



BLACK BEAUTY: 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 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 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 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.
	2	Grammar and vocabulary: To study the effectiveness and impact of the grammatical features of the texts they read.
	3	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.
	4	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.
	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 make critical comparisons across texts.
	2	Reading: To study setting, plot, and characterisation, and the effects of these.
	3	Reading: To make inferences and refer to evidence in the text.
	4	Reading: To learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries.
	5	Reading: To know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
	6	Reading: To know the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension.
	7	Reading: To know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
	8	Reading: To check their understanding to make sure that what they have read makes sense.

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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 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, use role, intonation, tone, volume, mood, silence, stillness and action to add impact.
	4	Spoken English: To give short speeches and presentations, expressing their own ideas and keeping to the point.
	5	Spoken English: To improvise, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning, use role, intonation, tone, volume, mood, silence, stillness and action to add impact.
	6	Spoken English: To use Standard English confidently in a range of formal and informal contexts, including classroom discussion.
Get writing	1	Writing: To write stories, scripts, poetry and other imaginative writing.
	2	Writing: To summarise and organise material, and supporting ideas and arguments with any necessary factual detail.
	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 a range of other narrative and non-narrative texts, including arguments, and personal and formal letters.
	5	Writing: To summarise and organise material, and supporting ideas and arguments with any necessary factual detail.
	6	Writing: To consider how their writing reflects the audiences and purposes for which it was intended.
Assessment	1	Reading: To make critical comparisons across texts.
	2	Writing: To amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.
	3	Writing: To write a range of other narrative and non-narrative texts, including arguments, and personal and formal letters.
	4	Reading: To make inferences and refer to evidence in the text.
	5	Reading: To know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension.
	6	Writing: To write well-structured formal expository and narrative essays.