**English Overview – Butterflies 2022-2023**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | | 7 | 8 | 9 | 10 | 11 | 12 |
| Autumn  People Who Help Us | Peace at Last | | | Cops and Robbers | | Diwali | | Bonfire Night and Fire Safety | Not Now Bernhard | | | Christmas  Nativity Story  Christmas stories | |
| Spring  Fantasy | You can’t take an Elephant on the Bus | | Chinese New Year | Meg and Mog | | The Tiger who came to Tea | | | Dinosaurs in the Supermarket | | | Spring/ Easter | |
| Summer  Places | A Bear called Paddington | | | Handa’s Surprise | | | The Gruffalo | | | | The Snail and the Whale | | |
| Communication | Use of symbols  Use of PECs  Use of sign  Colourful Semantics | | | | | | Intensive Interaction  Rhyme time  Attention Autism  Sensory 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.  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, using tweezers.  Regular mark making opportunities using a range of media. Daily practise –writing own name. This is individualised when children are ready. | | | | | | | | | | | | |