Butterflies class English overview 23-24

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| Term | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Autumn  Weather + 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 |
| Spring  Kings and Queens | Poetry | Poem  If I were King – A.A. Milne | What the Ladybird Heard – Julia Donaldson | | Poem  Pussycat, Pussycat | Paddington at the palace – Michael Bond | | Where the Wild Things Are – Maurice Sendak | | Poem  Easter |  |  |  |
| Summer  Minibeasts | 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 sign  Discussion | | | | | | | |
| 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 weather  Kings and Queens  Minibeasts | | Research on motivating topics using ICT. | Appropriate News Papers and magazines | |
| Phonics | Daily phonics session  4 part lesson  Use 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 names  Writing a speech bubble or sound bubble  Complete a sentence  Verbs and adjectives  Writing captions and sentences  Punctuation – 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 | |