



English Policy

School: Jigsaw Pupil Referral Unit

Date Approved by Management Committee: Feb 22

Chair: Mr D. Hains

Headteacher: Ms E. Rothlisberger

Review: Feb23

6th January 2022

Jigsaw PRU English policy

This policy needs to be read alongside other school policies including:

- Homework policy
- Curriculum and Planning policy
- Special Needs policy
- Assessment policy

This policy also should be read alongside the new National Curriculum in England (published September 2014) and other documents from the Standards and testing Agency.

Our Curriculum overview, medium and short term planning can help support this policy, as will a look at these relevant schemes of work:

- Phonics
- Grammar and Punctuation
- Spelling

Rationale:

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

At Jigsaw we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant through-out school life and beyond. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society:

'Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (p10 National Curriculum)

At Jigsaw we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We use personalised planning based on individual pupil targets, one to one support where necessary and small groups with a high staff ratio. All children who enter Jigsaw are subject to baseline assessment with a strong emphasis on their spoken language. This baseline data together with information from the sending school allows us to plan for pupils on an individual basis. As a staff we will reflect on any other factors that should be considered in our planning, for example, for those whom English is an additional language and those with disabilities outlined in the SEN code of practice. The information provided at referral from the Fair Access Panel

application should give us a clear indication of the provision and planning necessary for us to plan effectively for a pupil entering the unit, however our rigorous entry systems and baseline assessments fully address the needs of our pupils. We agree with the statement of the National Curriculum, that ‘pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised’ (p13)

1. Spoken Language:

The National Curriculum states that pupils should be ‘taught to speak clearly and convey ideas confidently in Standard English’ (p10) They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

4.1 Our aims and connected provision

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. We promote the use of Standard English by high expectations of modelling from the staff and a culture of coaching each other within school. We provide opportunities to listening to and responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- Talk for Writing is a high priority at Jigsaw
- Encouraging talk-time at home through ‘talk homework’ which is shared in assembly and by encouraging reading and talk about books
- Public speaking
- Poetry recital
- School Plays
- Class debates
- Interactive Assemblies
- Immersion days

- Talk partners
- Book talk sessions
- Drama / role play
- PSHE and circle time

2. Reading:

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it ‘pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually’ (p13) Reading allows pupils to ‘acquire knowledge’ and to ‘build on what they already know’ (p13).

At Jigsaw we are continually developing our library of books within each class, relating to topic and genre, which both motivate and engage our pupils. Visits to local libraries and using resource library materials add to our resources. Pupils are encouraged to take books home and share what they are learning with their parents. Home/school reading diaries are filled in and a dialogue about progress and next steps shared.

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

2.1 Phonics

At Jigsaw, in accordance with the current Government Validation Notice and review of Phonics provision, we have chosen to follow Read Write Inc. This is used throughout the school to teach phonemes, tricky words and specific and relevant vocabulary relating to phonics. As our pupils are dual registered with a range of different primary schools, each with their own systematic synthetic phonics programme, we have evaluated the options and chosen the programme we believe is best for our children and that will align with a large proportion of the schools. We follow the programme as closely as possible, to retain integrity, but understand that for the best interest of our children, we may need to modify certain areas to enable all learners to have the best possible outcome.

2.2 Our aims and connected provision

- Pupils learn to read easily and fluently through daily phonics in Key Stage One and two (where necessary), regular reading to adults in school, reading partners and an incentive to read at home
- Pupils study books related to their half termly topic, where possible. They will use this book as the basis for reading, writing, speaking and listening tasks.
- Pupils develop skills in reading for understanding using the Read write inc scheme and Project X.
- Pupils are encouraged to read widely, through our use of differing class texts, library visits and high quality attractive books in classrooms.
- Pupils are encouraged to read for pleasure using reading partners, quiet reading time, listening to an adult read and the various methods outlined above.
- Pupils also need to read to find information in all lessons and comprehension is assessed in a formal way every term.
- Pupils look at books in guided reading sessions
- Key Stage Two pupils who are struggling with reading or making slow progress are given specific intervention to target this. We have recently purchased Read write Inc. Fresh start and will be using this with upper Key Stage 2.

3. Writing:

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

3.1 Our aims and connected provision

- We teach SPAG as a separate lesson where necessary

- We correct grammatical error orally/ written work (where appropriate)
- We have a systematic approach, we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling
- We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice.
- We aim to motivate the pupils at Jigsaw to become engaged and involved in their writing. Providing purpose and context for writing – using principles in the ‘Talk for Writing’ programme
- We provide writing frames to support the least confident
- We mark extended pieces of work in-depth and set targets with the pupil
- We use checklists for pupils to self assess or peer assess, when appropriate so they can evaluate effectively
- We encourage joining handwriting (where appropriate) to support spelling and speed, we understand this is not appropriate for all children.
- We use drama and hot-seating to help pupils to think about another point of view
- Support for pupils with learning and motor difficulties
- Meetings with parents to help them support their child
- We offer children alternative forms of recording work, this may be through the use of laptops, dictation or a scribe when necessary
- We try to cover a multitude of writing genres.

4. Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to ‘learning and progress across the whole curriculum’ (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- Active
- Progressive/ systematic
- Making links from known words
- Develop understanding of shades of meaning
- Include ‘instruction verbs’ used in examinations
- Subject specific- accurate mathematical and scientific words

4.1 Our aims and connected provision:

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Spelling lists/ key words to take home and learn
- Display of key words linked to topics and subjects
- Using the correct vocabulary orally
- In-depth word based lessons looking at patterns

- Using dictionaries, thesaurus and similar programmes
- Carrying out systematic testing and providing feedback to pupils
- Targeted one to one/ small group support, where appropriate

5. Planning and Assessment:

5.1 Planning:

- Long term planning is based around topics where possible
- We teach varied genres of writing
- Pupils are taught in mixed age classes and planning shows personalisation/differentiation by age and ability
- Medium/Short term (half –termly) planning is stored centrally on the shared drive
- Schemes of work for phonics and grammar and spelling are used to ensure developmental learning building on prior knowledge
- Short term planning is flexible allowing for assessment for learning after each session/ group of sessions
- Pupils may be grouped by ability for some sessions/ types of homework/ support
- IDL and other interventions are used to boost spelling and writing potential
- Pupils entitled to Pupil Premium funding will be given additional English support which is tracked and monitored termly
- Pupils with EAL will be given additional English support which is tracked and monitored termly

5.2 Assessment:

- Staff assess pupils learning during and as part of every session, they adapt their practice accordingly
- Half Termly 'Big Write' tasks are carried out when suitable, this is then used to inform children's assessments
- Formal assessments of Reading Comprehension ability are carried out, tracked and monitored at least termly
- Writing abilities are assessed using the pupil's individual targets and National Curriculum 'In Year' expectations. These are tracked termly in pupil progress meeting between the class teacher and the SLT
- The English Coordinator conducts an internal scrutiny of work, as well as attending the moderating sessions within county including the local cluster
- A local cluster of SEN Units provide termly book scrutiny to moderate expectations in writing
- All assessments are analysed by the Subject Leader and Head teacher and feed into the school SEF, development plan and performance management

6. Professional development:

- The English Subject Leader attends training within LA and reports back to all staff
- Staff are expected to attend relevant courses during the school year
- Moderation takes place in house, within the cluster and with support from schools with similar units/bases.
- A writing moderation file is held in the office for consultation

7. Specific groups:

- Analysis of English achievement is carried out termly in Pupil Progress Meetings, pupils who are slow moving or making little or no progress are discussed and plans made
- Pupils entitled to pupil premium are given additional English support and this is monitored for effectiveness termly
- Pupils with EAL are given additional support in all aspects of English
- Pupils who are gifted and talented receive additional support through a differentiated curriculum.
- Pupils with SEN will have English based targets on their SEN support plan. These are reviewed regularly within the class meetings and at 6 weekly reviews with home schools.