



# MILLIONS: 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>1</b>	Reading: To check their understanding to make sure that what they have read makes sense.
	<b>2</b>	Reading: To make inferences and refer to evidence in the text.
	<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>1</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: To place the possessive apostrophe in regular and irregular plurals.
	<b>2</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: To add the suffix 'ly'.
	<b>3</b>	Writing: To amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.
	<b>4</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: To apply knowledge of prefixes to understand the meaning of new words.
	<b>5</b>	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.
	<b>6</b>	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.
<b>Plot, character &amp; setting</b>	<b>1</b>	Reading: To learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.
	<b>2</b>	Reading: To know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension.
	<b>3</b>	Reading: To check their understanding to make sure that what they have read makes sense.
	<b>4</b>	Reading: To study setting, plot, and characterisation, and the effects of these.
	<b>5</b>	Reading: To study setting, plot, and characterisation, and the effects of these.
	<b>6</b>	Spoken English: To participate in formal debates and structured discussions, summarising and/or building on what has been said.
	<b>7</b>	Spoken English: To use Standard English confidently in a range of formal and informal contexts, including classroom discussion
	<b>8</b>	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.



Section	Activity	Curriculum objectives
<b>Talk about it</b>	<b>1</b>	Spoken English: To give short speeches and presentations, expressing their own ideas and keeping to the point.
	<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, using 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 give short speeches and presentations, expressing their own ideas and keeping to the point.
	<b>5</b>	Spoken English: To use Standard English confidently in a range of formal and informal contexts, including classroom discussion.
	<b>6</b>	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.
<b>Get writing</b>	<b>1</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>2</b>	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.
	<b>3</b>	Writing: To apply their growing knowledge of vocabulary, grammar and text structure to their writing and select the appropriate form.
	<b>4</b>	Writing: To write for a wide range of purposes and audiences, including stories, scripts, poetry and other imaginative writing.
	<b>5</b>	Writing: To apply their growing knowledge of vocabulary, grammar and text structure to their writing and select the appropriate form.
	<b>6</b>	Writing: To write for a wide range of purposes and audiences, including a range of other narrative and non-narrative texts, including arguments, and personal and formal letters.
<b>Assessment</b>	<b>1</b>	Writing: To apply their growing knowledge of vocabulary, grammar and text structure to their writing and select the appropriate form.
	<b>2</b>	Reading: To learn new vocabulary, relating it explicitly to known vocabulary and understand it with the help of context and dictionaries.
	<b>3</b>	Reading: To know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
	<b>4</b>	Writing: To apply their growing knowledge of vocabulary, grammar and text structure to their writing and select the appropriate form.
	<b>5</b>	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.
	<b>6</b>	Reading: To check their understanding to make sure that what they have read makes sense.