Working with English Hubs

CLPE

CENTRE FOR **LITERACY**
IN PRIMARY EDUCATION

CLPE

CENTRE FOR LITERACY
IN PRIMARY EDUCATION

We are a long established, trusted charity dedicated to helping schools develop literacy learning that transforms lives.

What do we believe in?

- A child's right to be literate and to enjoy literature.

- The importance of texts that engage children and support developing literacy.

- Practice that is underpinned and supported by robust classroom-based research.

Corebooks   Power of Reading   Poetryline   Power of Pictures
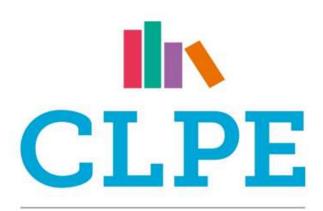
CLPE

- Our centre has a credible reputation for research, a unique library and an expert team to support schools to develop practice with integrity and respond to external changes.

- Schools can access our knowledge at our centre in London, at a range of locations across the UK and through our extensive web-based resources.

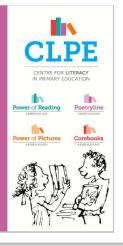Corebooks   Power of Reading   Poetryline   Power of Pictures

What We Know Works
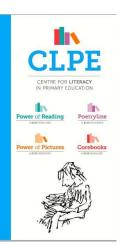
The CLPE Scales

- Built on the Centre for Literacy in Primary Education's (CLPE) reading and writing scales that were originally developed as part of the widely used **Primary Language Record.**

- The Reading and Writing Scales draw on **current and established research** about children's literacy development.

- **Developed in partnership** with the English and Media Centre (EMC), National Association for Advisors in English (NAAE) and National Association for the Teaching of English (NATE), the United Kingdom Literacy Association (UKLA).

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IN PRIMARY EDUCATION

English & Media centre

NAAE
NATIONAL ASSOCIATION
OF ADVISERS IN ENGLISH

NATE
NATIONAL ASSOCIATION FOR
THE TEACHING OF ENGLISH

UKLA
UK LITERACY ASSOCIATION

Corebooks   Power of Reading   Poetryline   Power of Pictures

Responsive Not Reactive Pedagogy

Early Education
The British Association for Early Childhood Education
www.early-education.org.uk

**Development Matters in the
Early Years Foundation Stage (EYFS)**

This non-statutory guidance material supports practitioners
in implementing the statutory requirements of the EYFS.

Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender. This guidance helps adults to understand and support each individual child's development pathway. Other guidance is provided at www.foundationyears.org.uk. The EYFS statutory framework is available on the Foundation Years website as well as the Department for Education website: www.education.gov.uk/publications

Department
for Education

**The national
curriculum in
England**

Key stages 1 and 2 framework document

September 2013

2017 national curriculum assessments

Key stage 2

**Interim teacher
assessment frameworks
at the end of key stage 2**

July 2016

Standards
& Testing
Agency

Dependence ← → **Independence**

| Beginning Reader | Early Reader | Developing Reader | Moderately Fluent Reader | Fluent Reader | Experienced Reader | Independent Reader | Mature Independent Reader |

Kingsnorth English Hub

Corebooks   Power of Reading   Poetryline   Power of Pictures

The Scale:

- Outlines the stages a reader goes through, from Beginner Reader to Mature Independent Reader, moving from dependence to independence.

- Helps teachers to identify an individual's current stage of development.

- They will then be able to see what is the next set of observable behaviours they are likely to see if the child is progressing with reading and writing.

- Every child will have a different journey through these scales. Their starting points and their rate and pattern of progression will depend on many factors including their prior experience, their interests and their learning preferences.

Corebooks   Power of Reading   Poetryline   Power of Pictures

Dependence — **Independence**

Beginning Reader | **Early Reader** | **Developing Reader** | **Moderately Fluent Reader** | **Fluent Reader** | **Experienced Reader** | **Independent Reader** | **Mature Independent Reader**

Stage	Describing the Child's Reading Behaviours
Beginning Reader	The main feature of this stage is that readers are not yet able to access print independently and may not yet have awareness that the text carries meaning. They are likely to need a great deal of support with the reading demands of the classroom.
	Most children have favourites that they want to share and will be able to talk their way through a known book, drawing on picture cues and patterns of language remembered from hearing the book read aloud.
	Children may join in with simple nursery rhymes, poems, songs and rhyming texts, which should be an integral part of the curriculum at this stage. They generally enjoy listening to, sharing and joining in with a range of familiar texts. They react and respond to illustrations, character and narratives through questions and imaginative play.
	Children at this stage know how to handle books, are aware of directionality and how print works from being read to. Some children may be engaging with other kinds of texts, e.g. print around them, digital and media texts. They may know a few core words, letter names or sounds, often of personal significance, such as names or other words, letters or sounds of interest.
	Children engage with activities that develop their early phonological awareness through play with sounds, such as recognising sounds in their environment, using musical instruments and their bodies and voices to create a range of sounds.
	Reading at this stage relies principally on memory of the story and a willingness to perform, interpret and invent, based on what they have heard and recall.
	Older readers at this stage might have a limited experience of reading and may not choose to read for pleasure. Children at this stage are building up a repertoire of known texts to which they want to return again and again, as they are being read to and as they are developing as readers. Such readers may not yet have developed strategies to lift the words from the page. They are familiar with the storyline, the tune on the page and have a natural inclination to predict when working with memorable texts; so they become the storyteller and re-enact the text. It is this familiarisation that helps these children develop a growing awareness of what is involved in being able to do it themselves. On each occasion and over time, the children play a more active role in reading.
Early Reader	Early readers can tackle known and predictable texts with growing confidence but still need support with new and unfamiliar ones. They show a growing ability to make sense of what they read, drawing on illustrations, their knowledge of language and the world as well as the words on the page.
	Children within this stage are at an important transition from dependence on memory or on reading alongside an adult, to a growing independence in reading texts that are familiar but not known by heart. They are developing a growing enthusiasm for a wider range of reading material, which may include simple information books and picture books as well as text in the environment, in digital form and through media.
	Familiarity with a text provides a supportive framework of meanings and language patterns from which a child can draw, while beginning to focus more closely on print. They are beginning to evidence one-to-one correspondence, drawing on their developing phonic knowledge by linking graphemes and phonemes to help them decode simple words and recognition of a core of known words. They can read and understand simple sentences. As fluency and understanding develop children will begin to self-correct.
	With support, children reflect on their reading and respond personally to what they have read, making links to prior knowledge, significant experiences and popular culture. They begin to evaluate the books they meet, expressing likes and dislikes with reasons for their views.
	Older readers at this stage may have a narrow range of independent reading as they are still likely to be drawn to texts that are familiar and do not pose sufficient challenge in extending vocabulary and comprehension skills. Unfamiliar material can be challenging. However, they may be able to read their own writing confidently. They continue to need support with the reading demands of the classroom and may be over dependent on one strategy when reading aloud, often reading word by word. They may be over reliant on phonics.

Kingsnorth English Hub

The Next Steps:

- For each of the 'points' on the scale we have also described the provision, practice and pedagogy a teacher would want to plan for in order to help the child move forward in their literacy.

- We have designed this section to be used alongside the scale. Once the teacher has observed the child's behaviour and worked out where on the scale the child is, they will be able to work out where there are gaps in learning and then look at the next steps to support future planning.

- This section provides a wealth of knowledge about best practice in the teaching of literacy to ensure progression, supported by the recent and relevant research in the research section.

Corebooks   Power of Reading   Poetryline   Power of Pictures

Dependence   **Independence**

Supporting the Developing Reader in developing independence as a reader – next steps

Sustain home school links to ensure positive reading routines and behaviours continue to develop. Such integrated routines will provide children with the opportunity to read widely and often, illustrating the pleasures reading can bring. Observe and sample reading regularly to analyse strengths, self-corrections and substitutions and identify next steps.

Provide stimulating reading environments which include a wide range of materials which encourage children to broaden their reading experiences. Create reading areas that reflect the curriculum and the children's interests. Ensure children have access to a variety of digital texts so that children can see, read and respond to texts in a wide variety of formats and for different purposes. Provide opportunities for children to read for pleasure and purpose as a regular part of classroom routines. Allow children to choose their own material and facilitate a range of reading experiences such as dialogic groups, paired reading, book clubs, reading aloud, sustained periods of quiet, uninterrupted and independent reading. Provide opportunity for adults and peers to make recommendations.

Continue to read aloud regularly, with opportunities for children to participate, question and give opinions. Give reading purpose and provide meaningful contexts, such as performing poetry, reading for information across the curriculum and collaborative reading opportunities such as 'buddying' areas in order to increase confidence in reading to a wider range of audiences.

Foster positive reading attitudes and maintain children's confidence in reading by modelling, through shared reading, a wide range of strategies (predicting, sampling, confirming, self-monitoring, and self-correcting) and demonstrating the full range of cueing systems (semantic, syntactic and grapho-phonic).

Teach phonics systematically, enabling children to read a wider range of words that may not be easily encoded through syntactic or semantic cues. Encourage improved fluency by supporting children to look at larger chunks of words through a more analytic approach. Provide support by demonstrating rhyme and analogy and using onset and rime to relate unknown words to those they know. Provide word investigations and sorting activities. Intervene sensitively in moving children on, based on close observations in a range of contexts and record keeping.

Further embed comprehension and interpretation of texts by developing children's questioning skills and inference. This includes reading illustrations in picture books that may give a deeper meaning than the text on the page. Elicit ideas relating to character motivation, story structure and use of language, encouraging the children to draw on personal experience. Follow up initial responses with prompts that will extend thinking and support reasoning skills.

When working with older readers at this stage, the following points are also important:

Observe and sample the reading of older children at this stage to analyse progress in meeting the demands of a wider range of reading material. Involve older readers in reflecting on their reading through retrospective miscue analysis. Continue to model orchestrating all cueing systems and supportive reading strategies when encountering unknown words. Consolidate orthographic approaches, exploiting increasing independence in reading and spelling strategies through the use of editing partners, drawing on word collections, and facilitating self-monitoring and self-help strategies particularly in the absence of illustration.

Develop a culture of book clubs throughout the school community to promote older children's engagement in reading, wider discussion skills and inferential understanding. Support readers to view reading as a social activity as well as one in which ~~~~~~~~~~~world of a book. Ensure that teacher knowledge of high quality books is wide ranging so that text choices are well considered and children are better able to make informed choices.

Key points about the new scales:

- They are free to download to everyone;
- They are underpinned by research;
- There is one scale for reading and one for writing – working towards mature independence;
- They describe progress and support formative assessment;
- They are designed to support teaching (next steps section);
- They are designed to support teacher learning (research section).

Corebooks   Power of Reading   Poetryline   Power of Pictures

Reflecting Realities

Ensuring all Children can see Themselves in the Curriculum

Survey of Ethnic Representation within UK Children's Literature 2017

Corebooks   Power of Reading   Poetryline   Power of Pictures

UK Children's Literature Profile 2017

4%

of children's books published in 2017 featured BAME characters

Main characters in UK Children's Literature 2017

32% pupils of compulsory school age were of minority ethnic origins in 2017

1% of children's books had a BAME main character

For full details see clpe.org.uk

Impact of CLPE

Corebooks   Power of Reading   Poetryline   Power of Pictures

Impact of PoR

The Impact of **Power of Reading**

What is Power of Reading?
The Power of Reading is a whole school training programme using high quality children's literature and proven creative teaching approaches to shape and develop an engaging literacy curriculum, supporting schools to cultivate a whole school love of reading and writing.

Key Statistics

Raised **achievement** in over **4000** schools

Worked with **5000** teachers in more than **100** locations nationally

2000 schools subscribe to the **Power of Reading** website

The impact of Power of Reading on **teaching** in 2017/18:

91% of teachers said the programme had **improved their subject knowledge**

91% of teachers **improved their knowledge of children's literature**

78% of teachers said the programme had **improved subject knowledge** in their school

77% of teachers **read more children's literature** as a result of participating in the **Power of Reading programme**

" I now understand the importance of immersing the children in the text and really picking it apart which equips them with all they need to produce really high quality pieces of work.
Power of Reading School, 2018

The impact of Power of Reading on **children** in 2017/18:

89% of children were choosing to read the key text

98% of teachers reported that the programme improved children's engagement in reading

97% of teachers reported that the programme improved children's engagement in writing

83% of teachers reported that the programme raised children's attainment in writing

86% of teachers reported that the programme raised children's attainment in reading

" Staff have observed the writing stamina in Key Stage 1 has increased significantly. Children's writing across the school is better in terms of length and quality of writing.
Power of Reading School, 2018

The impact of Power of Reading on **schools** in 2017/18:

"Reading is a high priority in the school. The new English leader has begun to implement some effective strategies to develop comprehension skills. High-quality reading texts are being used effectively to challenge pupils. Pupils are motivated to read through inspirational texts that link to their current learning, for example 'Shackleton's Journey'. The reading stamina of pupils has increased significantly, as pupils report that they enjoy reading for long periods of time."
Ofsted Report, Power of Reading School, March 2017

" The % of children taking out books at lunch time has significantly increased – particularly for our boys. We have now set up DEAR time and all children in pupil surveys said that they love this time for them to read on their own. Children are now willingly staying in at break and lunch time in our new indoor reading areas.
Power of Reading School, 2018

" The impact within our school has meant that the other schools within our Trust are now moving towards implementing the Power of Reading within their schools.
Power of Reading School, 2018

Engagement has grown year-on-year
In 2012-13 we were delivering Power of Reading across England to:
13 groups (397 teachers)
and in 2017-18, we delivered the programme to:
20 groups (660 teachers)

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Impact of courses, CLiPPA, reach

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The Impact of our Long and Short Courses at our Centre

Meeting Schools' Literacy Needs
Every year we run a range of professional development opportunities at our centre covering all aspects of learning and teaching in primary literacy.

Key Statistics

1000 primary school staff attended training at our Centre

100% of people attending our courses would **recommend** it to someone else

99% of people attending our courses rated their course as **effective**

We ran **39 courses** covering everything from book making, poetry teaching and rhyme and song to spelling, planning and more able learners

Our courses have an impact on teaching and subj

"Overall, it is clear to see that the children have enjoy I have made. Children are more enthusiastic towards are excited about teaching reading in a creative way are up across the school. There are more opportuniti to read for pleasure. There is a great buzz around
CLPE course participant, 2018

The CLiPPA

Karl Nova, 2018 CLiPPA winner

What is CLiPPA?
The Centre for Literacy in Primary Poetry Award (CLiPPA) is the only award for published children's poetry in the UK and CLPE have been running the award since 2003. The award recognises the work of children's poets and brings it to schools to help support the teaching of poetry in the classrooms through our associated poetry resource site, Poetryline.

Key Statistics

330 poetry books sent to schools

6 new poetry teaching sequences created – a total of **30 FREE** teaching sequences

72 ne vi of **poets** p – a total videos avai Poetryl

Shadowing Scheme

Over **5000** children involved in CLiPPA 2018 across the country

150 schools participated (including schools from 13 of the 20 most deprived LAs in England)

43 childr aged 6 to 12 fro given the **oppo** to **perform on**

Produced a **poetry show** for an audience of 1,000 at the **National Theatre** and awarded the **CLiPPA 2018** to a brand new poet with a debut collection

750 child from **18 s** invited to attend ceremony at the Theatre. Every attended was a gift of a poetry a

"Just bounced out of the National after CLiPPA. What a wonderfu life-affirming event. Thanks CL running such a superb initial
CLiPPA Audience Member

Around the UK

Schools can access our knowledge at our Centre in London, at a range of locations across the UK and through our extensive web-based resources.

150 CLiPPA Shadowing Schools

15 Power of Reading Projects

Corebooks   Power of Reading   Poetryline   Power of Pictures

English Hubs support model

Recruitment of supported schools

National Leaders of Education

NLEs will sign-post struggling schools to the Hubs programme.

Hub schools' outreach

Hub schools will target support offers at the worst performing, most disadvantaged schools.

Referrals from local partners

The TSC, LAs and other organisations will sign-post schools to hub support.

Self-referral

Any school can request support from an English hub. Schools referred by NLEs will have priority If there is more demand than capacity, hubs will select based on the school's capacity to improve, the level of need for support, and the level of disadvantage of the children at the school.

All schools will submit a self-referral form, which hubs will use to determine their entry point to the programme.

Support

Showcase events

Hub schools will host half-day showcases of an aspect of early language and reading, with events spread throughout the academic year.

Action plans

After attending a showcase, each school will submit an action plan to the hub, setting out a plan for improvement and any request for resource support.

After reviewing action plans, hubs will invite some schools to participate in a full-day school-based audit of early language and reading provision with follow-up to support them in further refining the plan.

Audit of early language and reading provision

Resource support

Hub schools will fund or match-fund schools to buy resources including commercial phonics packages and phonics training.

For some schools, after submitting an action plan and / or accessing resource support, no further support will be needed.

No further support needed

Select CLPE Programme

Revised Action Plan

During the audit process hubs will support schools to develop a revised action plan, including any request for resource support.

6-day package of school to school support

The package of up to 6 days of in-school support from a literacy specialist will be provided to schools which have the greatest development need in early language and reading at this stage of the programme. These 6 days will be spread over a year, with an option to access a further year of support if agreed with the hub

Excellent schools will then have the potential to become phonics partnerships or to contribute literacy specialists to the hubs programme, building capacity for further high quality school to school support.

Corebooks   Power of Reading   Poetryline   Power of Pictures

Hub Priority Area	Early Language Development	Effective Phonics Provision	Promoting Positive Reading Culture
CLPE Programme	Closing the Vocabulary Gap in the Early Years	Early Reading and Phonics in a Rich Reading Curriculum	Power of Reading
Programme Synopsis	This four day, early years specific programme is based on our renowned Power of Reading programme. It shows practitioners how to use quality children's literature to encourage a love of reading and build children's language and vocabulary as a foundation for independent reading and writing.	A four day programme that will improve teachers' subject knowledge in the teaching of Early Reading. It supports schools in planning a systematic approach to the teaching of phonics across Early Years and Key Stage 1, enabling teachers to identify gaps in knowledge and effectively plan for progress leading children to become independent readers.	The programme is delivered over four days and provides all participants with a comprehensive overview and practical strategies for developing reading for enjoyment as well as knowledge of appropriate children's literature and how to use it across the curriculum to increase children's engagement and attainment in reading and writing.

Corebooks   Power of Reading   Poetryline   Power of Pictures

Structure and Expectations

Implement and Reflect

Implement and Reflect

- Attend INSET 1
- Review provision
- Trial sequence
- Disseminate practice
- Submit baseline data

Implement and Reflect

- Attend INSET 2
- Reflect on the programme in practice
- Trial teaching sequence
- Disseminate practice

Implement and Reflect
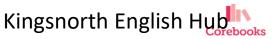
- Attend INSET 3
- Reflect on the programme in practice
- Embed teaching sequences
- Disseminate practice

Implement and Reflect

- Share impact via display or presentations
- Provide and analyse summative data
- Monitor and evaluate impact
- Disseminate and forward plan

Kingsnorth English Hub

Corebooks   Power of Reading   Poetryline   Power of Pictures

Hub Priority Area 1:
Early Language Development

- **= CLPE Closing the Vocabulary Gap in the Early Years**

- Four day, early-years-specific programme based on our renowned Power of Reading programme

- Shows practitioners how to use quality children's literature to encourage a love of reading

- Builds children's language and vocabulary as a foundation for independent reading and writing

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Why Language Matters:
Guidance and Research Findings 2018

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IMPROVING LITERACY IN KEY STAGE TWO
Guidance Report

IMPROVING LITERACY IN KEY STAGE ONE
Guidance Report

PREPARING FOR LITERACY
Improving communication, language
and literacy in the early years

Guidance Report

Education
Endowment
Foundation

Education
Endowment
Foundation

EARLY
INTERVENTION
FOUNDATION

**LANGUAGE AS A
CHILD WELLBEING
INDICATOR**

SEPTEMBER 2017

JAMES LAW, JENNA CHARLTON – NEWCASTLE UNIVERSITY
KIRSTEN ASMUSSEN – EARLY INTERVENTION FOUNDATION

A National Literacy Trust research report

**Literacy and life
expectancy**

An evidence review exploring the link between
literacy and life expectancy in England through health
and socioeconomic factors

Lisa Gilbert, Anne Teravainen, Christina Clark and Sophia Shaw
February 2018

Oxford
Dictionaries
for Children
Language matters

**500
WORDS**
2018

**Oxford Corpus
Children's Language
Report 2018**

Summary report prepared by
Oxford Children's Dictionaries
Oxford University Press
Great Clarendon Street, Oxford OX2 6DP

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide.

OXFORD

Why Closing the
Word Gap Matters:
Oxford Language Report

oxford.ly/wordgap

OXFORD

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Prioritise the development of communication and language

- Language provides the foundation of thinking and learning and should be prioritised.

- High quality adult-child interactions are important and sometimes described as talking *with* children rather than just talking to children.

- Adults have a vital role to play in modelling effective language and communication.

- Use a wide range of approaches including shared reading, storytelling, and explicitly extending children's vocabulary

PREPARING FOR LITERACY
Improving communication, language and literacy in the early years

Guidance Report

Education Endowment Foundation

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Good Language Development as a Key Indicator

'Children need to have good language development in the pre-school years. Our research shows that where that happens we see children do better in school, socially and emotionally through to adulthood.'

Edward Melhuish 2018,

Research Professor at the University of Oxford
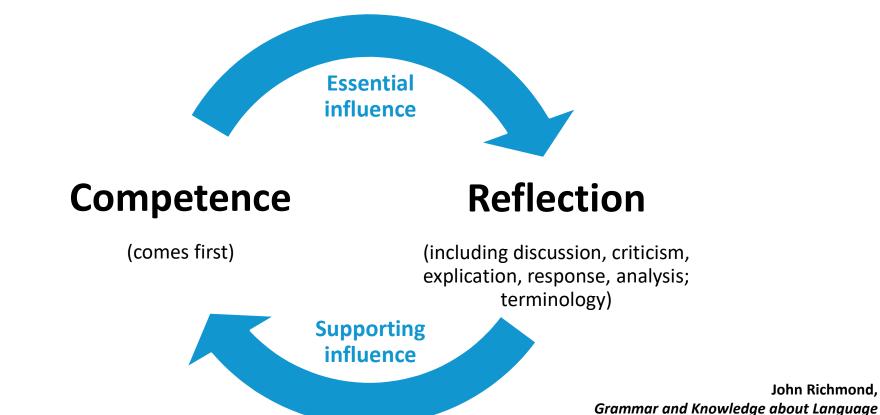
Planning for Progression in to Key Stage 1:
Developing Language Competency

Essential influence

Competence

(comes first)

Reflection

(including discussion, criticism, explication, response, analysis; terminology)

Supporting influence

John Richmond,
Grammar and Knowledge about Language
(Owen Education/UKLA 2015)

Corebooks   Power of Reading   Poetryline   Power of Pictures

Models of Language in the Book

Narrative story; consistent first person voice and viewpoint; past tense

Strong tunes for storytelling
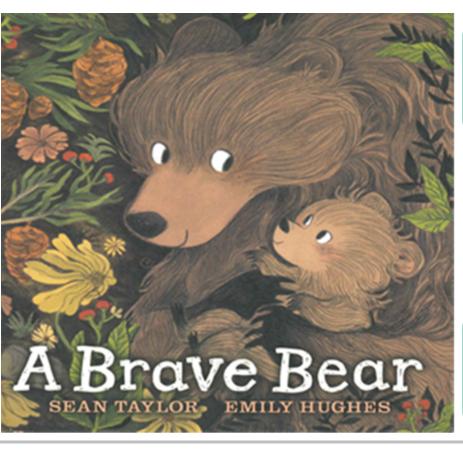
Dialogue; first person voice

Repetition of ideas and sentences structure for emphasis.

Fronted adverbs to set the scene or express time passing.

Pragmatics; sentences start with 'But' and 'And' for dramatic effect

Expanded noun and verb phrases

Language of negotiation; subordinate clauses and modal verbs

Quantifying expressions; pre-determiners; intensifying adverbs; superlatives

Dialogue; first person voice; speech marks

A Brave Bear

SEAN TAYLOR · EMILY HUGHES

Leading to Language Competency in Talk and in Writing for Purpose and Audience

Descriptive language, e.g. expanded noun and verb phrases

Advisory voice; modal verbs; informal register

Explanatory voice; consistent present tense and; statement sentences and passive sentence form

Tentative language; first person utterances leading to full sentences

Writing Outcomes:

- Shared reader response
- Personal stories
- Free verse poetry
- Advisory notes and letters to a brave bear
- Non-fiction fact-file
- Speech and thought bubbles
- Labels and captions
- Instructions for a brave bear
- Questions for character Hotseating
- Storymapping
- Retelling the story in role

Structuring question sentences

Negotiation language; subordinate clauses and modal verbs

Narrative voice; consistent first person and past tense; dialogue

Corebooks   Power of Reading   Poetryline   Power of Pictures

Above and Beyond the National Curriculum for English:
Vocabulary, Grammar and Punctuation in KS1

English - Appendix 2: Vocabulary, grammar and punctuation

Vocabulary, grammar and punctuation – Years 1 to 6

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular **plural noun suffixes** –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the **prefix** un– changes the meaning of **verbs** and **adjectives** [negation, for example, unkind, or undoing: untie the boat]
Sentence	How **words** can combine to make **sentences** Joining **words** and joining **clauses** using and
Text	Sequencing **sentences** to form short narratives
Punctuation	Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of **nouns** using **suffixes** such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of **adjectives** using **suffixes** such as –ful, –less (A fuller list of **suffixes** can be found in the year 2 spelling section in English Appendix 1) Use of the **suffixes** –er, –est in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**
Sentence	**Subordination** (using when, if, that, because) and **co-ordination** (using or, and, but) Expanded **noun phrases** for description and specification [for example, the blue butterfly, plain flour, the man in the moon] **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command
Text	Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, she is drumming, he was shouting]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

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A Focus on Providing Quality Opportunities to Develop Language

- Real and personal experiences

- Encouraging curiosity

- Sustained shared thinking

- Personal narratives

- High-quality books

- Fictional narratives

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Hub Priority Area 2:
Effective Phonics Provision

- **= CLPE Early Reading and Phonics in a Rich Reading Curriculum**
- Four day programme that will improve teachers' subject knowledge in the teaching of Early Reading
- Supports schools in planning a systematic approach to the teaching of phonics across Early Years and Key Stage 1
- Enables teachers to identify gaps in knowledge and effectively plan for progress leading children to become independent readers

Corebooks   Power of Reading   Poetryline   Power of Pictures

The Reading Rope:
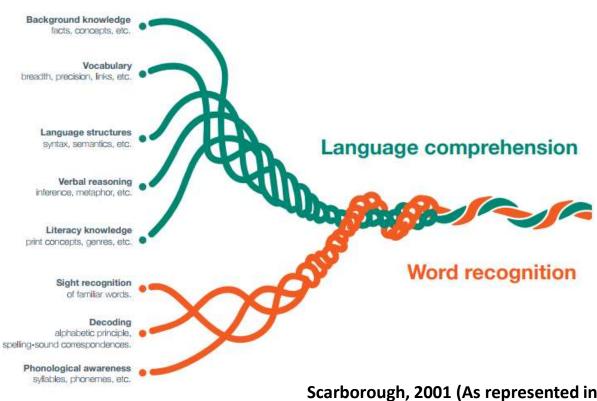
FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING[7]

Background knowledge
facts, concepts, etc.

Vocabulary
breadth, precision, links, etc.

Language structures
syntax, semantics, etc.

Verbal reasoning
inference, metaphor, etc.

Literacy knowledge
print concepts, genres, etc.

Language comprehension

Sight recognition
of familiar words.

Decoding
alphabetic principle,
spelling-sound correspondences.

Phonological awareness
syllables, phonemes, etc.

Word recognition

'The evidence for a balanced approach to reading is extensive, from both observational and experimental studies.'

Scarborough, 2001 (As represented in Education Endowment Foundation, Improving Literacy Guidance KS1, 2016)

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A Matter of Identity:

- Becoming literate is greatly facilitated by a natural familiarity with and love of book language

- Ideally, through rich experiences provided, children identify themselves with the language and context of stories, songs and rhyme to lay claim to it for themselves.

- Provision of a range and breadth of high quality literature allows children to see themselves reflected in the language, characters and events allowing for deeper engagement and empowerment as readers.

Corebooks Power of Reading Poetryline Power of Pictures

A Systematic Approach:

A language rich curriculum:
- Reading aloud
- A talk and text rich environment
- Context embedded teaching
- Enabling adults
- Opportunities for talk, reading and writing across the curriculum

Understanding pupils needs and interests:
- Understanding progression
- Planning appropriate provision to meet the needs of all learners
- An enabling environment
- Involving families

Fluency

Specific spelling rules

Learning the complex code
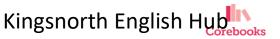
Mastering the basic code

Learning the language of text and story and early phonological development

CLPE, Forthcoming 2018

Kingsnorth English Hub

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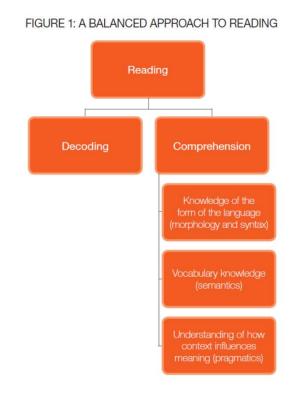
Education Endowment Fund, Improving Literacy Guidance:

Both decoding and comprehension are necessary, but not sufficient, to develop confident and competent readers. It is also important to remember that progress in literacy requires motivation and engagement, both of which help children to develop persistence and resilience as well as enjoyment and satisfaction in their reading.

If pupils are not making expected progress it may be that they are not engaged in the process, and require a different approach that motivates them to practise and improve.

FIGURE 1: A BALANCED APPROACH TO READING

Reading

Decoding

Comprehension

Knowledge of the form of the language (morphology and syntax)

Vocabulary knowledge (semantics)

Understanding of how context influences meaning (pragmatics)

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Understanding the Limitations of Decodable Texts...

'decodable texts... are likely to be somewhat restricted in word choice and so may tend to be inferior to real books in (a) maintaining children's **interest and motivation to read** and (b) in achieving the broader goals of building children's **vocabularies and knowledge**.'

Castles, Rastle & Nation, 2018

Ending the Reading Wars

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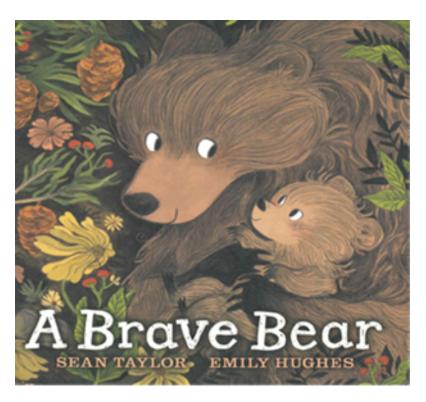
Planning a Discrete Phonics Session around a Quality Text

CLPE
CENTRE FOR LITERACY
IN PRIMARY EDUCATION

A Brave Bear
SEAN TAYLOR · EMILY HUGHES
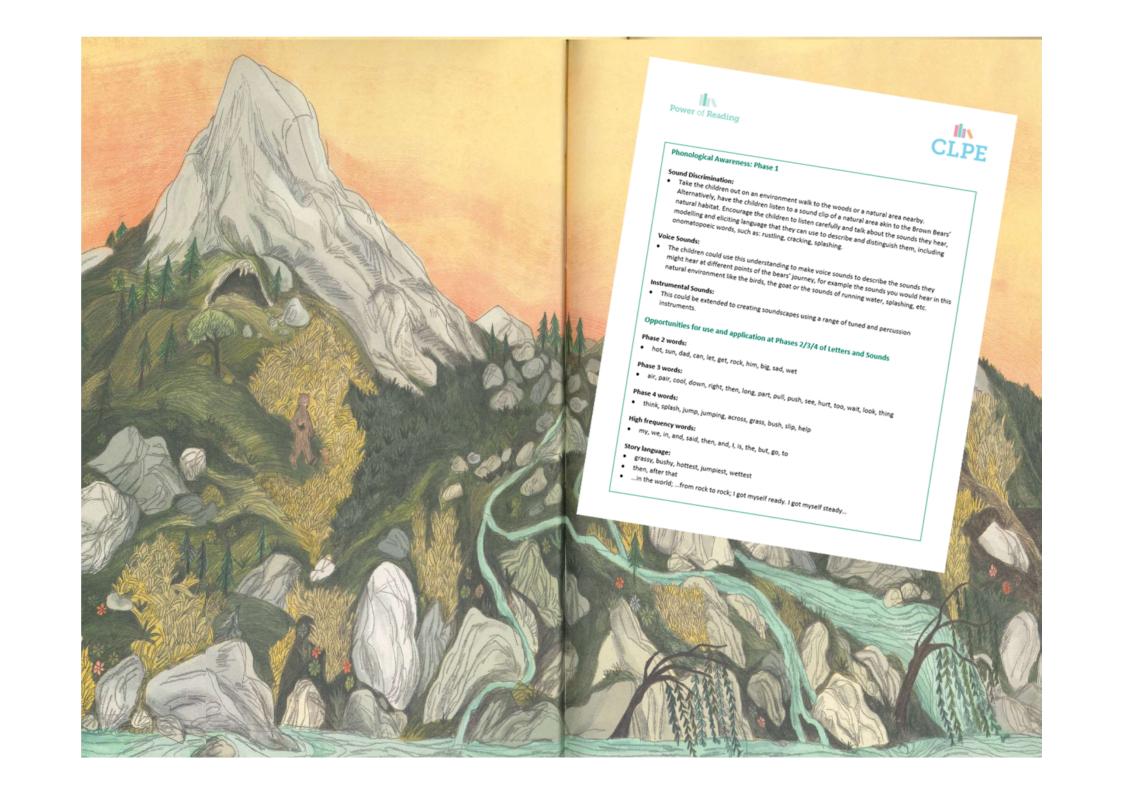
Date:	Focus GPC:
Revisit, Revise	
Teach	
Read /blend	
Spell/ segment	

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Phonological Awareness: Phase 1

Sound Discrimination:

- Take the children out on an environment walk to the woods or a natural area nearby. Alternatively, have the children listen to a sound clip of a natural area akin to the Brown Bears' natural habitat. Encourage the children to listen carefully and talk about the sounds they hear, modelling and eliciting language that they can use to describe and distinguish them, including onomatopoeic words, such as: rustling, cracking, splashing.

Voice Sounds:

- The children could use this understanding to make voice sounds to describe the sounds they might hear at different points of the bears' journey, for example the sounds you would hear in this natural environment like the birds, the goat or the sounds of running water, splashing, etc.

Instrumental Sounds:

- This could be extended to creating soundscapes using a range of tuned and percussion instruments.

Opportunities for use and application at Phases 2/3/4 of Letters and Sounds

Phase 2 words:

- hot, sun, dad, can, let, get, rock, him, big, sad, wet

Phase 3 words:

- air, pair, cool, down, right, then, long, part, pull, push, see, hurt, too, wait, look, thing

Phase 4 words:

- think, splash, jump, jumping, across, grass, bush, slip, help

High frequency words:

- my, we, in, and, said, then, and, I, is, the, but, go, to

Story language:

- grassy, bushy, hottest, jumpiest, wettest
- then, after that
- ...in the world; ...from rock to rock; I got myself ready. I got myself steady...

Paving the way for grammatical understanding

English - Appendix 2: Vocabulary, grammar and punctuation

Vocabulary, grammar and punctuation – Years 1 to 6

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular **plural noun suffixes** –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the **prefix** un– changes the meaning of **verbs** and **adjectives** [negation, for example, unkind, or undoing: untie the boat]
Sentence	How **words** can combine to make **sentences** Joining **words** and joining **clauses** using and
Text	Sequencing **sentences** to form short narratives
Punctuation	Separation of **words** with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of **nouns** using **suffixes** such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of **adjectives** using **suffixes** such as –ful, –less (A fuller list of **suffixes** can be found in the year 2 spelling section in English Appendix 1) Use of the **suffixes** –er, –est in **adjectives** and the use of –ly in Standard English to turn adjectives into **adverbs**
Sentence	**Subordination** (using when, if, that, because) and **co-ordination** (using or, and, but) Expanded **noun phrases** for description and specification [for example, the blue butterfly, plain flour, the man in the moon] **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command
Text	Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, she is drumming, he was shouting]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

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The Importance of Reading Aloud and 'Story Time'

*'While teachers and parents may value reading aloud to young children as an early reading experience, **the focus has often been on its motivational value, rather than its important role in sensitizing children to the features of written language** through an oral medium. I England at present the importance of schools of a high and increasing percentage pass each year on the Phonics Screener Check, has meant that more and more time in classrooms is being spent practising for the check, including pseudo or alien words, which form half of the 40 words in the check. The written language encountered by children in their reading books at school may be limited and little time may be left for story reading as a way of sensitizing children to the complexities of written language.'*

Clark, 2017

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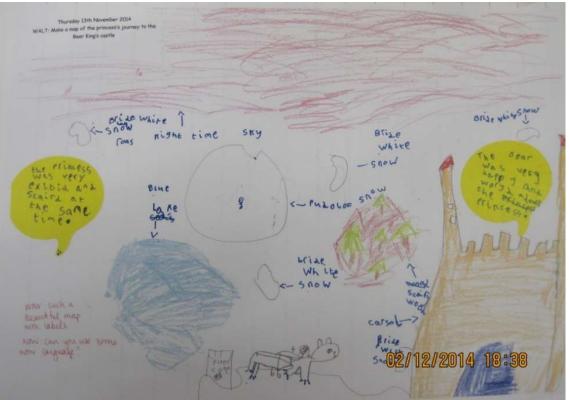
Revisiting the text through Small World, Role Play and Storymaking

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Hub Priority Area 3:
Promoting Positive Reading Culture

- **= CLPE Power of Reading**

- Four day programme provides all participants with a comprehensive overview and practical strategies for developing reading for enjoyment

- Knowledge of appropriate children's literature

- How to use it across the curriculum to increase children's engagement and attainment in reading and writing.

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What is the Power of Reading?

- A programme that focuses on ensuring best practice in the whole class teaching of Literacy.

- Continued professional development on the underpinning research that supports the principles of the programme:
  - Text-based units of work that place high quality literature at the heart of all learning.
  - Creative teaching approaches proven to raise engagement and attainment in reading and writing.
  - The importance of a deeper knowledge of quality children's literature.

- The foundation of a whole school culture that values and fosters the importance of reading for pleasure.

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Where Power of Reading Sits in the English Curriculum:

Tailoring experiences to meet the needs of your children:

- "Our internal progress data has shown **increased attainment**. Power of Reading has been especially helpful in allowing the children to work on **attitudes to reading** in whole class sessions. We have been able to teach the reading curriculum in literacy sessions, allowing our guided reading times to be more **targeted to individual needs**."
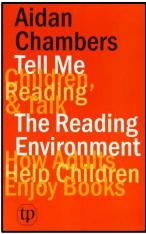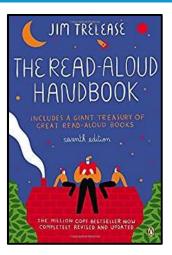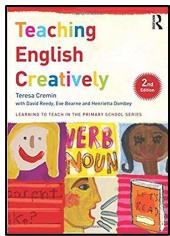
PoR Teacher, Ipswich

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Research: Core Texts

The Reader in the Writer
The links between the study of literature and writing development at Key Stage 2
Myra Barrs and Valerie Cork

Aidan Chambers
Tell Me
Children, Reading & Talk
&
The Reading Environment
How Adults Help Children Enjoy Books

JIM TRELEASE
THE READ-ALOUD HANDBOOK
INCLUDES A GIANT TREASURY OF GREAT READ-ALOUD BOOKS
seventh edition
THE MILLION COPY BESTSELLER NOW COMPLETELY REVISED AND UPDATED

Teaching English Creatively
2nd Edition
Teresa Cremin
with David Reedy, Eve Bearne and Henrietta Dombey
LEARNING TO TEACH IN THE PRIMARY SCHOOL SERIES

reading and writing scales

MARGARET MEEK
HOW Texts Teach What Readers Learn
THIMBLE tp PRESS

THE POWER OF READING
Insights from the Research
SECOND EDITION
Stephen D. Krashen

BUILDING COMMUNITIES OF ENGAGED READERS
READING FOR PLEASURE
TERESA CREMIN, MARILYN MOTTRAM, FIONA M. COLLINS, SACHA POWELL AND KIMBERLY SAFFORD

READING FOR PLEASURE
clpe
Centre for Literacy in Primary Education
power of reading
corebooks online
What we know works
Centre for Literacy in Primary Education
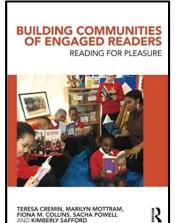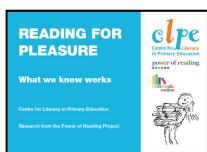Research from the Power of Reading Project

What the Programme Offers

- Four days of intensive training, enabling project teachers to fully implement and evaluate the programme in practice.

- Book Packs of quality texts to use in class and develop project teachers as readers.

- Insights from authors which exemplify the value of reading and explore authentic writing processes.

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What is the impact?

- "Ofsted stated in March 2018: 'Middle leaders are continuing to secure **improvements in the quality of pupils' reading and writing**. New strategies are encouraging pupils to explore **more challenging texts with greater focus**, developing their **skills of inference and deduction** and the **breadth of their vocabulary**. Teachers are using a range of strategies to **develop pupils' imaginations** and their ideas for writing. As a result, pupils of **differing abilities** are developing their **writing stamina and confidence in writing at length**."

- "Reading is a high priority in the school. The new English leader has begun to implement some **effective strategies to develop comprehension skills**. High-quality reading texts are being used effectively to **challenge pupils**. Pupils are **motivated to read** through **inspirational texts** that link to their current learning, for example *Shackleton's Journey*. The **reading stamina** of pupils has increased significantly, as pupils report that they **enjoy reading for long periods of time**."

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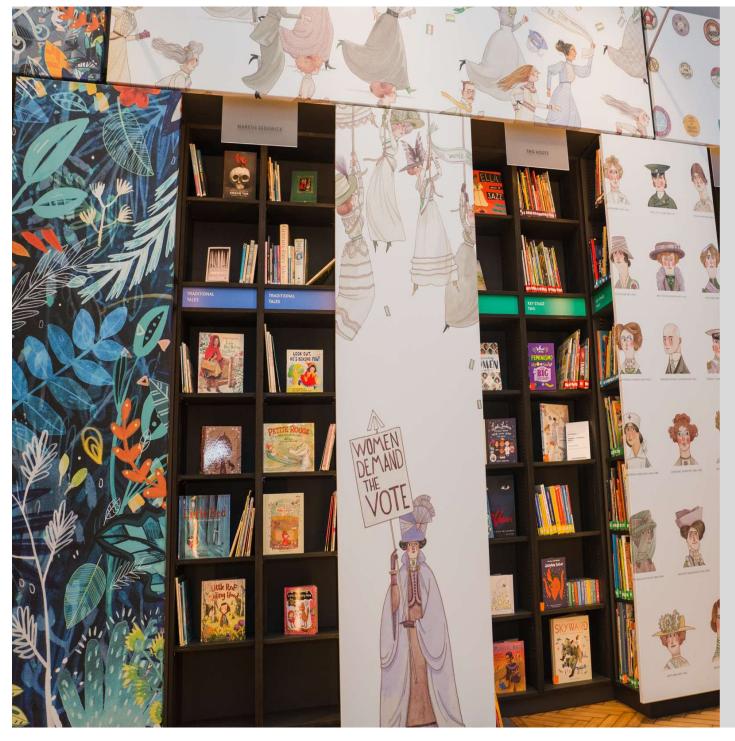
Model of delivery

- Underpinned by theory

- Based on a high quality text

- Modelled on a Teaching Sequence

- Practical and interactive

- Participant and practitioner

- Short-term and long-term take-aways

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