



NEWSLETTER No11—MAY 2023

We hope you have had a good start to the summer term. It has been great to hear about the progress children are making in schools where reading is prioritised and a systematic synthetic approach to phonics is rigorously implemented.

We have been hearing from many schools recently about the challenges they face meeting the needs of children across their schools with a variety of learning difficulties. Our work together has been underpinned by the crucial importance of literacy for children with special educational needs and disabilities (SEND) and the need for teachers to remain ambitious about teaching them to read and write.

In this newsletter we pull together some of the latest publications reinforcing the importance of a systematic approach to teaching phonics based on familiar routines and consistent, regular practise throughout the day. These illustrate that children with specific learning needs do not need to be taught differently, but their teaching plan should be adapted to meet their needs by taking smaller steps in order to achieve success.

We will be exploring this theme further in our webinar with Kirstie Page on 24th May where we will discuss the baseline skills that support children to be ready to learn phonics. In June we are collaborating with Chesterton Hub to host a two part webinar with Ann Sullivan looking at how to meet the needs of children with specific learning needs when teaching phonics. Our programme of professional development continues into the summer term. Details of webinars and in-school training opportunities can be found over the page, including a webinar by HMI for Early Years, Kirsty Godfrey, who will be delivering key messages from Ofsted's research review into English.

As the Phonics Screening Check fast approaches we remind schools to work closely with their validated SSPs and follow their guidance and support to set the children up for success.

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 starting to plan our training programme for 2023/2024, so if you have any requests for training provision that would benefit your school, please do give us further details by following the ink to complete this [short online form](#).

English Hub and Accelerator Fund for English 2022-2023



Whilst our programme for the current academic year is now full, we are keen to keep in touch with schools and register those interested in receiving support or funding in the 2023/2024 academic year. To register, please [follow this link](#) or scan the QR code to complete the online application form.

For further information, you can visit our website at www.lsenglishhub.org.uk, or telephone either Janet Conway or Kirstie Lynam on 0121 464 4494.

"The support we have received has changed our school for the better and we intend to keep moving forward..." – George Dixon
Primary School

"Lots of practical, realistic ideas to take back to school to implement." – Imperial Avenue Infant School

Little Sutton English Hub is proud to present the following training courses aimed at primary school headteachers, English leads, reading leads and other primary school professionals, all of which are completely...


 SCAN ME FOR LINKS


 Free
of
charge


HMI for Early Years, Kirsty Godfrey Presents...

Ofsted's Research & Analysis into English

During this webinar, HMI for Early Years, Kirsty Godfrey, will deliver key messages from Ofsted's research review into English, and address the implications for primary curriculum design for spoken language, reading and writing.

To book, please follow the link below.

26th June 3:45pm-5:15pm



Phonic Preparation

Speech and Language therapist, Kirstie Page, delivers this online webinar designed for professionals working with children who have a high level of literacy and/or speech, language and communication need.

24th May—3:30pm-5:30pm

TALK TO LAMORNA

Our Literacy Specialist, Lamorna Ross, will be holding a Teams 'drop-in surgery' on **6th June** and **11th July** at which she will provide brief and targeted troubleshooting solutions to your SSP implementation dilemmas.

Appointments can be booked from 3:30-5pm, will last for 15 minutes and are free of charge. To book, please contact Lamorna directly via email at:

l.ross@lsenglishhub.org.uk

Lamorna will also be delivering the following webinars. Select dates for more information and to book online:

The Role of Governors in Supporting Phonics Implementation
(5pm to 6:15pm)

14th June 3rd July

The Role of the Reading Leader (4pm to 5:15pm)
20th June



 NEW!



 Wandle at Chesterton Primary

In collaboration with Chesterton English Hub, we are delighted to present the following webinars:

Phonics for Pupils with SEND

(participants should attend both sessions)

8th & 15th June—3:45pm-5:15pm

Meeting the Needs of Children with English as an Additional Language

13th June—4pm-6pm

Ruth Baker-Leask Training

Teaching Grammar in Context

Webinar 3:45-5:15pm

Wednesday 21st June—Year 3, Year 4



TRAINING REQUESTS

Are there subjects that you would like to see us tackle as part of our training offer? If so, please tell us what they are by completing this [short online form](#).





Warwickshire Schools Library Service

Supporting reading and learning in schools



FREE VIRTUAL WORKSHOP ON ORAL STORYTELLING

Courtesy of Kate Coleman and the Warwickshire Schools Library Service, this session is the first step of a journey into the practice of oral storytelling, exploring simple techniques and ways to learn, shape and tell stories. During the session, you will explore why particular tales are important to us and how they shape our lives, thinking about why some stories resonate with us and others do not. You will investigate the power of the voice, and

explore how we use voice during storytelling through learning to tell stories from the heart, and with that the importance of silence and active listening.

Whilst the session will require some feedback and participation, there is no expectation to tell a story at the end ... unless, of course, you wish to do so!

The session will take place on **Tuesday, 6th June, 3:30pm to 4:30pm**

Follow this [link](#) to register, or email schoolslibraryservice@warwickshire.gov.uk for more information.

Children's Book Project



"One in three disadvantaged children across the UK has fewer than ten books of their own at home*, and one in ten has none." (*Book ownership in 2022' © National Literacy Trust 2022)

The Children's Book Project seeks to tackle book poverty and to give every child the opportunity to own their own book by gifting donated books to targeted communities across the UK.



'Gently used' children's books in good condition can be donated at any of several drop-off sites around the UK. To find your nearest drop-off point, or to learn more about this amazing charity project, [please click here to visit their website.](#)



Schools nationally can register to be a recipient of a Children's Book Project event. To apply, [please follow this link.](#)

"For some of our children, the books taken from the hut were the first ones they've ever owned. We had many questions of 'do we really get to keep it?'"

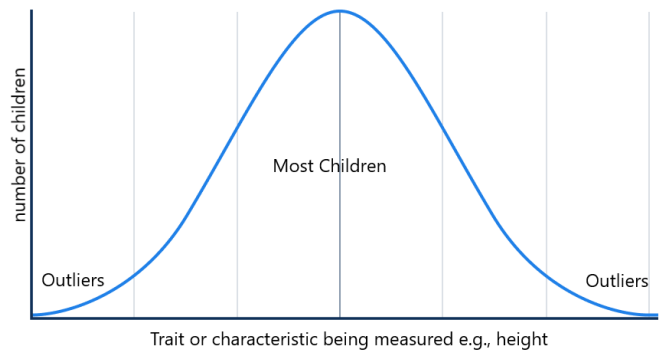
Are SEND children different?

By Monique Nowers



This blog by Monique Nowers, posted on the [How to Teach Reading website](#), explains how pupils with SEND do not need to be taught differently, but taught better: in smaller steps; with clear instructions; and ample practice.

Monique explains: "...we are hard-wired to notice difference. When we meet someone for the first time, we don't think about the myriad ways that they are the *same* as everyone else; we are *drawn* to the differences. This is exaggerated when the person is an outlier in some way, very tall, short, fat, thin etc., and, in education that attention falls on our pupils with special educational needs (SEN).



She goes on to draw an analogy between educational stages and the rungs of a ladder. "The rungs need to be accessible to all who need to use the ladder. Space them too far apart and we will exclude people. Spacing them closer together might take more work and resources, but the ladder is then accessible to everyone. The people who could manage the large gaps are not disadvantaged, indeed many who might have coped with larger gaps will likely make faster, surer progress.

"If we apply this ladder analogy to the continuum (below), we can see that the most vulnerable need smaller steps while the least vulnerable can *cope* with larger gaps. It is important to note that the 'more able' do not *need* the larger gaps, it is simply that they can manage *despite* them.

Most vulnerable
to imperfect teaching

Least vulnerable
to imperfect teaching



Need smaller steps
to access learning

Can manage with larger
steps/cope with gaps

[To read the rest of Monique's blog,
click here](#)



PREPARING FOR THE PHONICS SCREENING CHECK (PSC)

The Phonics Screening Check is fast approaching. Schools should administer the check during the week beginning

Monday 12th 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, we recommend that you use your SSP assessments and follow the [PSC guidance](#).

PSC HELPFUL TIPS

Ensure:

- The children slow down to maximise accuracy
- The children know to sound out alien words and identify digraphs in all words
- You keep the environment calm
- The children work with a familiar adult

Consider:

- A warm up session before the test for a quick practise and to remind children
- Assessing the most confident children first
- The best time of the day to assess individual children

In the lead up to the PSC, ensure that phonics lessons take place every day. Nothing should get in the way of phonics lessons. If something unavoidable happens when the lesson is scheduled, make sure the lesson happens at a different time of day.

Don't forget to send matched reading books home for the children to practice their reading over half term.



A SPOTLIGHT ON THE DfE READING FRAMEWORK

CHILDREN WITH SEND






The wide range of learning difficulties experienced by children with identified special educational needs and disabilities (SEND) can have a significant impact on children's and young people's access to the curriculum.

Literacy is as important for these children as for their peers and teachers should be ambitious about teaching them to read and write. These children have to navigate the same written language, unlock the same alphabetic code, learn the same skills, and learn and remember the same body of knowledge as their peers. It is a critical skill in helping them prepare for adulthood.

“Consensus is growing among academics and teachers that the best reading instruction for children with SEND is SSP, taught by direct instruction. They can learn to read and write and can make progress towards or attain functional literacy.”




Schools are expected to enable access to appropriate phonics instruction for children with complex needs. Under the Equality Act 2010, they are required to make reasonable adjustments to enable pupils with disabilities to have full access to the curriculum and to be able to participate in it.

Teachers should:

-  provide children with the skills and knowledge they need to read and spell, by direct instruction, progressing systematically with carefully structured, small and cumulative steps
-  use instructional routines that become familiar
-  provide materials that limit distraction; are clear, linear and easy to follow; are age-neutral or age-appropriate and can be adapted further, such as being reduced to individual items
-  provide opportunities for work on vocabulary, fluency and reading comprehension
-  provide multiple opportunities for overlearning (recall, retrieval, practice and application at the level of the alphabetic code, word, sentence and text).

To read more about additional strategies and the latest SEND research, see the 'Children with Special Educational Needs' section of the [DfE Reading Framework](#)

Teaching should:

-  be at a suitable pace for the child because progression through a programme will be much slower than for their typically developing peers
-  be daily, with well-paced, well-planned lessons that are engaging and motivating
-  take full account of the child's individual strengths, weaknesses, knowledge and understanding, and profile of needs.


 Department
for Education


Ofsted

Pupils with special educational needs and/or disabilities who have fallen behind with reading

This recent blogpost from Ofsted gives invaluable advice on how schools should approach the challenges of teaching SEND children to read.

“All pupils need the same knowledge of the alphabetic code to become independent readers and spellers.”



CONSIDERING WHICH VALIDATED SYSTEMATIC SYNTHETIC PHONICS PROGRAMME TO ADOPT?

For a list of the validated SSPs available, and for further advice on how to [choose a validated SSP](#), [click here](#).

[And follow this link for the contact details](#) of every validated SSP provider.



Extensive research shows how important teaching systematic synthetic phonics (SSP) is until children can decode automatically.

SSP represents a body of knowledge needed for word reading (and spelling). Without the knowledge they build through being taught SSP, pupils will struggle to read unfamiliar words.

This is true for all pupils who are learning to read, including those with SEND. Broadly speaking, it will only be those pupils with severe cognitive difficulties that cannot be taught the alphabetic code.

“Inspection evidence shows us that the most effective schools teach all pupils to read, despite disadvantage or special educational need. These schools know that pupils’ understanding of the alphabetic code underpins successful reading and spelling. They make sure adults read to children, they teach SSP well and they give children time to practise and consolidate their growing knowledge.”

[Read the full blogpost here.](#)

THE READING AGENCY



Ready, Set, Read!

SUMMER READING CHALLENGE 2023

Now in its 24th year, over the summer holidays from June to September, children across the UK will be encouraged to get reading by taking part in the free Summer Reading Challenge.

With an exciting theme around games, sports and play the partnership between The Reading Agency and the Youth Sport Trust aims to keep children's minds and bodies active over the summer break, empowering young people to forge new connections with others and unleash the power of play, sport and physical activity through reading.

They will join a superstar team of characters and their marvellous mascots as they navigate a fictional summer obstacle course brought to life with illustrations by children's writer and illustrator Loretta Schauer. They will be rewarded for their reading with free incentives including stickers.

Statistics from 2014 show that one in five children in England cannot read well by the age of 11 and that reading for pleasure is a more powerful factor in life achievement than socio-economic background.

MEET THIS YEAR'S SUMMER READING CHALLENGE CHAMPIONS



The Reading Agency and children's charity the Youth Sport Trust has announced an impressive line-up of Champions for the Summer Reading Challenge 2023 which this year takes a sporting theme:

Comedian and children's author Rosie Jones; TV presenter and author Radzi Chinyanganya; Gold-medal winning Olympian gymnast Beth Tweddle MBE; A&E doctor and TV personality Dr Alex George; Paralympic swimmer Ellie Robinson MBE and sports journalist Sam Squiers .

The Challenge will begin on the 24th June in Scotland and the **8th July** in England and Wales. You can take part either at the library or online. [More info here.](#) We recommend that schools start promoting this now to encourage as many children as possible to take part.

THE READING AGENCY

THE OFFICIAL SUMMER READING CHALLENGE BOOKLIST HAS ARRIVED!



Explore the Ready, Set, Read! Book Collection

Get ready for a whole load of team spirit, your fave sporty (or not!) heroes, and plenty of fun with the latest collection for the 2023 sports and games themed Summer Reading Challenge: **Ready, Set, Read!**

Each book has been specially chosen by an expert group of readers for everybody taking part to enjoy.



SUMMER READING CHALLENGE

NATIONAL PROFESSIONAL QUALIFICATION FOR LEADING LITERACY



Overview

The NPQLL is a specialist NPQ. It will train existing teachers and leaders to become literacy experts who will drive up standards of literacy teaching in their schools and improve literacy outcomes for every child. It is a 12-month course and applications are open now .

The DfE-approved providers offering this NPQ have designed their course content around an evidence-based framework.

The course covers 6 topics, with a mix of self-study and group coaching sessions, as well as face-to-face sessions with other participants.

On average you will need to spend between 1 and 2 hours per week working towards completing this NPQ. Where possible, you should do this during dedicated career development time in school hours.

What you'll learn

This course covers how to support colleagues to develop all pupils':

- language capability and wider understanding of language
- word reading
- reading comprehension
- writing skills

You'll also learn how to:

- contribute to effective professional development linked to teaching, curriculum and assessment across the school
- design and implement literacy improvement strategies

“The NPQLL is a fantastic opportunity to deeply consider the research that underpins effective literacy in schools, and to share with like-minded colleagues what that can, and should, look like in our settings. Working in a cross-phase group, it ensures that the whole journey of the child is considered, and is a way of upskilling primary and secondary colleagues about each other's priorities. The course also provides a solid grounding in what it means to lead, and how to lead well, and is grounded in the EEF's research on this.” - Helen Myers (facilitator)

Small schools with participants undertaking NPQs in 23/24 will now receive more funding.

Currently, the Targeted Support Fund provides a grant payment of £200 per participant to primary school settings with 1-600 pupils. Next academic year, the Targeted Support Fund will provide a grant payment of £800 per participant to primary school settings with 1-150 pupils, and £200 per participant to primary school settings with over 150 pupils, for every teacher or leader they employ who participates in an NPQ.

You can read the [Department for Education's announcement here](#).

NPQs are run through [Teaching School Hubs](#) or you can [register online with the DfE](#).



A Spotlight on Ofsted's Research and Analysis into English: Pedagogical approaches for pupils with special educational needs and/or disabilities



The general principles from research into effective teaching outlined in Ofsted's English review are just as relevant for pupils with special educational needs and/or disabilities (SEND), whether learning English or any other subject. Research shows that pupils with SEND do not generally benefit from

differentiated teaching, activities or resources to achieve a curriculum goal. Differentiation is not the same as targeted teaching to break down or reinforce aspects of the curriculum, for example repetition of important phonic knowledge.

Teachers may attribute weaknesses in reading to a pupil having dyslexia rather than having gaps in their phonic knowledge. This can also lead to teachers using reading interventions that have an alternative approach rather than teaching systematic synthetic phonics.

However, reading requires the same phonic

knowledge for all children. Teachers can help pupils overcome difficulties by ensuring that they learn GPCs; pupils with SEND are highly likely to need much more frequent repetition.

Assessment should be used to identify a child's specific knowledge gaps. These gaps and their identification are considered in the 'Assessment' section of this review



Based on the above, high-quality English may have the following features:

- ✓ Teaching does not rely on differentiated teaching, activities or resources to achieve a curriculum goal.
- ✓ Reading interventions incorporate training in knowledge of letter-sound correspondences, and how to apply knowledge of phonics to reading and spelling.
- ✓ Struggling pupils have more opportunities for repetition where necessary. This can secure essential knowledge to automaticity.

[Read the whole document here](#)



Education
Endowment
Foundation

EEF's Special Educational Needs in Mainstream Schools Guidance Report

(27/10/21)

This report from the EEF provides 5 recommendations for mainstream primary and secondary schools seeking to improve their provision for pupils with SEND.

1. Create a positive and supportive environment for all pupils, without exception.
2. Build an ongoing, holistic understanding of your pupils and their needs.
3. Ensure all pupils have access to high quality teaching.
4. Complement high quality teaching with carefully selected small-group and one-to-one interventions.
5. Work effectively with teaching assistants.

Strategies for how to achieve each recommendation are discussed within the document.

"Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers.

However, pupils with SEND are also more than twice as likely to be eligible for free school meals.

This is why we've developed this guidance report. It offers five evidence-based recommendations to support pupils with SEND, providing a starting point for schools to review their current approach

[Download the EEF's full report, recommendations poster, and tools here.](#)



SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

Summary of recommendations

1	2	3	4	5
<p>Create a positive and supportive environment for all pupils, without exception</p> <ul style="list-style-type: none"> An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should: <ul style="list-style-type: none"> promote positive relationships, active engagement, and wellbeing for all pupils; ensure all pupils can access the best possible teaching; and adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report. 	<p>Build an ongoing, holistic understanding of your pupils and their needs</p> <ul style="list-style-type: none"> Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals. Teachers need to feel empowered and trained to use the information they collect to make a decision about the next steps for teaching that child. 	<p>Ensure all pupils have access to high quality teaching</p> <ul style="list-style-type: none"> To a great extent, good teaching for pupils with SEND is good teaching for all. Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess. The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. <ul style="list-style-type: none"> flexible grouping; cognitive and metacognitive strategies; explicit instruction; using technology to support pupils with SEND; and scaffolding. 	<p>Complement high quality teaching with carefully selected small-group and one-to-one interventions</p> <ul style="list-style-type: none"> Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND. High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. The intensity of intervention (from universal to targeted to specialist) should increase with need. Interventions should be carefully targeted through identification and assessment of need. Interventions should be applied using the principles of effective implementation described in the EEF's guidance report Using Evidence to Make a School's Choice of Intervention. 	<p>Work effectively with teaching assistants</p> <ul style="list-style-type: none"> Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the risks of TA and ensure they have a positive impact on pupils with SEND. TAs should supplement, not replace, teaching from the classroom teacher. The EEF's guidance report Using the Role of Teaching Assistants provides detailed recommendations.

National Literacy Trust

Library Lifeline 14: How do I help pupils see themselves as readers?



This is the latest question to be answered by Dawn Woods, Member Development Librarian for the [School Library Association](#) and co-writer of the National Literacy Trust's series, **Library Lifeline**.



“What does “being a reader” mean?”

If you ask that question of primary age children - they will say something like “someone who reads books”. They identify books but fail to list anything else. I was always a reader. I had to be reading something rather than sitting doing nothing. At breakfast time I read the cereal boxes, and I knew that that was still reading.

Children are surrounded by print and only a small proportion of that is in book format, or indeed longform fiction. Phone, tablet and PC screens are all read by children who may not recognise that they are reading. At long last comics and graphic novels are becoming accepted as valid reading material. Listening to an audio book absolutely counts as reading. We cannot hold onto a narrow view of reading.

If a child does not identify themselves as a reader, it is because they are comparing themselves to others, or to perceived notions of reading against which they think they do not measure up.”

“Many pupils resort to comfort reads of a lower reading age than their ability. That is perfectly acceptable and can even form the basis for feeding in new suggestions of similar titles to expand that range and increase confidence. Be mindful not to tell children they should have ‘grown out of’ their reading choices, unintentionally shaming them, thereby putting them off reading.”

“What role does book talk play in forming reader identity?”

Book Talk should be promoted and encouraged throughout the school, with the library setting an example. Being able to talk about what you have read and share your thoughts and opinions is not just for elite senior book clubs. Having the confidence to express your opinion in front of others needs to be encouraged, and school staff, as well as carers, are powerful role models for this.”

Dawn suggests that schools schedule library time with treasure hunts and bingo games to identify different reading material and encourage whole class reading. Templates for Book Bingo can be found at the [SLA website](#).



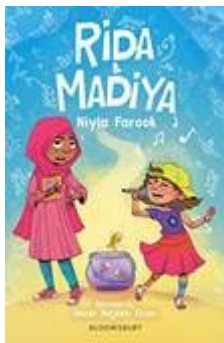
[You can read Dawn's entire blog here.](#)

“There will always be people who prefer to do other things than read, but above all it is our job to provide that validation of reading choices, a wide menu of genres and formats and encourage and instil confidence in pupils so they know they are readers.”



Every month, the Book Trust reviews dozens of books for children and teenagers. Here are some of the ones they have picked for May, guaranteed to get your children reading...

For ages 6-8 and up



[Rida & Madiya](#)

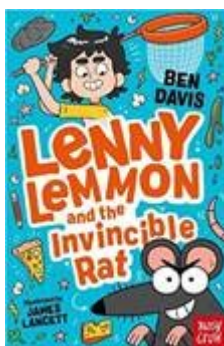
Author: Niyla Farook

Illustrator: Umair Najeeb Khan

[Lenny Lemmon and the Invincible Rat](#)

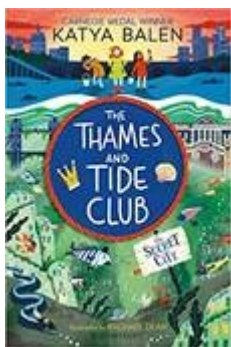
Author: Ben Davis

Illustrator: James Lancett



[The Thames and Tide Club: The Secret City](#)

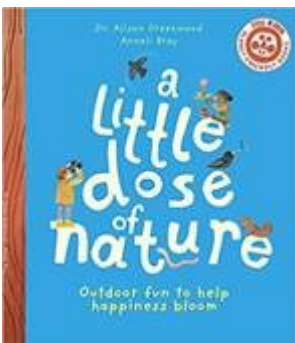
Author: Katya



[The Wishkeeper's Apprentice](#)

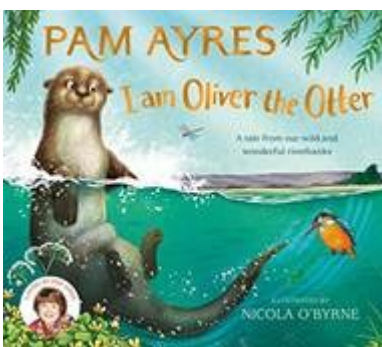
Author: Rachel Chivers Khoo

Illustrator: Rachel Sanson



[A Little Dose of Nature](#)

Author: Dr. Alison Greenwood

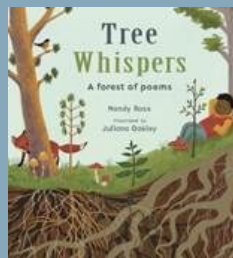


[I Am Oliver the Otter](#)

Author: Pam Ayres

Illustrator: Nicola O'Byrne

For ages 4-5 and up



[Tree Whispers: A forest of poems](#)

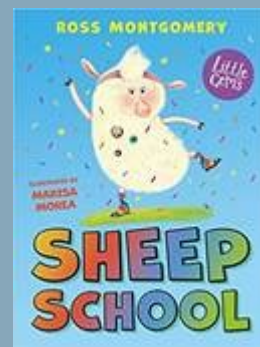
Author: Mandy Ross

Illustrator: Juliana Oakley

[Sheep School](#)

Author: Ross Montgomery

Illustrator: Marisa Morea



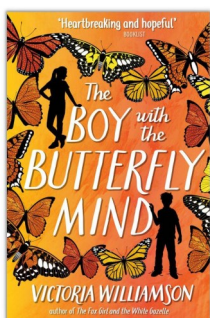
[Max & Chaffy: Welcome to Animal Island](#)

Author: Jamie Smart

[Click here](#) for more information about each book, and for details of the other exciting titles that the Book Trust recommend for younger/elder age groups.



Why schools need inclusive books



Author Victoria Williamson explains why including books about lots of different experiences is crucial in a school.

How books help us empathise with each other

On my teaching journey, I discovered that one of the best ways to help children to empathise with each other is through children's books. There are two big advantages to this approach to learning about additional support needs. The first is that it opens up a dialogue about disability without putting a particular child on the spot and making the conversation specifically about them.

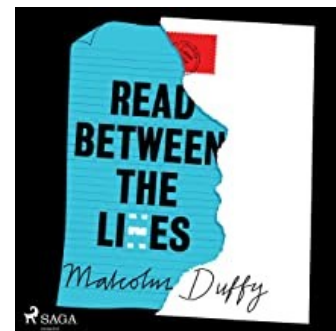
Not all children like being the centre of attention or answering lots of questions about themselves, so children's books are a great way to help those children be 'seen' without forcing them into the limelight.

The second advantage is that by reading a range of children's books where disabled children are the heroes of the adventures, it helps children to see the potential in everyone, as well as helping them see how much they have in common with others who initially seem different.

[Read the full article here.](#)

THE STIGMA AROUND DYSLEXIA

In this frank interview, Malcolm Duffy talks about his oldest daughter's diagnosis of dyslexia in secondary school, and why the condition is at the forefront of the prize-winning author's third novel, *Read Between the Lies*.



"Schools should ensure all children are assessed at an early age. It seems to vary hugely from school to school. If a child is short-sighted, but not given glasses, it will have a huge impact on their ability to learn. The same approach needs to be taken with regards dyslexia. It is a learning difficulty that can't be cured, but learning methods can be put in place to ensure every child or adult can read and write."



"I'd like dyslexics to realise there is help available, and that dyslexia is no barrier to leading a successful, fulfilling life. I'd like non-dyslexics to be more understanding of what it means to be dyslexic; to be kind, supportive, understanding."

[Read the full article here.](#)



2023 Summer conference tickets

Tickets to The Open University's summer conference on 17th June in Milton Keynes – Blethering Together: Sustaining the Pleasure in Reading – are now available to book online. This inspiring event will explore research-informed practice, with workshops led by the OU RfP team and talented teachers, all offering engaging ways forward. See the full programme [here](#) and book your tickets [here](#).

Blethering Together: Sustaining the Pleasure in Reading Conference

Saturday 17th June 2023 – 9.30-16.00



Make more of a difference to young readers' engagement

THREE FREE PODCASTS FROM THE OPEN UNIVERSITY

[Booktalk](#)

[Independent Reading](#)

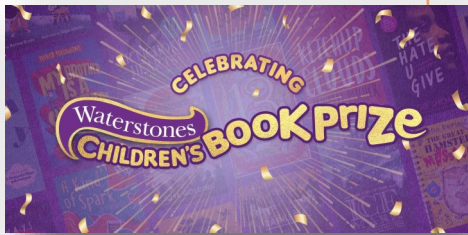
[Reading: A Child's Superpower](#)



Create a handmade library with SF Said, Axel Scheffler and Jasbinder Bilan

From 23 May to 13 July, the British Library is inviting children to make books about something they love, using fiction or non-fiction. They'll select some work from participating schools to be part of a wonderful online library!

To get started, book your free place for a livestreamed 'authors into schools' workshop with Axel Scheffler and Jasbinder Bilan on 12 June, and join a twilight CPD session with SF Said on 23 May. Spark reading and writing for pleasure with this summer campaign! [Click here](#) for more details.



WATERSTONES CHILDREN'S BOOK PRIZE WINNERS 2023

It is our enormous pleasure to share with you Waterstones Children's Book Prize winners for 2023.

BEST BOOK FOR OLDER READERS AND OVERALL WINNER

'Life-affirming and heartbreaking. Absolutely phenomenal.'
Charlie at Farnham
BOOKSELLER REVIEW

'A stunning, gently moving read.'
Fiona at Waterstones
BOOKSELLER REVIEW

'An end-of-the-world story like no other.'
Casia at London Victoria
BOOKSELLER REVIEW

'A gentle read with a powerful message.'
Sarah at Wolverhampton
BOOKSELLER REVIEW

'A book that will stay with me for a long time.'
Sally at Glasgow Silverburn
BOOKSELLER REVIEW

'Incredibly mature, tender and beautifully written.'
Sofia at St Helier
BOOKSELLER REVIEW

Waterstones Children's Book Prize 2023 OVERALL WINNER

Congratulations to Nadia Mikail whose enchanting novel *The Cats We Meet Along the Way* has been crowned both winner of the Older Readers category and Overall Winner of this year's Waterstones Children's Book Prize. [Click here](#) to discover the source of Nadia's inspiration.

"Apocalyptic novels are not generally renowned for their heartwarming qualities but it is a measure of the originality and compassion at the heart of Mikail's luminous debut that *The Cats We Meet Along the Way* elegantly subverts expectations at every turn. With the end of the world imminent, Aisha and her richly drawn family and friends undertake one final road trip across Malaysia to reconnect with June, the sister she hasn't seen for two years. Tender, moving and brimming with hope and positivity, *The Cats We Meet Along the Way* is a beautiful tribute to working out what truly matters when life as you know it threatens to vanish forever. "

BEST BOOK FOR YOUNGER READERS WINNER

Congratulations to M.T. Khan whose bewitching novel *Nura and the Immortal Palace* has been crowned winner of the Younger Readers category in this year's Waterstones Children's Book Prize. [Click here](#) to discover the source of M.T Khan's inspiration.



BEST ILLUSTRATED BOOK WINNER



Congratulations to Kim Hillyard whose uplifting picture book *Gretel the Wonder Mammoth* has been crowned winner of the Illustrated Books category in this year's Waterstones Children's Book Prize. [Click here](#) to discover the source of Kim's inspiration.



**Reading
Rocks**



Bring the joy of reading into the classroom with author events for primary schools

Sign up to our virtual author events subscription to bring authors into your classroom with events designed to get your pupils excited about books and reading.

Annual subscriptions range from £150 to £240 depending on the size of your school.

For more information and to see the full range of other products on offer, [click 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



Kirstie Lynam
English Hub
Administrator



Chrissie Boyland
English Hub
Finance Officer



Manreet Ratan
Literacy Specialist



Lamorna Ross
Literacy Specialist



Alex Finn
Literacy Specialist



Jess Faulkner
Literacy Specialist



Emma Whittaker
English Lead LSPS



Seema Samuel
Literacy Specialist



Julie Secker
Literacy Specialist



Catherine Lewis
Literacy Specialist



Debbie Allen
Literacy Specialist