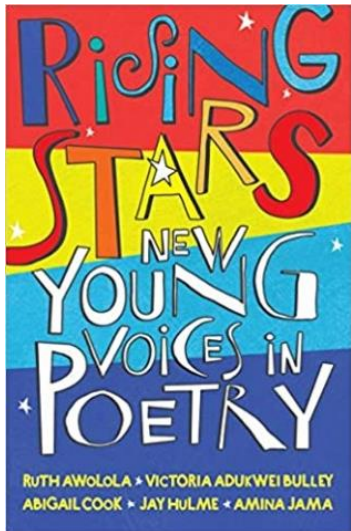


New Wave English Hub

Friday 17th March 2023





Pockets

Her pockets are never empty.
She says pockets are for running.
So she keeps them full,
Stuffs universes into them,
And says it is just the essentials.

She says: if we get stranded,
If aliens take us,
If there's an apocalypse,
There will be no time for bags.

She treats pockets
Like built-in spaces for hope.
Lets the weight of it
Pull down her baggy trousers.

Readies herself for any eventuality,
Revels in her own lack of normality.

By Ruth Awolola



English Hubs

englishhubs.org

- 34 English Hubs within the UK.
- Hub schools were selected for their expertise in teaching phonics and reading and to support schools in their surrounding area.
- Hubs promote a love of reading and help schools provide excellent teaching in phonics and early language.
- These Hub schools have been charged with offering funding and free support that focuses on the following three areas:
 - *Early language acquisition*
 - *Age appropriate phonics provision*
 - *Promoting a love of reading*



Aims of the English Hub Programme

- *Improved and sustained outcomes for ALL pupils to be proficient readers.*
1. Age-appropriate phonics provision
 2. Early language development
 3. Promoting a love of reading



The million word word gap

At five years old:

Never read to - 4,622 words

1-2 times a week - 63,570 words

3-5 times a week - 169,520 words

Daily - 296,600 words

Five books a day - 1,483,300 words

The word gap

→ Talk a lot families versus little talk

→ Rich experiences



Science Daily

*Making sure that children become engaged with reading... is one of the most important ways to make a difference to [children's] life chances **whatever their socio-economic background.***

The Reading Framework 2022

Let us also consider the social and emotional benefits:

“I feel quite calm and peaceful. Like, I’m focused more on the story than on what’s actually happening around me.”
(Teenager, aged 16).

“It gets you so attached, like it makes you feel feelings for the characters.” (Teenager, aged 15).

UKLA’s Inspiring and sustaining reading for pleasure in children and young people (S McGeown and K Wilkinson).

The Bigger Picture

Charlton and Asmussen (2017)

Children with language difficulties aged 5

- Four times more likely to have reading difficulties in adulthood
- Three times as likely to suffer mental health issues
- Twice as likely to experience unemployment

Our journey



- Two form entry in Hackney, London.
- Diverse school community
- 35% EAL, 25% PPG
- Designated an English Hub in 2018 in recognition of excellent teaching of phonics and reading for pleasure.
- Since 2015, 93+% in Year 1 PSC
- Pupils achieve consistently above the national average in reading in KS1 & KS2.



We provide funding, guidance and professional development for colleagues across north-east London and across the east of England in the following regions:

- Broxbourne
- Cambridge
- E & S Cambridgeshire
- East Hertfordshire
- Enfield
- Fenland
- Hackney
- Haringey
- North Herts
- Peterborough
- Waltham Forest
- Welwyn Hatfield

Our Aims



Age-appropriate phonics provision

Encouraging best practice in systematic synthetic phonics teaching from school-based early years provision to the end of Key Stage 1.



Early language development

Providing evidence-based approaches to early language development and closing the word gap in school based early years settings.



Promoting a love of reading

Encouraging a love of reading including by supporting whole school reading approaches, reading aloud, encouraging reading at home and developing teachers' knowledge of children's literature.



Our Offer Medium Level Support

Medium Level Support (MLS)

- **Stand alone webinars:**
 - *PSC Readiness*
 - *Post Phonics Fluency*
- **Short webinar courses:**
 - *Early Language*
 - *Reading Leader Network*
 - *Teacher Reading Groups*
- **Showcases in:**
 - *Phonics and SSP specific*
 - *Early Language*
 - *Reading for Pleasure*



Early Language Development

Conversation, questioning, story-telling and role play are pivotal in ensuring that our youngest learners develop language skills appropriately. This six session course is an opportunity to gain understanding of 'typical' language development and how you can support this development in Reception and KS1 settings.

What is covered?

- What is 'typical' language development?
- How to identify and support children who are not developing language skills as expected

Who is it for?

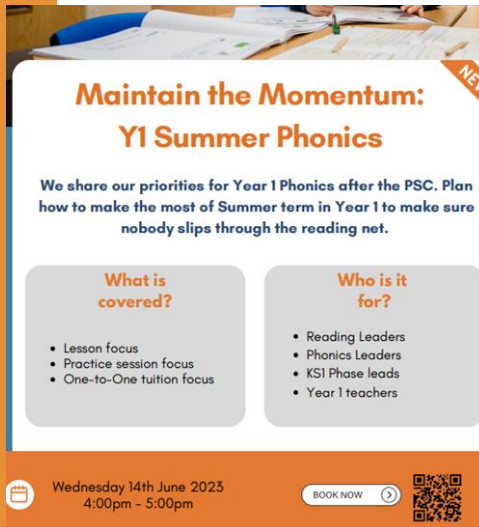
- Reading Leaders
- Phonics Leaders
- EYFS and KS1 teachers

Session 1	11.01.25	Session 4	05.04.25
Session 2	01.02.25	Session 5	07.05.25
Session 3	08.03.25	Session 6	22.11.25

All sessions are from 4:00pm - 5:00pm

BOOK NOW





Maintain the Momentum: Y1 Summer Phonics

We share our priorities for Year 1 Phonics after the PSC. Plan how to make the most of Summer term in Year 1 to make sure nobody slips through the reading net.

What is covered?


- Lesson focus
- Practice session focus
- One-to-One tuition focus

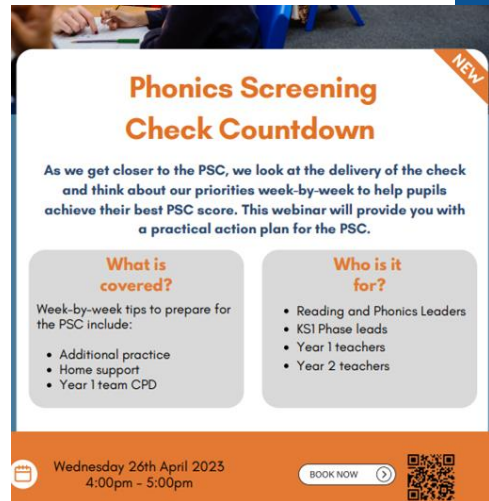
Who is it for?

- Reading Leaders
- Phonics Leaders
- KS1 Phase leads
- Year 1 teachers

Wednesday 14th June 2023
4:00pm - 5:00pm

BOOK NOW





Phonics Screening Check Countdown

As we get closer to the PSC, we look at the delivery of the check and think about our priorities week-by-week to help pupils achieve their best PSC score. This webinar will provide you with a practical action plan for the PSC.

What is covered?

Week-by-week tips to prepare for the PSC include:


- Additional practice
- Home support
- Year 1 team CPD

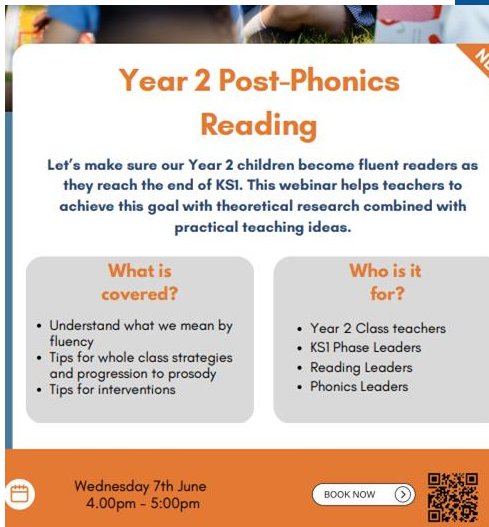
Who is it for?

- Reading and Phonics Leaders
- KS1 Phase leads
- Year 1 teachers
- Year 2 teachers

Wednesday 26th April 2023
4:00pm - 5:00pm

BOOK NOW





Year 2 Post-Phonics Reading

Let's make sure our Year 2 children become fluent readers as they reach the end of KS1. This webinar helps teachers to achieve this goal with theoretical research combined with practical teaching ideas.

What is covered?


- Understand what we mean by fluency
- Tips for whole class strategies and progression to prosody
- Tips for interventions

Who is it for?

- Year 2 Class teachers
- KS1 Phase Leaders
- Reading Leaders
- Phonics Leaders

Wednesday 7th June
4:00pm - 5:00pm

BOOK NOW



Our Offer

Early Reading Audits

- Full day audit
- Conducted by a Literacy Specialist
- Alongside Reading Leader, Headteacher and SLT
- Identify great practise
- Establish clear next steps
- Reflects the Challenge Checklist areas:
 - ***Making a strong start in Reception***
 - ***Teaching with fidelity to a chosen SSP***
 - ***Supporting the lowest 20%***
 - ***Team of expert reading teachers***
 - ***Strong language development***
 - ***Reading for Pleasure culture***
- Attached funding to support SSP
- Varied grant amount or match funding option.

- [Audit proforma](#)
- Audits have been assigned for 2023-24
- Audits are now being scheduled for 2023-24
- Please email englishhub@newwavefederation.co.uk for a self referral form
- Audits are consistently rated as Excellent:

“The audit has made some immediate impact; provision is more closely tied to pupils' needs and feedback has led to immediate improvements in some aspects of teaching and learning”

Challenge Checklist



Department
for Education

English Hubs

ABRIDGED CHALLENGE CHECKLIST

A. Teach with fidelity to an SSP programme

The leadership team ensure that:

1. Sufficient time is given to teaching phonics, reading and writing
2. All teachers and TAs teach the chosen SSP programme confidently
3. There are clear term-by-term expectations of progress from Reception to Y2 and pace is maintained
4. Pupils' letter-sound knowledge and word reading is assessed every term /half term
5. The SSP programme is continued for pupils until they read fluently
6. Parents are informed of what is taught and how they could provide extra practice to develop fluency; how the school will provide extra practice to prevent serious problems developing.

B. Make a strong start in Reception

Reception teachers:

1. Timetable daily SSP lessons from September
2. Ensure that sufficient time is given to the teaching of phonics, reading and writing
3. Follow the same SSP programme as Y1 and 2
4. Identify pupils who are falling behind, in their first few weeks in school
5. Ensure extra practice matches the school's SSP programme
6. Ensure all pupils sit where they can see the teacher and resources during SSP lessons
7. Set up frequent meetings to show parents how to help their children practise reading sounds and words at home

A. A systematic synthetic phonics programme validated by the DfE.

A. Ensuring rigour in Reception.

- Supports consistency
- Ensures expectations
- Develops a strong reading foundation

Challenge Checklist

C. Ensure cumulative progression of sounds and books

The leadership team ensure that:

1. Decodable reading books are organised in the given sequence in their chosen SSP programme i.e. reading books build letter-sound correspondences cumulatively. (Books are *not* sorted by traditional 'Book-Banding' criteria based on a mix of methods)
2. Pupils are *not* asked to read books that require them to guess words or deduce meaning from pictures, grammar or context clues, or taught words using whole word recognition
3. Pupils re-read these texts/books at school and home to build fluency
4. Pupils continue to read books in a progressive sequence until they can decode unfamiliar words confidently
5. Parents know how to increase their children's fluency in reading sounds, words and books
6. Parents understand the difference between stories to share and stories that children read aloud

D. Build a team of expert reading teachers

The reading leader:

1. Has expertise in teaching phonics
2. Has dedicated time to fulfil the role
3. Ensures all grades of leadership, teachers and teaching assistants attend the SSP provider's training
4. Ensures that SSP training is provided for new staff
5. Practises with and coaches reading teachers and TAs frequently
6. Coaches reading teachers who support pupils who have fallen behind.
7. Organises regular progress meetings

- D. Regular, weekly coaching
- Side by side coaching
- With tutors
- Build capacity within teaching team

E. Reach the lowest 20% pupils

The headteacher and reading leader:

1. Ensures SSP lessons are of the highest standard to reduce the number of pupils who need extra support
2. Uses the programme's SSP assessment to identify immediately pupils falling behind
3. Organises extra daily practice for pupils falling behind, following the school's SSP programme
4. Provides regular CPD for teachers to support pupils falling behind
5. Fast tracks late-entry pupils
6. Engages the support of parents, where appropriate.

- E. Gap analysis
- Regular assessment
- Additional practise

F. Build talking and listening into all activities across the whole day

Teachers:

1. Identify pupils with delayed language and organise frequent one-to-one and small group discussion.
2. Teach pupils to follow expectations for discussion including: listening behaviours; routines for talking with a partner; routines for giving feedback to the group.

G. Develop pupils' listening comprehension and language by reading aloud and talking about stories, poems and non-fiction books

Teachers

1. Timetable a daily 20-minute storytime
2. Read aloud quality stories, re-reading and talking about them to build familiarity and understanding
3. Organise appealing book corners
4. Show parents how to read aloud and talk about stories with their children and send home quality books



Our Offer

Intensive support

Intensive Support

- Two years of bespoke partnership working
- Support from a member of our knowledgeable Literacy Specialist team
- Supports your school with improvements in Phonics and early reading
- Sustain high quality provision in early reading.

- Recruitment of a Partner School follows the audit and recruitment process
- Partnership Agreement
- 6 days in the first academic year
- 3 days in the second academic year

Eligibility - Partner School

Target schools are those meeting two of the below criteria:

- lower than average percentage of pupils meeting the expected standard in the PSC
- low attainment in the bottom 20% of children
- a higher than average proportion of children eligible for pupil premium
- Ofsted judgement of Requires Improvement or Inadequate
- a high proportion of groups considered hard to reach such as EAL, FSM, travellers etc
- schools referred by local partners (e.g. NLEs, LAs).
- schools that sit in an education investment area or priority education investment area.

We are also able to work with schools if we are convinced:

- of the need of the school;
- that the leadership of the school is committed to whole-school change.

In a nutshell

	Open to all schools	Eligible schools	Phonics	Early Language	Reading for Pleasure	Free
Medium-Level Support	✓	✓	✓	✓	✓	✓
Showcases	✓	✓	✓	✓	✓	✓
Early Reading Audits		✓	✓	✓	✓	✓
Funding		✓	✓			✓
Intensive Support		✓	✓	✓	✓	✓

We offer a huge range of support for all schools in our regions: from intensive partnerships to stand-alone webinars; from early reading audits to short courses; from grants of £500 to grants of up to £6000. All of our support is free and provided by our team of Literacy Specialists, who bring with them a wealth of knowledge and experience.

The English Hub Offer Medium Level Support

<https://drive.google.com/drive/folders/1baGDQVwdKaYIou9JXrkK1rGCHOOJwMJA>




new wave
english hub



We offer a wide range of webinars and short courses addressing different aspects of improving phonics, early language development and reading for pleasure to help all your pupils become confident readers.

All of our webinars are free to attend, take place remotely, outside of school hours.



Reading



Phonics



**Early
Language**

Stay in touch with
us!

Follow us on Twitter
@wave_english

We would love your
feedback!



Contact us on

englishhub@newwavefederation.co.uk

call 0208 103 5199

