



NEWSLETTER No17—MAY 2024

We hope you have had a good start to the summer term and are looking forward to all the exciting activities ahead.

Recently, we have been hearing from many schools about the challenges they face meeting the needs of children with a variety of learning difficulties. It is crucial for teachers to remain ambitious about teaching children with special educational needs (SEND) to read and write.

Throughout the course of the year, the English Hub newsletters have pulled 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 may need to be adapted to meet their needs, including considering taking smaller steps and additional repeated practice in order to achieve success.

In order to offer support to schools directly, we are delighted to announce the launch of a new CPD programme for schools *Ambition for All – Ensuring success for learners with SEND* which reinforces these messages. The programme will be delivered to schools over 5 half days throughout the academic year. It aims to provide an evidence-based approach to teaching early reading and phonics effectively to pupils not making expected progress, including those with SEND. This will support schools to analyse the specific needs of children, and explore practical ways to remove barriers to success and plan for appropriate interventions. Included are generic adaptations to validated SSP programmes that will improve outcomes for pupils who need more support whilst also maintaining fidelity to schools' chosen programmes. . [Click here](#) to register your interest in this course.

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.

Little Sutton English Hub's 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 can be found in 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 or complete the Google form: <https://forms.office.com/e/musVZiamPg>.

Wishing you a relaxing half term.
Best wishes from the Little Sutton English Hub Team.

Little Sutton English Hub Programme



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, please

register by [following this link](#) or scan the QR code to complete the online expression of interest.

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

– Oakhill Primary School

"We are indebted to you all for your incredible knowledge, commitment, and for role-modelling such incredibly high standards for us all to follow. Our children and our teachers have benefitted massively, and I wanted to thank you all." – Tudor Grange Academy



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

Attending one of our DfE funded Showcase events is the first step towards gaining support. These in-school workshops are 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 phonics and its application to reading, in 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 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 whole Hub support offer;
- 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 areas for improvement and strategies for success;
- Develop an action plan;
- Look at next steps in potentially accessing English Hub funding for resources, training and more in-depth support.

**Click the dates
below to book
online:**

1st October 2024

7th November 2024

30th January 2025

11th March 2025

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.

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



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, English expert, Ruth Baker-Leask 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

TALK TO LAMORNA



Our Literacy Specialist, Lamorna Ross, will be holding her final Teams 'drop-in surgery' 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

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)

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

To tell us the subjects that you would like to see us tackle as part of our training offer, just complete this [short online form](#).



Coming soon....

Supporting Early Language Development 2024-2025

Ensure the best start for all pupils in their language development

This is a FREE OF CHARGE sustained, research based CPD programme aimed at EYFS and KS1 practitioners, such as the early years lead, English lead and SENDCo. It is designed to equip teachers and leaders with a practical pedagogical understanding of typical language development and how to support pupils who are struggling with language acquisition. Participants will be expected to attend 6 sessions across the year.

[Click here to express an interest and we will notify you when dates for next academic year become available.](#)

Reading for Pleasure: Transforming your school's reading culture (TSRC) 2024-2025

Evidence-based leadership CPD for primary English Leads

The TSRC programme is a sustained, research based CPD programme aimed at primary English Leads. During the course of the programme participants will engage deeply with reading for pleasure pedagogy and leadership theory to transform their school's reading culture. Participants will attend 5 sessions and complete gap tasks in between sessions. Those who commit will be expected to attend all sessions. Programme aims:

- Understand the research underpinning RfP practice and pedagogy
- Widen knowledge of children's literature
- Transform whole school reading culture in your school
- Develop the leadership skills to initiate and sustain change
- Become advocates for RfP and share experiences and best practice

[Click here to express an interest and we will notify you when dates for next academic year become available.](#)

Ambition for all: Ensuring success for learners with SEND

This programme will be delivered to schools over 5 half days throughout the academic year.

The training programme aims:

- To provide teachers and other education professionals with an evidence-based approach to teaching early reading and phonics effectively to pupils not making expected progress, including those with SEND.
- To support schools to analyse the specific needs of children not making expected progress, and explore practical ways to remove barriers to success and plan for appropriate interventions.
- To explore generic adaptations to validated SSP programmes that will improve outcomes for pupils who need more support, including those who have SEND, whilst also maintaining fidelity to schools' chosen programmes.
- To signpost schools to their individual SSP programmes for further support on how to adapt individual SSPs.

[Click here to express an interest and we will notify you when dates for next academic year become available.](#)



A SPOTLIGHT ON

THE DfE READING FRAMEWORK JULY 2023



Section 12: Leadership and Management of Reading

As Section 12 of the [DfE Reading Framework \(July 2023\)](#) tells us, it is imperative that headteachers and senior leaders understand the importance of reading and have ambitious goals for **every** child, regardless of age or ability.

“Leaders have to make sure that everyone, including the special educational needs coordinator, and their ITT trainees, has the knowledge, skills, understanding and professional support to teach reading effectively and thus transform pupils’ life chances. This requires headteachers and senior staff in primary and secondary schools to:

- believe that all pupils can learn to read, regardless of their background, needs, abilities and age, and be determined to make this happen;
- promote a culture of reading for pleasure, ensuring that the desire to read is at the core of the curriculum, including monitoring and evaluating provision regularly;
- make sure all pupils make sufficient progress to meet or exceed age-related expectations, including those who need the most support (See Section 4, DfE Reading Framework);
- build a team of expert teachers who know and understand the processes that underpin learning to read, and draw on expert training, practice and coaching to achieve this;
- ensure that ongoing assessment, including of pupils’ progress in phonics, is sufficiently frequent and detailed to identify those who begin to fall behind, and provide targeted support immediately;
- make sure pupils have access to engaging texts by developing links with organisations such as school and public library services, reading charities and others; and
- involve parents and families in supporting their children’s reading.” - **DfE Reading Framework**

The English Hub programme can provide in-school support, working collaboratively with headteachers, reading, phonics and English leads and senior leaders to devise and implement strategies that will help to underpin excellent phonics and early reading teaching. Apply today or book onto one of our free showcase events to see how we could help you.



A Spotlight on Ofsted's Latest Research and Analysis into English:

[Telling the story: the English education subject report](#)

March 2024

Proficiency in reading is absolutely essential in order for pupils to successfully access the English and broader curriculum.—*Telling the story: the English education subject report, Ofsted*

from primary and secondary schools, including evidence from Reception classes and sixth forms.

As well as acknowledging the direct impact that proficiency in reading has on children's life chances, the report also acknowledges the important role that senior leaders play in

ensuring the delivery of an effective early reading curriculum, and it provides useful case studies which illustrate the positive strategies undertaken by schools to achieve success in a variety of situations.

“The roles of senior and middle leaders are critical in ensuring that all pupils learn to read, write and speak with proficiency. Their decisions about timing, the arrangements for catch-up, professional development and assessment all have an impact on the quality of the English curriculum. Teachers' content knowledge in English is fundamental to pupils' progress. CPD should be relevant to teachers' specific needs and capabilities, but it must also ensure that they understand the rationale for what they are being asked to learn.” - *Telling the story: the English education subject report, Ofsted*

Little Sutton English Hub offers free CPD opportunities and may also be able to offer funding towards training for your chosen validated systematic synthetic phonics programme.

[Click here to apply online.](#)

“How one school went about establishing a professional development offer for English

In one school we visited, the professional development offer was well defined. Leaders had a professional development programme that ran over a 2-week cycle, focused on a specific area of the curriculum. For example, when leaders considered the models for writing, they looked at how to use these to explicitly teach the small steps required. Leaders diagnosed why pupils had misconceptions and used this information to inform training to close those gaps quickly. Where pupils struggled with temporal fronted adverbials, leaders identified these misconceptions and considered how they might address them through explicit examples in coming weeks.

This was planned and delivered centrally within the trust to help teachers to share expertise and to reduce

workload.” - *Telling the story: the English education subject report, Ofsted*



FUNDING UPDATE FOR THE NATIONAL PROFESSIONAL QUALIFICATION IN LEADING LITERACY (NPQLL)

The Department for Education has published details of the scholarship criteria for the autumn 2024 National Professional Qualification (NPQ) cohort.

In summary:

Scholarships for the majority of NPQs, including the NPQ for Leading Literacy, **will now be targeted at those teachers and leaders working in the most challenging schools**, and other settings, **servicing more disadvantaged communities**.

In practice, this will mean **the top 50% of schools** as defined by the proportion of students **that attract pupil premium funding**.

Comparative disadvantage criteria will be applied to both Further Education and Early Years settings.

Scholarships are in place to all teachers and leaders from state-funded schools and settings for the following NPQs:

- NPQ for Headship
- Early Headship Coaching Offer (EHCO)
- NPQ in Leading Primary Mathematics
- NPQ for SENCOs

Further details can be found on [GOV.UK](https://www.gov.uk).



READING PLUS TRIAL

The Education Endowment Foundation is looking for schools to take part in a trial to test the impact of Reading Plus, a whole class online adaptive EdTech reading programme, on reading fluency and reading comprehension. The trial is aimed at Key Stage 2 and is **recruiting in all regions until the end of May 2024**. Delivery of the trial will take place from October 2024 to May 2025.

To be eligible, your school must:

- be a state maintained primary school.
- not be simultaneously participating in another EEF Year 5 literacy trial.
- have devices available to each pupil in the class, to support intervention delivery.
- have not held a KS2 Reading Plus programme licence in the twelve months prior to delivery.

Sign-up deadline is 31st May at 12:00am

[To register your interest, follow this link.](#)



PREPARING FOR THE PHONICS SCREENING CHECK (PSC)

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

Monday 10th 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.



Change your story

FREE ONLINE TRANSITION EVENT WITH AUTHOR MATT GOODFELLOW

7th June 2024

10:00 am to 10:45am

For pupils aged 9 to 11 years (Year 5 and Year 6)

The National Literacy Trust is hosting a free, virtual classroom event with the author of *The Final Year*, Matt Goodfellow.

Matt will start the event by reading an extract from his book, *The Final Year*. Following this, there will be a discussion around the transition into secondary school, a theme navigated closely by the characters in the book, and children will have an opportunity to have their questions answered live via the chat box.

The event will be hosted via Zoom webinar. Attendees should not need to download any special software to join the event. After registering, you will receive an email with your Zoom joining link, which can be accessed in a web browser. You can also watch live or follow the recording on YouTube.

[For further information and to register
online, click here.](#)

About the Author

Former primary school teacher Matt Goodfellow is now a full-time poet who visits schools across the country to give high-energy performances and workshops. His first poetry collection for Otter-Barry Books, *Chicken on the Roof*, received wide acclaim. He is also the author of *Caterpillar Cake*, illustrated by Krina Patel-Sage and shortlisted for the CLIPPA award, *Shu-Lin's Grandpa*, illustrated by Yu Rong and shortlisted for the CILIP Kate Greenaway Medal, and a contributor to CLIPPA-shortlisted poetry collection *Being Me: Poems about*



Thoughts, Worries and Feelings, all published by Otter-Barry Books. Matt lives in Stockport, Greater Manchester in the UK.



Change your story



17th to 23rd June 2024

**FREE VIRTUAL CLASSROOM VISIT FOR
REFUGEE WEEK WITH MICHAEL ROSEN**
“ON THE MOVE”
(with BSL interpreter)

17th June 2024

10:00 am to 10:45am

For pupils aged 9 to 14 years



The National Literacy Trust is offering this free opportunity to join author and poet [Michael Rosen](#) on **Monday 17 June at 10am**, where your class, together with pupils from across the UK, will have the chance to hear from Michael himself about his *On the Move* poetry collection. Michael will be reading and discussing his poems, exploring what home means to him, as well as guiding pupils as to how they might use his poems as inspiration for their own creative writing for Refugee Week 2024.

At the end of the event, pupils will be given the opportunity to ask Michael questions via the chatbox.

This event will have a live BSL interpreter.

To supplement the session, and to help you mark Refugee Week after the live event, the **National Literacy Trust**, has created follow-up classroom resources. These free resources will support teachers in guiding their pupils to write their own creative piece marking Refugee Week 2024.

In addition to the event with Michael, pupils will have the chance to explore a piece of writing from various creatives in the industry including Nikita Gill and RAMZEE.

These resources will be available to download for free on the National Literacy Trust's main [Refugee Week page](#) from 20th May.

[For further information and to sign up, just follow this link.](#) After you have completed the form, the National Literacy Trust will send you an email with your link to join the event. If you cannot access Zoom, or are unable to attend live, don't worry. In your confirmation email, they will also share a link to a YouTube page, where you can either watch the event stream in live time, or watch the event recording until Monday 24th June.



Change your story



17th to 23rd June 2024

FREE VIRTUAL CLASSROOM VISIT FOR REFUGEE WEEK WITH ADNAN

20th June 2024**10:00 am to 10:30 am**

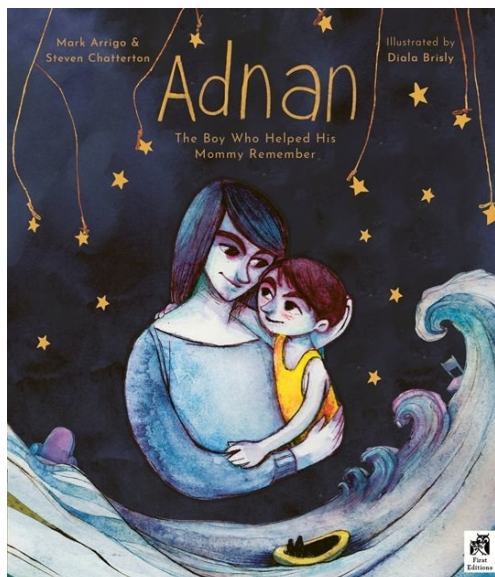
For pupils aged 6-9 years

The National Literacy Trust is providing the opportunity for classes across the UK to join writers Mark Arrigo and Steven Chatterton on **Thursday 20 June at 10am**, to listen to their telling of the story of *Adnan: The Boy Who Helped His Mummy Remember*. Children will be given the opportunity to reflect on the theme of home whilst exploring the beautiful illustrations used throughout the book.

To help you mark Refugee Week after the event, the **National Literacy Trust** has created a follow up classroom lesson which supports teachers in further exploring the book and reflecting on Refugee Week's 2024 theme of **Our Home**.

These resources will be available to download for free on the National Literacy Trust's main [Refugee Week page](#) from 20th May.

[For further information and to sign up, follow this link](#). You will then receive an email with your link to join the event. If you cannot access Zoom, or are unable to attend live, don't worry. In your confirmation email they will send a link to a YouTube page, where you can either watch the event stream in live time, or watch the event recording until Thursday 27th June.



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 has been live since January 2024. Participating schools will get a personalised school report outlining the findings, which you can compare nationally once the national reports are published.



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).

It is with great pleasure that we can now bring you their new series of four webinars: [Overcoming Barriers to Reading for Pleasure—Spring/Summer 2024](#). Each episode explores a different barrier to reading for pleasure that children have reported and considers some solutions, as reading teachers. It is hoped that the series will stimulate discussion and reflection amongst those interested in fostering a genuine reading for pleasure community.

Professor Teresa Cremin hosts the latest OU RfP [Newsletter Live!](#), a rapid-fire recorded virtual event covering a range of useful topics to help you enrich your practice and nurture your pupils' love of reading.

In this edition they explore:

- **Top Texts** – the best recommended reads for children across different ages and genres
- **Examples of Practice** – two inspiring examples of teachers using RfP pedagogy to measure and improve their school's success
- **Author in the Spotlight** – Nadia Shireen! Fantastic children's author Nadia Shireen will be telling us what's inspired her, her favourite books and why she loves to read
- **Teachers' Reading Group updates** – TRG leaders tell us what they've been doing and share useful advice from their group
- **New Research**



READING AND WRITING FOR PLEASURE CONFERENCE 2024



Reading and Writing for Pleasure

Saturday 15th June 2024 9.30-16.00

The Open University – Milton Keynes



The Open
University,
Walton
Hall, Milton
Keynes
MK7 6AA

**£45 per
person**



Exploring connections between reading and writing

Children and young people's enjoyment in reading and writing is in decline. In response, the Open University is holding a conference which focuses on effective approaches to encouraging children and young people to read and/or write for pleasure. Drawing on a recent 3-year OU study, participants will be offered opportunities to explore the research findings, consider the consequences for practice and get involved in workshops that offer inspiring and practical ways forward. The Harper Collins Reading for Pleasure Awards in association with the OU and UKLA will be announced, and the Norfolk Children's Book Centre and UKLA bookshops will enrich the day.

[For further information and to book your place, visit ourfp.org or click here.](https://ourfp.org)



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.](#)
[\(Free statement of participation on completion\)](#)



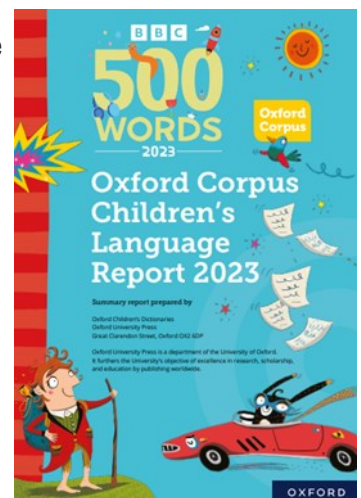
STUDYING THE CHANGE IN CHILDREN'S USE OF LANGUAGE FROM 2020 TO 2023

As part of an ongoing programme of language research, Oxford University Press has analysed the children's creative writing that was submitted to the BBC 500 Words story competition in 2023. The analysis was undertaken by a team of lexicographers, editors and teachers, and is based on the Oxford Children's Corpus, the largest children's language database in English.

A substantial part of the analysis undertaken compared children's writing from the 2023 competition with that from the previous competition, last held in 2020.

Key findings from the report

- Themes around contemporary conflicts feature more prominently in the stories than in previous years.
- There is a shift away from the topic of Brexit, with very few mentions of this word (and none in a political context).
- There is a substantial increase in the frequency of AI in the stories – often in relation to a dangerous entity that could take over the world.
- The stories indicate an increasing awareness of neurodiversity, and conditions are often portrayed as a strength.
- Barbie occurs twice as frequently in stories from 2023 than 2020.
- TikTok is seen as a more established app and part of everyday life in 2023.
- Lioness(es) increased in frequency compared with 2020, and over half of the mentions were in reference to football. In 2020, almost all mentions of lioness(es) were references to the animal.
- The 2023 stories are the first to demonstrate a lived experience of Covid in the UK, and the pandemic is evidently still a reference point for children.



[To find out more and read the full report, click here.](#)

BRITISH
LIBRARY

JOURNEYS—FREE CPD AND FREE ONLINE CLASSROOM EVENT FOR PRIMARY SCHOOLS

CPD —Monday 03 June 2024 at 16:00.

The British Library's summer term **Journeys** challenge is the perfect way to get your students excited about books. This flexible project can be adapted to align with existing summer term topics relating to history, science, mythology, fictional texts or geography.

In this free online CPD opportunity for teachers of Years 3-6, SF Said and friends will investigate ways to use the framework of journeys to inspire reading for pleasure, writing for pleasure, writing for a purpose and creativity.

Author, **SF Said**, will provide insights into journeys and parallel worlds depicted in his award-winning books. Cumbria-based teacher **Karen Stringer** will offer her tips on bringing classroom study to life using journeys, book-making, high quality children's books, oral input, and visual stimuli. **Professor Teresa Cremin** will discuss practical ideas and research findings relating to creative freedom and self-expression for primary school students.

[For further information and to book online, click here.](#)

ONLINE EVENT —Tuesday 18 June 2024 at 13:30

Explore the topic of journeys from your classroom in this **FREE** livestreamed event, with author **SF Said** and author/illustrator **Viviane Schwarz**. The event is aimed at Years 3-6. If you're planning to watch from a school, please speak to your IT team to ensure you are able to access YouTube.

[For further information and to book online, click here.](#)



Join author **SF Said** and author/illustrator **Viviane Schwarz** to explore journeys, from local walks and migration stories to fantasy adventures and time travel. Using the authors' top writing tips, playful prompts and draw-along fun, SF and Viviane will provide inspiration for children to embark on their own journeys of discovery. Children will start creating their own handmade journey books containing maps, words and pictures.

On the day, please ensure children have several sheets of paper plus pencils or pens during the event, to help them start developing ideas for their journeys.

THE READING AGENCY



The Reading Agency's theme for this year's [Summer Reading Challenge](#) is **Marvellous Makers!** Developed in partnership with [Create](#), a leading charity bringing the creative arts to those who need it most, this year's Challenge aims to fire up children's imaginations and unleash storytelling and creativity through the power of reading.

The annual Challenge is delivered in partnership with public libraries, and it's free to take part. From June to September, children taking part in 'Marvellous Makers' can discover new stories, join in with free activities at the library, and explore their creativity – from junk modelling to music, dance to drawing and painting.



Taking place in libraries and online from 22nd June, the Summer Reading Challenge provides the perfect opportunity for active minds to explore, imagine, and create in a supportive and engaging environment.

Reading sparks imagination and creativity, helping to expose children to new ideas, perspectives, and experiences that fire up their minds. The Summer Reading Challenge aims to harness these creative thinking skills and build confidence in young readers during the school holiday when they aren't in the classroom. Participation encourages children to read for pleasure, with books providing knowledge and giving children the tools and confidence to think originally, play with concepts, and express their creativity in unique ways.

This year's 'Marvellous Makers' theme will inspire children's inner storytellers, motivating them to be curious and to tell their own stories through various creative outlets. The partnership with Create aims to allow children to understand and appreciate creativity through reading. The partnership will provide a range of exciting activities and resources that bring reading and creativity together, empowering children to become 'Marvellous Makers' themselves.

[Blue Peter](#) will also be encouraging primary school children across the UK to join this year's Summer Reading challenge on CBBC and iPlayer with creative activities and features from the [Blue Peter Book Club](#).

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.

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.



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



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 Greenwild books.](#)

Deadline: 11pm Friday 31st May 2024

**LETTER
BOX**
the letterbox club

Sign up now to receive parcels from May onwards

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.

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

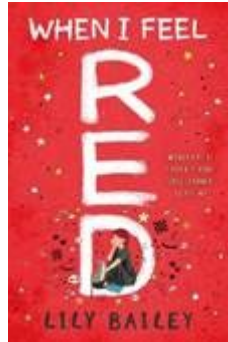


Every month, the Book Trust reviews dozens of books for children and teenagers. Here are some of the ones they have picked for May, guaranteed to get your children reading...

For ages 6-8 and up

When I Feel Red

Author: Lily Bailey

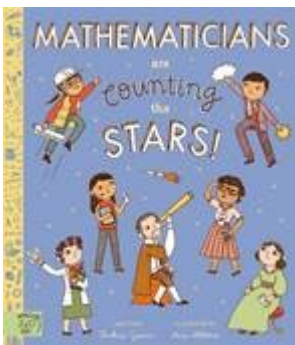


Outside In: Nature Poems

Author: Daniel Thompson
Illustrator: Julia Murray

Woodland Explorers Club: Benji's Emerald King

Author: Ewa Jozefkovicz
Illustrator: Gillian Flint



Mathematicians are Counting the Stars!

Author: Saskia Gwinn
Illustrator: Ana Albergo

Betty Steady and the Toad Witch

Author: Nicky Smith-Dale
Illustrator: Sarah Horne



For ages 4-5 and up

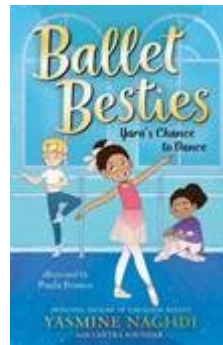
Clarice Bean, Smile

Author: Lauren Child



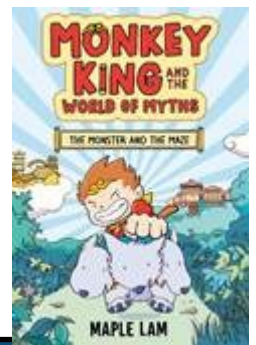
Ballet Besties: Yara's Chance to Dance

Author: Yasmine Naghdi with Chitra Soundar
Illustrator: Paula Franco



Monkey King and the World of Myths: The Monster and the Maze

Author: Maple Lam



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.



BEST BOOK FOR YOUNGER READERS AND OVERALL WINNER

'A beautiful interweaving of nature and magic.'

Rhiannon at Kensington

BOOKSELLER REVIEW

'A great fantasy read.'

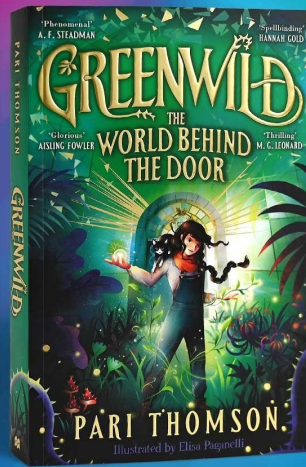
Sarah at Head Office

BOOKSELLER REVIEW

'This one just stole my heart.'

Shivani at Leicester

BOOKSELLER REVIEW



'An astonishing book... I didn't want it to end.'

Robbie at Manchester

BOOKSELLER REVIEW

'The plot twists left me agape.'

Sarah at Wolverhampton

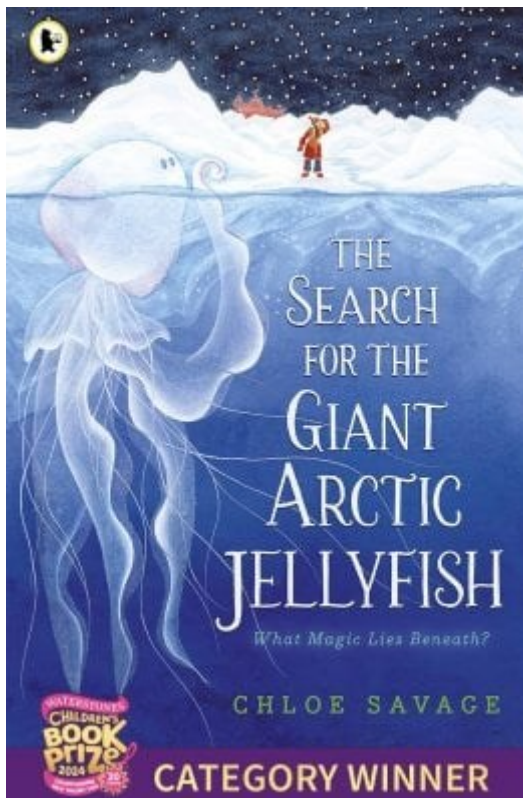
BOOKSELLER REVIEW

'A brilliant start to a new series.'

Rosie at Bracknell

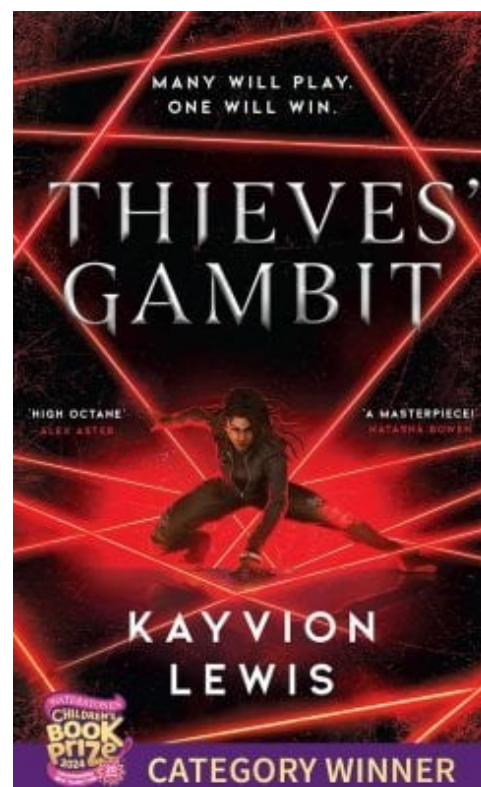
BOOKSELLER REVIEW

BEST ILLUSTRATED BOOK WINNER



CATEGORY WINNER

BEST BOOK FOR OLDER READERS WINNER



CATEGORY WINNER



Bookmark



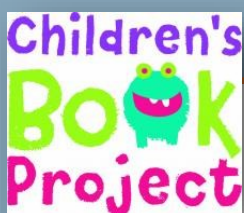
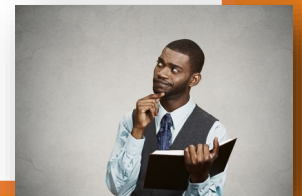
Bookmark is a volunteer-led registered charity providing in-school or online reading support to primary school children. Their six-week reading programme involves two 30-minute sessions each week with a child who needs extra support with their reading.

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.](#)

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Strategic Lead



Vicky Hewitson
English Hub Lead



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English Hub
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English Hub
Administrator



Chrissie Boyland
English Hub
Finance Officer



Manreet Ratan
Literacy Specialist



Lamorna Ross
Literacy Specialist



Julie Secker
Literacy Specialist



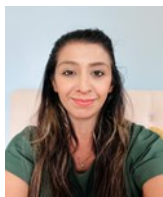
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Richard Miller
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