



THE BOY IN THE STRIPED PYJAMAS: KS3 CORRELATION CHART

Section	Activity	Curriculum objectives
Guided reading		Reading: To check their understanding to make sure that what they have read makes sense.
Shared reading	1	Reading: To know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension.
	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 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 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 use these consciously in their writing and speech to achieve particular effects.
	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 use the suffixes 'ant', 'ance'/'ancy', 'ent' and 'ence'/'ency'.
	4	Writing: To amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.
	5	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.
	6	Writing: To pay attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the Key Stage 1 and 2 programmes of study for English.
Plot, character & setting	1	Writing: To write for a wide range of purposes and audiences, including summarising and organising material, and supporting ideas and arguments with any necessary factual detail.
	2	Reading: To study setting, plot, and characterisation, and the effects of these.
	3	Reading: To know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
	4	Reading: To make inferences and refer 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 study setting, plot, and characterisation, and the effects of these.
	7	Reading: To know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension.
	8	Reading: To know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.

THE BOY IN THE STRIPED PYJAMAS: KS3 CORRELATION CHART



Section	Activity	Curriculum objectives
Talk about it	1	Spoken English: To use Standard English confidently in a range of formal and informal contexts, including classroom discussion.
	2	Spoken English: To participate in formal debates and structured discussions, summarising and/or building on what has been said.
	3	Spoken English: To improvise, rehearse and perform play scripts 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 use Standard English confidently in a range of formal and informal contexts, including classroom discussion.
	5	Spoken English: To give short speeches and presentations, expressing their own ideas and keeping to the point.
	6	Spoken English: To give short speeches and presentations, expressing their own ideas and keeping to the point.
Get writing	1	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.
	2	Reading: To know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension.
	3	Writing: To write for a wide range of purposes and audiences, including a range of other narratives and non-narrative texts, including arguments, and personal and formal letters.
	4	Writing: To apply their growing knowledge of vocabulary, grammar and text structure to their writing and select the appropriate form.
	5	Writing: To amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.
	6	Spoken English: To improvise, rehearse and perform play scripts 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	1	Reading: To make inferences and refer to evidence in the text.
	2	Spoken English: To use Standard English confidently in a range of formal and informal contexts, including classroom discussion.
	3	Reading: To check their understanding to make sure that what they have read makes sense.
	4	Writing: To write for a wide range of purposes and audiences, including a range of other narratives and non-narrative texts, including arguments, and personal and formal letters.
	5	Writing: To amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.
	6	Spoken English: To participate in formal debates and structured discussions, summarising and/or building on what has been said.