chant.	<i>It's [windy]. It's [a web]. Windy, wet, web, raining.</i>	<i>Whoo! Splash! The spider's in his web. He's wet.</i>	/w/, /ng/	Listening, speaking.
	2	To review language from lesson 1; to learn further vocabulary (featuring the focus sounds); to listen to a short dialogue.	<i>It's [snowing]. Snowing, strong, long. [He's] long.</i>	<i>It's a snowman. I've got a [big] snowball. Look at me. I like playing [in the snow]. [They're] playing [in the snow].</i>		
	3	To listen to a story; to review language from lessons 1 and 2; to learn further vocabulary (featuring the sound /ng/).	<i>King, ring, swan.</i>	<i>Look at my ring. Oh no! It's got a long neck. I'm sorry. Please find my ring. It will find the ring. Wow! Thank you.</i>		
	4	To review known vocabulary; to sing a song.	<i>Sing, song, window.</i>	<i>Let's [sing], you and I. When [the pie] is open. What a funny [parrot pie] to give to [the king].</i>		
Review 1		To revise Unit 1 language using chant-type rhymes; to carry out self-assessment.		<i>Look at [the ring]. I'm [long]. It's [wet].</i>	/w/, /ng/	Listening, speaking.
Unit 2: Journeys	1	To review language from previous units; to learn new vocabulary relating to a journey (featuring the focus sounds; to say a chant.	<i>Van, zoo, kangaroo.</i>	<i>We're in a [van], going to the [zoo] to see [a kangaroo].</i>	/v/, /oo/, /oo/	Listening, speaking.
	2	To review language from lesson 1; to learn further vocabulary (featuring the little and long /oo/ sounds); to listen to a short dialogue.	<i>Moon.</i>	<i>Look! I'm in [a rocket]. I'm going to the [moon]. We're going to the [moon]. Zoom! Blast off.</i>		

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Unit 2: Journeys	3	To listen to a story; to review language from lessons 1 and 2; to learn further vocabulary (featuring the focus sounds).	<i>Volcano, book.</i>	<i>Good night! I'm going up [a mountain]. This is nice. It isn't a [mountain]. It's a [volcano]. Where am I? I'm in my [bed].</i>	/v/, /oo/, /oo/	Listening, speaking.
	4	To consolidate known vocabulary; to sing a song.	<i>Violin, boots, vest.</i>	<i>A little man lives... He's wearing... He's playing... His name is [Aiken Drum].</i>		
Review 2		To revise Unit 2 language using chant-type rhymes; to carry out a self-assessment.		<i>Listen; on the [moon]; on a [volcano].</i>	/v/, /oo/, /oo/	Listening, speaking.
Unit 3: Fox at the Farm	1	To review language from previous units; to learn new vocabulary relating to food (featuring the sounds /y/ and /ch/); to say a chant.	<i>Yogurt, yellow, yolk, yes, yum, cheese, chair.</i>	<i>Yum! I like [jam]. Do you like [jam]? Mrs Green.</i>	/y/, /x/, /ch/	Listening, speaking.
	2	To consolidate language from lesson 1; to learn further vocabulary (featuring the sounds /x/ and /ch/; to listen to a short dialogue.	<i>Box, six, fox, chicks, chimney.</i>	<i>What's in the box? Who's that by the tree? Thank you, [hen]. Watch out!</i>		
	3	To listen to a story; to consolidate language from lessons 1 and 2 (featuring the sounds /y/ and /x/); to review language from previous units.		<i>Look at the [parrot]. Who's this? You are so pretty. Can you sing a song for me? You can sing. It's got [cheese]. I like [cheese]. He likes [cheese], too. Thank you. Clever [fox].</i>		
	4	To review known vocabulary; to sing a song; to introduce new vocabulary (featuring the /y/ sound).	<i>Yak.</i>	<i>Eating, top.</i>		
Review 3		To revise Unit 3 language using chant-type rhymes; to carry out self-assessment.			/y/, /x/, /ch/	Listening, speaking.
Unit 4: Fun at the Fair	1	To review language from previous units; to learn vocabulary connected with going to the fair (featuring the sound /sh/); to listen to a chant.	<i>Shoes, shirt, T-shirt, shorts. Brush [your hair].</i>	<i>Let's go to the fair. Bag.</i>	/sh/, /th/, /th/	Listening, speaking.
	2	To review vocabulary from lesson 1; to learn new vocabulary relating to the fair (featuring the focus sounds); to listen to a dialogue.	<i>Three, thin, feather, fat, clown.</i>	<i>They're funny. This clown is thin. That clown is fat. He's got [feathers]. He's wearing [red shoes]. He isn't thin.</i>		
	3	To listen to a story; to consolidate language from lessons 1 and 2, (featuring the focus sounds); to review language from previous units.	<i>Throw, shell.</i>	<i>Look at... They're at the [fair]. They're [playing]. [Throw] again. Good! What do you like? I like [the fish]. Can I have [it], please? Here's [the fish]. I've got... She's got... Thank you. She's happy.</i>		

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Unit 4: Fun at the Fair	4	To consolidate known vocabulary; to sing a song; to learn new vocabulary (featuring the /sh/ sound).	<i>Ship.</i>	<i>Dish, fishing, boy. You can have [an apple] when [the ship] comes in.</i>	/sh/, /th/, /th/	Listening, speaking.
	Review 4	To revise Unit 4 language using chant-type rhymes; to carry out self-assessment.		<i>This, that.</i>	/sh/, /th/, /th/	Listening, speaking.
Unit 5: At the Castle	1	To review language from previous units; to learn vocabulary connected with a king and queen in their castle (featuring the sounds /qu/ and /ou/); to listen to a chant.	<i>Queen, quack, quilt, quiet, loud, ducks.</i>	<i>The [ducks] are [loud]. They're very loud. Sh! Be quiet. Good [quiet ducks].</i>	/qu/, /ou/, /oi/	Listening, speaking.
	2	To revise vocabulary from lesson 1; to learn new vocabulary relating to the castle (featuring the focus sounds); to listen to a dialogue.	<i>Squirrel, coin, soil, cloud, seven, eight.</i>	<i>The King and Queen are in the garden. Look at that [squirrel]. I can see [coins]. Let's count. Good squirrel.</i>		
	3	To listen to a story; to consolidate language from lessons 1 and 2, (featuring the focus sounds); to review language from previous units.	<i>Mouse, house, shout(s).</i>	<i>The King and Queen are in the castle. The King [is counting]. Quick! Help! There's a [mouse]. The Queen [sees] [a mouse]. Come here. It isn't [a mouse]. It's [a toy]. Silly me! Silly me!</i>		
	4	To consolidate known vocabulary; to sing a song.	<i>Bounce.</i>	<i>Look at me. I'm bouncing high. Round, bouncy castle, up to the clouds.</i>		
Review 5		To review Unit 5 language using chant-type rhymes; to carry out self-assessment.			/qu/, /ou/, /oi/	Listening, speaking.
Unit 6: A Camping Trip	1	To review language from previous units; to learn vocabulary connected with a camping trip (featuring the sounds /er/ and /ar/); to listen to a chant.	<i>You, car, flower, feather, spider, tent, purple.</i>	<i>Let's go [camping]. Let's go by [car]. I've got my [tent]. Me and you. Vroom. Summer.</i>	/ue/, /er/, /ar/	Listening, speaking.
	2	To review vocabulary from lesson 1; to learn new vocabulary relating to a camping trip (featuring the focus sounds); to listen to a dialogue.	<i>Burger, barbecue, jar.</i>	<i>[They] are having a barbecue. Do you like [corn]? I like [corn]. Me too. What's in that jar?</i>		
	3	To listen to a story; to consolidate language from lessons 1 and 2 (featuring the focus sounds); to review language from previous units.	<i>Dark, star(s).</i>	<i>Wow! It's falling. Let's catch [it]! It's too far.</i>		
	4	To consolidate known vocabulary; to sing a song.	<i>Arm(s), knee(s), statue, dancing.</i>	<i>Put your [two] arms [in]. Shake them all about. Do the Hokey Cokey. Knees bent, arms [stretched]. In, out, up, down, turn.</i>		

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Review 6		To review Unit 6 language using chant-type rhymes; to carry out a self-assessment.		<i>In, on, for.</i>	/ue/, /er/, /ar/	Listening, speaking.
Unit 7: Doctor, doctor	1	To review language from previous units; to learn vocabulary connected with going to the doctors (featuring sounds revised from previous units in levels 1 and 2); to listen to a chant.	<i>Head, bed, doctor, tummy, sick.</i>	<i>Help me, please. My [head] hurts, and my [tummy], too. Go to bed! You've got the flu.</i>	All known sounds.	Listening, speaking.
	2	To review vocabulary from lesson 1; to learn new vocabulary relating to visiting the doctor; to learn numbers 9 and 10; to listen to a dialogue.	<i>X-ray. Nine, ten.</i>	<i>At the doctor's. What's the matter? My [foot] hurts. Is that my [foot]? It's an x-ray of your [foot]. Is it broken? It isn't.</i>		
	3	To listen to a story; to consolidate language from lessons 1 and 2, (featuring revised sounds); to review language from previous units.	<i>Milk.</i>	<i>What are you [wearing, eating, doing, drinking]? I'm [jogging]. It's good for me. Good idea. Let's all [jog]. This is fun. We're [fit] and [strong].</i>		
	4	To consolidate known vocabulary; to sing a song.		<i>She shouts. Come quick. [He] comes. He knocks on the door. He shakes his head. [He] says 'Put her down to bed'. He gives [her] a nice big glass of milk. Pill.</i>		
Review 7		To review Unit 7 language using chant-type rhymes; to carry out self-assessment.		<i>Come quick.</i>	/i/, /x/, /ng/	Listening, speaking.
Unit 8: A Party	1	To review language from previous units; to learn vocabulary connected with parties and carnivals (featuring sounds revised from previous units in levels 1 and 2); to listen to a chant.	<i>Party, mouth.</i>	<i>It's party time. Come and join the fun. Bang [your drum]. See [the clowns]. Sing and dance, everyone.</i>	All known sounds.	Listening, speaking.
	2	To review vocabulary from lesson 1; to learn new vocabulary relating to a party (featuring sounds revised from previous units in levels 1 and 2); to listen to a dialogue.	<i>Thank you.</i>	<i>[They] are having a party. Wow! I've got a [train]! They're lovely! What have I got? Thank you, everyone. Hey, Rags! No!</i>		
	3	To listen to a story; to consolidate language from lessons 1 and 2 (featuring known sounds); to review language from previous units.	<i>Rescue.</i>	<i>It's a party at Moat Farm. Here's Farmer Green. Can you rescue [the cat]? I can. Let's have a party.</i>		
	4	To consolidate known vocabulary; to sing a song.	<i>Girls, boys.</i>	<i>Can you [clap]? I can [hop], too. [Jump] like a [kangaroo].</i>		
Review 8		To revise Unit 8 language using chant-type rhymes; to carry out self-assessment.		<i>Can you [rescue the rabbit]?</i>	/ou/, /t/, /r/	Listening, speaking.