



THE JUNGLE BOOK: KS3 CORRELATION CHART

Section	Activity	Curriculum objectives
Guided reading		Spoken English: Participating in formal debates and structured discussions, summarising and/or building on what has been said.
Shared reading		
Shared reading	1	Reading: To read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
	2	Reading: To read a wide range of fiction... including English literature, both pre-1914 and contemporary, including prose, poetry and drama.
	3	Reading: To understand increasingly challenging texts through making inferences and referring to evidence in the text.
	4	Reading: To read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
Grammar, punctuation & spelling		
Grammar, punctuation & spelling	1	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: To use semicolons, colons or dashes to mark boundaries between independent clauses.
	2	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.
	3	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: To punctuate bullet points consistently.
	4	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: To use passive verbs to affect the presentation of information in a sentence.
	5	Grammar and vocabulary: To use and understand the grammatical terminology in English Appendix 2 for Key Stage 2: To understand how words are related by meaning as synonyms and antonyms.
	6	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: To spell homophones and other words that are often confused.
Plot, character & setting		
Plot, character & setting	1	Reading: To understand increasingly challenging texts through making inferences and referring to evidence in the text.
	2	Writing: To summarise and organise material, and supporting ideas and arguments with any necessary factual detail.
	3	Reading: To check their understanding to make sure that what they have read makes sense.
	4	Reading: To read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
	5	Reading: To make comparisons across texts.
	6	Reading: To check their understanding to make sure that what they have read makes sense.

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Plot, character & setting	7	Reading: To know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
	8	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: To use relative clauses beginning with 'who', 'which', 'where', 'when', 'that' or with an implied... relative pronoun.
Talk about it		
Talk about it	1	Spoken language: 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.
	2	Spoken language: To participate in formal debates and structured discussions, summarising and/or building on what has been said.
	3	Spoken language: To participate in formal debates and structured discussions, summarising and/or building on what has been said.
	4	Reading: To study setting, plot, and characterisation, and the effects of these.
	5	Spoken language: 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.
	6	Spoken language: To give short speeches and presentations, expressing their own ideas and keeping to the point.
Get writing		
Get writing	1	Writing: To apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.
	2	Writing: To summarise and organise material, and supporting ideas and arguments with any necessary factual detail.
	3	Writing: To summarise and organise material, and supporting ideas and arguments with any necessary factual detail.
	4	Writing: To apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.
	5	Writing: To write stories, scripts, poetry and other imaginative writing.
	6	Spoken language: 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.
Assessment		
Assessment	1	Reading: To know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
	2	Reading: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
	3	Reading: knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
	4	Reading: To make inferences and referring to evidence in the text.
	5	Reading: To re-read books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
	6	Reading: To make inferences and referring to evidence in the text.