

Intent

Pupils at Lotus Academy will leave school able to read a range of functional texts fluently, accurately and confidently and write for a range of audiences, purposes and through genre. They will have expanded their vocabulary so they can express themselves articulately and they will have mastery over the technical aspects of writing including punctuation and grammar so they can communicate effectively in adulthood. The reading and writing curricula combine so that the foundational skill of reading fluency is matched to the ability to make inferences from a text of increasing difficulty, understanding and making sense of fiction and non-fiction; they will be able to write in these same styles and genres for their own audiences and purposes. |

In KS2, pupils will develop a love of reading, writing and language so they can communicate effectively and understand why these curriculum components are essential for life. They will build and secure foundational knowledge to equip them with the skills needed to read, write and speak with increasing confidence. In KS3, pupils will focus on acquiring more complex understanding of the English language so that they can articulate their views and write with increasing precision and skill; they will become excellent storytellers in prose writing and more academic in non-fiction genres and through their love of reading will be able to access more complex texts. In KS4, pupils will further develop their appreciation of reading, writing and language. They will be provided with the technical skills to access either GCSE English Language or Entry level/Functional Skills qualifications. |

Our English curriculum targets pupils' needs so that the working memory is not overloaded and foundational skills are revisited and refined to make confident and competent readers and writers who are proud of their achievements. At Lotus Academy, pupils are stakeholders in their own learning and giving pupils the freedom to articulate and express themselves purposefully for an audience is at the centre of the curriculum. |

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English Curriculum LTP

	Autumn		Spring		Summer	
Year 3/4 – Cycle A	- Labels, lists and captions; Jasper's Beanstalk - Narrative; Puffin Peter	- Recipes; Gruffalo Crumble - Poetry: List Poems; Purple Is...	- Narrative; Stanley's Stick - Poetry - Nonsense and Rhyme; Oi Frog!	- Narrative; Martha Maps it Out Madlenka - Poetry; performance poems	- Letters; Paddington's Post - Poetry - Free Verse; Out and About	- Explanation; Big Book of Bugs - Narrative; We're Going to Find the Monster
Year 3/4 – Cycle B	- Labels, lists and captions; Someone Like You - Narrative; Little Red and the Very Hungry Lion	Narrative, Fairy Tales; Three Billy Goats Gruff; The Princess and the Pea, Stop! That's not my Story; Professor Goose Debunks Goldilocks;	- Recount; Ruby's Worry, Ravi's Worry - Poetry: Julia Donaldson's Performance Poetry	Letters; Letters to a Monster	Narrative: Dim Sum Palace	Narrative; Luna Loves to Dance
Year 5/6 – Cycle A	- Instructions; How to Make Friends with a Ghost - Poetry; List Poems	- Narrative; Last Stop of Market Street - Letters; Dragon Post	- Narrative: Rapunzel - Non-chronological Report; Big Blue Whale	- Narrative; Julian is a Mermaid - Poetry; Free Verse and Simile	- Narrative; The Lost Homework - Instructions; Woolly Mammoth	- Recount; Here I am - Narrative; Super Joe - Poetry; Belonging Street
Year 5/6 – Cycle B	- Narrative; Mini Rabbit Not Lost - Poetry; The Magic Box	- Fables; The Lion Inside - Non-chronological report; Incredible Jobs	- Narrative; Alice in Wonderland - Persuasive speech; If I were Prime Minister	- Narrative; Jabari Jumps - Poetry (calligrams); Love That Dog	- Persuasive letter; Speak Up! - Instructions; Wolf in the Snow	- Non-chronological report; Festivals - Narrative; The Iron Man - Poetry; Joseph Coelho
Year 7/8 – Cycle A	- Graphic novel; Arthur and the Golden Rope - Persuasive speech; The Three Little Pigs - Poetry (free verse); A Small Dragon	- Explanation; Until I met Dudley - Narrative; Adventures of Odysseus or Starbird	- Newspaper article; Real-Life Mysteries - Travel leaflet; Africa, Amazing Africa	- Narrative; Leon and the Place Between - Poetry (haiku); The Works	- Persuasive speech; Malala's Magic Pencil - Letters - Non-chronological report	- Short story; The Girl who Stole an Elephant - Poetry (focus on figurative language); Marshmallows - Poetry; Valerie Bloom

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Year 7/8 – Cycle B	- Narrative; Cloud Tea Monkeys - Non-chronological Report; Monsters	- Poetry; Where the Poppies Now Grow - Narrative; The Promise - Biography; Groundbreaking Scientists	- Letters; Misadventures of Frederick - Non-chronological Report; Street Beneath my Feet	- Descriptive Recount; The Watertower - Narrative; The Boy in the Tower - Poetry; Rhythm and Poetry (if time)	- Explanation; The Lost Book of Adventure - Advertising Campaign; extracts and worked models	- Poetry; Cloud Busting - Reviews; extracts and worked models - Description; Birdsong
Year 9 – 1 Year Cycle	- Narrative; Tales of Terror - Non-chronological Report; Planetarium	- Narrative; Wisp - Speeches; Talking History	- Non-chronological Report; Spiderwick Chronicles - Scene with Dialogue; extracts and worked models - Balanced Argument; extracts and worked models	- Narrative; Blackberry Blue - Biography; Survivors	- Advocacy Campaign; I Have the Right - Narrative; Skellig - Advocacy Ballads; Be the Change	- Blogs; extracts and worked models - Narrative; Macbeth
KS4 – Reading	AO1 - Identify and interpret explicit and implicit information and ideas. - Select and synthesise evidence from different texts. AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.	AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. AO4 - Evaluate texts critically and support this with appropriate textual references.	AO1 - Identify and interpret explicit and implicit information and ideas. - Select and synthesise evidence from different texts. AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.	AO2 - Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. AO3 - Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts. Compare writers' ideas across two texts	Consolidate and build on their knowledge of grammar and vocabulary through: - studying their effectiveness and impact in the texts they read - analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	Consolidate and build on their knowledge of grammar and vocabulary through: - studying their effectiveness and impact in the texts they read - analysing some of the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English

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KS4 - Writing	AO5	AO5	AO5	AO5	Make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]	Make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided; drawing on and using information from a presentation]
	- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and <u>register</u> for different forms, purposes and audiences. - Organise information and <u>ideas</u>, using structural and grammatical features to support coherence and cohesion of texts.		
	AO6	AO6	AO6	AO6		
	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.		