The Beacon Pupil Referral Unit English Policy

Our vision is that every child can succeed in English. We aim to:
- Foster a love of reading and writing.
- Build strong foundations in phonics, language and communication.
- Develop speaking and listening skills.
- Provide personalised support for SEMH and SEND to identify gaps and address individual needs.

Intent

At the Beacon PRU, our intent is to re-engage learners through a rich and varied English curriculum offer that promotes enjoyment, confidence and a love of reading and writing. Many of our pupils arrive having experienced interruptions to their education and need to rebuild confidence, fluency, motivation, and enjoyment in reading and writing. Our curriculum is therefore designed to close learning gaps, reignite curiosity, and empower pupils to communicate effectively.

Through our English curriculum, we aim for all pupils to:

- Reconnect with learning through high-quality, consistent and structured teaching using CUSP and Read Write Inc. (RWI).
- Develop secure transcriptional skills including sentence construction that underpin confidence in writing.
- Learn to express themselves clearly and creatively, developing a strong sense of pride in their work.
- Experience a curriculum that is language-rich and driven by vocabulary, empowering to engage confidently with a broad range of texts and genres.
- Rebuild stamina, resilience and self-belief in their ability to write success.

Foster enthusiasm and enjoyment for reading, for both information and pleasure.

A strong emphasis is placed on oracy, recognising that spoken language underpins reading, writing and wider learning. Opportunities for discussion, oral rehearsal and vocabulary development are embedded within English lessons and across the wider curriculum.
Our intent is to ensure that pupils leave us as confident, communicators who can use reading, oracy and writing as tools for communication, learning, and self-expression.

Our English curriculum combines structured skill development with creative and meaningful opportunities to write. Teaching is adapted to meet the varied needs and starting points of our pupils, ensuring that every learner can make progress and achieve success.

Reading: The Beacon promotes a strong culture of reading, fostering a lifelong love of books and literature. This ethos is embedded throughout The Beacon community and is consistently evident in our practice.

Our reading provision aims to explicitly teach pupils the skills they need to become confident, enthusiastic and fluent readers who read with understanding and accuracy. We prioritise early reading and use the 'Read Write Inc.'s (RWI) synthetic phonics programme to ensure success. In English lessons, reading is systematically developed through the CUSP reading curriculum, ensuring pupils read a wide range of rich, diverse texts and progress in comprehension, vocabulary, and critical reading skills. A strong emphasis is placed on reading for pleasure. In addition to this, our well-being library supports pupils' emotional wellbeing and their understanding of emotional vocabulary, as well as developing empathy for characters in texts and beyond.

Writing: At the Beacon our writing offer provides a sequenced, knowledge-rich curriculum that builds understanding of grammar, vocabulary, and text structure. Teaching follows a clear process that supports pupils to become confident writers. Pupils access learning at an appropriate level, with adaptations and support tailored to individual needs. Writing opportunities are meaningful, purposeful, and linked to quality texts, experiences, and cross-curricular themes. Frequent opportunities for short, achievable writing tasks help pupils build confidence and maintain engagement with scaffolds to support, when appropriate. Phonics is taught systematically through RWI and reinforced through English lessons. Pupils who need additional support receive targeted intervention, including pre-teaching, scaffolding, overlearning, and practical reinforcement through active learning tasks. Collaboration with SEND specialists ensures that pupils with additional needs receive personalised support.

Composition

CUSP Writing sequences follow a clear structure linked to pedagogical research about how pupils learn: immersion, model text analysis, planning, drafting, editing, and publishing. Teachers explicitly model the writing process, verbalising thought, structure, and vocabulary choices. Grammar and punctuation are taught in context, helping pupils understand how these tools shape meaning and effect. Writing tasks are authentic and purposeful, linked to real audiences, curriculum topics or personal experiences. Editing is framed positively and includes self-assessment, developing pupils' independence, pride, and ownership of their writing.

Re-engagement and Inclusion

Our curriculum reflects the needs of pupils with SEMH and additional learning needs. Key features of our approach include:

- English lessons are short, focused and multisensory, with frequent opportunities for talk, movement, and creativity.

- Staff prioritise relationships, consistency and emotional safety, recognising that engagement and trust are key to success.
- Achievements are celebrated widely through displays, class books, performances and shared celebrations and reading events. This includes weekly sessions in our extensive well-being library and participating in "Battle of the books."
- Oral rehearsal and vocabulary development are highly promoted and encouraged to support both spoken and written expression.
- Flexible groupings, targeted and personalised learning/interventions and therapeutic approaches ensure access and equity for all learners.

Impact

The impact of the English curriculum is evident through pupils' growing knowledge, skills and confidence in reading, writing and communication.

Pupils:

- Re-engage positively with learning and develop resilience as learners.
- Demonstrate increasing fluency in reading and improved comprehension.
- Write with increasing confidence, accuracy and purpose.
- Demonstrate pride and greater independence in their work.
- Develop a broader vocabulary and improved spoken communication.
- Write with growing confidence, accuracy and purpose across genres and subjects.
- Close learning gaps and make strong progress from their individual starting points.
- Re-engage with learning, showing improved attendance, motivation, and self-belief, viewing themselves as learners.

Impact is monitored through:

- Baseline and ongoing assessments in RWI, CUSP, PM Benchmark and teacher assessments.
- Monitoring and review of writing across the curriculum.
- Pupil progress meetings
- Individual learning plans and targeted intervention reviews
- Learning walks and book looks
- Staff and pupil voice.

Leaders regularly review the quality of the English curriculum to ensure it remains ambitious, inclusive and effective for all pupils