**English Overview – Badgers 2023-2024**

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| **Autumn 1 2023** | **Weeks 1-2** | **Weeks 3 - 7** | | | | |
| **The Victorians** | Victorian songs and Nursery Rhymes | Hans Christion Andersen Fairy tales | | | | |
| **Autumn 2 2023** | **Weeks 1-2** | **Weeks 3-4** | | | | **Weeks 4-7** |
| **The Victorians** | Room on the Broom | Dogger | | | | Percy the Park-keeper One Snowy Night |
| **Spring 1 2024** | **Weeks 1-3** | | | **Weeks 4-5** | | |
| **Seas and Oceans** | The Snail and the Whale | | | Commotion in the Ocean  **Non-fiction Ocean creatures books** | | |
| **Spring 2 2024** | **Weeks 1-3** | | | **Weeks 4-5** | | |
| **Land and Earth** | Peace at Last | | | Stick man  **Non-fiction Plant, animal and Atlas books** | | |
| **Summer 1 2024** | **Weeks 1-3** | | **Weeks 4-5** | | **Weeks 6-7** | |
| **Explorers** | **Superworm** | | **Man on the Moon** | | I went walking – Sue Williams | |
| **Summer 1 2024** | **Weeks 1-3** | | **Weeks 4-5** | | **Weeks 6-7** | |
| **Explorers** | **Oh no George by Chris Haughton** | | **Mix it up**  **Herve Tullet** | | **Mr Magnolia**  **By Quentin Blake** | |

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| Communication | Use of symbols  Use of PECs.  Use of sign  Use of Grid Player  Use of photos and Objects of reference  Use of speech | Intensive Interaction  Tap tap boxes  Rhyme time  Phonics Phase 1  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. 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.  Access to free reading for pupils | |
| Phonics | Phase 1 and early 2 - Phonological awareness, throughout curriculum on a daily basis. Including phonics lessons, story time, music. | |
| 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. Personal books and word to picture matching from a choice with no symbols. | |
| 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. Drawing and colouring opportunities | |