Feedback and Assessment:
Our assessment strategy for Key Stage 2 involves a structured progression from a 'cold write' to an 'innovative process' and finally a 'hot write'. students produce two written outcomes per half-term, demonstrating a depth and breadth of writing skills. These skills are taught progressively, with teachers modeling throughout the process This approach ensures continuous feedback and student development. Live green pen feedback allows students to be given feedback throughout whilst simultaneously allowing staff to identify misconceptions and gaps in learning.

Feedback and assessment into KS3 is also continuous and embedded throughout every English lesson to support ongoing progress. Probing questions are used to build, consider, link, and defend ideas, encouraging deeper thinking and active engagement. A mix of random and directed questioning ensures all students are included and challenged. Live pen marking provides immediate, personalised feedback during lessons, helping to address misconceptions in real time. Whole class feedback is used to celebrate success while identifying and addressing common trends. Assessed pieces, including indicator tasks for reading and writing, inform planning and track progress. Assessment is ongoing—used to shape teaching and move learning forward.

Communicate Learning Intentions

In English, learning questions are used to explore key skills and vocabulary, helping students understand how they are learning and why. Vocabulary underpins every lesson, providing a foundation for students to access texts and express their ideas with confidence and clarity. Through modelling, students are shown how vocabulary can be used as a tool to develop eloquence in writing, speech, and reading. This focus supports students in extending their vocabulary and applying it purposefully. Learning questions and vocabulary strategies work together to deepen understanding, guide responses, and build the language needed for success across all stages of the learning continuum.

Modelling New Material

In English, modelling new material begins with high-scaffold instruction using clear learning questions to explore key skills and vocabulary. Teachers chunk texts into manageable sections and use writing toolkits, boxed-up structures, and support frames to model effective responses. Dual coding supports understanding by linking visuals to concepts. Vocabulary underpins each lesson, forming a foundation for reading, writing, and speaking. Strategies such as the Frayer Model, word anatomy, and word webbing help deepen understanding and build confidence. This structured approach supports students as they move from guided modelling to collaborative learning and, finally, independent application of knowledge and skills.

Independent Practice

In English independent practice is a key part of our English lessons, where students apply skills and knowledge with increasing confidence. Lessons are carefully structured and progressive, with support gradually faded to ensure students are ready to work independently by the end. This phase offers opportunities for critical and in-depth thinking, as students are challenged to make connections, interpret texts, and express ideas with clarity. Through modelling and scaffolded tasks, students build the tools needed for success. Live marking during independent work provides immediate feedback, addressing misconceptions and moving learning forward. This approach fosters ownership, deeper thinking, and long-term skill development.

Review the Learning

In English reviewing learning is embedded at every stage of the lesson to strengthen understanding and promote progress. Bell work tasks provide opportunities for retrieval practice, helping students recall and reinforce prior learning. Each lesson is driven by a conceptually led learning question, encouraging exploration of big ideas linked to our global themes. This supports students in seeing the bigger picture and deepening their engagement with texts. Throughout the lesson, probing questions are used to make connections between prior knowledge, current learning, and wider contexts. These ongoing checks for understanding ensure that learning is constantly revisited, refined, and built upon with purpose.

Climate For Learning: In English, the climate of learning is shaped by high expectations, high support, and high challenge. Classrooms are calm and respectful, where hard thinking is encouraged, and every student's ideas are welcomed and valued. Opting out is not an option, but thinking time is provided to help students process their thoughts. Collaborative and paired learning promote teamwork and shared problem-solving, while independent tasks build personal confidence and ownership of learning. The environment fosters inclusivity, where students feel safe to take risks and engage deeply with texts, ultimately promoting critical thinking, creativity, and intellectual growth across all activities.

Curriculum Intent	Big Ideas	Content and Sequencing
At Chantry Middle School, our English curriculum aims to develop confident, creative, and empathetic communicators who excel in reading, writing, and speaking. We are committed to equipping students with the skills needed to succeed in an increasingly interconnected world. Our curriculum is structured around global themes such as identity, social justice, sustainability, and governance, helping students engage with meaningful concepts and become responsible global citizens. By fostering values like reflection, resilience, and aspiration, we aim to prepare students for their place in a rapidly changing world, emphasising the power they hold to make a difference. Students are encouraged to read fluently, with comprehension, and develop a broad vocabulary. They build a strong understanding of grammar and linguistic conventions, which enables them to engage effectively with social, political, and cultural issues. Our curriculum nurtures an appreciation for diverse literary traditions, offering narratives that reflect a wide range of cultures, histories, and perspectives on power, justice, and change over time. In writing, students learn to express themselves clearly, accurately, and coherently, adapting their language and style for different contexts, purposes, and audiences. Through discussion and debate, students build the skills needed for formal presentations, engaging with complex topics like human rights, peace, and conflict, while practicing cooperation and respect in all interactions.	In our global curriculum, students are exposed to crucial big ideas that address the challenges and issues facing the world today. Themes such as power and governance, equality and inequality, human rights, LGBTQ+ rights, poverty, homelessness, and sustainability are woven throughout lessons, encouraging students to think critically and reflect on their role in society. These global concepts promote a deep understanding of social, political, and environmental issues, allowing students to make connections between their own experiences and the broader world. Exposure to these topics fosters empathy, resilience, and a sense of responsibility, empowering students to engage with and advocate for change. By exploring these important ideas, students develop a more comprehensive worldview and are encouraged to challenge injustices and inequalities. This knowledge equips them to become informed, compassionate individuals, capable of contributing positively to society and addressing the pressing issues of the future with confidence and understanding.	Our English curriculum is carefully sequenced, layering both skills and content to ensure long-term progress. It revisits and builds on core knowledge from Year 4 onwards, reinforcing key concepts through regular recapping while preparing students for the demands of Year 9 and high school. Skills such as analysis, inference, and critical writing develop in complexity each year, supported by a growing vocabulary base. Global themes—such as identity, power, and conflict—are woven throughout, allowing students to explore big ideas across diverse literary contexts. This thematic and sequential approach enables deep, connected learning and helps students confidently engage with increasingly challenging texts.

SEND Support In English, we support SEND students through a variety of strategies designed to ensure they can fully engage with and succeed in their learning. We begin each lesson with Bell Work to reinforce key vocabulary, concepts, and prior learning. This routine encourages recall and retention, helping students consolidate knowledge and improve long-term learning. Learning questions are introduced at the start of each lesson, reinforcing key ideas and vocabulary while supporting comprehension through repeated exposure. Our lessons follow a structured learning continuum, beginning with high scaffolded instruction, moving to collaborative learning, and progressing to independent tasks. This approach allows students to gradually build confidence and independence. Scaffolding strategies for reading and writing, such as chunking texts, using writing toolkits, and providing vocabulary support through the Frayer Model, ensure students can access and engage with complex content. Green Pen live marking offers real-time feedback, helping students immediately address misconceptions and refine their work. Probing questions during this process—such as build, consider, link, defend, and suggest—encourage critical thinking and deeper engagement. We also implement reading strategies like 3-2-1 and reciprocal reading to build comprehension and confidence.	**Enrichment and Cultural Capital** We believe that enrichment is essential in driving achievement, energising creativity, and deepening students' understanding of diversity. This is a core priority at Chantry Middle School. We offer a range of opportunities that encourage creativity and achievement, from experiencing live plays and taking part in school productions to reciting and memorising poetry, meeting authors and poets, joining reading groups, and visiting contextually relevant places. Through these activities, students learn to take responsibility for their learning and engage with new ideas, expanding their perspectives on global themes. Students also have regular access to our well-stocked library and participate in the whole school Reading Rails initiative, which sparks their imagination and fosters a love of literature but also expands their knowledge of Northumberland and their local identity. These enrichment experiences support students in developing the resilience to explore challenging ideas and provide the tools to articulate their thoughts in a responsible and respectful manner.	