



ALICE'S ADVENTURES IN WONDERLAND: KS3 CORRELATION CHART

Section	Activity	Curriculum objectives
Guided reading		Reading: To read a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.
Shared reading		
Shared reading	1	Reading: To make inferences and refer to evidence in the text.
	2	Reading: To know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
	3	Reading: To check their understanding to make sure that what they have read makes sense.
	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 to use these consciously in their writing and speech to achieve particular effects.
	2	Writing: To pay attention to accurate grammar, punctuation and spelling; to apply the spelling patterns and rules set out in English Appendix 1 of the key stage 1 and 2 programmes of study for English.
	3	Writing: To pay attention to accurate grammar, punctuation and spelling; to apply the spelling patterns and rules set out in English Appendix 1 of the key stage 1 and 2 programmes of study for English.
	4	Grammar and vocabulary: To draw on new vocabulary and grammatical constructions from their reading and listening, and to use these consciously in their writing and speech to achieve particular effects.
	5	Grammar and vocabulary: To draw on new vocabulary and grammatical constructions from their reading and listening, and to use these consciously in their writing and speech to achieve particular effects.
	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 read a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.
	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 check their understanding to make sure that what they have read makes sense.
	5	Reading: To make inferences and refer to evidence in the text.
	6	Reading: To know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
	7	Reading: To know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
	8	Reading: To make inferences and refer to evidence in the text.



Section	Activity	Curriculum objectives
Talk about it	1	Spoken English: To give short speeches and presentations, expressing their own ideas and keeping to the point.
	2	Spoken English: 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.
	3	Spoken English: To use Standard English confidently in a range of formal and informal contexts, including classroom discussion.
	4	Spoken English: To participate in formal debates and structured discussions, summarising and/or building on what has been said.
	5	Spoken English: 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 English: To participate in formal debates and structured discussions, summarising and/or building on what has been said.
Get writing	1	Reading: To know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
	2	Writing: To write for a wide range of purposes and audiences.
	3	Writing: To draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.
	4	Writing: To amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.
	5	Writing: To amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.
	6	Writing: To consider how their writing reflects the audiences and purposes for which it was intended.
Assessment	1	Reading: To make inferences and refer to evidence in the text; to check their understanding to make sure that what they have read makes sense.
	2	Spoken English: To use Standard English confidently in a range of formal and informal contexts, including classroom discussion.
	3	Reading: To learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.
	4	Reading: To know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
	5	Writing: To write for a wide range of purposes and audiences, including stories, scripts, poetry and other imaginative writing.
	6	Writing: To apply their growing knowledge of vocabulary, grammar and text structure to their writing and to select the appropriate form; to draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.