

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	<p><b>The Declaration</b> characters, themes and plot. Pathos, Ethos, Logos</p> <p><b>Romeo and Juliet</b> characters, themes and plot, Shakespeare: Introduction to language, Conventions of a tragedy</p> <p><b>Twelve Minutes to Midnight</b> characters, themes and plot. Victorian London, Penny Dreadfuls</p>	<p>Showing, not telling; vocabulary choices and the impact they have on writing, dialogue – what can they add to a narrative? Structure of narratives.</p> <p>Writing to persuade – rhetoric toolbox, personal pronouns, facts, anecdotes, emotive language, anaphora, tricolon, verbal irony.</p> <p>Decoding, close reading, comprehension, inference, connotations, “Graze on a phrase”, annotations</p> <p><b>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.</b></p>
8	<p><b>A Christmas Carol</b> characters, themes and plot, 19<sup>th</sup> Century Britain – Victorian London</p> <p><b>Romeo and Juliet</b> characters, themes and plot, Shakespeare - Conventions of a tragedy</p> <p><b>I am Malala</b> characters, themes and plot. Pathos, Ethos, Logos. Discrimination, Freedom of Speech</p>	<p>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.</p> <p>Close reading, comprehension, annotations, inference, “Graze on a phrase”, language analysis - 'What, How, Why' response.</p> <p><b>To share ideas about events in texts and develop confidence in articulating them.</b></p>
9	<p><b>Lord of the Flies</b> characters, themes and plot, 20<sup>th</sup> Century Britain, Writer’s intention</p> <p><b>Noughts and Crosses</b> characters, themes and plot, ‘Big ideas’ - racism, discrimination, prejudice, white privilege, Understanding the context of the novel/developing cultural capital - Apartheid, Civil Rights, racism.</p> <p><b>Poetry (selection from Conflict cluster)</b> poetic devices, rhythm, rhyme, form, themes</p>	<p>Close reading, comprehension, annotations, retrieval of quotes, “Graze on a phrase”, language analysis – ‘What, How, Why’ response; analytical writing.</p> <p>The use of dual narrative; revisiting the descriptive writing toolbox; dialogue, planning effectively for writing, crafting sentences effectively, using punctuation accurately and for effect.</p> <p>Interpretation, comprehension, annotations, language and structure analysis, exploring thematic links between poems, critical thinking.</p> <p><b>To build on arguments presented by others and to challenge where appropriate.</b></p>
10	<p><b>Macbeth</b>, Context: Witchcraft, James 1, Great Chain of Being/ Divine Right of Kings, Writer’s intention, events, characters and themes</p> <p><b>An Inspector Calls</b>: Context: Socialist, Capitalist, 19<sup>th</sup> Century/ 20<sup>th</sup> Century class systems, poverty Writer’s intention, events, characters and themes</p> <p><b>Jekyll and Hyde</b>: Context: 19<sup>th</sup> Century Britain, Science vs Religion, Theory of Evolution, Writer’s intention, events, characters and themes</p> <p>Poetry: Catrin, The Man he Killed, The Class Game, Exposure, Cousin Kate, The Poison Tree, War Photographer.</p> <p>Evaluative language</p> <p>Features of narrative writing, features of descriptive writing. Assessment Objectives, what they mean and when they are being assessed.</p>	<p>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).</p> <p>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.</p> <p>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.</p> <p><b>To articulate ideas fluently in a group and individually</b></p>
11	<p>Revisit knowledge from Yr10 to ensure that students have confidence with plot, characters and themes of Literature texts.</p> <p>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?</p> <p>Assessment Objectives, what they mean and when they are being assessed.</p> <p>Comparative language</p>	<p>Unseen Poetry - how to approach and respond to poems. Identifying viewpoints and perspectives; how to use comparative language in a response.</p> <p>Revisiting skills from Yr10:</p> <p>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).</p> <p>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.</p> <p>Planning, revisiting descriptive writing toolbox, dialogue, revisiting rhetoric toolbox, personal pronouns, facts, anecdotes, emotive</p>

*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*