**English Overview – Hedgehogs 2023-2024**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| AutumnEveryday Life(7-8 weeks/ 7 weeks) | Rhyme time with PECSAutumn Attention Autism | Harvest | Rhyme time with PECSAutumn Attention Autism | Bonfire Night and Fire Safety  | Diwali | ChristmasWinter Attention AutismChristmas stories/ The Nativity |
| Spring Space(5 weeks/ 5 weeks) | Space Attention AutismThe way back home (sensory story) | Space Attention AutismHow to catch a star (sensory story) | Spring/ Easter Attention AutismRabbits Spring Adventure (sensory story) |
| SummerAnimals and Wildlife(7 weeks/ 7 weeks) | The Crunching Munching Caterpillar (Sensory story) | Monkey Puzzle (sensory story) | Rumble in the Jungle (sensory story)Summer Attention Autism |
| Communication | Use of symbols/ communication mats Use of PECsUse of signColourful Semantics | Intensive InteractionRhyme timeAttention AutismSensory stories |
| Speaking and Listening | Responding with symbols/ signs. Responding with 1-2 word answers. Responding with 3-5 word phrases. Developing clarity of speech sounds. 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. |
| Phonics | Phase 1 - Phonological awareness, throughout curriculum on a daily basis. Including rhyme time, story time, music, Attention Autism. Phase 2 - Daily phonics session (4-part lesson). |
| 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, dough disco, using tweezers.Regular mark making opportunities using a range of media. Daily practise – matching/ writing own name. This is individualised when children are ready. |