Pupils activate their existing knowledge by working in small groups, brainstorming words they already know.

Twelve items of vocabulary are introduced and practiced using photographic and picture flashcards.

Real-world photographic images provide pupils with a record of new vocabulary. The pupils point to each image and say the vocabulary chant.

A fun and easy to sing song builds fluency and makes language more memorable.

A short dialogue places grammar in a familiar context.

Attractive artwork engages pupils and helps contextualise language.

The grammar table highlights and practices language patterns. The pupils listen to an audio clip and point to the different parts of the sentence in the table. They then work with a partner to create their own sentences.

Pupils work in pairs to play a game using the new vocabulary items.
A selection of **thinking skills** such as problem solving and spatial thinking are developed in each unit.

Fun, game-like activities motivate pupils to write the new vocabulary items.

Pupils use a code-breaking activity to **review and recycle** an item of vocabulary from the previous unit at the bottom of each page.

A range of activities give pupils practice in **manipulating the form** of the new grammar.

Pupils practice **writing** new vocabulary in a sentence using a recycled structure.

**Teachers App!** Teachers can teach lessons using the Teacher’s App.

**Pupil’s App!** Pupils can practise language on the Pupil’s App.
The story **reinforces** language introduced in lessons 1 & 2 and **previews** language from lesson 4.

A pre-reading task helps prepare the pupils to read and listen to the story. These include a code-breaking task and predictions about the story content.

Attractive and humorous pictures and audio recordings support pupils’ understanding of the narrative.

In each unit, the pupils enjoy an exciting adventure with Lilly, Josh and Ravi. A list of frame-by-frame comprehension questions for each story is provided in the detailed lesson plan in the TB.

The Values section encourages pupils to reflect on the story and relate a personal, social or civic value to their own lives.
A range of activities check the pupils’ understanding of the story.

Comprehension is reinforced through a listening activity.

Pupils are encouraged to give a personal response to the story as well as an opportunity to practice thinking skills.
Lesson 4 and 5 Vocabulary & Grammar and Listening & Speaking

Six new items of vocabulary are introduced and practiced using pictures and photos.

A lively song, chant or rap give further practice.

Grammar clues encourage the pupils to think analytically about new language.

The Speak and Spell section uses a humorous tongue twister to give pupils practice in producing tricky sounds. It also introduces pupils to alternative spellings patterns for these sounds.

A listening activity prepares pupils for a communicative task. Pupils listen to children using the unit language to carry out a task.

Talk partners icons indicate when pupils have the opportunity to practice speaking in pairs.

Pupils play a communicative game in pairs. Each has different information providing pupils with a genuine reason for speaking. The Teacher’s Notes give clear, precise instructions on how to set up and scaffold the communication game.

Further Activities to practice and consolidate can be found in the Teacher’s Resource Bank in the Teachers App on Navio.
Activities encourage pupils to **recognise and practice** the Lesson 4 vocabulary.

Reading and writing activities are carefully staged to **build pupil’s confidence and ensure success**.

Pupils enjoy a full page of activities to practice reading, writing and saying the **key grapheme** in each unit.

The activities use recycled words to **build pupils’ confidence** and link new information to existing knowledge.

Pupils work with their **Drill Partners** to test and prompt each other on spelling of words that contain the key letter sound.
Pupils are introduced to a **wide range of reading text types**. These are selected to reflect the interests and experience of the age group and have an authentic appearance that will appeal to learners.

A variety of tasks help pupils to understand the purpose of a text, the intended audience or what is appropriate content. This helps to **develop literacy and reading skills**.

The **Before you read activities** help prepare the pupils to read. These include activating existing knowledge, exploiting visuals and asking questions to raise interest and make predictions.

All texts are supported by an **audio recording** and attractive visuals.

Pupils are directed to the **After you read activities** in the Activity Book.

A shorter text provides a **writing model** for pupils to follow.

Guided questions help the pupils identify key text features such as titles, captions and layout.

The **Writing tip** section highlights a discrete **writing skill** such as using capital letters or connectors.

Pupils are directed to the Activity Book to prepare their piece of writing.
A range of **After you read activities** reinforce and check the pupils’ understanding of the literacy text.

**Reading skills** such as skimming and scanning are actively developed.

Pupils work with **charts, graphs, and other graphic organisers** to categorise and order information.

A variety of **enjoyable activities** allow the pupils to respond to the text in a personal and creative way.

Pupils work with a partner to **plan, draft and revise** their writing.

**Step-by-step** instructions and a writing framework provide the pupils with plenty of support in the planning stage and scaffold learning as they write their text.

Pupils **share their work** with another student and use **self-assessment criteria** to check their work.
Pupils are introduced to age-appropriate cultural content from English-speaking countries around the world.

Josh and Lilly’s brother, Luke introduces the new destination and sets an investigation task.

A web page showing children in different countries brings the culture to life. This helps foster a positive attitude towards English-speaking countries and English language learning.

Think about your culture encourage pupils to identify similarities and differences and begin to form their own cultural identity.

Pupils are directed to the Activity Book to do a web quest and the unit Review.
Understanding of the cultural content is consolidated through a listening activity.

An additional task is provided for independent internet research.

The pupils do a simple web quest.

Finally, pupils reflect on and assess their learning in the unit.

A full-page Review checks and reinforces all of the unit vocabulary and grammar.

The pupils work cooperatively to check their learning, complete the review and beat the clock.

Pupils do a code-breaking activity to find out where Luke travels to in the next unit.
Finding information online is a good way to practise 21st Century Digital Skills. Pupils are set a range of fascinating tasks to promote the skills needed in the modern world.

Children of the same age present a question or problem for pupils to think about. This introduces the theme of the lesson and helps pupils foster a problem-solving and imaginative approach to learning.

Pupils watch an engaging content-rich video - Channel 21 - as a way of introducing the lesson and raising interest in the theme relating to a 21st Century Skill.

Pupils are encouraged to review the video and answer questions to check understanding.

Pupils reflect on existing knowledge and think creatively about how it relates to their own lives.
Meaningful language practice contributes to understanding and skill development.

A listening activity provides further practice and consolidation.

The 21st century skill is clearly visible to remind pupils of the 21st century skill being developed.

Pupils cooperate and build on existing knowledge to be able to develop the skill independently.
Streamlined and manageable 2-page projects

New High Five!

Project

Interpersonal and small-group skills are highlighted with Teamwork tips.

Pupils work in small groups and are encouraged to talk meaningfully about a task.

Language for interaction is taught and practised.

A final positive group outcome creates a sense of achievement.

Pupils have an opportunity to reflect on what they have learnt and their final piece of work.

Digital tips encourage pupils to develop digital skills. Pupils are set a range of fascinating tasks to promote this skill needed in the modern world.

Pupil's Book

Project aims are clear from the outset.

The lesson begins with a question to raise interest and activate and share existing knowledge about the topic.

Clear instructions guide pupils as they work together in groups.
Pupils reflect on their cooperative skills and how they have worked as a group.

Pupils are directed to the Activity Book to record their findings in the individual **investigation task**.

Pupils go to the Activity Book to **record their decisions** for the group task.