



WONDER: KS3 CORRELATION CHART

Section	Activity	Curriculum objectives
Guided reading		Reading: To make inferences and refer to evidence in the text.
Shared reading		
Shared reading	1	Reading: To make inferences and refer to evidence in the text.
	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 the purpose, audience for and context of the writing and draw on this knowledge to support comprehension.
Grammar, punctuation & spelling		
Grammar, punctuation & spelling	1	Grammar and vocabulary: To study the effectiveness and impact of the grammatical features of the texts they read.
	2	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 commas to clarify meaning or to avoid ambiguity in writing.
	3	Grammar and vocabulary: To study the effectiveness and impact of the grammatical features of the texts they read.
	4	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.
	5	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.
	6	Writing: To amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.
Plot, character & setting		
Plot, character & setting	1	Reading: To check their understanding to make sure that what they have read makes sense.
	2	Reading: To make inferences and refer to evidence in the text.
	3	Reading: To know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension.
	4	Reading: To study setting, plot, and characterisation, and the effects of these.
	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 study setting, plot, and characterisation, and the effects of these.
	8	Reading: To know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension.



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 use Standard English confidently in a range of formal and informal contexts, including classroom discussion.
	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 participate in formal debates and structured discussions, summarising and/or building on what has been said.
	6	Spoken English: To give short speeches and presentations, expressing their own ideas and keeping to the point.
Get writing	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	Writing: To apply their growing knowledge of vocabulary, grammar and text structure to their writing and select the appropriate form.
	3	Writing: To consider how their writing reflects the audiences and purposes for which it was intended.
	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	Writing: To write for a wide range of purposes and audiences, including stories, scripts, poetry and other imaginative writing.
Assessment	1	Reading: To make inferences and refer to evidence in the text.
	2	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.
	3	Reading: To study setting, plot, and characterisation, and the effects of these.
	4	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.
	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.