**English Overview – Badgers 2023-2024**

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|  | 1 | 2 | 3 | 4 | 5 | | 6 | | 7 | 8 | 9 | 10 | 11 | 12 |
| Autumn  The Victorians | Rhythmic, repetitive Victorian rhymes and poetry, skipping, clapping and action rhymes | | | | | Hans Christian Andersen fairytales retold | | | | | | One Snowy Night | | |
| Spring  Seas and Oceans | Commotion in the Ocean | | | | | The Snail and the Whale | | | | The Lighthouse Keeper’s Cat | | | Seaside poems by Bennet and Sharrat | |
| Summer  Explorers | Walter the Wonder snail | | | | **Man on the Moon** | | | | | | Paddingtons Easter Egg Hunt | | | |
| Communication and attention | Use of symbols  Use of PECs.  Use of sign  Developing speech and phrase/sentence making | | | | | | | Intensive Interaction  Tap tap boxes  Rhyme time  Attention Autism | | | | | | |
| Speaking and Listening | Responding with symbols / signs. Responding with 1-2 word answers. Responding with 3-5 word phrases. Developing clarity of speech sounds, use of words, phrase and sentences. Sitting in group and listening to the adult. Develop length of concentration. SALT as advised. | | | | | | | | | | | | | |
| Reading for pleasure opportunities | Read a range of books at the child’s level linked to the topic / theme.  Read books from the recommended book list.  Regular story time sessions and 1:1 reading for pleasure. Books available for children to browse and take home. | | | | | | | | | | | | | |
| Phonics | Phase 1 - Phonological awareness, throughout curriculum on a daily basis. Including rhyme time, story time, music. Phase 2 Phonics for those able through AA. | | | | | | | | | | | | | |
| Individual Reading | Reading books - Individual books that are shared at home that the children can succeed at and have changed on a regular basis. Reading takes place with a variety of staff in the class, however changing the books is the responsibility of the class lead to ensure books are well matched to their level of communication or phonics. | | | | | | | | | | | | | |
| Reading Opportunities | Reading symbols, matching pictures, reading words, reading sentences, building symbol sentences, building word sentences. | | | | | | | | | | | | | |
| Writing Opportunities | Fine motor control development – threading, screwing and un screwing, taking lids on and off, posting, using scissors, manipulating playdough, using tweezers.  Regular mark making opportunities using a range of media. Daily practice - writing own name. This is individualised when children are ready. | | | | | | | | | | | | | |