



NEWSLETTER No19—DECEMBER 2024

The Autumn term is certainly a busy one, we hope your Christmas events, celebrations and festivities have gone well as the term draws to a close.

One of the highlights of this term has to be when the Reception children have that light bulb moment with how to blend and the joy of seeing them read their first book as they start their journey to becoming a reader.

What takes place in the early years foundation stage is crucial for setting the children up for success. The recently published DfE Early Years Foundation Stage Statutory Curriculum (November 2024) reinforces the need to provide a language rich environment; reading frequently to children, actively involving them in stories, non-fiction, rhymes and poems; expanding their vocabulary and the importance of phonics and early reading development. It is essential we have ambition for every child including those with specific educational needs. Key information from it and a link to the framework can be found further on in the newsletter.

Building fluency in the foundational knowledge we teach our children in those early years is a must to enable them to succeed and grow in confidence. Ofsted's publication 'Strong foundations in the first years of school' (October 2024) identifies that some English and literacy curriculums in schools introduce complex tasks too early and expect children to work on tasks beyond their competency. This is particularly the case in writing when children are, for example, expected to write stories before they have learnt the necessary foundational knowledge and skills in writing. The report is well worth a read and the key messages from it have been included in this newsletter. We will shortly be presenting a webinar on writing, explaining what the necessary knowledge and skills are and guidance on how to teach them effectively, so children become confident writers. Look out for information about it on our English Hub website.

Also included in this edition is a wealth of information and recommended books to bring that love of reading to the classroom.

We hope you have a restful and happy Christmas, wish you a successful New Year and look forward to seeing you at our future Little Sutton English Hub events in 2025.

With our best wishes

Rachel Davis MBE Strategic Lead, Vicky Hewitson English Hub Lead 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, or telephone either Janet Conway or Kirstie Lynam on 0121 464 4494.

"Little Sutton English Hub extended our ambition, worked with the staff to tweak the lessons to make them the best they can be and allowed us to grow within our own knowledge and understanding."— Peterbrook Primary School

"Huge impact. The support we were given when changing SSP was invaluable. It was very difficult to start but the journey we have been on has been worth it." - Whoberley Hall Primary School



OUR SHOWCASE EVENTS

**Free
of
charge**

“Had a great day. Really good to be able to reflect and chat with colleagues. Some nice take aways that can be implemented.” -
Penns 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.

“The self assessment has helped us to identify the progress we’ve made so far in our Little Wandle journey...and what we need to focus on next..” – St Teresa’s Catholic 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:**

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 **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

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

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



Key messages from:



[Read the full document here.](#)

Early years foundation stage statutory framework for group and school-based providers

Published November 2024

The DfE recently published Early Years Foundation Stage Framework reinforces the need to provide a language rich environment; reading frequently to children, actively involving them in stories, non-fiction, rhymes and poems; expanding their vocabulary and the importance of phonics and early reading development. It is essential we are ambitious for every child including those with specific educational needs.

“Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.”

- *EYFS statutory framework for groups and school-based providers*



Key messages (cont'd...)



[Read the full document here.](#)

Early years foundation stage statutory framework for group and school-based providers

Published November 2024



“Practitioners should be ambitious for all children. To do this they must consider the individual needs, interests, and development of each child in their care. They must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. Practitioners working with the youngest children are expected to ensure a strong foundation for children’s development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.” - *EYFS statutory framework for groups and school-based providers*

Every child, regardless of ability or specific educational need, can be taught to read. They may need to be taught at a reduced pace to others, or with additional practice, but if we are ambitious and consistent, they will achieve.

At the end of the early years foundation stage:

“Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.” - *EYFS statutory framework for groups and school-based providers*



Key messages from:



[Click here to read the full report.](#)

Strong foundations in the first years of school


Published 8th October 2024

This first article in our series focuses on:

“Introducing complex tasks too early”

“Building fluency in foundational knowledge allows children to succeed and therefore grow in confidence. However, English and literacy curriculums, more than mathematics, tend to introduce complex tasks too early. Therefore, children do not learn foundational knowledge properly, such as:

- how to compose simple sentences orally
- how to hold a pencil correctly and form letters and numbers
- how to spell
- how to become a fluent reader



To ensure that your school is at the forefront of latest educational thinking we will be bringing you half termly key messages from Ofsted’s recently published “Strong foundations in the first years of school”, which gives clear guidance on effective curriculum delivery.

[Click here to view Ofsted’s webinar “Strong Foundations in the First Year of School”](#)



Language is the bedrock of thinking and learning. It should be a priority in the curriculum. In order to write, children need to be able to compose orally (that is, to say out loud what they want to write). They also need to know how to spell, form letters and punctuate correctly. Some curriculums, however, do not sequence this knowledge coherently and sequentially. They expect children to work on tasks that are well beyond their competence. For example, children in the Reception Year are often asked to write

stories or about recent events before they have learned the necessary knowledge and skills. This is particularly difficult for children with lower starting points. For example, all the children in a Year 1 class might be expected to write a character description, even though some of them still cannot form all their letters or write recognisable words.”- *Ofsted, Strong foundations in the first years of school*

Key messages (continued...)



Research and Analysis

Strong foundations in the first years of school

Published 8th October 2024

“Pupils should be taught to: ... write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.” - [National Curriculum in England—English programmes of study](#)

“Teaching handwriting only in phonics sessions, as some schools do, is part of the problem. It means that children do not learn the basics of letter formation that establish the foundations for speedy and fluent handwriting later on. Further, plans to teach handwriting in key stage 1 do not always include important elements that the national curriculum requires, such as making sure that children understand which letters belong to which handwriting ‘families’ and that they practise these. Incorrect letter formation then becomes a habit. Even when schools provide explicit handwriting lessons, teachers do not always demonstrate well enough to children what they need to do. For example, asking children to trace over letters, rather than showing them how to form letters correctly, is unhelpful.

Beyond teaching spelling in phonics lessons, schools rarely use dictation as a way for children to practise spelling without having to compose sentences themselves. The schools visited did not always realise that this is part of the national curriculum for Years 1 and 2:.

Some whole-school approaches to reading comprehension are unsuitable for children in the early stages of learning to read. Expecting children to answer written comprehension questions when they can neither read the text on their own nor write down their answers is not realistic. They need more practice in reading decodable books to develop reading fluency. They also need time to develop their language comprehension by talking with adults about rich and interesting texts.

Similarly, some whole-school approaches to writing are not realistic for children in the early stages of learning to write. For example, in some schools, the writing curriculum is based on producing different text types, such as instructions, recounts and stories. When schools focus on text types in Reception and key stage 1, they often pay less attention to foundational knowledge, such as spelling, handwriting and orally composing sentences, which would allow children to successfully compose such pieces of extended writing.” - *Ofsted, Strong foundations in the first years of school*



FREE SEND SPECIFIC CPD FOR SCHOOLS AND COLLEGES

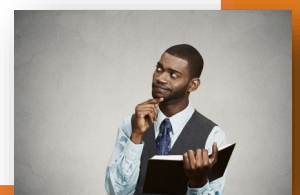
The National Association for Special Educational Needs (Nasen) has recently added a 'supporting reading and comprehension across the curriculum' unit to its series of 20 online CPD units. The CPD units are part of DfE's Universal Services programme, which provides **free** SEND-specific CPD for schools and colleges. The units explore some of the most common observed barriers to learning, regardless of age, label or area of need and provide guidance on adaptations to teaching to help meet the needs of all learners. Other units in the series include 'identifying and supporting speech language and communication needs (SLCN)' and 'creating a learning environment that supports speech, language and communication'. Please do promote and share information about these short online units through your networks. They are available for free here: [Nasen Online CPD Units | Whole School SEND](#). Users will need to register with Nasen to gain access.



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.



**National
Literacy
Trust**

Change your story

The Big Picture: one-day CPD training workshop, fully aligned with the DfE standards for teachers' professional

development and delivered by the National Literacy Trust.

Research shows that comics and graphic novels provide a dynamic and inclusive format to engage keen and reluctant readers alike. In the classroom, how can we get the most from these important tools to develop literacy – across levels of need – and nurture a love of reading?

This evidence-based CPD workshop, suitable for teachers supporting Key Stages 1 to 3 and SEND, takes an innovative look at **how comics and**



23 Jan 2025

9:30am - 3:30pm

*St Matthew's C E Primary School
Duddeston Manor Road*

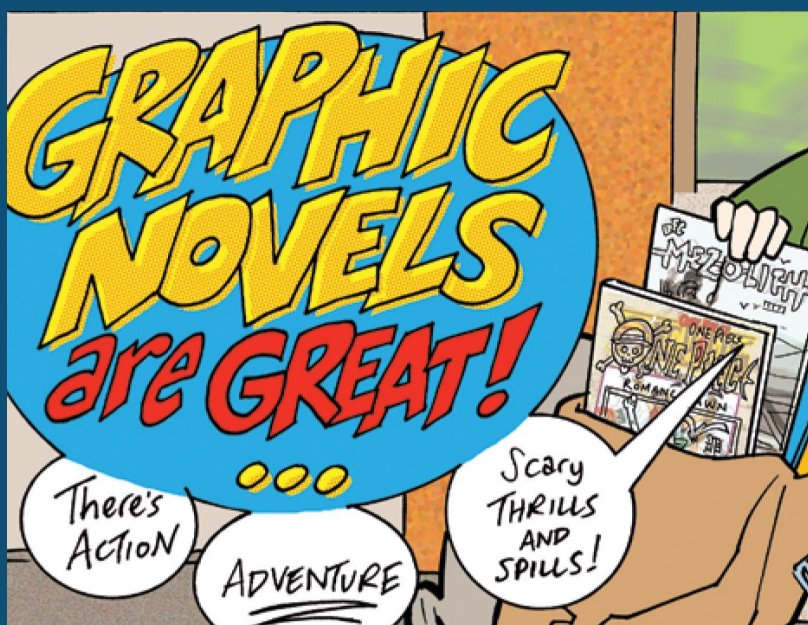
Nechells

Birmingham

B7 4JR

£195

[Click here to book online](#)

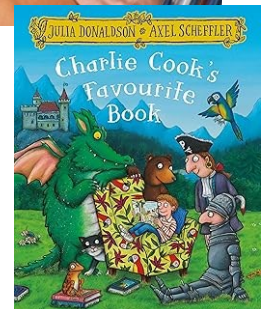


picture books can boost reading comprehension and enjoyment. Course facilitators will draw from current research to provide strategies for using visual texts in the classroom to **develop literacy skills and deliver key aims of the English curriculum.**



Charlie Cook's Favourite Book: literacy learning sequence for Key Stage 1

Now you can read and enjoy Julia Donaldson and Axel Scheffler's book *Charlie Cook's Favourite Book* with pupils aged 5 to 7 (KS1), and use the National Literacy Trust's free literacy learning sequence resources to delve deeper into the text to promote reading for pleasure through play, drama and puppetry.



The National Literacy Trust has worked in partnership with [Little Angel Theatre](#) and [Macmillan Children's Books](#), to create a learning sequence designed to complement Little Angel Theatre's workshops for schools based on their musical adaptation of *Charlie Cook's Favourite Book*. However, the resources can also be used independently to deliver book-based and drama activities as part of the Key Stage 1 reading curriculum. By focusing on one of the stories within *Charlie Cook's Favourite Book* and incorporating Little Angel Theatre's drama and puppetry techniques, these resources support teachers to foster reading for pleasure, oracy and creative writing in their classrooms.

The sequence builds towards pupils creating and telling their own short stories based around alien characters they have imagined themselves, with a puppet-making lesson to bring their characters to life.

[CLICK HERE FOR FURTHER INFORMATION AND FREE RESOURCES](#)

We Wonder: Our Blue Planet

The National Literacy Trust's fantastic STEM reading challenge, We Wonder: Our Blue Planet, goes live in January 2025, but you can [sign up online now](#) to be notified when resources become available.



The We Wonder: Our Blue Planet STEM reading challenge is free to enter and aimed at students across the UK **aged 7 to 14 years** (KS2 and KS3, or P4 to S3).

Following the framework of *read, inform, protect*, students are tasked with designing a campaign poster to protect our precious water resources. Exploring a range of information and ideas, this challenge not only encourages reading for pleasure and reading diversely, it supports disciplinary literacy by increased engagement with non-fiction texts.

Start planning for the “Our Blue Planet” reading challenge:

- Sign up today to be kept informed on when the challenge goes live in January 2025 with a full set of classroom-ready downloadable resources. You will need to have as a minimum, [free membership of the National Literacy Trust](#) to be able to access the resources
- Resources will include teacher guidelines, a welcome video, a fun quiz and a suggested reading list
- Teacher Guidelines will contain topical information on oceans, seas, UK waterways and the impact of climate change, pollution and overfishing so you can kickstart the project with class discussions and knowledge sharing
- Students can read and inform themselves before deciding on the content of their campaign poster. To enter the competition, all entries need to be completed by Friday 28 March

Taking it further: the teacher guidelines will include additional ideas on how to explore and enjoy the topic of protecting Our Blue Planet in and outside the classroom

Entering the competition

The We Wonder: Our Blue Planet reading challenge will close on **Friday 28 March 2025**.

If you complete the challenge in the timeframe then we invite you to submit your two best entries from your cohort to be judged by Turner & Townsend volunteer judges.

There will be a category winner for both ages 7 to 11 and 11 to 14. The prize for the winner in each category will be a book token and a box of books for the school.

Holocaust Memorial Day 2025

The National Literacy Trust has teamed up with award-winning author [Tom Palmer](#) to produce free resources for use in the classroom or at home, to help schools commemorate **Holocaust Memorial Day**.

As defined by the Holocaust Memorial Day Trust, Holocaust Memorial Day is the international day on 27 January to remember the six million Jews murdered during the [Holocaust](#), alongside the millions of people murdered under [Nazi persecution of other groups](#) and during more recent genocides in [Cambodia](#), [Rwanda](#), [Bosnia](#) and [Darfur](#).

By its very nature the subject of the Holocaust is extremely upsetting. Tom's film and the National Literacy Trust's resources are created to be appropriate for pupils aged 11 to 14 (Years 7, 8 and 9). In addition, they also have age-appropriate resources available for pupils aged 10 to 11 (Key Stage 2/P7).

Supporting the [downloadable teacher guidance, writing activities, and five-part story](#), we have recordings of Tom Palmer reading each section of the story. You can [access the full playlist here](#).

The aim is to support young people's literacy skills whilst helping them to learn about the past. It is hoped that they will be inspired to work toward a future where hatred and persecution are challenged. These resources **encourage pupils to engage in non-fiction writing**, sharing survivors' stories and their experiences after liberation, with a focus on fostering empathy and understanding. This work is inspired by the writings of author Tom Palmer, and the resources explore the processes involved in creating written pieces that have been well-researched and sensitively crafted.

Nevertheless, we all find the Holocaust tough to comprehend and process, and for some pupils it might be too much for them to hear about. You will know your pupils the best. Once available, please watch the film and read through the resources beforehand to ensure that you are able to support your class.

Further information about Holocaust Memorial Day can be found on the [Holocaust Memorial Day Trust's website](#), and you might find this [enhanced guidance for 2024](#) useful.



1–9 February 2025

National Storytelling Week

Reimagine your world



National
Literacy
Trust

Change your story

Supported by



Supported by Amazon, the National Literacy Trust has an exciting schedule of **FREE, interactive, online writing workshops** with expert storytellers for all UK schools and home educators. Led by award-winning authors, a highly engaging multi-discipline storyteller and even a former Children's Laureate – you and your pupils will not find a better way to spend National Storytelling Week.

KS1/P2-3 resources, and family resources, will be live [on this page](#) from Monday 6 January 2025.

Alongside a week-long series of classroom activities, the National Literacy Trust is also running a free, live storytelling workshop with Joseph Coelho at **10am to 10:45am on Thursday 6 February 2025.**

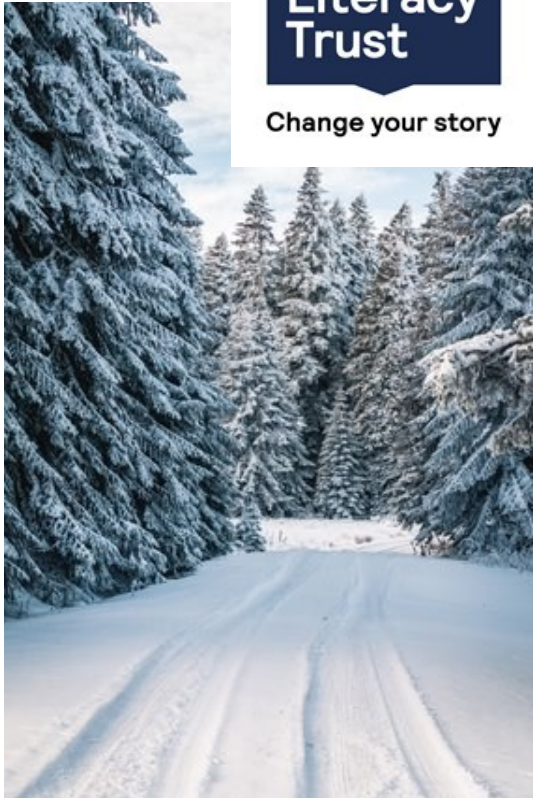
The event will be a source of inspiration for students' stories and is a crucial part of the week-long storytelling project. [For more information and to sign up, click here.](#)



If you are unable to attend, a recording of the workshop will be available on YouTube and uploaded to the National Literacy Trust website.


National
Literacy
Trust

Change your story



FREE Winter wonderland classroom resources

Whether you're celebrating Christmas, Hanukkah or simply wish to set aside a time for cosy reading, this [free resource from the National Literacy Trust](#) offers lots of ideas for literacy activities to mark this winter period, including:

- Book recommendations to read aloud with pupils aged 3 to 14 (from Early Years, through KS1 and KS2 to KS3).
- Suggestions for speaking and listening activities including storytelling and performance poetry
- Writing ideas such as winter Haikus, festive science experiments and grammar games

The activities are designed to be adaptable for teachers working across different age ranges, and for the time you have available.



[Watch BookTrust](#) in conversation with rapper and educational consultant MC Grammar and current, experienced teachers Jon Biddle and Esther Brown on developing a culture of reading for pleasure and inspiring teachers to be reading role models.

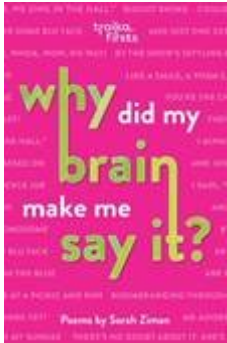
[Click here for more free primary school resources and recommendations](#)





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

For ages 6-8 and up

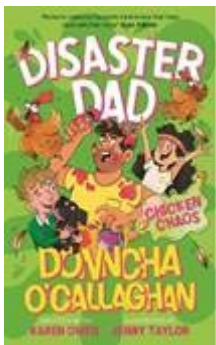
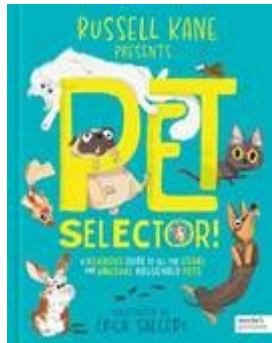


Why Did My Brain Make Me Say It?

Author: Sarah Ziman

Pet Selector! A Hilarious Guide to all the Usual and Unusual Household Pets

Author: Russell Kane
Illustrator: Erica Salcedo



Disaster Dad: Chicken Chaos

Author: Donncha O'Callaghan with Karen Owen
Illustrator: Jenny Taylor

Leon: Worst Friends Forever

Author: Jamar Nicholas and Bonaia Rosado



There's no Such Thing as a Silly Question

Author: Mike Rampton
Illustrator: Guilherme Karsten

For ages 4-5 and up

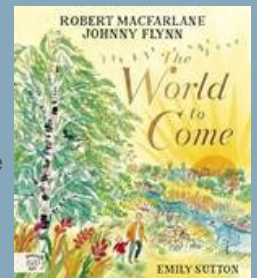


Beat This Book

Author: Howard Calvert
Illustrator: Gemma Correll

The World to Come

Author: Robert Macfarlane & Johnny Flynn
Illustrator: Emily Sutton



A Dragon Called Spark

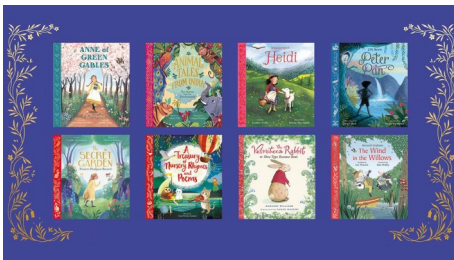
Author: Lily Murray
Illustrator: Kirsti Beautyman

[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.



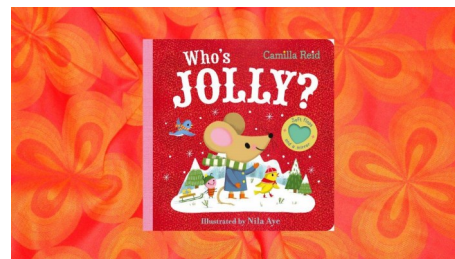
WIN BOOKS FOR YOUR SCHOOL!

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 super set of classics.](#)

Deadline: 11pm Friday 3rd January 2025



[Click here to win a copy of Who's Jolly?](#)

Deadline: 11pm Thursday 19th December 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



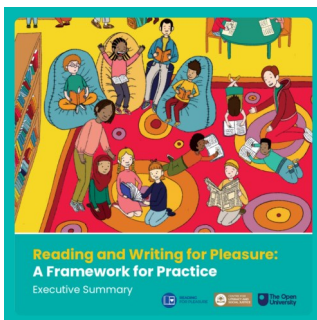
Key Research from the Open University Reading for Pleasure team in 2024

Below are key research documents published this year by the Open University Reading for Pleasure team. Also available [via their website](#) are summaries of findings, discussion videos, internal audit tools to help you assess your own practice, classroom strategies and helpful examples of successful strategies implemented by other schools.

Informal book talk: digging beneath the surface

Teresa Cremin, Helen Hendry, Lucy Rodriguez-Lion & Samantha Jayne
Hulston (2024).

[Read and download here.](#)



Reading and Writing for Pleasure: A Framework for Practice

Teresa Cremin, Helen Hendry, Liz Chamberlain & Samantha Hulston
(2024).

[Read and download here.](#)

Funds of courage: advancing social justice in children's reading for pleasure

Natalia Kucirkova and Teresa Cremin (2024).

[Read and download here.](#)



Approaches to Reading and Writing for Pleasure: An Executive Summary of the Research

Teresa Cremin, Helen Hendry, Liz Chamberlain & Samantha Hulston (2024).

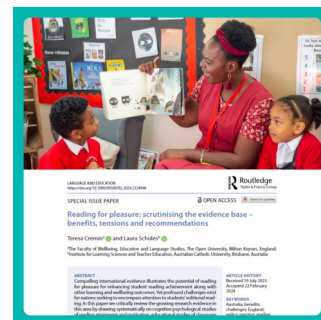
[Read and download here.](#)



Key Research from the Open University Reading for Pleasure team in 2024

Reading for Pleasure: scrutinising the evidence base – benefits, tensions and recommendations
Teresa Cremin and Laura Scholes (2024) in *Language and Education*.

[Read and download here.](#)



Widening Teachers' Reading Repertoires: Moving beyond a Popular Childhood Canon

Teresa Cremin, Sarah Jane Mukherjee, Juli-Anna Aerila, Merja Kauppinen, Mari Siipola & Johanna Lähteelä (2024) in *The Reading Teacher*.

[Read and download here.](#)

The OU Picturebook Framework
Sarah Jane Mukherjee, Teresa Cremin, Rich Charlesworth & Dana Therova (2024).

[Read and download here.](#)



**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.

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

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



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.

Children's Book Project

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](#).

THE READING AGENCY

How the Reading Landscape is Changing

Recent research conducted by the National Literacy Trust and the Reading Agency has found a significant drop in children's reading engagement and enjoyment through the school process. However, in this thought provoking article, the Reading Agency explores the possibility that children might just be reading *differently*.

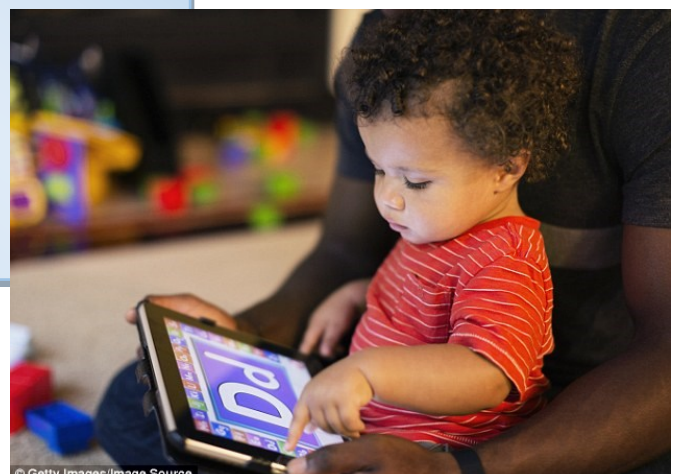


“We hear a lot about the dangers of screen time but in a fast moving, digital world, reading can come in many forms. Screens can be a barrier but they also provide a valuable access point to content as demonstrated by last year’s [Summer Reading Challenge](#), which saw 650,000 children’s e-books and audiobooks borrowed from libraries over the summer holidays. “ - *The Reading Agency*

“Gaming is an important part of contemporary cultural life providing a key source of entertainment and learning, escapism and community. Story and narrative sit at the heart of this highly creative form of visual storytelling; co-created by gamers as they make decisions affecting character, plot and place development. Finding ways to channel this creative power as part of the reading agenda could be a significant opportunity for all of us committed to building a nation of young readers.” - *The Reading Agency*

“Reading is no longer a solitary, linear activity confined to print.” - *The Reading Agency*

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





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



Christine Perkins
SEND Specialist



Richard Miller
IT Support