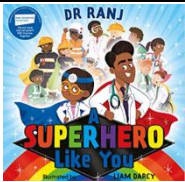
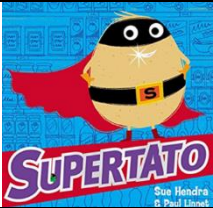


Brookside Curriculum Overview – English (Swifts)

	Autumn 1	Autumn 2
Reading objectives	<p>Bespoke objectives according to B-squared and PLIMS specific. To listen to a story read by an adult as a class and individually. To be able to point to objects/characters within the book. To read word or match symbols where appropriate.</p>	
Core texts		
Phonics	Phase 2 * 's', 'a', 't', 'p', 'i', 'n'	Phase 2* 'm' 'n' 'd' 'g' 'o' 'c' 'k' 'ck' 'e' 'u' 'r'
Writing	<p>Mark making, overwriting single words, overwriting sentences, copying child-dictated sentences from a whiteboard.</p> <p>When book- related work e.g. 'A Superhero Like You' the children will use symbols to describe an image or words where appropriate.</p> <p>During cooking, the children have been writing recipes using written words or sequencing symbols.</p>	<p>Mark making, overwriting single words, overwriting sentences, copying child-dictated sentences from a whiteboard.</p> <p>When book- related work e.g. 'Supertato' the children will order symbols or complete sentences using words to show familiarity of the story, where appropriate.</p> <p>During cooking, the children have been writing recipes using written words or sequencing symbols.</p>
Vocabulary, Grammar & Punctuation	<p>Vocabulary specific to superheroes and people who help us.</p> <p>Individual questioning.</p>	<p>Vocabulary specific to vegetables.</p> <p>'I see...'</p> <p>'Who?'</p> <p>'What?'</p>
Handwriting	Handwriting during English activities, usually based on phonics, topic or area of interest specific to the child (e.g. weather).	
Home	Parents are encouraged to share stories with children at home.	
Spoken Language	<p>A total communication approach.</p> <p>Communication activities through sensory box and music box.</p> <p>Communication through spoken language based on the template 'I want...' and/or PECs or communication books.</p>	

** Please refer to the phonics overview for additional details.