



THE GOLDFISH BOY: 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		
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 know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
	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		
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 study the effectiveness and impact of the grammatical features of the texts they read.
	4	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.
	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	Grammar and vocabulary: To study the effectiveness and impact of the grammatical features of the texts they read.
Plot, character & setting		
Plot, character & setting	1	Reading: To study setting, plot, and characterisation, and the effects of these.
	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 make inferences and refer to evidence in the text.
	6	Reading: To study setting, plot, and characterisation, and the effects of these.
	7	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.
	8	Reading: To study setting, plot, and characterisation, and the effects of these.

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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 use Standard English confidently in a range of formal and informal contexts, including classroom discussion.
	3	Spoken English: To participate in formal debates and structured discussions, summarising and/or building on what has been said.
	4	Spoken English: To participate in formal debates and structured discussions, summarising and/or building on what has been said.
	5	Spoken English: To use Standard English confidently in a range of formal and informal contexts, including classroom discussion.
	6	Spoken English: To use Standard English confidently in a range of formal and informal contexts, including classroom discussion.
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	Writing: To draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.
	3	Writing: To apply their growing knowledge of vocabulary, grammar and text structure to their writing and select the appropriate form.
	4	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.
	5	Writing: To apply their growing knowledge of vocabulary, grammar and text structure to their writing and select the appropriate form.
	6	Writing: To apply their growing knowledge of vocabulary, grammar and text structure to their writing and select the appropriate form.
Assessment	1	Reading: To check their understanding to make sure that what they have read makes sense.
	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	Reading: To make critical comparisons across texts.
	4	Spoken English: To use Standard English confidently in a range of formal and informal contexts, including classroom discussion.
	5	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.
	6	Writing: To apply their growing knowledge of vocabulary, grammar and text structure to their writing and select the appropriate form.