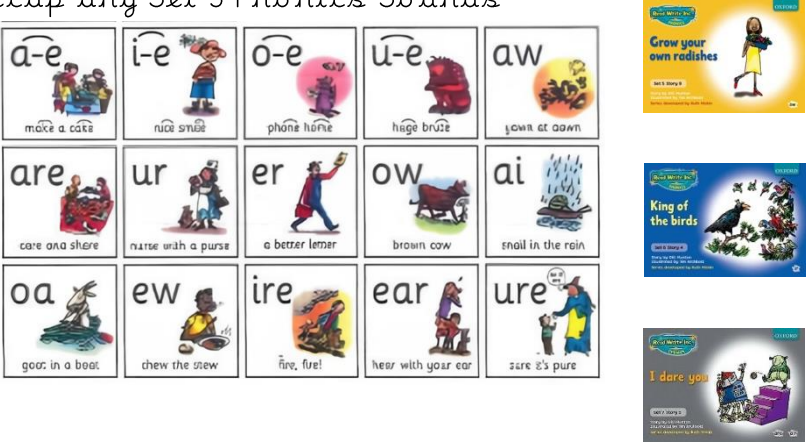


# STRIVE KSI ENGLISH CURRICULUM

Grammatical Features	Punctuation	Handwriting
<ul style="list-style-type: none"> <li>• Noun and expanded noun phrase</li> <li>• Verbs</li> <li>• Sentence</li> <li>• Adjectives</li> <li>• Subordinating (when, if, that, because) and Coordinating conjunctions (but, or, and)</li> <li>• Past and present mostly consistent</li> </ul>	<ul style="list-style-type: none"> <li>• Aa.?! </li> <li>• Spaces to separate words</li> <li>• Capital Letter for start of sentence, names, personal pronoun - I</li> <li>• Apostrophe for contraction</li> </ul>	<ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil correctly.</li> <li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>• Form capital letters.</li> <li>• Write on the lines.</li> <li>• Use most lead in strokes in join letters.</li> <li>• Write letters and digits of the correct size, orientation, and relationship to one another and to lower-case letters.</li> <li>• Use spacing between words that reflects the size of the letters.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing Expectations</p>	<p>Following Drawing Club (phonics and simple sentence based) / Curious Quests (SPAG and short genre based) planning depending on the children's abilities. Here are the genre types KSI are to focus on:</p> <ul style="list-style-type: none"> <li>• Instructions</li> <li>• Non-Chronological Report</li> <li>• Story (overcome the monster)</li> <li>• Story (rags to riches)</li> <li>• <a href="#">Postcard - Meerkat Mail</a></li> <li>• Letter - Day the Crayon's Quit</li> </ul> <ul style="list-style-type: none"> <li>• Diary</li> <li>• Narrative - Traditional Tale</li> <li>• Explanation</li> <li>• Poetry - Diamante / Acrostic</li> <li>• Fact File</li> <li>• Any other genres to be chosen by teacher or driven by the children.</li> </ul> <p>Each genre focus is to be based on a stimulus. This can be a book, a video clip, a picture, a hook that is set up and is expected to last one week. If the chn are not focussing on writing a genre then it is expected, they are focusing on an objective from the National Curriculum.</p>	
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Phonics Expectations</p>	<div style="display: flex; justify-content: space-between;"> <div data-bbox="225 1077 979 1545"> <p>Set 1</p> </div> <div data-bbox="1101 1077 1855 1413"> </div> </div> <ul style="list-style-type: none"> <li>• Recap any sounds necessary.</li> <li>• Focus on fluency and comprehension.</li> <li>• Move on to RWI 2A Spelling Book when ready.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reading</p>		<p>Reading Lessons will mainly consist of reading Phonics books and verbal VIPERS style questions. Chn can try Fred's WCR if they are ready for this.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spelling</p>	<ul style="list-style-type: none"> <li>• Plurals - adding s / es</li> <li>• Suffixes - ing, ed, est, er, - ment, ness, ful, less, ly</li> <li>• Prefix - un</li> <li>• Contractions - can't, didn't, hasn't, couldn't etc.</li> </ul> <ul style="list-style-type: none"> <li>• <a href="#">KSI Common Exception Words</a></li> <li>• <a href="#">Year 1 Spelling Rules</a></li> <li>• <a href="#">Year 2 Spelling Rules</a></li> </ul>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Important Dates</p>	<ul style="list-style-type: none"> <li>• W/C Monday 2<sup>nd</sup> September - Phonics Assessments</li> <li>• W/C Monday 14<sup>th</sup> October - Phonics 2018 Test</li> <li>• W/C Monday 21<sup>st</sup> October - Phonics Assessments</li> <li>• W/C Monday 25<sup>th</sup> November - Phonics 2019 Test</li> <li>• W/C Monday 16<sup>th</sup> December - Phonics Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• W/C Monday 17<sup>th</sup> February - Phonics 2022 Test</li> <li>• W/C Monday 3<sup>rd</sup> March - Phonics Assessments</li> <li>• W/C Monday 17<sup>th</sup> March - Reading Fluency Assessments</li> <li>• W/C Monday 24<sup>th</sup> March - Testbase Assessments</li> <li>• W/C Monday 24<sup>th</sup> March - Phonics 2023 Test</li> </ul>	<ul style="list-style-type: none"> <li>• W/C Monday 12<sup>th</sup> May - Phonics Assessments</li> <li>• W/C Monday 19<sup>th</sup> May - Phonics 2024 Test</li> <li>• W/C Monday 9<sup>th</sup> June 2025 - Phonics Screening Test</li> <li>• W/C Monday 16<sup>th</sup> June - Reading Fluency Assessments</li> <li>• W/C Monday 14<sup>th</sup> July - Phonics Assessments</li> </ul>
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Grammatical Features	Punctuation	Handwriting	
<ul style="list-style-type: none"> <li>• Sentences - simple, compound and complex</li> <li>• Paragraphs</li> <li>• Noun and expanded noun phrase</li> <li>• Verbs / adverbs / modal verbs</li> <li>• Adjectives</li> <li>• Subordinating (AWHITEBUS)* and Coordinating (FANBOYS)*</li> <li>• Adverbials (TRAMP)* / Fronted Adverbials (ISPACE)</li> <li>• Past and present tenses</li> <li>• Pronouns</li> <li>• Subordinated clauses</li> <li>• Relative clauses and pronouns</li> <li>• Subjunctive Form</li> <li>• Passive and active voice</li> <li>• Figerative Language</li> </ul>	<ul style="list-style-type: none"> <li>• Aa.?! </li> <li>• Spaces to separate words</li> <li>• Capital Letter for start of sentence, names, personal pronoun - I</li> <li>• Apostrophe for contraction</li> <li>• Apostrophes to mark singular and plural possession</li> <li>• Commas - list, fronted adverbial and clauses</li> <li>• Inverted commas</li> <li>• Parenthesis</li> <li>• Dashes</li> <li>• Brackets</li> <li>• Colons</li> <li>• Semi-colons</li> <li>• Hyphens</li> </ul>	<ul style="list-style-type: none"> <li>• Start using some of the diagonal and horizontal strokes needed to join letters.</li> <li>• Use joined-up handwriting throughout most of my writing.</li> <li>• Write legibly, fluently and with increasing speed using mostly joined-up handwriting.</li> <li>• Maintain legibility in joined handwriting when writing at speed throughout their writing.</li> </ul>	
<p>Writing Expectations</p>	<p>Following Curious Quests (SPAG and short genre based) planning. Here are the genre types KS2 chn are to focus on:</p> <ul style="list-style-type: none"> <li>• Instructions</li> <li>• Non-Chronological Report</li> <li>• Character Description</li> <li>• Setting Description</li> <li>• Letter</li> <li>• Discussion/Argument</li> <li>• Diary</li> <li>• Narrative</li> <li>• Explanation</li> <li>• Newspaper Report</li> <li>• Poetry - Haiku / Limerick / Narrative / Free Verse</li> <li>• Any other genres to be chosen by teacher or driven by the children.</li> </ul> <p>Each genre focus is to be based on a stimulus. This can be a book, a video clip, a picture, a hook that is set up and is expected to last one week. If the chn are not focussing on writing a genre then it is expected, they are focusing on an objective from the National Curriculum.</p>		
<p>Phonics / Spelling</p>	<p>Recap any Set 3 Phonics Sounds</p> 	<ul style="list-style-type: none"> <li>• Move on to RWI 2A Spelling Book when ready then progress as the child is able to until they get onto their year group's Spelling Book.</li> <li>• <a href="#">LKS2 Spelling Rules</a></li> <li>• <a href="#">LKS2 Spelling Words</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">UKS2 Spelling Rules</a></li> <li>• <a href="#">UKS2 Spelling Words</a></li> </ul>
<p>Reading</p>	<ul style="list-style-type: none"> <li>• Reading Lessons will mainly consist of reading Phonics books and verbal VIPERS style questions.</li> <li>• Chn can try Fred's WCR if they are ready for this this can be verbal / written depending on the child. Suggestion - complete one slide per day or use Fluent in 5 texts and questions.</li> </ul>		

Important Dates	<ul style="list-style-type: none"><li>• W/C Monday 2<sup>nd</sup> September - Phonics Assessments</li><li>• W/C Monday 21<sup>st</sup> October - Phonics Assessments</li><li>• W/C Monday 25<sup>th</sup> November - Testbase Assessments</li><li>• W/C Monday 9<sup>th</sup> December - Reading Fluency Assessments</li><li>• W/C Monday 16<sup>th</sup> December - Phonics Assessments</li></ul>	<ul style="list-style-type: none"><li>• W/C Monday 3<sup>rd</sup> March - Phonics Assessments</li><li>• W/C Monday 17<sup>th</sup> March - Reading Fluency Assessments</li><li>• W/C Monday 24<sup>th</sup> March - Testbase Assessments</li></ul>	<ul style="list-style-type: none"><li>• W/C Monday 12<sup>th</sup> May - Phonics Assessments</li><li>• W/C Monday 16<sup>th</sup> June - Reading Fluency Assessments</li><li>• W/C Monday 23<sup>rd</sup> June - Testbase Assessments</li><li>• W/C Monday 14<sup>th</sup> July - Phonics Assessments</li></ul>
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