# Language summary

<table>
<thead>
<tr>
<th>Key vocabulary</th>
<th>Key grammar and functions</th>
<th>Phonics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hello!</strong> page 4</td>
<td><strong>Greetings:</strong> Hello, I’m (Stella), Goodbye. What’s your name? How old are you? I’m (seven). What colour’s (the pencil)? It’s (red).</td>
<td><strong>Initial letter sound:</strong> ‘s’ (six)</td>
</tr>
<tr>
<td><strong>My School</strong> page 10</td>
<td><strong>School objects:</strong> book, chair, eraser, pen, pencil, table</td>
<td><strong>Who’s that?</strong> He’s (Alex). She’s Meera. Who’s he/she? How old is he/she? He/She is (six). How are you? I’m fine, thank you.</td>
</tr>
<tr>
<td><strong>Marie’s maths</strong> page 16</td>
<td><strong>Character names:</strong> Alex, Lenny</td>
<td><strong>Initial letter sounds:</strong> ‘p’ and ‘b’ (pink, blue)</td>
</tr>
<tr>
<td><strong>Favourite toys</strong> page 18</td>
<td><strong>Toys:</strong> ball, bike, car, computer, doll, train</td>
<td><strong>What’s your favourite toy? My favourite toy is (a train). Where’s (your bag)? Is (your bag) under (your chair)?</strong></td>
</tr>
<tr>
<td><strong>My family</strong> page 24</td>
<td><strong>Family:</strong> brother, sister, father, mother, grandfather, grandmother</td>
<td><strong>Prepositions:</strong> in, next to, on, under</td>
</tr>
<tr>
<td><strong>Marie’s art</strong> page 30</td>
<td><strong>Our pets</strong> page 34</td>
<td><strong>Adjectives:</strong> beautiful, ugly, happy, sad, old, young</td>
</tr>
<tr>
<td><strong>Review</strong> page 32</td>
<td><strong>Pets:</strong> bird, cat, dog, fish, horse, mouse</td>
<td><strong>They’re (small), plurals</strong></td>
</tr>
<tr>
<td><strong>Our pets</strong> page 34</td>
<td><strong>The face:</strong> ears, eyes, face, hair, mouth, nose, tooth/teeth, <strong>Body parts:</strong> head, shoulders, knees, toes</td>
<td><strong>Adjectives:</strong> big, small, clean, dirty, long, short <strong>Short vowel sound:</strong> ‘e’ (ten)</td>
</tr>
<tr>
<td><strong>Trevor’s values</strong> page 31</td>
<td><strong>Trevor’s values</strong> page 47</td>
<td><strong>Initial consonant blends:</strong> ‘gr,’ ‘br’ and ‘fr’ (green, brown, frog)</td>
</tr>
<tr>
<td><strong>Look after pets</strong> page 47</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Key vocabulary

**Animals:** crocodile, elephant, giraffe, hippo, monkey, snake, tiger  
**Body parts:** arm, foot/feet, hand, leg, tail

**Clothes:** jacket, shoes, skirt, socks, (pair of) trousers, T-shirt

**Activities:** play football / basketball / tennis, play the guitar / piano, swim, ride a bike, sing, fish

**Vehicles:** boat, bus, helicopter, lorry, motorbike, plane

**Rooms:** bathroom, bedroom, dining room, hall, kitchen, living room  
**Activities:** eat fish, watch TV, have a bath

**Food:** apple, banana, burger, cake, chocolate, ice cream  
make a cake

### Key grammar and functions

- They’ve got (big mouths).  
  They haven’t got (tails).  
  Have they got (long legs)?  
  How many (teeth) have they got?

- He’s/She’s got (red trousers).  
  He/She hasn’t got (a jacket).

- I/You/She/He can (sing).  
  I/You/She/He can’t (drive a car).  
  What can you do?  
  Can you (fish)?

- What are you doing?  
  I’m (flying).

- What’s he/she doing?  
  He’s/She’s (listening to music).  
  What are they doing?  
  They’re (sitting on the sofa).  
  Is he/she (reading)?  
  Yes, he/she is. No, he/she isn’t.  
**Verb + -ing spellings:** colouring, playing

- I like (cake).  
  I don’t like (chocolate).  
  Do you like (snakes)?  
  Yes, I do. No, I don’t.

### Phonics

- Short vowel sound: ‘i’ (six)

- Short vowel sound: ‘o’ (dog)

- Consonant sound: ‘l’ (Lily, blue)

- Short vowel sound: ‘u’ (duck)

- Initial consonant sound: ‘h’ (horse)

- Long vowel sound: ‘_e’/’y’ (bike, fly)