Butterflies class English overview 23-24

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| Term | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| AutumnWeather + Seasons | Tap the magic tree – Christie Matheson | What makes a shadow – Clyde Robert Bulla | After the Storm – Nick Butterworth | Halloween | Bonfire night | Class story about the weather | Bear Snores On – Karma Wilson | Christmas |
| SpringKings and Queens | Poetry | PoemIf I were King – A.A. Milne | What the Ladybird Heard – Julia Donaldson | PoemPussycat, Pussycat | Paddington at the palace – Michael Bond | Where the Wild Things Are – Maurice Sendak | PoemEaster |  |  |  |
| SummerMinibeasts | Minibeast Bop – Tony Mitton | Superworm – Julia Donaldson | The Bad-Tempered Ladybird – Eric Carle | Factual insect book | Stomp – Jeanne Willis | The last Noo Noo – Jill Murphy | A Dragon on the Doorstep – Barefoot Books |

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| Communication | Use of symbols Use of PECs and GRID Use of signDiscussion  |
| Speaking and Listening | Responding with 1-2 word answers. Responding with 3-5 word phrases. Developing clarity of speech sounds. Sitting in group and listening/attending. Develop length of concentration.Develop discussion and debate through contribution. Exploration of vocabulary. Through questioning articulate and justify answers. |
| Reading for pleasure opportunities | Choice of recommended texts: See bags in Library area. Pupils’ choice.  | Range of non-fiction texts around topic themes – Seasons and weatherKings and QueensMinibeasts | Research on motivating topics using ICT. | Appropriate News Papers and magazines  |
| Phonics | Daily phonics session 4 part lessonUse of BUG Club Phase 2-5 including grammar, spelling and comprehension group- These pupils are beyond Phonics.  |
| 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 schemes include: Personalised books, Oxford Reading Tree & Bug Club  |
| Reading Opportunities | Reading symbols, matching pictures, reading words, reading sentences, building symbol sentences, building word sentences. Reading text, development of comprehension and inference.  |
| Writing Opportunities | Writing will follow a range of frames: TALK for WRITING, Parts Tips and Examples, Colourful Semantics. These will be used to develop grammar and sentence structure. Labelling pictures or photos, writing character namesWriting a speech bubble or sound bubbleComplete a sentence Verbs and adjectivesWriting captions and sentencesPunctuation – finger spaces, capital letters, full stops (further covered in SPAG)Writing for a purpose – letter, poster, non-fiction reports |
| Handwriting | Daily practice – pre writing skills: the use of media. Handwriting patterns, writing names. The use of taught sessions: Handwriting to develop ascenders, descenders and caterpillar letters. Range of structures including specific lines and boxes to encourage precision handwriting.  |
| Spelling | Linked to phonics, given as homework and practised within phonics and the wider English curriculum.  |
| SPAG-Y2 ARE | * Compound words
* Nouns, adjectives and verbs
* Exclamations and statements
* Sentence writing
 | * Noun phrases
* Homophones
* Questions and commands
* Sentence writing
 | * Adverbs
* Apostrophes and possession
* Coordination
* Past and present tense
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