



NEWSLETTER No16—MARCH 2024

In this newsletter we continue, from our earlier editions, to share the key messages from the DfE Reading Framework and Ofsted English Research Review. Many schools have joined us this year to listen to the webinar presented by Senior HMI for Early Education, Kirsty Godfrey, where she presented the findings of the Ofsted Review and discussed the implications for curriculum design. In this edition, we focus on the key messages Kirsty shared about reading across the curriculum and the importance of selecting high quality texts with variation in complexity for comprehension. Our final in school training with Ruth Baker-Leask on 17th May is designed to consider a broad range of children's literature to compliment this. There are a few spaces still available so book now to avoid disappointment. These sessions are always full of practical ideas and inspire practitioners for classroom delivery.

After Easter, schools will be preparing for their Phonics Screening Check. Many of the validated SSPs used by schools are offering comprehensive advice, guidance and support for this which we strongly urge schools to access and follow closely.

There is now an increased focus on pupil attendance in school and the impact it has on children's learning. Data shows that the rate of persistent absence has increased since the pandemic. It is important that schools look carefully at each child, identifying the impact their absence has had on their sequence of learning, and working to address specific gaps in knowledge to reduce the risk of pupils falling behind and impeding future learning as they progress through the curriculum.

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

We are now undertaking early reading reviews in schools who have attended, and will be selecting some to become partner schools, receiving intensive support from September 2024.

Our programme of professional development continues into the summer term. Details of webinars and in-school training opportunities can be found over the page.

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 2024/2025, so if you have any requests for training provision that would benefit your school, please do email your suggestions to: englishhub@littlesu.bham.sch.uk

Best wishes from the Little Sutton English Hub Team.



Little Sutton English Hub Programme 2023-2024

We offer support to schools in Birmingham, Lichfield, Stafford, East Staffordshire, Staffordshire Moorlands, North Warwickshire, Tamworth, Solihull, Rugby, Nuneaton and Bedworth, Newcastle-under-Lyme, Coventry and Stoke.

If your school is interested in receiving support or funding in the 2023/2024 academic year, please register by [following this link](#) or scan the QR code to complete the online expression of interest.

"The support has been vital ...and our Year 1 Phonics results and Year 2 retakes show this!"

– Oakhill Primary School

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.

"Our organisation of teaching phonics and reading practice changed as a direct result of attending the training at Little Sutton and allowed us to see what changes we needed to make" – High Meadow Community School



OUR SHOWCASE EVENTS

**Free
of
charge**

“The audit will allow us to formalise a clear plan to develop effective phonics provision across the school.”

– St Teresa’s Catholic Primary School

Our DfE funded Showcase Events are in-school workshops designed to promote and share best practice in relation to the teaching of phonics and early reading, reading for pleasure, and early language.

“It has been absolutely amazing to be part of such a well organised and structured day. I have learnt way more than I thought I could. It’s been enlightening and really informative. Thank you.”

– Peterbrook Primary School

Delegates will see the teaching of early language and reading, including phonics, in the EYFS and Key Stage 1 in practice and will have the opportunity to find out about:

- The importance of effective early literacy teaching, drawing on key DfE documents including the Challenge Checklist and Reading Framework;
- Best practice in phonics and early reading;
- How schools ensure that a love of reading is nurtured and developed;
- The whole Hub support offer;
- The advantages of adopting a DfE validated SSP programme and we will direct you to information that will help you select one that is right for your school;
- The requirements for becoming a Hub partner school, accessing intensive support.

Time will be taken to:

- Reflect on your own school’s early reading and phonics provision and identify strategies and areas for improvement;
- Develop an action plan;
- Look at next steps in potentially accessing English Hub funding for resources, training and more in-depth support.

There are no more showcases for this academic year, but watch this space for next year’s dates. Coming soon...

Any school can attend. There are two places available per school, one compulsory for the headteacher, the other recommended for the reading/phonics leader.

Some schools may be able to claim funding for supply cover. Please call Janet Conway on 0121 464 4494 to check your school’s eligibility.

RUTH BAKER-LEASK TRAINING SESSIONS



This year, English expert, Ruth Baker-Leask, has been working with Little Sutton English Hub to deliver a series of webinars focused on **how to teach reading well**, underpinned by the principles laid out in the **DfE's Reading Framework 2023**. These webinars have targeted specific year groups throughout KS1 and KS2 and there is still one available for Years 3 and 4.

We are also delighted to be able to offer one last in-school event which will take place at Little Sutton Primary School, Worcester Lane, Sutton Coldfield, B75 5NL. Please see below for details.

Webinar—3:45-5:15pm

Exploring Effective Pedagogies and Teaching Approaches for Reading

Following the webinars that were delivered in the first half of this academic year which focused on how to organise/sequence reading lessons, Ruth will present a series of sessions exploring the pedagogies and teaching approaches that are appropriate for each year group, as well as exploring how reading supports learners to become more effective and creative writers.

Thursday 20th June 2024—Years 3/4

**IT'S ALL FREE OF
CHARGE!
JUST CLICK YOUR
PREFERRED DATE TO
BOOK ONLINE**

Full Day Training in School at Little Sutton Primary School

Choosing and Using a Broad Range of Children's Literature and Developing Progressive Text Maps.

Friday 17th May 2024 —9:15am-3:15pm

A day designed for leaders and teachers alike to consider the range of reading experiences they are providing for children whether through direct instruction (English and reading lessons, books read aloud) or via the books available to the children to choose from as they develop the *reading habit*. Ruth will explore fiction, non-fiction and poetry (with maybe the odd graphic novel thrown in), from contemporary and highly acclaimed authors. As part of this day, Ruth will also look at how texts should be mapped across a year group and the whole school to ensure that the content, complexity and interest level of books are progressive, supporting learners at all stages of their reading journey.

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



**Free
of
charge**

Talk Through Stories

Let's get children talking!

At this in-person training day, recommended for reading leaders and Reception teachers, Nick Canon will show schools how to:



- use the Talk Through Stories programme to close the word gap and develop children's love of stories;
- teach every activity in the Talk Through Stories programme;
- inspire children to care about the characters and understand the story; and
- choose the right books to connect with their children.

Attendees will leave with an action plan to develop storytime and teach vocabulary in their school.

The event will take place at Little Sutton Primary School, Worcester Lane, Sutton Coldfield, B75 5NL from 10am to 4pm on:

6th June 2024



SCAN ME FOR LINKS



TALK TO LAMORNA



Our Literacy Specialist, Lamorna Ross, will be holding her final Teams 'drop-in surgery' for the year on **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:

The Role of the Reading Leader

Tuesday 16th April 2024 (3:45pm to 5pm)

Thursday 4th July 2024 (3:45pm to 5pm)

This non-SSP-specific webinar is suitable for current or prospective reading leaders interested in learning more about the role of reading leader, and in acquiring supportive strategies to enhance performance. Simply click the date to book online or find out more.

The Role of Governors in Supporting Phonics Implementation

Wednesday 10th July 2024 (5pm to 6:15pm)

This webinar is suitable for anyone involved in school governance who would like to know more about excellent phonics provision.

To see all of our events, just visit our online [box office](#), or our website at www.lsenglishhub.org.uk



A SPOTLIGHT ON THE DfE READING FRAMEWORK JULY 2023


Department
for Education

Section 9: Reading Across the Curriculum

SELECTING TEXTS FROM ACROSS THE CURRICULUM

“Reading across the curriculum supports the knowledge and vocabulary to be learnt each subject. Each subject has its own purposes and will need different types of texts. They should be accessible and written at an age-appropriate interest level to encourage pupils to learn more about a subject. Teachers should draw their attention to a text’s organisational features: tables, glossaries or embedded tasks. The knowledge being taught, however, should always be the core purpose of the lesson. The texts should build on pupils’ prior knowledge and vocabulary from previous reading, thus preparing them to understand increasingly complex texts. . .” - **DfE Reading Framework**






PREPARING CHILDREN TO READ THE TEXT

“Preparing all pupils to read the text will support their comprehension and interest, as well as engaging pupils in the lesson .

Introduce the text, including drawing attention to any features that are particular to that text.

Identify and explain new vocabulary that is essential to pupils’ understanding, first demonstrating how to decode each word, also drawing on its morphology and etymology where possible and explaining its meaning in the context of the passage, in pupil-friendly language rather than from a dictionary, without asking pupils to guess” - *DfE Reading Framework*

‘Call and response’ could be used for pupils to practise reading the words. The teacher might:

-  Ask pairs to review their meanings with each other.
-  Review previous vocabulary.
-  Read the text aloud to the class before pupils read.
-  Pair pupils to read the text alternately, allowing them to read at their own pace.
-  Prepare questions that partners can discuss at points in the text. . .” - *DfE Reading Framework*

[Read the DfE Reading Framework July 2023 here.](#)



A Spotlight on Ofsted's Latest Research and Analysis into English: Telling the story: the English education subject report

March 2024

This latest report from Ofsted builds on the English Research Review published in 2022. It includes findings from primary and secondary schools, including evidence from Reception classes and sixth forms.

Each section explores the following topics:

- curriculum
- pedagogy
- assessment
- school systems
- the impact of the above on what pupils learn

Reading accuracy, fluency and comprehension

“In all schools, pupils in the early stages of reading are learning to decode words using systematic synthetic phonics. This includes using decodable books that are consistent with the pupils’ developing phonics knowledge, for word-reading practice at home and in school. Most pupils with SEND are also learning to read through these programmes. Pupils who struggle to keep up with their peers at an early stage do not always get the teaching they need to build on what they already knew and secure what they have learned so far. These pupils quickly fall behind and need additional catch-up support. Schools do not always address this with enough urgency.” - *Ofsted Research & Analysis into English, March 2024*





Telling the story: the English education subject report—Cont'd

March 2024

“Teachers help pupils to build fluency in reading while they are learning to decode, by making sure that they read and re-read decodable books. This builds up the bank of words pupils can read ‘at a glance’. Beyond phonics, and into key stage 2, some leaders recognise the importance of reading aloud and repeated reading to build fluency. However, pupils do not always have sufficient practice to achieve this. In many schools, pupils who cannot read fluently have to complete written reading comprehension tasks from extracts, usually as part of guided reading sessions. This is at the expense of other kinds of work, such as reading the text repeatedly, being monitored by an adult when reading aloud, rehearsing reading with prosody (patterns of stress and intonation), or reading more whole texts to build fluency.

” - *Ofsted Research & Analysis into English, March 2024*

“The vast majority of schools offer interventions for pupils who are not secure in word reading, typically a few times a week. This often includes one-to-one sessions or reading clubs with older peers. In some schools, this provides opportunities for teachers to model prosody or for pupils to practise reading. But the content of these interventions is often not well considered. Some practices, such as spending time attempting to review sounds that pupils do not yet know, are not the most efficient use of a pupil’s learning time. They cause confusion and mean that the pupils take longer to catch up.” - *Ofsted Research & Analysis into English, March 2024*

“Most schools do not give pupils enough teaching and practice to gain high degrees of fluency in spelling and handwriting. Teachers rarely use dictation as a tool to help pupils practise spelling and handwriting. In many schools, pupils are expected to carry out extended writing tasks before they have the required knowledge and skills.” - *Ofsted Research & Analysis into English, March 2024*

**You can read
the whole
document
here.**

THE READING AGENCY

CHATTERBOOKS

Chatterbooks is a Reading Agency initiative which started in 2001 and is now the UK's largest network of children's reading groups. It is estimated that almost 9,000 children belong to Chatterbooks groups, which are run in libraries and schools to generate discussion and encourage children to enjoy reading. The groups are run by librarians, teachers, teaching assistants, or volunteers - anyone with a passion for reading. Chatterbooks is a flexible model that can be used with children from 4 up to 12, for all different abilities and in targeted or mixed groups.

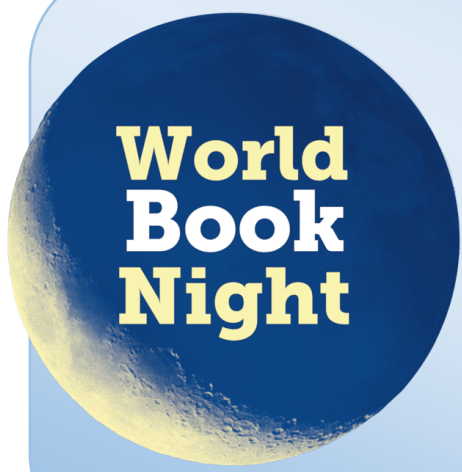


How to run a Chatterbooks reading club

You will need a meeting space, a session plan, and books for the children to borrow. The Reading Agency offers free downloadable [activity packs](#) each month, full of ideas to use in Chatterbooks sessions, plus recommended book lists on different themes. Each session should last a minimum of 40 minutes (many Chatterbooks clubs meet for 1 to 1.5 hours). You could follow their [suggested session outline](#).

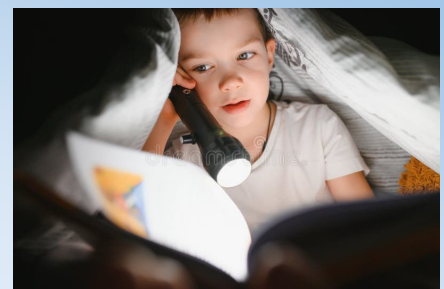
There are typically 10 to 15 children in a Chatterbooks club. In a library setting, Chatterbooks reading clubs often meet monthly. In a school setting, the clubs meet weekly or fortnightly.

For free resources and to sign up to the Chatterbooks network, go to chatterbooks.org.uk.



World Book Night

Don't forget that World Book Night is set to take place from **7pm on 23 April 2024**. Why not encourage the children in your class to dive into a book at that time too, and they can do so knowing that thousands of other grown-ups and children across the country will be joining in with them.



THE READING AGENCY

READING WELL FOR CHILDREN



Advocated by the Reading Agency and available at local libraries, these books have been chosen by leading health professionals and co-produced with children and families to provide quality assured information, stories, and advice to support children's mental health and wellbeing.

TOPICS EXPLORED:

Healthy Minds

[How Not to Lose It: Mental Health - Sorted](#)

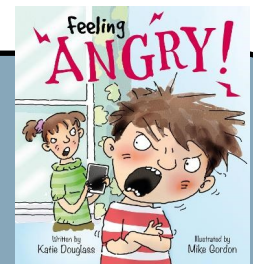
[Anna Williamson, Sophie Beer](#)



Feelings

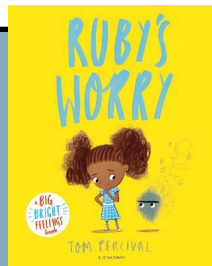
[Feeling Angry!](#)

[Katie Douglass](#)



Worries

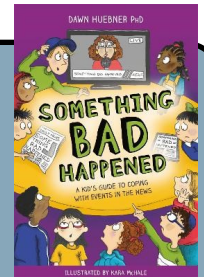
[Ruby's Worry](#)



The World Around You

[Something Bad Happened: A Kid's Guide to Coping with Events in the News](#)

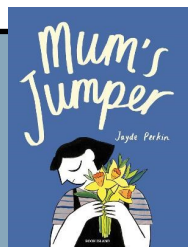
[Dawn Huebner, PhD, Kara McHale](#)



Dealing with Tough Times

[Mum's Jumper](#)

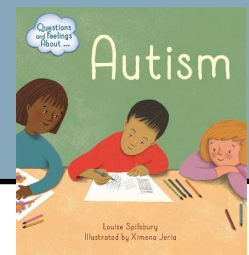
[Jayde Perkin](#)



When You Have a Condition

[Questions and Feelings About: Autism](#)

[Louise Spilsbury](#)



[To browse all the books available, click here.](#)

**National
Literacy
Trust**

Library Lifeline part 19 How can my school library support pupil wellbeing?

The latest blog in the National Literacy Trust's series, [Library Lifeline](#), written in association with the [School Library Association](#), is now available., and answers the question:

The [National Literacy Trust's research](#) states that: "...3 in 5 children and young people found that reading helped them relax, nearly 1 in 2 said it made them feel happy, and 3 in 10 said it made them more confident or helped them deal with problems. There is also evidence that mental wellbeing, such as the ability to cope with stress, can affect pupils' ability to learn. Emotional wellbeing has also been linked to non-cognitive skills, such as resilience, grit, self-esteem, confidence, and motivation, which in turn may have a positive impact on pupil achievement."

I know the school library helps our pupils with their reading for enjoyment and information literacy skills, but how important is it for their wellbeing?

Primary School Librarian

4 Top Tips to Help You Use Your School Library to Foster Wellbeing

1. Provide time and space to read
2. Make sure stock is appealing
3. Offer diverse texts on a variety of issues
4. Seek feedback and input from your pupils

[TO SEE THE FULL BLOG CLICK HERE](#)

**FREE REPORT ON LITERACY
ATTITUDES IN YOUR SCHOOL**

[TO REGISTER
CLICK HERE](#)

Would you like to know what your pupils think about reading, writing, speaking and listening?

Now in its 14th year, the National Literacy Trust's Annual Literacy Survey of children and young people aged 5 to 18 explores children and young people's literacy behaviours, attitudes and enjoyment.

The survey will be live in January 2024. Participating schools will get a personalised school report outlining the findings, which you can compare nationally once the national reports are published.

If you have a question that you'd like to ask the National Literacy Specialist's 'agony aunt' – the SLA's Member Development Librarian, Dawn Woods – then please email them at worldofstories@literacytrust.org.uk and your question may be the focus of a future blog!

OVERCOMING BARRIERS TO READING FOR PLEASURE

World Book Day and the Reading for Pleasure team at The Open University have been working in partnership over the last several years to connect research and practice with the World Book Day campaign. This year they are looking to focus on the development of children's reading identities and the very particular influence the reading identity of teachers has on this.

Open University research indicates a strong relationship between teachers' and children's reader identities (Cremin et al., 2022). This webinar, **Overcoming barriers to Reading for Pleasure**, is the introduction to a series of four vlogs which will be released in the months following World Book Day. Each will explore a different barrier to reading for pleasure that children have reported and considers some solutions for reading teachers.

OPEN UNIVERSITY NEWSLETTER LIVE

OpenUni_RfP

OU RfP Newsletter Live! **DO JOIN US!**
21 February 7:45 – 8:45pm

Updates from TRGs
Top texts recommended
Rich examples of practice shared
Hear from the RfP community!

Author spotlight
Chitra Soundar

With children's author **Chitra Soundar**

OpenUni_RfP

OU RfP Newsletter Live! **DO JOIN US!**
05 December 7:30 – 8:30pm

Graphic novels, comics & magazines issue!

Updates from TRGs
Top texts recommended
Rich examples of practice shared
Hear from the RfP community!

Author spotlight
Mark Bradley
in conversation with Richard Ruddick

With children's author **Mark Bradley**

DEVELOPING READING FOR PLEASURE: Engaging Young Readers

"An effective literacy curriculum not only teaches children how to read, it also inspires them to want to read."

This free course has been authored by Dr Lucy Rodriguez Leon, Professor Teresa Cremin, Dr Helen Hendry, and Dr Sarah Jane Mukherjee from The Open University. It is primarily intended for teachers, teaching assistants, librarians, and school leaders, and some of the activities will focus on the curriculum.

[Click here for more information and to enrol.](#)
[\(Free statement of participation on completion\)](#)



Registration for Letterbox Club 2024/25 is now open

Parcel deliveries begin in May 2024

Shown to have a **positive impact on children's reading habits**, BookTrust's Letterbox Club gets children enjoying reading and engaging with numeracy, which we know enables children to access the transformational benefits of reading, whatever their ability or background circumstances.

Everything you'll find in the Letterbox Club parcels has been carefully curated by our experts with an understanding of the needs of children experiencing vulnerability or disadvantage, so you can be confident that all the books and numeracy resources are age appropriate and sensitively chosen to engage children.

How does it work?

At just £152 per child (including VAT), you'll receive six sets of Letterbox Club parcels to be gifted to individual children or enjoyed with a small group of children at your chosen setting. For larger orders, these will be delivered monthly over a six month period, and for smaller orders, they will be sent as one delivery.



For Virtual Schools (Local Authorities), Letterbox Club can be purchased through the Pupil Premium Grant, either directly by virtual schools, or by recommending this to schools at PEP meetings.

For Schools in England, Letterbox Club can be purchased through the Pupil Premium Grant, or other funding used to support pupils experiencing disadvantage or vulnerability.

For more information, [click here](#), or contact Booktrust's team by emailing letterbox@booktrust.org.uk or calling 020 7801 8805



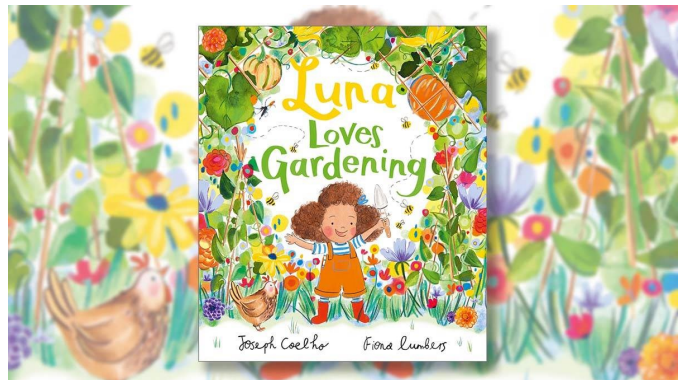
WIN BOOKS FOR YOUR SCHOOL!

BookTrust is offering anyone over the age of 18 the chance to win a range of children's books. Simply click the link, complete the form before the deadline, and wait to see if you've been lucky.



[Click here to win a bundle of Adventuremice books.](#)

Deadline: 11pm Monday, 2 April 2024



[Click here to win a copy of Luna Loves Gardening.](#)

Deadline: 11pm on Monday 1 April 2024



[Click here to win Vivi Conway and the Sword of Legend.](#)

Deadline: 11pm Monday 29 March 2024 .

BOOKTRUST'S NEW WRITER IN RESIDENCE



Rashmi Sirdeshpande has been unveiled as Booktrust's new writer in residence.

During her residency, Sirdeshpande will highlight how reading non-fiction together can be a powerful way for families to bond, find common interests and have fun.

To read more about Rashmi, [click here.](#)



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

For ages 6-8 and up

Astrid and the Space Cadets: Attack of the Snailiens!

Author: Alex T Smith



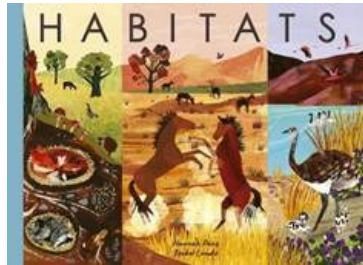
Stitch Head: the graphic novel

Author: Guy Bass
Illustrator: Pete Williamson



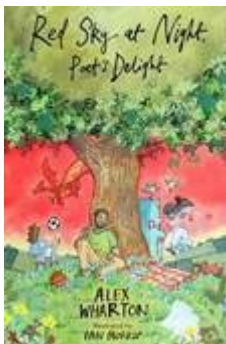
Habitats

Author: Hannah Pang
Illustrator: Isobel Lundie



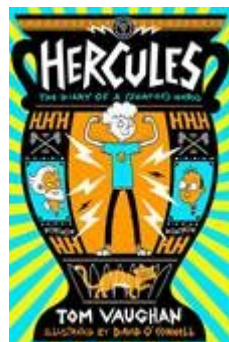
Red Sky at Night, Poet's Delight

Author: Alex Wharton
Illustrator: Ian Morris



Hercules: The Diary of a (Sort Of) Hero

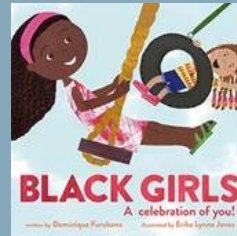
Author: Tom Vaughan
Illustrator: David O'Connell



For ages 4-5 and up

Black Girls: A Celebration of You

Author: Dominique Furukawa
Illustrator: Erika Lynne Jones



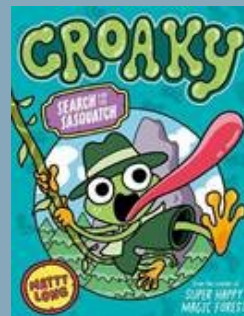
Donut Feed the Squirrels

Author: Mika Song



Croaky: Search for the Sasquatch

Author: Matty Long



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.



This year marks the 20th anniversary of the Waterstones Children's Book Prize.

The shortlists are chosen by booksellers, and aim to champion the finest new talent in children's writing and illustration - with the overall and category winners being announced on 21 March.



- *The Queen Next Door* by Marcela Ferreira and Sally Agar
- *Incredible Jobs You've (Probably) Never Heard Of* by Natalie Labarre
- *The Secret Elephant: The True Story of an Extraordinary Wartime Friendship* by Eilan Rankin
- *Wolf and Bear: A Heartwarming Story of Friendship And Big Feelings* by Kate Rolfe
- *Whose Dog Is This?* by Andrew Sanders and Aysha Awwad
- *The Search for the Giant Arctic Jellyfish* by Chloe Savage



- *Crookhaven: The School for Thieves* by J. J. Arcanjo
- *The Beasts of Knobbly Bottom: Attack of the Vampire Sheep* by Emily-Jane Clark
- *Vivi Conway and the Sword of Legend* by Lizzie Huxley-Jones
- *The Swifts* by Beth Lincoln, illustrated by Claire Powell
- *My Name is Sunshine Simpson* by G. M. Linton
- *Greenwild: The World Behind the Door* by Pari Thomsson, illustrated by Elisa Paganelli



Bookmark



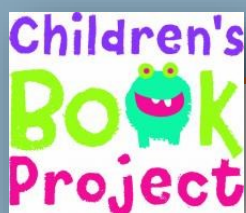
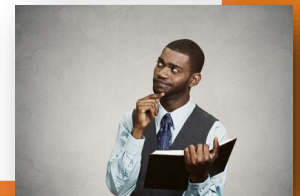
Bookmark is a volunteer-led registered charity providing in-school or online reading support to primary school children. Their six-week reading programme involves two 30-minute sessions each week with a child who needs extra support with their reading.

To find out more, to volunteer, or to purchase a programme, [please follow this link.](#)

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.



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.](#)



EARLY YEARS STRONGER PRACTICE HUBS

As part of the early years [education recovery support](#) package, which also includes the [early years experts and mentors programme](#), the Department for Education has created Early Years Stronger Practice Hubs which are designed to provide advice, share good practice and offer evidence-based professional development for early years practitioners.

There are 18 hubs in total—2 in each of the 9 government office regions across England.

What's involved?

Early years stronger practice hubs will support other nurseries and childminders in their area to adopt evidence-based practice improvements by:

- ✓ building on and strengthening local networks of early years educators to share knowledge and effective practice
- ✓ proactively sharing information and advice on evidence-based approaches – for example, through newsletters, blogs and social media
- ✓ acting as a point of contact for bespoke advice and signposting to other funded support
- ✓ working with the EEF to select evidence-based programmes to fund and make available to nurseries and childminders.

YOUR MIDLANDS HUBS



Ryders Hayes School, together with Fullbrook Nursery, Abu Bakr Nursery and Kiddies Playhouse, form the [Thrive Together Early Years Stronger Practice Hub](#) (West Midlands) supporting early years setting

and childminders to address the impact of Covid-19 on our youngest children (0-4 years), by sharing information and advice on evidence-based approaches, and establishing local networks to share knowledge and effective practice.

[Midlands Stronger Practice Hub:](#)

HEART

Helping Early years practitioners Apply Research to Teaching and learning.

The partnership consists of:

Bloomsbury Nursery School
Castle Vale Nursery School
Norton Hall Children and Family Centre
Weoley Castle Nursery School

Local Authorities covered:

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LoveReading

4 KIDS FUNDING FOR SCHOOLS

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Areas for consideration will include:

- Schools with income deprivation or cultural deprivation
- FSM
- IDACI
- Literacy levels
- Schools looking to improve standards

Evidence of these will need to be supplied to validate your application.

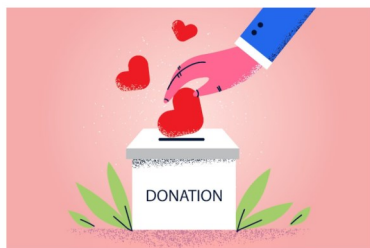
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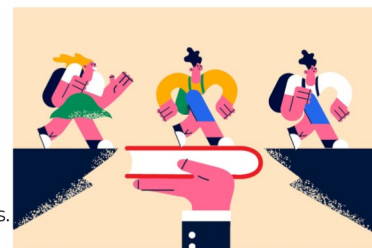
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Literacy Specialist



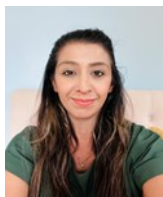
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