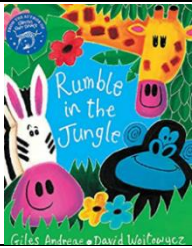


## Brookside Curriculum Overview – English (Swifts)

|  | Spring 1   |
|--|--|
| <b>Reading objectives</b>                    | Bespoke objectives according to B-squared and PLIMS specific.<br>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.<br>To read word or match symbols where appropriate.   |
| <b>Core texts</b>                            |   |
| <b>Phonics</b>                               | <b>Phase 2*</b><br>'u' 'r'.<br>Then moving onto set 5.   |
| <b>Writing</b>                               | Looking at two animals each week.<br><br>Mark making, overwriting single words, overwriting sentences, copying child-dictated sentences from a whiteboard.<br><br>Bespoke objectives according to B-squared and PLIMS specific.<br><br>When related to 'Rumble in the Jungle', the children will order symbols or complete sentences using words to show familiarity of the story, where appropriate.<br><br>During cooking, the children have been writing recipes using written words or sequencing symbols. |
| <b>Vocabulary, Grammar &amp; Punctuation</b> | Vocabulary specific to animals.<br>'I see...'<br>'Who?'<br>'What?'<br>Focusing on forming full sentences, using full stops and capital letters for some  |
| <b>Handwriting</b>                           | Handwriting during English activities, usually based on phonics, topic or area of interest specific to the child (e.g. weather).   |
| <b>Home</b>                                  | Parents are encouraged to share stories with children at home.   |
| <b>Spoken Language</b>                       | A total communication approach.<br>Communication activities through sensory box and music box.<br>Communication through spoken language based on the template 'I want...' and/or PECs or communication books.  |

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