

SUPPORTING EARLY LANGUAGE DEVELOPMENT

Evidence-based leadership CPD for primary Early Years Leads

A school improvement course, focused on ensuring the very best outcomes in early language development. Participants will attend 6 sessions and complete gap tasks in between sessions.

- The programme aims to:
- develop an understanding of a working model of language through which to observe children’s language development through the primary years, and beyond
 - develop an understanding of the stages of ‘typical’ language development concentrating on the expected milestones that occur during primary years (ages 4 to 11)
 - provide practical classroom skills and techniques for quality first teaching in YR and KS1 that will create skilled and confident classroom practitioners and improve outcomes for all children
 - establish ways and tools to identify children who may not be developing language skills as expected and ways to support those children in class

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READING AMBITION FOR ALL: TEACHING CHILDREN WHO NEED THE MOST SUPPORT, INCLUDING THOSE WITH SEND

Evidence-based leadership CPD for mainstream phonics leads, teachers and SENDCos

- The core aims of the programme are:
- to improve outcomes for children who need additional support with early reading, including those with SEND
 - to ensure that all children receive quality first teaching based on the latest research into how children learn to read

- We will do this by:
- building on the strong evidence base which demonstrates that all children learn to read in the same way: moving from decoding to fluency via orthographic learning
 - using strategies underpinned by the knowledge that children with SEND are on the same learning trajectory as all other children and that we must be equally ambitious for them
 - following extensive research that demonstrates the importance of reducing cognitive load and of providing repeated practice
 - promoting adaptive teaching for children with SEND in mainstream settings

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READING FLUENCY: THE BRIDGE TO COMPREHENSION

Evidence-based leadership CPD for KS2 reading leaders

Reading fluency plays a vital role in reading success. It is often described as the bridge between word reading and comprehension. Effective fluency instruction builds on pupils’ secure phonics foundations and supports them in becoming confident, competent readers who comprehend and enjoy what they read.

In this modular programme, delegates will explore what reading fluency is - and what it isn’t - while learning how to apply evidence-informed strategies in reading lessons, within Key Stage 2 classrooms, to help all pupils become successful, volitional readers. This programme is designed to enhance and complement current reading practice and policy in school.

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TRANSFORMING YOUR SCHOOL’S READING CULTURE

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.

- 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

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