



# English Policy

**School:** Jigsaw Pupil Referral Unit

**Date Approved by Management Committee:** MAY 26

**Chair:** Mr D. Hains

**Headteacher:** Ms E. Rothlisberger

**Review:** MAY 28

12<sup>th</sup> May 2026

## **Jigsaw PRU English Policy**

### **1. Aims**

This policy aims to set out:

- our approach to teaching, monitoring and assessing English, literacy and reading knowledge and skills
- how we ensure our provision for English, literacy and reading is of consistently high quality
- how we support all pupils, including those with SEND, to access an ambitious English curriculum
- how reading, writing and oracy are promoted across the curriculum and wider school life

### **2. Legislation and Guidance**

This policy reflects the requirements and expectations set out in the:

- National Curriculum programmes of study for English
- Special Educational Needs and Disability (SEND) Code of Practice (2015)
- Equality Act 2010
- Reading Framework (DfE 2023)
- Standards and Testing Agency guidance
- Current best practice in oracy education

### **Policy Links**

This policy should be read alongside the following school policies and guidance:

- SEND Policy and SEND Information Report
- Curriculum and Planning Policy
- Teaching and Learning Policy
- Assessment Policy
- Equality and Accessibility Policies
- Homework Policy
- Behaviour and Relationships Policy
- Safeguarding and Child Protection Policy

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This policy is informed by:

- The National Curriculum in England (2014)
- The SEND Code of Practice: 0–25 years (2015)
- The Equality Act (2010)
- The Reading Framework (DfE 2023)
- The Writing Framework and guidance for improving literacy across the curriculum
- The Oracy Education Commission recommendations and current best practice in oracy education
- Standards and Testing Agency assessment guidance

### **3. Our Vision for English and Literacy**

At Jigsaw PRU we aim to develop pupils' skills in reading, writing, speaking and listening so that they can communicate effectively, access the wider curriculum and become confident learners.

By the time pupils leave Jigsaw PRU, we aim for them to:

- be increasingly fluent readers and writers
- have a positive attitude towards reading and books
- read for pleasure, information and understanding
- enjoy writing for different audiences and purposes
- write clearly, accurately and coherently
- develop curiosity and creativity through language
- build a wide and ambitious vocabulary
- feel confident speaking and sharing ideas
- listen carefully and respectfully to others
- develop communication skills that support emotional wellbeing, relationships and future success

### **4. Our Guiding Principles for the Teaching of English and Literacy**

We believe English and literacy are taught most effectively when:

- there is a positive culture around reading and reading for pleasure
- pupils experience language-rich environments

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- assessment is regular, accurate and used to inform teaching
- learning is personalised and adaptive
- staff model accurate language and Standard English
- pupils are exposed to high-quality texts and vocabulary
- families are involved in supporting reading and communication
- pupils have opportunities for meaningful discussion and oracy
- barriers to learning are identified early and appropriate intervention is provided
- teaching is inclusive, ambitious and responsive to need

### **Rationale**

The National Curriculum clearly states that teaching the English language is an essential role of the primary school.

At Jigsaw PRU 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 throughout school life and beyond.

We believe that the development of speaking and listening, reading, writing and vocabulary are central to all learning and underpin access to the whole curriculum. English is both a subject in its own right and the medium for teaching and learning.

Many pupils attending Jigsaw PRU have experienced disruption to their education, barriers to learning, social, emotional and mental health needs, speech, language and communication difficulties, literacy gaps and/or identified SEND. Our English curriculum is therefore designed to be ambitious, inclusive, adaptive and trauma-informed.

We are committed to ensuring that all pupils:

- develop confidence and fluency in spoken language
- learn to read with accuracy, fluency and understanding
- write clearly, accurately and for a range of purposes and audiences
- acquire a rich and ambitious vocabulary
- experience high quality literature and language-rich learning
- develop the communication skills needed for learning, relationships and life beyond school

As stated in the National Curriculum:

“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.”

At Jigsaw PRU 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.

All pupils entering Jigsaw PRU undertake baseline assessment which includes:

- reading fluency and comprehension
- phonics and spelling assessment
- writing assessment
- spoken language and communication assessment
- wider barriers to learning

Assessment information from previous settings, SEND documentation and external agencies is used alongside our own assessments to plan appropriate provision.

We use personalised planning based on individual pupil targets, one-to-one support where necessary and small groups with a high staff ratio. In line with the SEND Code of Practice, we use a graduated approach of:

- Assess
- Plan
- Do
- Review

Provision is adapted to meet individual need and may include targeted intervention, adaptive teaching, assistive technology, therapeutic support and multi-agency involvement.

We agree with the National Curriculum statement that pupils “who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.”

English is therefore embedded across the curriculum and promoted in all areas of school life.

### **1. Spoken Language and Oracy**

At Jigsaw PRU we recognise that spoken language is fundamental to thinking, learning, emotional regulation and social interaction. We value oracy as both a subject outcome and a tool for learning.

Our curriculum promotes purposeful talk through structured opportunities for discussion, collaboration, reflection and presentation.

Pupils are supported to:

- speak clearly and confidently
- listen actively and respectfully
- articulate opinions and justify ideas
- ask relevant questions
- build and use ambitious vocabulary
- adapt language for audience and purpose
- engage in discussion and debate
- develop confidence in formal and informal speaking situations
- organise ideas verbally before writing

### **1.1 Our Aims and 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 through high expectations, positive relationships and effective modelling by all staff.

We support spoken language and oracy development through:

- activities planned to encourage full and active participation by all pupils irrespective of ability
- structured classroom talk and discussion routines
- Talk for Writing approaches
- vocabulary-rich teaching
- talk partners and collaborative learning
- drama and role play
- storytelling and poetry recital
- debate and discussion
- restorative conversations
- PSHE and circle time

- opportunities for public speaking and presentation
- reading aloud and book talk
- immersive curriculum experiences
- communication-friendly classroom environments

Where pupils present with speech, language and communication needs, appropriate referrals and specialist support will be sought.

Adaptive strategies may include:

- visual supports
- pre-teaching vocabulary
- chunked instructions
- processing time
- alternative communication methods
- targeted language intervention

## **2. Reading**

At Jigsaw PRU we believe that reading is essential for academic success, emotional wellbeing and lifelong learning.

We aim to develop pupils who:

- read fluently and accurately
- understand and respond to texts
- read for pleasure and information
- access age-appropriate literature
- develop cultural and emotional understanding through reading

Our approach reflects the principles of the DfE Reading Framework, including:

- high quality systematic synthetic phonics
- explicit vocabulary instruction
- reading fluency development
- comprehension through discussion and modelling
- promotion of reading for pleasure

- carefully matched reading materials

The teaching of reading includes two key dimensions:

- word reading and decoding
- language comprehension

We recognise that many pupils require additional support with fluency, comprehension, confidence and reading stamina.

## **2.1 Phonics**

Jigsaw PRU uses Read Write Inc. as our systematic synthetic phonics programme. The programme is delivered with fidelity while allowing for appropriate adaptation to meet individual pupil need.

Phonics teaching is:

- systematic and sequential
- assessed regularly
- targeted to identified gaps
- delivered through small group or individual teaching where appropriate
- supported through overlearning and repetition

Older pupils who require further phonics support may access interventions including Read Write Inc. Fresh Start and other evidence-informed literacy programmes.

## **2.2 Our Aims and Provision**

We support reading development through:

- daily reading opportunities
- regular phonics teaching where required
- guided and shared reading
- reading fluency practice
- individual reading with adults
- high quality class texts
- library access and reading promotion
- reading for pleasure opportunities
- vocabulary-focused teaching

- comprehension instruction
- use of reading interventions
- home-school reading communication

Pupils may access adapted reading provision including:

- dyslexia-friendly texts
- coloured overlays
- audiobooks
- visual supports
- assistive technology
- multisensory approaches

Reading progress is assessed regularly and interventions are adapted in response to pupil need.

### **3. Writing**

At Jigsaw PRU we aim to develop confident writers who can communicate clearly, accurately and creatively for a range of purposes.

Writing teaching incorporates:

- transcription (spelling and handwriting)
- composition (planning, drafting and editing)
- grammar, punctuation and vocabulary
- oral rehearsal before writing

We recognise that many pupils require carefully scaffolded support to develop writing stamina, confidence and independence.

#### **3.1 Our Aims and Provision**

We support writing development through:

- high quality model texts
- shared and guided writing
- explicit teaching of grammar and punctuation
- Talk for Writing strategies

- oral rehearsal and vocabulary development
- purposeful writing opportunities
- writing across the curriculum
- regular feedback and editing opportunities
- scaffolded support and writing frames
- self and peer assessment where appropriate
- adaptive teaching approaches

We teach SPAG as a separate lesson where necessary and revisit key learning systematically to ensure pupils build on prior knowledge.

We aim to motivate pupils to become engaged and involved in their writing by providing meaningful contexts and purposes for writing.

We understand that pupils may require alternative methods of recording. Provision may include:

- laptops or tablets
- speech-to-text technology
- scribes
- dictation
- reduced writing demands where appropriate
- sensory or motor support

Handwriting is encouraged where appropriate, while recognising that this may not be suitable for all learners.

We also use:

- drama and hot-seating to support understanding of different viewpoints
- collaborative writing approaches
- targeted intervention and overlearning opportunities
- meetings with parents and carers to support learning at home
- a wide range of writing genres and experiences

Writing moderation takes place internally and externally to ensure consistency of judgement.

#### **4. Vocabulary Development**

Vocabulary development is central to learning across the curriculum.

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At Jigsaw PRU we aim to develop pupils' understanding and use of:

- everyday vocabulary
- academic language
- subject-specific vocabulary
- emotional literacy language
- ambitious and expressive vocabulary

Vocabulary teaching is:

- explicit
- progressive
- revisited regularly
- embedded across the curriculum
- supported through speaking, reading and writing

#### **4.1 Our Aims and Provision**

Vocabulary is developed through:

- explicit teaching of new words
- high quality texts and discussion
- word-rich classroom environments
- topic vocabulary displays
- etymology and morphology activities where appropriate
- use of dictionaries and thesauruses
- oral rehearsal and repetition
- pre-teaching vocabulary
- subject-specific language teaching
- targeted intervention support

#### **5. SEND and Inclusion**

At Jigsaw PRU we are committed to inclusive practice and high expectations for all pupils.

In accordance with the SEND Code of Practice and Equality Act 2010, teachers are responsible and accountable for the progress and development of all pupils in their class, including those accessing additional support.

Adaptive teaching is embedded within all English lessons.

Provision may include:

- personalised targets
- scaffolded learning
- multisensory approaches
- assistive technology
- alternative methods of recording
- precision teaching
- overlearning and repetition
- small group or one-to-one intervention
- communication and language support
- dyslexia-friendly resources
- sensory regulation support

Pupils with SEND will have outcomes and provision identified through SEN Support Plans or EHCPs where applicable.

Progress is monitored collaboratively with:

- families
- home schools
- the SENDCo
- external professionals
- multi-agency teams

We recognise the importance of emotional safety, positive relationships and readiness to learn in enabling pupils to succeed in English.

## **5. Roles and Responsibilities**

### **5.1 The Headteacher**

The Headteacher is responsible for:

- promoting a culture where reading, writing and oracy are valued
- ensuring staff receive appropriate training and resources
- monitoring the quality of English provision
- ensuring that pupils with SEND receive appropriate support and provision
- supporting engagement with families and outside agencies
- ensuring English remains a priority within school improvement

## **5.2 The English Subject Leader**

The English Subject Leader is responsible for:

- leading and monitoring English across the school
- supporting staff development and subject knowledge
- ensuring the curriculum is progressive and appropriately sequenced
- monitoring assessment and moderation
- overseeing phonics, reading and writing provision
- monitoring the impact of interventions
- ensuring resources remain appropriate and up to date

## **5.3 Teachers and Support Staff**

Teachers and support staff are responsible for:

- planning and delivering high-quality English lessons
- adapting learning to meet pupil need
- providing opportunities to apply literacy skills across the curriculum
- assessing and monitoring pupil progress
- supporting pupils with communication and literacy needs
- promoting reading, vocabulary and oracy throughout the school day

## **6. Curriculum**

### **6.1 Planning**

Planning is:

- progressive and sequential
- informed by assessment

- adapted to pupil need
- linked to high quality texts and themes where appropriate
- inclusive and ambitious

Teachers use:

- long-term curriculum planning
- medium-term planning
- responsive short-term planning
- assessment for learning
- intervention planning

Pupils may be grouped flexibly according to need.

### **6.1 Timetabling**

English teaching takes place daily and includes opportunities for:

- phonics teaching
- guided and shared reading
- reading fluency practice
- spelling, grammar and punctuation
- independent and supported writing
- spoken language and oracy activities
- vocabulary development
- story time and reading for pleasure

Teaching is flexible and responsive to pupil need.

### **6.2 Cross-Curricular Links**

We facilitate cross-curricular learning of English and literacy skills where links are purposeful and meaningful.

Pupils apply English skills through:

- topic research
- comprehension activities
- discussion and debate

- annotation of sources
- presentations
- drama and role play
- recording findings in foundation subjects
- reading and responding to texts across the curriculum

### **6.3 Differentiation and Adaptive Teaching**

We provide suitable differentiation and adaptive teaching to ensure every pupil makes progress in English and literacy.

This may include:

- scaffolded resources such as writing frames and vocabulary mats
- precision teaching and overlearning
- targeted intervention groups
- multisensory teaching approaches
- assistive technology
- alternative recording methods
- chunked learning and processing time
- extension and challenge activities for more able pupils
- dyslexia-friendly approaches and resources

### **6.4 Assessment**

Assessment is ongoing and informs teaching and intervention.

Assessment methods include:

- baseline assessment
- formative assessment
- phonics assessment
- reading fluency assessment
- comprehension assessment
- independent writing assessment

- standardised assessments where appropriate
- pupil voice and self-assessment

Progress is reviewed regularly through:

- pupil progress meetings
- work scrutiny
- moderation activities
- intervention reviews
- SEND reviews

Assessment information contributes to school improvement priorities and curriculum development.

## **7. Professional Development**

We are committed to ongoing professional development in English, literacy and SEND.

Staff access training relating to:

- phonics and early reading
- reading fluency
- writing development
- oracy
- adaptive teaching
- trauma-informed practice
- SEND and literacy difficulties
- assessment and moderation

Moderation takes place internally and with external partners where possible.

## **8. Specific Groups**

The progress and attainment of all pupil groups is monitored carefully.

Additional consideration is given to:

- pupils with SEND
- pupils eligible for Pupil Premium

- pupils with EAL
- disadvantaged pupils
- pupils with interrupted education
- more able pupils
- pupils with SEMH needs

Provision and intervention are reviewed regularly to ensure effectiveness and equity.

## **7. Marking and Feedback**

Feedback is intended to support progress, build confidence and identify next steps in learning.

Feedback may be:

- verbal
- written
- through live marking
- through conferencing with pupils
- through self and peer assessment where appropriate

Feedback will clearly explain what pupils are doing well and what they need to improve.

This should be read alongside the school Marking and Feedback Policy.

## **8. Monitoring, Assessment and Moderation**

### **8.1 Monitoring**

The teaching and learning of English, literacy and reading is monitored to ensure pupils make the best possible progress from their starting points.

Monitoring activities may include:

- learning walks
- lesson visits
- planning scrutiny
- book scrutiny
- pupil voice
- review of marking and feedback

- moderation activities
- pupil progress meetings
- analysis of assessment information

## **8.2 Assessment**

We track pupil progress using a combination of formative and summative assessment.

Assessment methods may include:

- baseline assessment
- phonics assessment
- reading fluency assessment
- reading comprehension assessment
- independent writing assessment
- teacher assessment
- standardised assessments where appropriate
- ongoing assessment for learning

Pupils receive individual targets and progress is discussed regularly with families and professionals where appropriate.

## **8.3 Moderation**

Writing moderation takes place internally and externally to ensure consistency and accuracy of judgement.

We use STA exemplification materials and moderation guidance where appropriate.

Moderation activities may include:

- comparison of writing samples
- discussion of standards and expectations
- collaborative moderation within local networks
- review of assessment evidence and outcomes

## **9. Learning Environment**

Pupils learn English and literacy in environments which:

- are language-rich and well organised

- contain engaging and accessible texts
- display relevant vocabulary and phonics resources
- celebrate reading and writing
- minimise unnecessary distraction
- support communication and interaction

## **10. Resources**

### **10.1 Books**

Books are carefully selected to:

- reflect a range of cultures, experiences and backgrounds
- promote curiosity and enjoyment
- support vocabulary development
- include fiction, non-fiction, poetry and traditional tales
- provide strong models for writing
- encourage emotional engagement and discussion

Classrooms contain a range of high-quality texts linked to pupils' interests and curriculum learning.

### **10.2 Book Corners**

Classroom reading areas encourage pupils to:

- browse and enjoy books
- revisit favourite texts
- borrow books to take home
- engage in quiet reading and discussion

### **10.3 Dictionaries and Thesauruses**

Pupils are encouraged to use dictionaries, thesauruses and digital resources to support spelling, vocabulary and writing.

## **Monitoring and Review**

### **11. Review**

This policy will be reviewed annually by the English Subject Leader and Senior Leadership Team.

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## 12. Links with Other Policies

This policy links with:

- Curriculum Policy
- SEND Policy and SEND Information Report
- Assessment Policy
- Marking and Feedback Policy
- Equality Policy
- Behaviour Policy
- Teaching and Learning Policy

The implementation of this policy will be monitored through:

- learning walks

Reviewed: \_\_\_\_\_

Next Review Date: \_\_\_\_\_

Signed: \_\_\_\_\_

(Headteacher)