



Welcome to the latest edition of the Little Sutton English Hub newsletter. During the spring term schools continued to face many difficulties as a result of increasing rates of Covid which resulted in high rates of absence in both staff and children. Credit has to go to schools for working so hard to manage these challenges. Hopefully, the summer term will bring stability, as well as some welcome sunshine.

The Little Sutton English Hub team were pleased to see the ongoing emphasis on the importance of phonics and early reading in the government's recently published white paper at the end of March. In his foreword, the Secretary of State for Education talks about how the teaching of reading has been revolutionised in schools. The English Hub programme has played a significant role in achieving this. We look forward to working with schools to build on the success, sustain the improvements and impact on outcomes for children.

Ensuring schools have high ambition for children with special educational needs is crucial. Again, both the white paper and green paper set out intentions to ensure these children have the same opportunities to thrive as their peers. The English Hub programme is developing further work in this area which we will be sharing with school in the coming weeks and months.

As we start to plan our programme of light touch, medium and intensive support for next year, please do get in touch and let us know the greatest areas of need for your school and we can consider how the English Hub programme can best meet these.

PREPARE FOR YOUR PHONICS SCREENING CHECK

The Phonics Screening Check is fast approaching.

Schools should administer the check during the week beginning

Monday 6 June.

Children absent can complete the check the following week, but those absent for two weeks must be recorded as absent in the results data.

In order to prepare your children and staff, use your SSP assessments and follow your SSP provider advice alongside the DfE [PSC guidance](#).





TRAINING OPPORTUNITIES!



Back by popular demand, Little Sutton English Hub are delighted to be able to re-run the following sessions led by English expert Ruth Baker-Leask.

These sessions are suitable for teachers and leaders, and those involved in English primary curriculum development.

**Free
of
charge**

"Thank you . Incredibly useful. Ruth's passion was inspiring. Loved discussing books and being exposed to many I had not seen before. Many ideas for school and making reading/writing even more pleasurable and purposeful."

Teaching Non-Fiction Texts

20 May 2022

This is a full day event (9:15-3:15) and will take place at Little Sutton Primary School.

During this day we will examine:

- The nature of non-fiction texts both classic and contemporary
- How non-fiction has evolved over the years
- How to select high quality non-fiction texts
- The place of non-fiction in the English curriculum
- Using non-fiction to aid writing across the curriculum
- Teaching strategies and approaches that work well with non-fiction texts

To book, [click here!](#)

Exploring High Quality Picture Books

9 June 2022

This is an online event.

Time: 3:45-5:15pm

During this webinar we will examine:

- The categories of books that fall under the title of 'picture book'
- How we can use words and images together to deepen children's understanding of text
- How to use picture books to enhance children's understanding of story structure
- The importance of children having the opportunity to illustrate their own writing

To book, [click here!](#)



Thank you to all the schools who have attended showcases this year. They have been a huge success and it has been great to have visitors back in school. Being able to show effective teaching of phonics and early reading in practice is invaluable. Feedback from our showcases has been phenomenal, and we are delighted with the impact that these events have had in schools.

We are now undertaking audits and offering medium level support to the majority of the schools who have attended, and selecting some to become partner schools receiving intensive support from September 2023.

Our new programme of showcases will be launched in the autumn term and dates for these will be released in the next edition of this newsletter. We are also planning our training programme for 2022/2023, so if you have any requests for training provision that would benefit your school, please do email your suggestions to:

Janet Conway: 0121 464 4494

Email: englishhub@littlesu.bham.sch.uk

For details of other events, please visit our website: lenglishhub.org.uk



WHAT TO EXPECT DURING AN OFSTED INSPECTION EARLY READING DEEP DIVE



Paragraphs 349 – 351 of the School Inspection Handbook (updated 9th February 2022) explain how to apply the Education Inspection Framework to the teaching of early reading in infant, junior, primary and lower-middle schools (outlined below). [School inspection handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/school-inspection-handbook)

349. During all inspections of infant, junior, primary and lower-middle schools, inspectors must focus on how well pupils are taught to read as a main inspection activity. They will pay particular attention to pupils who are reading below age-related expectations (the lowest 20%) to assess how well the school is teaching phonics and supporting all children to become confident, fluent readers. This will include understanding how reading is taught remotely, where applicable.

350. Inspectors will listen to several low-attaining pupils in Years 1 to 3 read from unseen books appropriate to their stage of progress. They should also draw on information from the school's policy for teaching reading, phonics assessments, phonics screening check results and lesson visits.

351. In reaching an evaluation against the 'quality of education' judgement, inspectors will consider whether:

- the school is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations
- stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction
- the school's phonics programme matches or exceeds the expectations of the national curriculum and the early learning goals. The school has clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2
- the sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home
- reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception
- the ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given immediately
- the school has developed sufficient expertise in the teaching of phonics and reading

DfE READING FRAMEWORK'S GUIDE TO TEACHING A SYSTEMATIC PROGRAMME

The DfE's Reading Framework makes clear that daily phonics sessions should begin as soon as children start their Reception year. These sessions might be only ten minutes long in the first few days, but by the end of Reception, children will need about an hour a day to consolidate previous learning, learn new content, and practise and apply what they have learned.

Teachers should:

- ⇒ be clear about objectives for any session and make sure that the children understand them (e.g. 'By the end of this week you will all be able to read these sounds; today we are learning the first one.')
- ⇒ expect all children to participate throughout phonics sessions, for example by using 'call and response'
- ⇒ make the most of the time for teaching and use activities that maximise the number of words children read and spell
- ⇒ make sure that children practise using the knowledge they have been taught in previous lessons until they can use it automatically, thus freeing up their capacity to learn new knowledge
- ⇒ support the children to connect the new knowledge with their previous learning
- ⇒ demonstrate new learning in bite-sized chunks
- ⇒ ensure children are given opportunities to apply what they have learnt
- ⇒ praise the children for working hard and paying attention, being specific about what they have done well
- ⇒ use assessment to determine next steps clearly, including identifying children who might need immediate extra support.



SCHOOLS WHITE PAPER

Opportunities for all: strong schools with great teachers for your children.

Under its mission to level up standards across the school system, the government is setting a target for 90% of children leaving primary school to have achieved the expected standard in reading, writing and maths by 2030, up from 65% in 2019.

The first schools' white paper since 2016, Opportunity for all sets out this ambition against the context that literacy and numeracy are the bedrock of a great education, unlocking the whole curriculum. The governments' vision is set out in four chapters each underpinned by a robust target.

An excellent teacher for every child

By 2030, every child will be taught by an excellent teacher trained in the best-evidenced approach

Delivering high standards of curriculum, behaviour and attendance

By 2030, every child will be taught a broad and ambitious curriculum in a school with high expectations and strong standards of behaviour

Targeted support for every child who needs it

By 2030, every child who falls behind in English or maths will get the right support to get back on track

A stronger and fairer school system

By 2030, all children will benefit from being taught in a family of schools, with their school in a strong multi academy trust or with plans to join or form one

The white paper endorses the crucial role the English Hubs Programme has in supporting schools to drive up literacy standards, delivering improvements in the quality of teaching of reading and continuing the emphasis on systematic synthetic phonics. Further guidance on teaching reading will also be available for schools in the second part of the Reading Framework which will be published next year.

[Opportunity for all - Strong schools with great teachers for your child \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)



READING FRAMEWORK— TEACHING THE FOUNDATIONS OF LITERACY

St Michael's, Westgarth, Little Sutton, Yorkshire Endeavour, Jerry Clay, and Burley and Woodhead English Hubs have come together to lead joint CPD on the Reading Framework which was published by the DfE in the summer 2021, providing guidance for schools to meet existing expectations for teaching early reading.

There are two sessions which explain each element of the Reading Framework and how it can be implemented in your school.

SESSION 1: 16th June 3:45pm-5pm

- Introduction and overview of the Reading Framework
- The importance of reading
- Language and storytime

SESSION 2: 30th June 3:45pm-5pm

- Systematic synthetic phonics

For more information email:
englishhub@stmicsce.uk

Or scan the QR code,
or [follow the link on the flyer](#) to book.

ARE YOU CURRENTLY EXPLORING WHICH VALIDATED SSP TO ADOPT?

On **Tuesday 26th April 2022**, Wensum English Hub will be hosting an afternoon of remote validated SSP briefings during which the programme authors/publishers will offer a short presentation overview of their phonics programme, including costs, assessments and resources, followed by a Q&A session.

Programmes include: Anima Phonics, Little Wandle, Letters and Sounds Revised, Essential Letters and Sounds, Letterland, Read, Write, Inc. Monster Phonics, Sounds-Write, Success for All, Twinkl Phonics, and more.

Sessions will run from 1:15-5pm and it will be possible to dip in and out. For more information and to request a Zoom link to the meeting, [please click here](#).

LEARNING LANGUAGE AND LOVING IT You can help!



The Education Endowment Foundation (EEF) is working with the Department for Education (DfE) to expand its work supporting schools to access evidence-informed programmes that have the potential to raise pupil attainment.

One of these programmes—Learning Language and Loving It—provides training for Early Years practitioners to promote language and early literacy. It provides practical strategies that can be easily woven into everyday activities that help all children build language and social skills. These strategies include encouraging children to initiate and engage in conversational interaction, encouraging extended individual and group conversations between adults and children, and modelling more sophisticated language to expand the child's oral language skills and facilitate the development of abstract language.

Schools in the West Midlands are currently being recruited for the efficacy trial phase of the programme which involves participation in online training workshops and video call feedback sessions.

For further details, or to apply, [please click here](#).

The deadline for applications is **13 July 2022**.

National
Literacy
Trust

MEMBERSHIP OFFER!

National Literacy Trust school membership provides tools and resources to support schools in improving literacy provision across the curriculum and beyond. Premium resources support whole-school literacy strategic planning and teacher knowledge, which together with practical classroom resources help bridge the gap between evidence and practice.

Membership also includes benefits such as discounts on training and events, as well as on book and magazine purchases. Learn more at <https://literacytrust.org.uk/join-us/> and explore their full offer for schools at <https://literacytrust.org.uk/education-recovery/> Contact membership@literacytrust.org.uk

FREE DIVERSE LIBRARIES WEBINAR



In our previous newsletter, we told you about a series of free webinars being offered through a partnership between **Penguin Random House, Libraries Connected**, and the **National Literacy Trust**. These webinars are designed to help you ensure that your library collection and the reading experience you offer is as diverse and inclusive as possible. The final webinar is scheduled to take place in May. All library staff or teachers based in primary or secondary schools, public or community libraries across the UK are welcome to attend. To register, please follow the link below.

Diversity Beyond the Bookshelf - Engaging library and school communities

25th May 2022 4.00pm to 5.15pm

This webinar looks at the wider role of schools and libraries in supporting diversity outside of their collections through community empowerment. You will explore a range of community engagement case studies and have opportunity to share your own ideas and experiences with the group.

Register for this webinar



LIBRARY LIFELINE

The School Library Association's 'agony aunt', Member Development Librarian, Dawn Woods, is writing a [Library Lifeline blog](#) in association with the National Literacy Trust. In [part 3](#), she discusses how to develop reading for pleasure, and answers the question:

I'd like to increase the enjoyment in reading in my class. What can I do that won't take up huge amounts of curriculum time?

Creating a reading culture in your school, where everyone reads for enjoyment, will permeate children's lives and there are lots of things you can implement in class, without compromising your curriculum time.

To find out more, [click here](#).



Bookmark

Change a child's story

Bookmark is a literacy charity with one simple vision: they want every child to read. Their volunteers partner with schools to deliver high impact, low admin one to one reading sessions for children in years 1-4 who are at risk of not meeting the expected standard for reading. 98% of children on a Bookmark programme improved or maintained their reading level despite disrupted learning. For more information, please review Bookmark's [Impact Report for 2020-21](#). Or visit [Bookmark's website](#).

To measure the impact of their project they request that schools ask children five questions before and after receiving 'Your Story Corner' resource packs. Click this link to download a PDF of their [school survey worksheet](#).

VOLUNTEER READERS FOR SCHOOLS

To make this support available to as many children as possible, they offer their programmes at a cost of just £1 per session, that's £12 for a full programme.

See Bookmark's [online flyer here](#).



The Open
University



READING
FOR PLEASURE

2022 READ FOR EMPATHY BOOK COLLECTION



EmpathyLab has announced its 2022 Read for Empathy collection – 60 diverse, empathy-rich books for 4-16 year olds.

These can be used in homes, schools and libraries to build children's empathy skills and understanding, and give them new horizon-widening experiences. Look out for the free downloadable Guides, [here](#).



Official book supplier

EmpathyLab

Read stories. Build empathy. Make a better world.



2022 Read For Empathy Guide

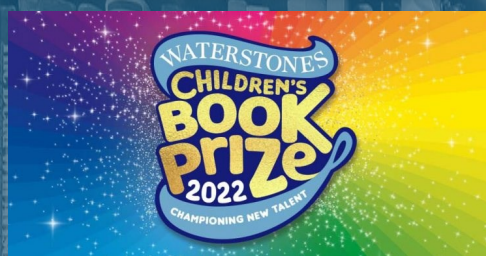
Books to build empathy - for children aged 4-11
#ReadForEmpathy

Why empathy?

Picture books,
early readers,
poetry, non-fiction

Novels, graphic
novels

Top tips



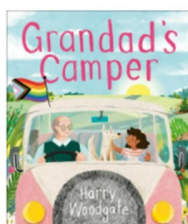
Waterstones Children's Book Prize 2022 Shortlist Announced

Waterstones recently announced its shortlist for the 2022 Waterstones Children's Book Prize. This year's selection – chosen by Waterstones' booksellers – marks their continuing commitment to championing the finest new talent in children's writing and illustration today.

Which one of their 2022 selection will follow in the formidable footsteps of last year's winner *A Kind of Spark* by Elle McNicoll?

Follow all the latest news on their social media channels by searching #WCBP22, or follow this link to see the [shortlist nominations](#) in more detail.

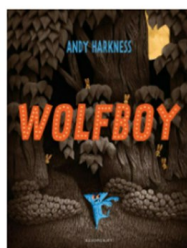
Illustrated Books Shortlist



Grandad's Camper
Harry Woodgate



The Viking Who Liked Icing
Lu Fraser



Wolfboy
Andy Harkness



Alone!
Barry Falls



The Duck Who Didn't Like Water
Steve Small



Out to Sea
Helen Kellock

Younger Readers Shortlist



Children of the Quicksands
Efua Traore



Amari and the Night Brothers
BB Alston



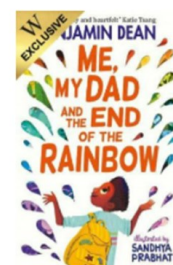
The Last Bear
Hannah Gold



Bumble and Snug and the Angry Pirates
Mark Bradley

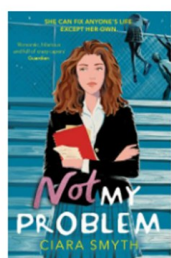


Front Desk
Kelly Yang



Me, My Dad and the End of the Rainbow
Benjamin Dean

Older Readers Shortlist



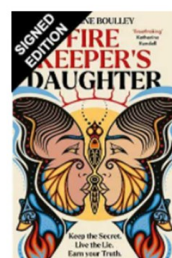
Not My Problem
Ciara Smyth



The Crossing
Manjeet Mann



The Upper World
Femi Fadugba



Firekeeper's Daughter
Angeline Boulley



The Gilded Ones
Namina Forna



Not Here To Be Liked
Michelle Quach



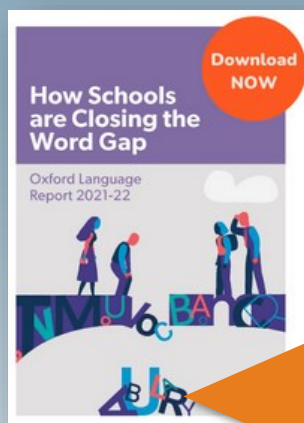
HOW SCHOOLS ARE CLOSING THE WORD GAP

Oxford Children's Language conducts research, shares insights, and supports teachers with advancing students' language and literacy development.

Language is at the heart of education, and Oxford University Press is committed to understanding and closing the Word Gap and ensuring that young people have all the words they need to thrive at home, in school, and beyond.

Their new report, *How Schools are Closing the Word Gap: The Oxford Language Report 2021-22*, offers a series of primary and secondary school case studies packed with teachers' ideas and suggestions for how to narrow the word gap, from using vocabulary boards and a talk-centred curriculum, to teaching oracy explicitly and providing visual prompts.

Download your copy here!



MEET THE TEAM AT LITTLE SUTTON ENGLISH HUB



Rachel Davis MBE
English Hub
Strategic Lead



Vicky Hewitson
English Hub Lead



Janet Conway
English Hub
Co-Ordinator



Emma Whittaker
English Lead LSPS



Seema Samuel
Literacy Specialist



Julie Secker
Literacy Specialist



Lamorna Ross
Literacy Specialist



Alex Finn
Literacy Specialist



Jess Faulkner
Literacy Specialist

Manreet Ratan
Literacy Specialist

Debbie Allen
Literacy Specialist

Catherine Lewis
Literacy Specialist

Little Sutton English Hub
Little Sutton Primary School
Worcester Lane
Sutton Coldfield
B75 5NL

Tel: 0121 464 4494
Email: englishhub@littlesu.bham.sch.uk
Please visit our website www.lsenglishhub.org.uk
Follow us on twitter [@lsenglishhub](https://twitter.com/lsenglishhub)

English Hub Strategic Lead:
Rachel Davis MBE
English Hub Lead:
Vicky Hewitson
English Hub Co-Ordinator:
Janet Conway