



A CHRISTMAS CAROL: KS3 CORRELATION CHART

Section	Activity	Curriculum objectives
Guided reading		Reading: To make inferences and refer to evidence in the text.
Shared reading	1	Reading: To know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
	2	Reading: To make inferences and refer to evidence in the text.
	3	Reading: To check their understanding to make sure that what they have read makes sense.
	4	Reading: To know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
Grammar, punctuation & spelling	1	Grammar and vocabulary: To draw on new vocabulary and grammatical constructions from their reading and listening, and to use these consciously in their writing and speech to achieve particular effects.
	2	Grammar and vocabulary: To draw on new vocabulary and grammatical constructions from their reading and listening, and to use these consciously in their writing and speech to achieve particular effects.
	3	Grammar and vocabulary: To draw on new vocabulary and grammatical constructions from their reading and listening, and to use these consciously in their writing and speech to achieve particular effects.
	4	Grammar and vocabulary: To draw on new vocabulary and grammatical constructions from their reading and listening, and to use these consciously in their writing and speech to achieve particular effects.
	5	Writing: To pay attention to accurate grammar, punctuation and spelling; to apply the spelling patterns and rules set out in English Appendix 1 of the key stage 1 and 2 programmes of study for English.
	6	Writing: To pay attention to accurate grammar, punctuation and spelling; to apply the spelling patterns and rules set out in English Appendix 1 of the key stage 1 and 2 programmes of study for English.
Plot, character & setting	1	Reading: To know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
	2	Reading: To make inferences and refer to evidence in the text.
	3	Reading: To know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
	4	Reading: To check their understanding to make sure that what they have read makes sense.
	5	Reading: To know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
	6	Reading: To know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
	7	Reading: To check their understanding to make sure that what they have read makes sense.
	8	Reading: To make inferences and refer to evidence in the text.

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Section	Activity	Curriculum objectives
Talk about it	1	Spoken English: To participate in formal debates and structured discussions, summarising and/or building on what has been said.
	2	Spoken English: To improvise, rehearse and perform playscripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.
	3	Spoken English: To improvise, rehearse and perform playscripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.
	4	Spoken English: To give short speeches and presentations, expressing their own ideas and keeping to the point.
	5	Spoken English: To use Standard English confidently in a range of formal and informal contexts, including classroom discussion.
	6	Spoken English: To improvise, rehearse and perform playscripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.
Get writing	1	Writing: To write for a wide range of purposes and audiences.
	2	Writing: To apply their growing knowledge of vocabulary, grammar and text structure to their writing and to select the appropriate form.
	3	Writing: To draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.
	4	Writing: To draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.
	5	Writing: To summarise and organise material, and to support ideas and arguments with any necessary factual detail.
	6	Writing: To draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.
Assessment	1	Grammar and vocabulary: To draw on new vocabulary and grammatical constructions from their reading and listening, and to use these consciously in their writing and speech to achieve particular effects.
	2	Reading: To learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.
	3	Grammar and vocabulary: To know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English.
	4	Reading: To make inferences and refer to evidence in the text.
	5	Writing: To summarise and organise material, and to support ideas and arguments with any necessary factual detail.
	6	Spoken English: To use Standard English confidently in a range of formal and informal contexts, including classroom discussion.