

Teach a child to read and
keep that child reading
and we will change
everything.

And I mean everything.

Jeanette Winterson





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English Hubs

Kingsnorth English Hub

Where every child loves to read

Kingsnorth English Hub Showcase Event



Welcome!





Timetable

- 9:00** Welcome and Introductions
- 9:15** Visit to phonics sessions
- 10:00** Question and Answer session and Introduction to Action Planning
- 10:30** Presentation from Reading Leader
- 11:00** Coffee Break and time to look at resources
- 11:15** Presentation from Tamsin Mobbs, KS2 Literacy Lead at Kingsnorth CEP.
- 12:15** Close





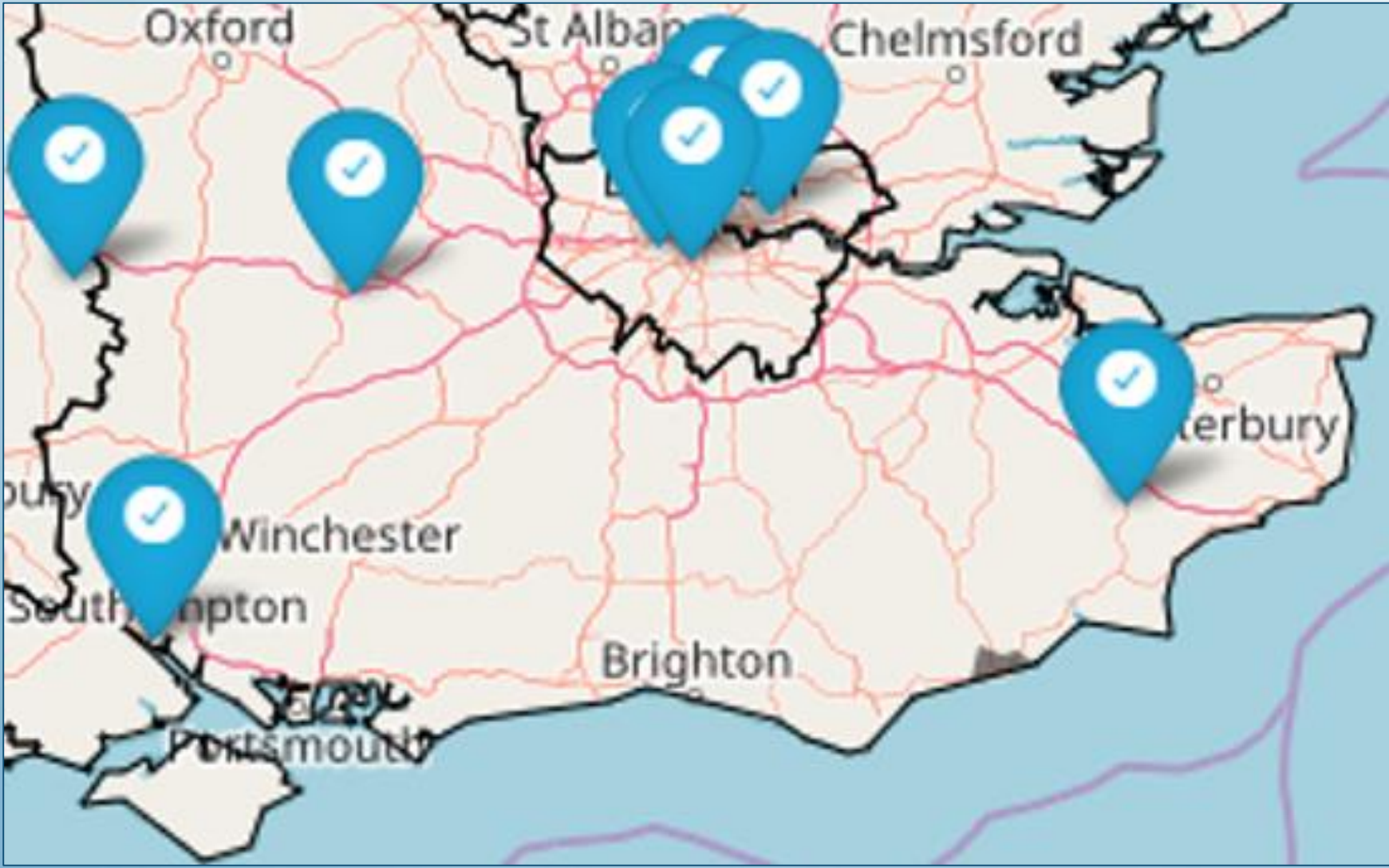
What are English Hubs?

- ✓ A network of high performing primary schools
- ✓ 34 leading schools across England
- ✓ Increasing reading standards
- ✓ Improving education outcomes for some of the most disadvantaged children





Where are English Hubs?





Our Aims...

We will achieve excellence in early literacy teaching by:

- ✓ **Developing early reading through the use of systematic synthetic phonics (SSP)**
- ✓ **Developing early language and closing the 'word gap'**
- ✓ **Promoting a love of reading.**



How we will achieve our aims...

- ✓ **Delivering showcase events**
- ✓ **Collaborative action planning**
- ✓ **In school audits**
- ✓ **Specialist literacy teachers**





Time to have a look around...





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Stephanie Pryke
English Hub Lead
Practitioner



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Action Planning

Action Plan – key areas

- ✓ Excellent teaching of early reading through systematic synthetic phonics (SSP)
- ✓ Closing the word gap: excellent teaching of early language
- ✓ Encouraging a love of reading among your pupils



NC Reading Aim

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary



What does this look like?



The National Curriculum

- Pupils should be taught to respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Pupils should be taught to apply phonic knowledge and skills as the route to decode words.
- Pupils should be helped to read words without overt sounding and blending after a few encounters.
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Pupils should be taught to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Pupils should be taught to re-read books to build up their fluency and confidence.

The National Curriculum

- Pupils should be taught to respond **speedily** with the correct sound to graphemes for all **40+ phonemes**, including, where applicable, **alternative** sounds for graphemes
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- Pupils should be taught to re-read books to build up their **fluency** and **confidence**.

Reading Action Plan



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1. Excellent teaching of early reading through systematic synthetic phonics (SSP)

Measurable improvement targets:

| | State your school's current provision. Identify any areas for development. | Actions to be taken to improve provision. | Intended outcomes for each action. | Milestone dates, timescales and person responsible. <small>(e.g. training dates, dates for appointing a reading leader)</small> | Identify any potential barriers to making progress or success. |
|--|--|---|------------------------------------|--|--|
| Involvement of your school's senior leadership team in phonics teaching. | | | | | |
| Training provided in systematic synthetic phonics (SSP) – including what training is offered, to whom, and how often. | | | | | |
| Your approach to teaching reading, including phonics scheme used, how you timetable phonics, grouping, and any other strategies. | | | | | |
| Resources used to support SSP teaching e.g. appropriate decodable books. | | | | | |
| Identification of children who are not making the required progress and your approach to closing the gap. | | | | | |

Reading Action Plan



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2. Closing the word gap: excellent teaching of early language

Measurable improvement targets:

| | State your school's current provision. Identify any areas for development. | Actions to be taken to improve provision. | Intended outcomes for each action. | Milestone dates, timescales and person responsible. <small>(e.g. training dates, dates for appointing a reading leader)</small> | Identify any potential barriers to making progress or success. |
|--|--|---|------------------------------------|--|--|
| Involvement of your school's senior leadership team in closing the word gap. | | | | | |
| Your approach to developing vocabulary in EYFS and Key Stage One, including any strategies used. | | | | | |
| Your approach to identifying and supporting children who require support. | | | | | |

Reading Action Plan



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3. Encouraging a love of reading among your pupils

Measurable improvement targets:

| | State your school's current provision. Identify any areas for development. | Actions to be taken to improve provision. | Intended outcomes for each action. | Milestone dates, timescales and person responsible. <small>(e.g. training dates, dates for appointing a reading leader)</small> | Identify any potential barriers to making progress or success. |
|---|--|---|------------------------------------|--|--|
| Involvement of your school's senior leadership team in encouraging a love of reading. | | | | | |
| Strategies used to encourage a love of reading across the whole school (e.g. whole school reading or opportunities for independent reading). What resources are available to support shared and independent reading for pleasure? | | | | | |
| Approach to reading to the children in the school: how often the children are read to, how teachers are trained to read, and how you ensure that reading time is fun and engaging. Your approach to sharing books and reading out loud to children across the school. Please state: The frequency this happens. How your teachers are trained to read. How you ensure that reading time is fun and engaging. | | | | | |

Reading Action Plan



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Any resources requested.

Please use the sections below to identify any resource and training needs for each of the 3 actions, making reference to your action planning above and stating costs.

Please describe how you would use the requested resources and training in your school.

Please add any evidence to support your request, including for example extracts from your Ofsted report, parent feedback, or comments from Reception / KS1 teachers.

Please note:

Funding for systematic synthetic phonics is the main focus.

Any requests for systematic synthetic phonics may only be granted if appropriate accompanying training for all staff involved is, or will shortly be, in place.

Funding for early language and wider reading materials may only be requested and granted if all the necessary resources and training for all staff involved in teaching early reading through SSP are already in place, or shortly will be.

1. Excellent teaching of systematic synthetic phonics (SSP)

a)

b)

c)

2. Closing the word gap: excellent teaching of early language

a)

b)

c)

3. Encouraging a love of reading among your pupils

a)

b)

c)

Action plan follow up and ongoing support

- Complete action plan
- Feedback
- In school audit
- Resources agreed
- 6 days in school support
from literacy specialists
2020/2021





Our Journey



| Year | Kingsnorth Ave PSC | LA Ave PSC | National Ave PSC |
|------|-----------------------|---------------|---------------------|
| 2012 | 65% | 54% | 58% |
| 2013 | 63% | 68% | 69% |
| 2014 | 85% | 74% | 74% |
| 2015 | 97% | 78% | 77% |
| 2016 | 100% | 82% | 81% |
| 2017 | 95% | 82% | 81% |
| 2018 | 97% | 82% | 83% |
| 2019 | 98% | ?? | ?? |

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Passionate Leadership -
Make reading the core
purpose of your school





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Reception children
reading from the
beginning

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Make time for reading
and writing





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Robust and
regular
assessment


i n c k u b f p g o e l h r j v
y w z m a s d t x

d-u-g ch-at t-en p-o-t t-in

 in am red bin yes

ch ng nk qu sh th

 chip shop jump that  fas gip guk rab


 flat pink help thick

 plut dimp criff slom


 with off thin will his them that have


ay ee igh ow oo oo

 tray creep sight blow  skay spoom smoll fleep


 lots black long this them went that stop


ar or air ir ou oy

 start horse stair house boy

 norg ouf firb stoy


 rest smell soft play feel stay which about

 dorp pight clow thooB hoy nair ploun gart

 thing right night sleep boy quick little think
know smart

a-e ea i-e o-e u-e oi


 steab groit grafe stime doke vuke sneap shoop


 So Gretel sat on a stool...

_____ words per minute (write the child's total here)

_____ errors (keep a tally as the child reads)

ai oa aw ur er ire ear ure ew are ow


 joip zewn nair choag zaip frabe smipe snoke

 He reached up and put the jar of oil on the high shelf...

_____ words per minute (write the child's total here)

_____ errors (keep a tally as the child reads)

 fleach torg strabe poisk sperk flide plude spove

 comfortable invisible operation tomorrow
complained serious while remember beware enormous

 Once upon a time, there was a merchant who had three...

_____ words per minute (write the child's total here)

_____ errors (keep a tally as the child reads)

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Practise and coach to
build the best reading
team





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Decodable books

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Storytime





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One-to-one tutoring

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Support the parents



There is **no App**
to replace
your lap!



READ TO YOUR CHILD!



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Promoting
effective early
language
acquisition

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Enjoyment and love
of reading

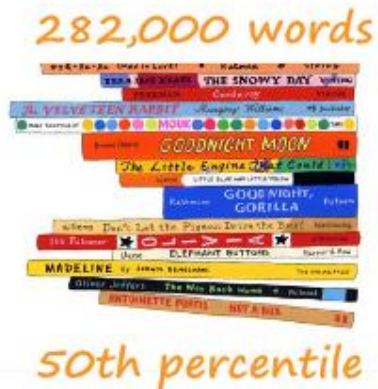


Develop the habit of reading widely and often, for both pleasure and information

Child "A"
reads **20 minutes**
each day
3,600 minutes
in a school year.

Child "B"
reads **5 minutes**
each day
900 minutes
in a school year.

Child "C"
reads **1 minute**
each day
180 minutes
in a school year.





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Coffee Break

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Get involved and follow us!

