

English Spiral Curriculum

BLUE PHASE (FORMAL)

Fiction:

- Identifying features of different genres and text types (myths and legends, play scripts, comic strips), innovating texts, inventing original narratives

Traditional Tales:

- Recognising and using shared features and characteristics, creating 'twisted tales'

Non-fiction:

- Researching and summarising information, writing for different purposes, making use of organisational devices (titles, headings), non-chronological reports, biography

Poetry:

- Recognising different forms of poetry, choosing language for a desired effect

Speaking and Listening:

- Group discussions, responding to the ideas and opinions of others, oral storytelling, Drama (Becky)

BLUE PHASE (SEMI-FORMAL)

Fiction:

- Exploring features of different genres and text types (myths and legends, play scripts, comic strips), exploring the effect of descriptive language, imitating familiar texts, innovating individual features

Traditional Tales:

- Exploring and imitating shared features and characteristics, exploring 'twisted tales'

Non-fiction:

- Retrieving and recording information, writing about real events and people, recounts, biography

Poetry:

- Experiencing and imitating different forms of poetry, exploring the effect of chosen vocabulary

Speaking and Listening:

- Oral storytelling, Drama (Becky)

YELLOW PHASE (FORMAL)

Fiction:

- Exploring the effect of descriptive language, exploring character thoughts and feelings, making predictions showing an understanding of events and characters

Traditional Tales:

- Developing familiarity with characters, settings and narratives, identifying simple morals and messages

Non-fiction:

- Finding and interpreting information from simple texts, writing about real experiences and events, letters, newspaper articles, factual comprehension activities

Poetry:

- Exploring poems on a theme, identifying rhyming pairs, incorporating original ideas within familiar structures to write own poetry

Speaking and Listening:

- Sustaining attentive listening and responding with relevant comments and questions, expressing opinions, thoughts and ideas, interviews, Drama (Becky)

YELLOW PHASE (SEMI-FORMAL)

Fiction:

- Developing an understanding of the elements of stories (character, setting, sequence of events), linking narratives to personal experiences, making use of the language of familiar stories, choosing and using appropriate adjectives

Traditional Tales:

- Developing familiarity with characters, settings and narratives

Non-fiction:

- Using information to answer simple questions, instructions, letters and postcards

Poetry:

- Exploring meaning through a variety of simple poems, paying attention to rhythm and rhyme

Speaking and Listening:

- Sustaining attentive listening and responding with appropriate actions, expressing opinions and ideas, exploring characters through role-play

RED PHASE (SEMI-FORMAL)

Fiction:

- Identifying characters and settings, sequencing narratives, retelling events

Traditional Tales:

- Exploring characters, settings and narratives, joining in with repeated refrains/dialogue

Non-fiction:

- Labels, lists, captions, simple factual sentences

Poetry:

- Joining in with repeated refrains and reciting familiar songs and nursery rhymes, experiencing rhythm and rhyme

Speaking and Listening:

- Listening with enjoyment to stories, songs, rhymes and poems, exploring events through role-play, use of puppets and props, expressing preferences, Phase 1 phonics

PURPLE PHASE (EYFS)

Fiction:

- Exploring characters and settings, experiencing narratives and events

Traditional Tales:

- Exploring characters, settings and narratives, listening to and joining in with repeated refrains/dialogue

Non-fiction:

- Pictures, symbols, labels, captions, key words

Poetry:

- Listening and joining in with repeated refrains, familiar songs and nursery rhymes, experiencing pattern, rhythm and rhyme

Speaking and Listening:

- Engaging actively to stories, songs, rhymes and poems, environmental sounds, exploring events through role-play, use of puppets and props, expressing preferences, providing extensive opportunities to use and embed new words in a range of contexts, Pre-phonics and Phase 1 phonics.