KS3: 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 and plot, refugees and fables. *Oliver Twist* (play) characters and plot, features of a play, 19th Century Britain – Poverty *The Declaration* characters and plot Pathos, Ethos, Logos	Decoding, close reading, comprehension, inference, connotations of colour, "Graze on a phrase", annotations. Showing, not telling; vocabulary choices and impact they have on writing, dialogue – what it can add to a narrative. Structure of narratives. Writing to persuade – rhetoric toolbox 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* characters, themes and plot, Shakespeare: Introduction to language, Conventions of a tragedy *Hound of the Baskervilles* characters, themes and plot, 19th Century Britain, attitudes to the supernatural in Victorian Times	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. *Much Ado About Nothing* characters, themes and plot, Context of love and relationship, writer's use of humour.	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. To build on arguments presented by others, 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 using an unseen text. Using evaluative language in a response. Planning, revisiting descriptive writing toolbox, dialogue, planning effectively for writing, crafting sentences effectively, using punctuation accurately and for effect. To articulate 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?* Assessment Objectives, what they mean and when they are being assessed.	Unseen Poetry -how to approach and respond. 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.

	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?' using an unseen text. Using evaluative language in a response. Planning, revisiting descriptive writing toolbox, dialogue, planning effectively for writing, crafting sentences effectively, using punctuation accurately and for effect. To articulate fluently in a group and individually.