To give students the confidence to communicate effectively (in writing and speaking) through the nurtured and sustained love of reading; to think critically and to develop into resilient and reflective learners, both at Cantell and in their further education, training or employment.

	Knowledge	Skills
7	*Story Like the Wind* characters, themes and plot, refugees and fables *The Declaration* characters, themes and plot. Pathos, Ethos, Logos *Much Ado About Nothing* Shakespeare: Introduction to language, characters, themes and plot, Context of love and relationship, writer's use of humour *Who We Are:* Poetry and literary non-fiction texts, conventions, vocabulary, 'Show, don't tell', structure, tone.	Decoding, close reading, comprehension, inference, connotations of colour, "Graze on a phrase", annotations 'Show, don't tell'; vocabulary choices and the impact they have on writing, dialogue – what can they add to a narrative? Structure of narratives. Writing to persuade – rhetoric toolbox, personal pronouns, facts, anecdotes, emotive language, anaphora, tricolon, verbal irony. Decoding, close reading, comprehension, inference, translation, "Graze on a phrase", annotations Use conventions of poetry and literary non-fiction in own writing; 'Show, don't tell', vocabulary, dialogue to convey tone and personal experience. To form opinions on issues that are faced by characters, to empathise with situations characters are in and to relate these situations to real world issues.
8	*A Christmas Carol* characters, themes and plot, 19th Century Britain – Victorian London *Romeo and Juliet* Context: Role of women in Shakespearean Times. Characters, themes and plot, Shakespeare: Revisit language, Conventions of a tragedy *I am Malala* characters, themes and plot. Pathos, Ethos, Logos. Discrimination, Freedom of speech	Writing to describe – descriptive writing toolbox, imagery, connotations, metaphors, personification, atmosphere, conventions of different writing forms; accurate use of a variety of sentence forms; deliberate and meaningful use of vocabulary; understanding and using the active voice; use of rhetorical devices; planning and structure. Close reading, comprehension, annotations, inference, "Graze on a phrase", language analysis - 'What, How, Why' response. To share ideas about events in texts and develop confidence in articulating them.
9	*Lord of the Flies* characters, themes and plot, 20th Century Britain, Writer's intention *Noughts and Crosses* characters, themes and plot, 'Big ideas' - racism, discrimination, prejudice, white privilege, Understanding the context of the novel/developing cultural capital - Apartheid, Civil Rights, racism. *Poetry (selection from Conflict cluster)* poetic devices, rhythm, rhyme, form, themes	Close reading, comprehension, annotations, retrieval of quotes, "Graze on a phrase", language analysis – 'What, How, Why' response; analytical writing. The use of dual narrative; revisiting the descriptive writing toolbox; dialogue, planning effectively for writing, crafting sentences effectively, using punctuation accurately and for effect. Interpretation, comprehension, annotations, language and structure analysis, exploring thematic links between poems, critical thinking. To build on arguments presented by others and to challenge where appropriate.
10	*Macbeth*, Context: Witchcraft, James 1, Great Chain of Being/ Divine Right of Kings, Writer's intention, events, characters and themes *An Inspector Calls*: Context: Socialist, Capitalist, 19th Century/ 20th Century class systems, poverty Writer's intention, events, characters and themes *Jekyll and Hyde:*Context: 19th Century Britain, Science vs Religion, Theory of Evolution, Writer's intention, events, characters and themes Poetry: Catrin, The Man he Killed, The Class Game, Exposure, Cousin Kate, The Poison Tree, War Photographer. Evaluative language Features of narrative writing, features of descriptive writing. Assessment Objectives, what they mean and when they are being assessed.	Comprehension, annotations, retrieval of quotes for textual references, 'Graze on a phrase', 'What, How, Why' response, critical thinking, analytical writing, identifying the writer's intention. Extract response and whole text response (LITERATURE). Close reading of unseen texts, annotating for effect. Retrieval of explicit and implicit information, selecting appropriate quotes from an unseen text, creating 'What How Why' response using an unseen text. Using evaluative language in a response. Planning and revisiting descriptive writing toolbox, dialogue, revisiting rhetoric toolbox, personal pronouns, facts, anecdotes, emotive language, anaphora, tricolon, verbal irony. Planning effectively for writing; crafting sentences effectively; using punctuation accurately and for effect. To articulate ideas fluently in a group and individually
11	Revisit knowledge from Yr10 to ensure that students have confidence with plot, characters and themes of Literature texts. Poetry: The Destruction of Sennacherib, Extract from the Prelude, Half-Caste, Charge of the Light Brigade, Belfast Confetti, Poppies, No Problem, What Were They Like?	Unseen Poetry - how to approach and respond to poems. Identifying viewpoints and perspectives; how to use comparative language in a response. Revisiting skills from Yr10: *Comprehension, annotations, retrieval of quotes for textual references, 'Graze on a phrase', 'What, How, Why' response, critical thinking, analytical writing. Identifying the writer's intention.*

| | Assessment Objectives, what they mean and when they are being assessed.
 Comparative language | *Extract response and whole text response (LITERATURE).*
 Close Reading of unseen texts; annotating for effect. Retrieval of explicit and implicit information, selecting appropriate quotes from an unseen text, creating 'What How Why' response using an unseen text. Using evaluative language in a response.
 Planning, revisiting descriptive writing toolbox, dialogue, revisiting rhetoric toolbox, personal pronouns, facts, anecdotes, emotive language, anaphora, tricolon, verbal irony. Planning effectively for writing, crafting sentences effectively, using punctuation accurately and for effect.
 To articulate ideas fluently in a group and individually |