English Overview

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.

Implementation

In KS2, through the RWInc. Programme pupils are taught to recognise sounds, decode and blend so they can read with accuracy and competency. A focus on transcription increases pride, and fluency in the act of writing is achieved by daily handwriting practice, working towards a beautiful, published piece of writing that has a tangible audience and purpose.

In KS3, where pupils do not yet have a secure understanding of phonics, they receive the FreshStart intervention to enable them to access the curriculum before moving on to securing their automaticity and fluency in reading so they can read with pace, prosody and confidence. Pupils build on the foundational knowledge of writing for an audience and purpose and using different genres and language devices to meet this objective. Pupils have a model text that demonstrates the key knowledge and vocabulary to be accomplished from a block of writing to be taught in component parts over the teaching sequence. An early focus on recall of punctuation and sentence structure develops a fluency and automaticity in syntax and strong foundational knowledge of key grammar concepts and punctuation.

In KS4, pupils work towards either an English Language GCSE, or Entry level/Functional Skills qualifications. For pupils undertaking an English Language GCSE, they will practise the skills of inferring from texts of increasing complexity and writing for both fiction and transactional purposes. For pupils pursuing Entry Levels and Functional Skills qualifications, the focus on writing to communicate effectively into adulthood and reading to understand information is undertaken with the aspiration of equipping pupils with the necessary skills to thrive socially and in a workplace as they prepare for adulthood.

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In all three key stages, a focus on reading fluency and automaticity is approached through daily guided reading sessions that incorporate a focus on fluency through ReadWriteInc. and FreshStart interventions, daily practise of reading aloud of a text and receiving regular feedback to improve pace, smoothness, accuracy and expression. Guided reading activities also incorporate comprehension activities so that pupils can understand the deeper meaning of a text of increasing complexity. A focus on the acquisition of new vocabulary is prioritised. Pre-teaching new tier 2 and tier 3 vocabulary using speech and language strategies in reading and writing lessons enhances a pupil's written and spoken language. Through carefully chosen, high-quality texts pupils are immersed in stories that promote diversity and respect and relate to the interests of our school community.

Reading Lesson Structure

Phonics		Guided Reading		Reading for Pleasure	
What is the expectation?	Why? What is the purpose?	What is the expectation?	Why? What is the purpose?	What is the expectation?	Why? What is the purpose?
Pupils practise saying a new sound before reading the new sound using My turn, Your turn	Pupils know the sound and can say it correctly before they begin reading. A pupil cannot read a sound if they cannot say a sound.	Pupils receive high-quality texts from anthologies, modelled by teachers	So that pupils can re-read a digestible section of text per week that is matched to their reading ability and that they can repeat to build fluency and automaticity.	Three options should be available – listening to an adult read a text the pupils enjoy, reading a text alone, reading a text in a group	All reading styles are suited, no instruction is needed during this session, they should simply be expected to enjoy a story! Pupil choice should be prioritised
Pupils read the new sound and learn a mnemonic	Children have an easy way of remembering a sound with the mnemonic/ it activates schema in their brain	Pupils read aloud every day	Pupils work on the key skills of volume, pace, accuracy, expression and phrasing so they can read with automaticity	Where possible, children should have a choice in the class text	Develops autonomy and their own idea of being a reader
Pupils review previous sounds	Pupils are constantly recalling previously taught sounds so they are consolidated and able to use automaticity (reducing cognitive load each time)	Pupils receive both peer-to-peer and staff feedback using Rasinki's fluency matrix.	Pupils receive feedback (including remodelling) so they understand how they can become a more fluent reader	Pupils should have a selection of books that appeal to their interest to choose from	Pupils' reading preferences should be considered
Pupils read the sound in words using best friends, sound talk, read the word method	Pupils are developing an internal structure of reading new and unfamiliar words – i.e. decoding	Pupils receive word of the day	Pupils acquire a greater vocabulary, and receive some pre-teaching in tier 2 and tier 3 vocabulary	Adults should engage in book talk with pupils (i.e. asking who their favourite character is, what genres they like to read)	Talking about what they enjoy about reading and modelling enthusiasm develops a community of readers
Pupils review words	Pupils are beginning to sight read words increasing speed and fluency	Pupils have comprehension questions at least three times a week	Pupils read for understanding and are able to make more nuanced inferences about texts	Mini-libraries should be inviting	Reading spaces feel warm and inviting; pupils want to use reading spaces

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Phonics		Guided Reading		Reading for Pleasure	
What is the expectation?	Why? What is the purpose?	What is the expectation?	Why? What is the purpose?	What is the expectation?	Why? What is the purpose?
Pupils spell using 'Fred fingers' (can be called something else)	Pupils understand how sounds contribute towards spelling	Pupils have a spelling test on a Friday	Pupils are applying their phonetic knowledge	Adults should model enthusiasm for reading	Enthusiasm is increased – reading is not a chore, or something to get through'; a community of readers is developed
Pupils write words using Fred fingers/ sound talk	Pupils are able to form an internal model for transcription in their writing	Lessons last from 8:45-9:10	Pupils have enough time to practise the three key skills of reading fluency, acquiring new vocab ulary and comprehending text s	Personal recommendations should be made to pupils	Teachers are increasing their knowledge of books so that they can make personalised recommendations that reflect the interests of pupils
Pure sounds are used when modelling	If pupils are taught to say the sound incorrectly, they will repeat this error. If schwa is used, pupils struggle to understand the sound	Pupils have the opportunity to read their own text if they have finished reading extracts	Reading for pleasure is encouraged and staff have an awareness of reading preferences with pupils.	Pupils should have access to the library or mini-library if they would like to read in this space	Reading spaces should be utilised for 'comfy reading'
Pupils receive at least 20 minutes of phonics per day	Pupils need adequate time to learn a new sound, review previous sounds and apply the skills in reading and writing			Pupils receive at least 15 minutes of Reading for Pleasure per day – more opportunities in the morning when they first come in	Pupils have specific, dedicated time to enjoying stories that is protected and sacrosanct

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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
Year 7/8 – Cycle B	• Narrative; Cloud Tea Monkeys • Non-chronological Report; Monsters	• Poetry; Where the Poppies Now Grow • Narrative; The Promise	• Letters; Misadventures of Frederick	• Descriptive Recount; The Watertower • Narrative; The Boy in the Tower	• Explanation; The Lost Book of Adventure • Advertising Campaign; extracts and worked models	• Poetry; Cloud Busting • Reviews; extracts and worked models • Description; Birdsong

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	Autumn		Spring		Summer	
		• Biography; Groundbreaking Scientists	• Non-chronological Report; Street Beneath my Feet	• Poetry; Rhythm and Poetry (if time)		
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: o studying their effectiveness and impact in the texts they read o 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: o 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
KS4 - Writing	AO5 • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style	AO5 • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style	AO5 • Communicate clearly, effectively and imaginatively, selecting and adapting tone, style	AO5 • Communicate clearly, effectively an d imaginatively, selecting and adapting tone, style	Make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided;	Make notes, draft and write, including using information provided by others [e.g. writing a letter from key points provided;

	Autumn		Spring		Summer	
	and register for different forms, purposes and audiences. • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. AO6 • Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	and register for different forms, purposes and audiences. • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. AO6 • Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	and register for different forms, purposes and audiences. • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. AO6 • Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	and register for different forms, purposes and audiences. • Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. AO6 • Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	drawing on and using information from a presentation]	drawing on and using information from a presentation]