



## NEWSLETTER No18—OCTOBER 2024

We are delighted to be launching our first newsletter of the academic year 2024/25.

Little Sutton English Hub is one of 34 English Hubs across the country. All English Hubs have three key focuses, early reading, reading for pleasure, and early language. Our newsletter provides support for schools with these three aspects along with useful latest updates.

Children who struggle with language at age 5 are five times more likely to fail to reach the expected standard at the end of primary school. The government has committed to funding evidence-based early language interventions in primary schools, recognising the serious knock-on consequences when communication is delayed, and we will report on information relating to this during the year.

Maintaining the pace and progression with your chosen systematic synthetic phonics programme is crucial to keep pupils on track for success. One of the key messages from the English Hub to schools at the end of the summer term was the importance of making a strong start to phonics teaching and early reading in autumn 1. This includes teaching phonics from the second week of September in Reception. It is imperative that those children who are not secure in the learning from the lesson receive short, sharp same-day intervention to prevent them from falling behind. Whilst many of the SSP assessment systems don't start until the end of the half term, we strongly encourage schools to establish the intervention routines as early as possible.

The national average result in the Phonics Screening Check rose by 1% from 79% to 80% in 2024

We hope you have had a good start to this term and are feeling confident about the year ahead. If your school would like any support or advice, please do not hesitate to contact our English Hub team and visit the Little Sutton English Hub website to find out about our latest training and opportunities. We have lots to offer schools.

A key document is the Department for Education's Reading Framework 2023. In this newsletter, we explore one of the key strands from the Framework, which is the importance of keeping children up from the start.

We hope you have a restful half term holiday and wish you a successful second half of the term.

Rachel Davis, MBE, Vicky Hewitson, and 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](http://www.lsenglishhub.org.uk), or telephone either Janet Conway or Kirstie Lynam on 0121 464 4494.

"...as a result of your support, we have knowledgeable staff and we have had the best results we've ever had over the 2 years, at 93% (in fact, if it wasn't for our new joiners to the school in March, we'd have achieved 100%, which is phenomenal)" - Water Mill Primary School

"This has been a hugely supportive process to help us improve our knowledge and practice." – SS Peter & Paul R.C. Primary School



## OUR SHOWCASE EVENTS

**Free  
of  
charge**

“A fantastic day. Looking forward to engaging in support hopefully this academic year.”

– Cooper Perry 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.

“I found the discussions with the literacy specialists in the afternoon session very helpful in clarifying thinking.”

– Limbrick Wood 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;
- The latest updates shaping the educational landscape.

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:**

**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 Harvest Fields Centre, Harvest Fields Way, Sutton Coldfield, West Midlands, B75 5TJ from 10am to 4pm on:

**[23rd January 2025](#)**

## TALK TO LAMORNA



Our Literacy Specialist, Lamorna Ross, will be holding Teams SSP 'drop-in surgeries' on **7th November, 1st April, and 7th July** at which she will provide brief and targeted troubleshooting solutions to your SSP implementation dilemmas.

These 15-minute appointments are completely free of charge and are available at the following times: 8am, 8:15am, 1:30pm, 1:45pm, 3:30pm, and 3:45pm. To book, please contact Lamorna directly via email at:

**[l.ross@lsenglishhub.org.uk](mailto:l.ross@lsenglishhub.org.uk)**

Lamorna will also be delivering the following webinar:

### **The Role of The Reading Leader**

**[8th January 2025 \(3:45-5pm\)](#)**

**[29th April 2025 \(3:45-5pm\)](#)**

**[2nd July 2025 \(3:45-5pm\)](#)**

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 your preferred date to find out more and book online.

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

SCAN ME FOR LINKS




A SPOTLIGHT ONTHE DfE READING FRAMEWORK  
JULY 2023Department  
for Education

The [DfE Reading Framework \(July 2023\)](#) stresses how important it is for all children, regardless of ability, to keep up from the very beginning rather than catch up later.

As we come to the end of the first half term of the year, our spotlight on the DfE Reading Framework July 2023 highlights this message with helpful tips.

*"Teachers should aim for all pupils to keep up with the school's chosen phonics programme, ensuring teaching time is sufficient for the content to be taught within the timescales the programme sets out. In particular, pupils should practise reading each group of graphemes speedily before they are expected to blend them to read words."*

*"Some pupils need extra support from the beginning. Assessment should identify such pupils – if not already identified – as soon as they begin to fall behind their peers. Therefore, individual records of progress – not simply group records – are vital, particularly to identify pupils who are at risk of not meeting the expected standard of the phonics screening check and failing to learn to read. Teachers, working with others if necessary, should investigate possible reasons, such as whether a pupil might have a hearing or visual impairment, or speech, language and communication needs (SLCN)." - DfE Reading Framework July 2023*

Section 5:  
Keeping up from  
the start


*"Pupils who fail to learn to read early on start to dislike reading. The guidance emphasises that pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy. Where pupils make insufficient progress, extra efforts should be made to provide them with extra practice and support from the beginning." - DfE Reading Framework July 2023*





## A SPOTLIGHT ON

## THE DfE READING FRAMEWORK JULY 2023



“To enable pupils to keep up, they should be given extra practice, either in a small group or one-to-one, whether or not a specific reason has been found. The extra practice should:

- be provided by a well-trained adult: teacher or teaching assistant
- take place in a quiet place, at a regular time every day so that pupils become familiar with the routine
- be a school priority, with maximum efforts made to avoid disruption or cancellation
- be consistent with the school’s mainstream phonics programme
- include activities that secure the important phonic knowledge and skill the pupils have not grasped. ”

“The emphasis should be on pupils:

- consolidating the work they have already met in their main class or group phonics session, with bite-sized steps so all of them can achieve success every day
- revising grapheme-phoneme correspondences (GPCs)
- practising oral blending of spoken sounds to pronounce words
- reading words by saying the sounds and blending them
- filling in their individual knowledge gaps of the GPCs they have previously been taught but not secured. ”

**“These pupils should continue to read ‘decodable’ books, that is, books that include only words with GPCs they have been explicitly taught, until they can blend sounds to read new words fluently and automatically.”**

**“In addition, writing these words and then reading them back helps pupils to remember how to read them. They should say the sounds in the words as they write them from dictation.”**

**“For various reasons, some parents cannot support their children’s reading at home. Schools should provide extra opportunities for these pupils to read to adults and to listen to adults reading to them.”**

**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.**



Change your story

## The National Literacy Trust new Oracy Report: Creating Confident Communicators

Research shows that children who are supported to develop strong language skills in their earliest years are more likely to succeed in school and work and lead happier lives.

Yet, last year, the statistics were bleak:

- almost a third (31%) of five-year-olds started primary school without the language, communication and literacy skills they need to thrive
- this statistic rises to almost half (47%) of children from disadvantaged communities

This is a gap many children won't recover from.

Supporting children to develop good language and communication skills from birth and through all phases of their education is fundamental for ensuring that every child is equipped with the literacy skills they need to thrive in the modern world.

In the face of this growing disparity, we have launched a new report into oracy. This also sits against the backdrop of the Government's recent announcement to [review the curriculum and assessment system](#). The Prime Minister has expressed an ambition to "put confident speaking skills at the heart of what we teach our children" and a clear goal to deliver a curriculum that is rich and broad, inclusive and innovative, and which develops children's knowledge and skills.

[READ THE FULL REPORT HERE](#)

*"Developing spoken language, including vocabulary, is essential for the academic progress of all children. Pupils can develop language comprehension and composition through a literature-rich environment, for example through interactions with adults and by listening to, talking about and learning by heart stories, poems, rhymes and songs. The teacher has an important role in modelling competence as a speaker and listener, contributing significantly to developing pupils' spoken language.*

*The curriculum should provide planned opportunities for pupils to develop their proficiency in the components of spoken language. This includes the explicit teaching of knowledge, for example vocabulary and ideas necessary for effective communication. In order to become better speakers and listeners, pupils also need opportunities to practise, refine and apply this knowledge in a range of different contexts and for a range of different audiences." - Ofsted's Telling the story: the English education subject report*

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.](#)

## VOCABULARY IN ACTION

Classroom strategies for vocabulary and language



Robust strategies for teaching vocabulary and modelling language use in the classroom (adapted from Beck & McKeown). Use these techniques as part of teacher modelling, explanation, and pupil practice to support your vocabulary teaching.



### Bespoke Definitions

Introduce words through explanations in everyday connected language, rather than dictionary definitions.



### Purposeful Variation

Provide several contexts in which the word can be used purposefully or for alternative meanings.



### Immediate Interaction

Build opportunities for pupils to interact with word meanings right away e.g. pair two target words, to support interaction with words in novel contexts: 'can splendour ever be unpleasant to look at?'



### Deep Processing

Develop activities that require students to process the meanings of words in deep and thoughtful ways e.g. getting pupils to think hard about meanings, by identifying and explaining appropriate word usage.



### Active Interest

Provide examples, situations and questions that are interesting and create discussion.



### Repetition, Repetition, Repetition

Provide many encounters with target words, including through various contexts and retrieval activities.

  
**National  
Literacy  
Trust****Change your story****KEY FINDINGS FROM NATIONAL LITERACY  
TRUST POETRY RESEARCH PUBLISHED ON  
NATIONAL POETRY DAY (3rd October)****More than half (51.2%) of  
children and young people  
don't currently engage in  
poetry in any way.**

Poetry has hugely significant benefits for children and young people, supporting the development of their confidence, the ability to process emotions and to understand other points of view – all important skills to prepare children and young people to succeed in life.

This recent National Literacy Trust survey of almost 5,000 children and young people in England found that:

- **More than half (51.2%)** of children and young people don't currently engage in poetry in any way.
- Many of those who do engage are experiencing a positive impact on their mental wellbeing and personal development.
- There is a significant decline in interest among older children, with **only 1 in 6 (17.3%) young people aged 14 to 16** engaging in their free time compared with **1 in 2 (48.7%) of those aged 8 to 11**.
- Girls are also more likely to engage with poetry than boys are (**29% vs 19.1%**).
- Children and young people who don't engage with poetry in any form identified the main reasons as **finding poetry boring (41.2%)** and feeling that **poetry isn't about topics they are interested in (31.8%)**.

Many are missing out on those benefits by not engaging with poetry as they haven't found a form or topic that appeals to them.

Children's engagement with poetry – reading, watching, listening, writing or performing – peak in primary school and start to decline during secondary school, particularly falling off between 14 and 16 years of age.

Meanwhile, more girls than boys choose to engage with poetry in their free time.

The survey found that children and young people currently engaging with poetry said that it:

- helps them to relax
- helps them to learn new things
- helps them to work through emotions
- helps them to understand the views of other people
- helps them to feel more confident

Two-thirds (64.3%) of children currently engaging with poetry also share their poetry with others and are motivated to do so:

- **to inspire others (51.1%)**
- **to help themselves feel better (42.8%)**
- **to help others feel better (32.8%)**
- **hoping to make change (30.5%)**





Change your story

## What about children on free school meals? Do they read poetry?

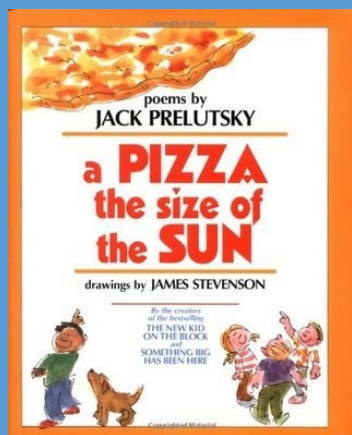
Yes, they do! According to the National Literacy Trust's recent survey, "children and young people who receive free school meals are more likely to engage with poetry than their peers who do not receive free school meals, both in terms of **consuming (32.6% vs 20.9%)** and **creating (18.3% vs 11.3%)** poetry.

This is a trend that remains consistent despite the impact of the pandemic and the cost-of-living crisis."

The National Literacy Trust has produced [free resources and poetry-based activities](#) for teachers and families to get children and young people excited about poetry.

[Read National Literacy Trust's full research report into poetry here.](#)

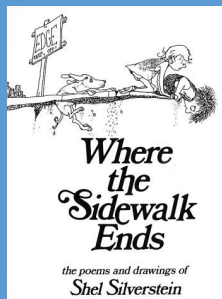
## GOODREAD'S TOP POETRY BOOKS FOR CHILDREN



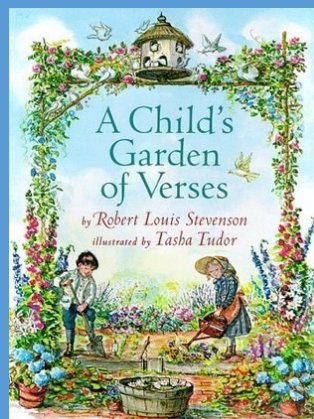
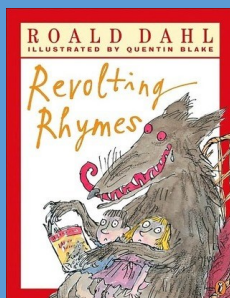
A Pizza the Size of the Sun

Revolting Rhymes  
Roald Dahl

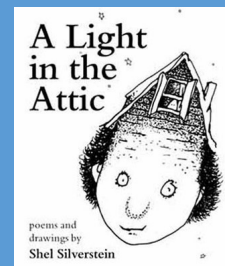
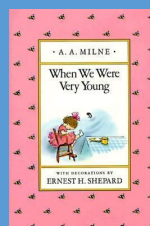
Where the Sidewalk Ends  
Shel Silverstein



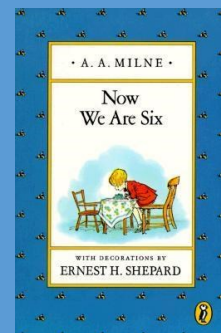
When we Were  
Very Young  
AA Milne



A Child's Garden of Verses  
Robert Louis Stevenson



A Light in the Attic  
Shel Silverstein



Now we are Six  
AA Milne



## OURfP team wins Research Excellence Award for Outstanding Impact

We are delighted to confirm that the Open University Reading for Pleasure team has won the Outstanding Impact award in The Open University (OU)'s Research Excellence Awards 2024. These awards recognise outstanding research and celebrate some of the collaboration, knowledge exchange and achievement within the OU research sphere.



Professor Teresa Cremin leads the Open University Reading for Pleasure (OURfP) team, who won the Outstanding Impact award for their work to develop young people as readers. The goal of this research and practice coalition is not only to assist children in enjoying reading but also to work with the teaching profession to support raising attainment and improving children's psychological wellbeing through the practice of regular reading for pleasure.

The Research Excellence Award: Outstanding Impact winners from Reading for Pleasure: Professor Teresa Cremin, Dr Helen Hendry, Professor Natalia Kucirkova, Professor Liz Chamberlain, Dr Lucy Rodriguez Leon, Debbie Thomas, Kelly Ashley, Stephanie Hilder, Dr Claire Saunders, Sam Hulston, Dr Sarah Jane Mukherjee, Dr Jen Aggleton, Dr Amelia Hempel Jorgensen (deceased), from the Faculty of Wellbeing, Education and Language Studies.



### DEVELOPING READING FOR PLEASURE: Engaging Young Readers

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.

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



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



BBC's 500 Words, the UK's largest children's writing competition for children aged 5-11 returns from Tuesday 24 September to Friday 8 November 2024.

There are two age categories: **5-7 year-olds** and **8-11 year-olds**. All children need to do is write a story they would love to read in 500 words or less. Children of all abilities can enter; **spelling, punctuation and grammar** are not marked – it's all about creativity!

The finalists will be invited to go to a glamorous grand final in February next year, where the bronze, silver and gold in each category will have their stories read out by celebrities. There are also lots

of [prizes to be won](#) – each winner takes home a bundle of books and the gold winners also win 500 books for their school library.

Not only that, the winning stories will take home an original [illustration](#) from **Dapo Adeola, Nigel Parkinson, Lydia Monks, Momoko Abe, Rob Biddulph or Yasmeen Ismail**.

The winning stories will be judged by an official panel including Children's Laureate **Frank Cottrell-Boyce, Sir Lenny Henry, Francesca Simon, Charlie Higson, Malorie Blackman** and joining the panel this year, singer-songwriter **Olivia Dean**.

Need some inspiration? [Find out](#) from the judges what makes a brilliant 500 Words story.

500 Words wouldn't be a success without the support of thousands of volunteer judges who mark the first round. [Registration](#) to sign up as a volunteer judge is open to teachers, teaching assistants, SEND and library staff.

[Find out more about 500 Words.](#)

Competition closes 9pm Friday 8 November 2024



From left to right, Malorie Blackman, Charlie Higson, Francesca Simon and Frank Cottrell-Boyce meet Her Majesty The Queen.



BBC  
500  
WORDS

## LAST YEAR'S WINNERS

And the previous winners were...

### 5-7 Category

**Bronze:** The Alien and the Purple Planet, by Henry B

**Silver:** Pony With a Coat on Solving Crimes, by Clara W

**Gold:** Message in a Bottle, by Evan S

### 8-11 Category

**Bronze:** A Very Important Lesson, by Aaron B

**Silver:** The Scottish Gangsta, by Spencer M

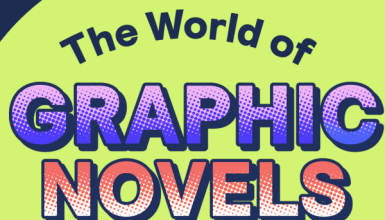
**Gold:** Cellmate by Olive C

In February 2023, 50 finalists to the BBC 500 Words competition were treated to a star-studded event hosted by Her Majesty the Queen and presented by Romesh Ranganathan. During the event, bronze, silver and gold award winners heard their entries being read by celebrity narrators such as Loki actor Tom Hiddleston, singer-songwriter Olivia Dean, Strictly Come Dancing star Oti Mabuse, Beauty and the Beast actor Luke Evans, Matilda the Musical actor Alisha Weir and Paddington Bear star Hugh Bonneville.

[Click here for videos of the entries being read.](#)

National  
Literacy  
Trust





Change your story

The World of  
GRAPHIC  
NOVELS

Explore with 7-14 year olds

This dynamic reading format encourages reluctant and confident readers alike, and this free challenge from the National Literacy Trust will give your Autumn term an inclusive [reading for pleasure](#) focus.

Taking part in this challenge will help develop:

-  **Inclusion:** Recognition of the importance of visual literacy and the specific skills of interpreting images
-  **Oracy:** Encouraging book talk and debate throughout activities
-  **Awareness:** Understanding of the complex ways that comics build meaning through the combination of words and image as well as the immense variety of this genre
-  **Reading for Pleasure:** Through exploration of the medium of comics and graphic novels, students are introduced to different types of books that may appeal to them

The World of Graphic Novels reading challenge has a full set of resources to download, including: teacher guidelines, age-appropriate book lists, classroom-ready worksheets, a certificate for every student that takes part, and outstanding prizes to be won for your school if you complete the challenge and enter the competition.

All entries must be submitted by **Friday 13 December**.

Prize winners will be announced at the end of January 2025 with five schools each receiving £1,000 towards their library offering.

[Click here for terms and conditions](#)



## THE DECLINING ENJOYMENT OF READING THROUGH CHILDHOOD—AND HOW WE CAN STOP IT

BookTrust research reveals that childhood reading enjoyment declines as children progress through primary school - but teachers can make a big difference.

BookTrust's family survey has revealed that children's enjoyment of reading declines through primary school, with Waterstones Children's Laureate Frank Cottrell-Boyce saying that the findings concern him "greatly".

The study found that while 33% of 7-year-olds say they 'love' reading, this drops to 29% at age 10 and further declines to just a quarter (25%) by age 11.

The survey results come shortly after it has been revealed that while reading achievement for school pupils in England is higher than the international average, shockingly, the country ranks in the bottom third worldwide for childhood reading enjoyment.

BookTrust also surveyed almost 3000 primary school teachers in England, finding that teachers' concern about levels of reading enjoyment among their pupils increases as children progress through primary school. Around 48% of Early Years Foundation Stage and Key Stage 1 teachers express concern over reading enjoyment levels in their class, but this continues to rise to 63% of Key Stage 2 teachers.

**"The decline in reading enjoyment, despite teachers' hard work, is something we need to address. Shared reading, where an adult or an older sibling reads with a child, is crucial for fostering children's reading enjoyment.**

**"Working with families to help them share stories together at home is time well spent by schools as it will positively impact the children's attitude to reading. It takes a whole community to make a reader." - Ruthann Hughes, Director of Research and Impact at BookTrust**

**"The benefits of reading are undeniable, and to allow a generation to not reap those benefits would be a tragedy. Embedding reading for pleasure is not achievable in a lesson plan – it's about the ethos of the whole school, prioritisation, and commitment.**

**"In our school we know the vital role of the teacher in being a reading role model championing current children's books and knowing their class's preferences. Time is a challenge, but if all staff engage in regular conversations about books, that becomes the foundation to build on." - Jon Biddle, teacher at Moorlands Primary Academy in Belton**



Waterstones Children's Laureate Frank Cottrell-Boyce said: "For too long, childhood literacy has not been taken seriously by those in power. Families from disadvantaged backgrounds haven't had the means or support they need to give their children the enormous invisible advantage that my parents gave me.



"As a nation we are seeing an accelerating decline in the number of children reading for pleasure. We are also seeing an increase in childhood anxiety - a kind of Happiness recession. These stats are two sides of the same coin. Are we seriously going to stand by and watch this happen? Are we going to let this magical gift, which boosts educational attainment and - more importantly - brings great happiness, become a privilege of the lucky few?

"It's simply not good enough – and it's not fair – that Britain currently ranks in the bottom third of of countries worldwide for childhood reading enjoyment. It stands at complete odds with our reputation for giving the world some of its best known stories and writers.

"I visit schools up and down the country. Witnessing the joy on children's faces when they're read to is an amazing privilege that is also just a normal part of my working day. As the Waterstones Children's Laureate, I am committing myself working with BookTrust on my Reading Rights: Books Build a Brighter Future campaign.

"We want to ensure the joy that reading for pleasure brings is no longer an invisible privilege for the lucky ones. We want every child, everywhere can enjoy the transformative power of reading."

[READ THE FULL RESEARCH BRIEFING HERE](#)

## ARRANGE FOR YOUR CLASS TO GET TO KNOW WATERSTONES' NEW CHILDREN'S LAUREATE, FRANK COTTRELL-BOYCE



Booktrust has produced lesson plans, a booklist, and a Q&A video to help you introduce your class to Waterstones' new children's laureate, Frank Cottrell-Boyce.

Not only that, but you can join Frank for a fun virtual event on:

**21 November at 11:00am.**

[Click here for further information, resources and links.](#)



Share these tips with parents at your school!

## TOP TIPS TO HELP PARENTS READ WITH THEIR CHILDREN

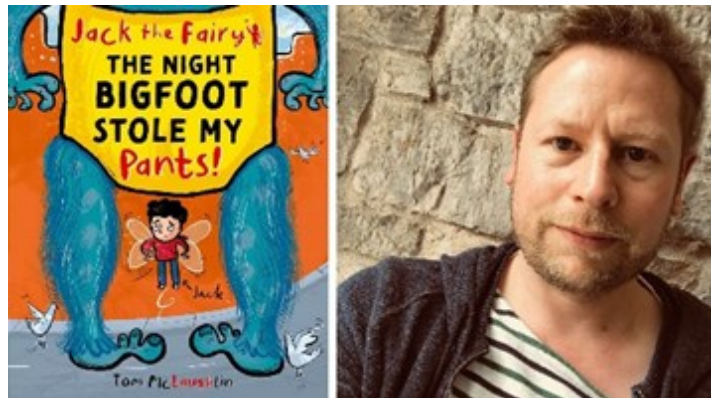
- Ask your child to choose what they'd like to read. They'll feel more interested in the story if they've picked it out themselves. (And don't worry if they keep returning to the same story, either!)
- If you can, turn off the TV, radio and computer. It's easier for both of you to enjoy the story without any other distractions.
- Sit close together. You could encourage your child to hold the book themselves and turn the pages, too.
- Take a look at the pictures. You don't just have to read the words on the page. Maybe there's something funny in the pictures that you can giggle about together, or perhaps your child enjoys guessing what will happen next.
- Ask questions and talk about the book. Picture books can be a great way to talk through your child's fears and worries, or to help them deal with their emotions. Give them space to talk, and ask how they feel about the situations in the story.
- Have fun! There's no right or wrong way to share a story – as long as you and your child are having fun. Don't be afraid to act out situations or use funny voices... your little ones will love it!

## WAYS FOR PARENTS TO ENCOURAGE A LOVE OF READING

- Read yourself! It doesn't matter what it is – pick up a newspaper or magazine, take a look at a cookery book, read a computer manual, enjoy some poetry or dive into a romance or detective novel. And get your children to join in – if you're cooking, could they read the recipe? If you're watching TV, can they read out the listings?
- Give books as presents. And encourage your children and their friends to swap books with each other – it'll give them a chance to read new stories, and get them all talking about what they're reading.
- Visit the local library together. It's always fun choosing new books to read, and keep an eye out for special author events at the library or local bookshops – children love meeting their favourite authors. Jacqueline Wilson and Anthony Horowitz always have signing queues that are miles long!
- Encourage children to carry a book at all times. That way, they'll never be bored (this is something you can do, too!)
- Have a family bookshelf. If you can, have bookshelves in your children's bedrooms, too.
- Keep reading together. Just because your children are older, it doesn't mean you have to stop sharing stories – perhaps you could try the Harry Potter series or *A Series of Unfortunate Events*.
- Don't panic if your child reads the same book over and over again. Let's be honest - we've all done it!



In this BookTrust article, author-illustrator Tom McLaughlin shares his tried and tested ways to get children with dyslexia excited about books. Here are his 8 top tips:



1. **Try reading picture books.** You never grow out of picture books. There are so many great ones, ones with no words even. Take your time to explore each page, every picture. There's no rush .
2. **Children who struggle make mistakes when they read, so don't jump on every wrong word, it's really annoying for everyone.** Correct in a gentle way if you can; sometimes the most important thing is that they are happy and enjoying the story, and letting them be in the moment can be just as rewarding.
3. **That is also true when it comes to kids writing stories.** Don't correct their spelling if it's going to take the wind out of their sails. Enjoy the fact that they are writing, creating and that they want to share it.
4. **Poetry is a great way into reading, writing and creating.** I'm thinking of poetry for children, like *The Melancholy Death of Oyster Boy* by Tim Burton and Michael Rosen. Poetry has a rhythm to it, which helps with reading and creating. Poetry can be a story, a joke, a thought, it can be long, it can be short. For children with dyslexia who may not have long attention spans this is perfect.
5. **TV is okay, I promise.** We hear a lot that books are ace (which they are) and TV is bad. But actually, if that's a child's way in, use it. Watch stuff together, talk about the story, talk about the dialogue, the scenes, the mood, how it makes them feel. There is so much good stuff out there, use it. It can inspire kids to want to read as well. If they liked Harry Potter the film, why not try the book?
6. **The same goes for graphic novels, or comic books.** People used to be sniffy about the genre, think that maybe it wasn't as credible as other books. If your child wants to read comic books, then be delighted that your child is reading.
7. **There are also podcast and audiobooks, read by actors who do a really good job.** There are so many ways to dive into stories these days, one isn't better than another.
8. **Talk about it.** Don't do what I did, and pretend dyslexia isn't a thing and that if you don't talk about it will go away. Chat to other dyslexics. See how they cope, compare brains!

[You can read the full article here.](#)





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

For ages 6-8 and up



Tosh's Island

Author: Linda Sargent & Joe Brady  
Illustrator: Leo Marcell

Journey to Poo-topia (Poo Crew Adventures)

Author: James Turner  
Illustrator: Steve May



Midnight Adventures in Primrose Park

Author: Helen Peters  
Illustrator: Isobel Lundie



Hardit Singh Malik: World War One Flying Ace

Author: Bali Rai



For ages 4-5 and up

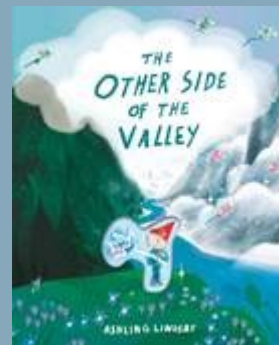
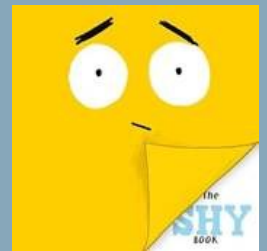


Don't Think of Tigers

Author: Alex Latimer

The Shy Book

Author: Howard Pearlstein  
Illustrator: James Munro



The Other Side of the Valley

Author: Ashling Lindsay

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.



## 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 Izzy books.](#)  
Deadline: 11pm Friday 25th October 2024



[Click here to win a bundle of Tindim books.](#)  
Deadline: 11pm Friday 25th October 2024



**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](mailto:letterbox@booktrust.org.uk) or calling 020 7801 8805

# 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](https://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.](#)





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



The NPQLL is designed to support school literacy leaders to have a secure understanding of the importance of literacy and recognise the influence it has on pupils' future academic achievement, wellbeing, and success in life. It trains 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.

Following completion of the NPQLL, participants will have covered the following six areas:

- ◆ Teaching (consolidation of the Early Career Framework (EDF))
- ◆ Developing Language
- ◆ Developing Reading
- ◆ Developing Writing
- ◆ Professional Development
- ◆ Implementation

The NPQLL is available for teachers who have, or are aspiring to have, responsibilities for leading literacy across a school, year group, key stage, or phase.

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  
at [GOV.UK](https://www.gov.uk).



## Warwickshire Schools Library Service

## Autumn Newsletter 2024: Primary Schools

[CLICK  
HERE FOR  
LINKS!](#)

## Training and Network Meetings: Dates for your diaries!

- **Tues 24th Sept 2024: 9.30am-1pm: 'Help! I'm Running a Library' Training course**  
This is a great opportunity to gain knowledge, skills and confidence in the day-to-day running of the library.  
**Price:** WSLs Subscribers: £60 Non WSLs Subscribers: £90  
**Venue:** WSLs Unit 4, WCC Hawkes Point, 1 Hawkes Drive, Heathcote Ind. Estate, CV34 6LX [Click here](#) for more information.

- **Weds 25th Sept 2024, 3.30pm-4.30pm: Primary Network Meeting (virtual)**  
All schools are very welcome to attend this FREE event. A great opportunity for school staff with responsibility for reading/the library. We share lots of useful resources/information regarding reading for pleasure, author events and training. We will have guest speakers and a particular focus on planning for the year ahead. [Click here](#) for more information and to sign-up.

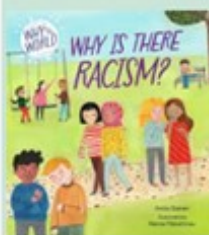
- **Tuesday 22nd October, 3.30pm-4.30pm: 'Teaching Inquiry Skills through the School Library'**  
Join us and [Elizabeth Hutchinson](#), School Library Specialist, who has a wealth of experience in the school library and inquiry-based learning field. This session FREE and is tailored for school librarians/teachers seeking to enhance their instructional toolkit. Particularly focusing on how to effectively teach inquiry skills, equipping them with the knowledge and strategies to guide pupils through the research process. [Click here](#) for more information and to sign-up.

## Useful Links and Resources

- **Have you got a literacy calendar for the year?** There are lots out there to help you— here are a few links; [Literacy Hive](#) [National Literacy Trust](#)
- **Black History Month (October):** Celebrate brilliant 'Black British History' with author Atinuke at a **free event** on October 14th. Aimed at 8+ years. More info [here](#).
- **National Poetry Day (October 3rd):** Lots of great poems, resources and a toolkit [here](#). Lots of **free online events** including the chance to be part of the *Guinness book of records*. [Click here](#).
- **Need help auditing your library?:** Bookspace have some [top tips](#) and a checklist that are free to access on their website. If you need further help, we can come out and work in your library for the day. Find out more [here](#).
- **Limited time to prepare resources?** Check out [R for P padlet from Jon Biddle](#), so many great ideas, including Diverse Picture Book Assemblies, staff meetings sections, free to download reading surveys, classroom reading ideas etc.
- **Censorship and school libraries:** A [recent survey](#) revealed that 53% of school librarians were asked to remove books from their libraries, more than half of these requests were from parents and many of the titles had LGBTQ+ characters or themes. We believe that library staff should be empowered to stock diverse and inclusive collections to enrich childrens' education. If you need support in this area, please get in touch.

## Books to Support Discussions around Protests and Riots

The [SLA](#) have compiled a book list to support schools to help their communities to try to understand the feelings running high during August 2024. Here are two from the list.



KS1: This book explains what racism is, from unkind words in the playground, to racist behaviour around the world. It looks at ways we can all support each other to ensure that everyone feels included.



KS2: With simple, direct questions, thoughtful, compassionate answers and illustrations by the Ukrainian artist Oksana Drachkovska, this book explores what it really means to be a refugee.



KS2: This is a lovely book that is full of hope, love and resilience. Sunshine Simpson's Auntie Sharon has won the lottery, and she's taking the whole family to Jamaica! Sunshine can't wait to have fun in the sun until things start to go wrong...

For more information or if we can help in any way with curriculum and reading for pleasure resources for your school, please email:

## Experience the power of expertly curated live author events in your classroom

“Our live, virtual author events bridge the gap between authors and pupils, cultivating a reading culture that is entertaining and educational. By signing up for a Reading Rocks virtual author events subscription, you can look forward to mesmerising, interactive experiences hosted by authors and designed to bring out every child’s love of books.”



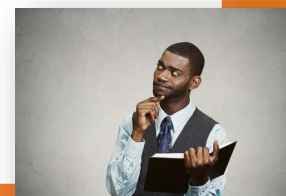
MAKING READING ROCK FOR EVERY CHILD

For further information, subscription prices, and to sign up, [just click here.](#)

## 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.](#)



# 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.](#)

## 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



**Catherine Lewis**  
Literacy Specialist



**Manreet Ratan**  
Literacy Specialist



**Lamorna Ross**  
Literacy Specialist



**Alex Finn**  
Literacy Specialist



**Debbie Allen**  
Literacy Specialist



**Seema Samuel**  
Literacy Specialist



**Emma Whittaker**  
English Lead LSPS



**Julie Secker**  
Literacy Specialist



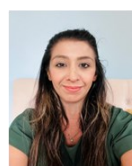
**Jayne Tanner**  
Literacy Specialist



**Nicola Johnston**  
Literacy Specialist



**Katie Lynch**  
Literacy Specialist



**Arandeep Rai**  
Literacy Specialist



**Christine Perkins**  
SEND Specialist



**Richard Miller**  
IT Support