



# WIND IN THE WILLOWS: KS3 CORRELATION CHART

Section	Activity	Curriculum objectives
<b>Guided reading</b>		Reading: To make inferences and refer to evidence in the text.
<b>Shared reading</b>		
<b>Shared reading</b>	<b>1</b>	Reading: To make inferences and refer to evidence in the text.
	<b>2</b>	Reading: To check their understanding to make sure that what they have read makes sense.
	<b>3</b>	Reading: To know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
	<b>4</b>	Reading: To know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension.
<b>Grammar, punctuation &amp; spelling</b>		
<b>Grammar, punctuation &amp; spelling</b>	<b>1</b>	Grammar and vocabulary: To use Standard English
	<b>2</b>	Grammar and vocabulary: To draw on new vocabulary and grammatical constructions from their reading and listening, and use these consciously in their writing and speech to achieve particular effects.
	<b>3</b>	Grammar and vocabulary: To extend and apply the grammatical knowledge set out in English Appendix 2 to the Key Stage 1 and 2 programmes of study to analyse more challenging texts.
	<b>4</b>	Grammar and vocabulary: To use Standard English confidently in their own writing and speech.
	<b>5</b>	Grammar and vocabulary: To extend and apply the grammatical knowledge set out in English Appendix 2 to the Key Stage 1 and 2 programmes of study to analyse
	<b>6</b>	Grammar and vocabulary: To draw on new vocabulary and grammatical constructions from their reading and listening, and use these consciously in their writing and speech to achieve particular effects.
<b>Plot, character &amp; setting</b>		
<b>Plot, character &amp; setting</b>	<b>1</b>	Reading: To make inferences and refer to evidence in the text.
	<b>2</b>	Reading: To recognise a range of poetic conventions and understand how these have been used.
	<b>3</b>	Reading: To make inferences and refer to evidence in the text.
	<b>4</b>	Reading: To know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
	<b>5</b>	Reading: To make critical comparisons across texts.
	<b>6</b>	Reading: To know the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.
	<b>7</b>	Reading: To know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
	<b>8</b>	Reading: To check their understanding to make sure that what they have read makes sense.

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Section	Activity	Curriculum objectives
<b>Talk about it</b>	<b>1</b>	Spoken English: To use Standard English confidently in a range of formal and informal contexts, including classroom discussion.
	<b>2</b>	Spoken English: To improvise, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning, use role, intonation, tone, volume, mood, silence, stillness and action to add impact.
	<b>3</b>	Spoken English: To participate in formal debates and structured discussions, summarising and/or building on what has been said.
	<b>4</b>	Spoken English: To improvise, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning, use role, intonation, tone, volume, mood, silence, stillness and action to add impact.
	<b>5</b>	Spoken English: To improvise, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning, use role, intonation, tone, volume, mood, silence, stillness and action to add impact.
	<b>6</b>	Spoken English: To use Standard English confidently in a range of formal and informal contexts, including classroom discussion.
<b>Get writing</b>	<b>1</b>	Writing: To write stories, scripts, poetry and other imaginative writing.
	<b>2</b>	Writing: To apply their growing knowledge of vocabulary, grammar and text structure to their writing and select the appropriate form.
	<b>3</b>	Writing: To summarise and organise material, and supporting ideas and arguments with any necessary factual detail.
	<b>4</b>	Writing: To apply their growing knowledge of vocabulary, grammar and text structure to their writing and to select the appropriate form.
	<b>5</b>	Writing: To write accurately, fluently, effectively and at length for pleasure through stories, scripts, poetry and other imaginative writing.
	<b>6</b>	Writing: To summarise and organise material, and supporting ideas and arguments with any necessary factual detail.
<b>Assessment</b>	<b>1</b>	Writing: To summarise and organise material, and supporting ideas and arguments with any necessary factual detail.
	<b>2</b>	Writing: To write accurately, fluently, effectively and at length for pleasure through stories, scripts, poetry and other imaginative writing.
	<b>3</b>	Reading: To check their understanding to make sure that what they have read makes sense.
	<b>4</b>	Reading: To make inferences and refer to evidence in the text.
	<b>5</b>	Reading: To study setting, plot and characterisation and the effects of these.
	<b>6</b>	Writing: To make critical comparisons across texts.