Inspire Learning
Teaching School Hub
NW

CPD
Course Overview

Preparing for Literacy – 3 day course

Audience: Subject Leaders/KS Leaders/Strategic Leaders/Class teachers
Timings across the year: Day 1 (17th May), Day 2 (28th June), Day 3 (5th July) – spaced with sufficient time for observations/gap tasks to be completed
Resources available: Videos of practice, Audit tool, Guidance reports, ppts, handouts and readings, EYs Toolkit, EYs Assessment database

Title	17th May Day 1 – Subject Knowledge Day	28th June Day 2 - Subject Knowledge Day	5th July Day 3 – Preparing for Action
Length	Full day (9.30am – 2.30pm)	Full day (9.30am – 2.30pm)	Full day (9.30am – 2.30pm)
Attendees	Strategic lead +1 (CTs/Subject Leaders)	Strategic lead +1 (CTs/Subject Leaders)	Strategic Lead HTs invited to afternoon session to be involved in planning etc
Timing/ Pacing	Spring 2	Summer 1	Summer 2
Objectives	**Session 1** Introduction to the Early Years Toolkit and strands to develop Introduction to the Guidance report –how it is developed, the strength of the evidence, its relation to others To gain an overview of GR **Session 2** Deep Dive into the Evidence **Strand 1- oral language** **Session 3** Evidence into practice	**Session 1** Reflecting on and sharing findings from the gap task- learning together Using the school's guide to implementation. **Session 2** Dive into the Evidence **Strand 3** Handwriting CAP Letter knowledge Evidence into practice **Session 3** **Strand 4**	**Session 1** Reflecting on and sharing findings from the gap task- learning together Using the school's guide to implementation. **Session 2** **Strand 6** Dive into the evidence **What is effective assessment?** Intro to EEF EYs database – what do you recognise Exploring the difference between formative, summative and diagnostic assessment

1. Validity
2. Reliability
3. Consistency

Range of diagnostic assessments that can be used.

The purpose of diagnostic assessments (validity/reliability)

Objectives

Strand 2, Reading

Decoding and comprehension, reading to develop motivation
Phonological Awareness

Some examples of how the evidence can be translated into practice

Session 4
Introduction to School's Guide to Implementation 4 step model. Considering what we already know about these 2 evidence areas, planning to explore. Identifying questions to find out more about.

Self regulation (thinkpiece)
Evidence into practice

Session 4
Strand 5
Parental Support
Evidence into practice
(language thinkpiece)

Book apps lists
PEEP, REAL, EasyPeasy

Session 5 (short)
Bringing the threads of the day together –planning questions to explore further in school.

Session 3
Strand 7
High quality interventions

Tiered waves of support – RTI model
NELI
PEEP
EasyPeasy
REAL
Early Talk, Time for Talk –
Intro into the effective use of structured interventions

Intervention Health Check - EIF

Session 4
Drawing the threads of learning together – what have we learnt, Formulating action plan (either school/classroom practice) – using a logic model

Evaluating- planning to robustly evaluate the impact of the changes (using comparison groups)

Evaluating outcomes Gusky model of evaluation – going deeper.

Protocols for learning on with and behalf of each other
Stanovich's early intervention argument

Session 2
Exploring the Evidence:
Oral Language is the foundation of literacy.
How children acquire language (user based model)
Developing language

Evidence in practice
(select 1-2 to consider)
Concept Cat
Vocab acquisition
Grammar etc

Session 3
Exploring the Evidence:
Early foundations of reading – SVR
Importance of story telling
Using the PEER framework
PA and alphabetic knoweldge

Evidence in practice:
(select 1-2 to consider)

Session 4
Evidence informed action planning
Using audit tool to consider practice, identify one/two areas to consider further in school with colleagues – where are we, what are the issues, what do we know, how well does our current practice align with the evidence,

Key things to cover

Protocols for learning on with and behalf of each other

Revisiting and sharing progress to date

Exploring the Evidence:
Handwriting development

Evidence in practice:

Evidence informed action planning
Using audit tool to consider practice, identify one/two areas to explore further in school with colleagues where are we, what are the issues, what do we know, how well does our current practice align with the evidence,

What makes effective assessment in the classroom – monitoring vs diagnostic

Intro to EYs database
Examples of assessments that can be easily used in the classroom.

Obs survey; language assessment, PA, Wellcomm, simple handwriting, observations,

Exploring diagnostic assessments, thinking about next steps and the learning for the child Using a case study examples.

Puling the evidence together – from all the strands, what are the areas to work on?

Deciding one/two areas to focus on

Planning to change - Logic model
Evaluating impact – using a comparison group

Presentations (maybe as a marketplace/in a narrative format/from the front) of learning journey

Gusky evaluation model

Gap task	Share learning with colleagues in school – completing audit as appropriate. Audit provision in school Begin to identify and consider priorities for action plan	Share learning with colleagues in school – completing RAG audit as appropriate. Audit provision in school – Intervention health check- Begin to identify and consider priorities for action plan	
Optional twilight session	Twilight session covering: progress to date, further reading and discussion (study group), reflecting on translating the evidence into practice	Twilight session covering: progress to date, further reading and discussion (study group), reflecting on translating the evidence into practice	
Resources	ppt PfL Guidance report School's Guide to Implementation Think pieces on oral language Audit too A selection of children's picture books to use through out Video	ppt PfL Guidance report School's Guide to Implementation Audit tool Video Handwriting – video on Aspirer website Materials from National Handwriting Association	ppt KS1 Guidance report School's Guide to Implementation Audit tool Diagnostic assessments booklet Logic model Intervention Health Check

Recommended course reading:

- EEF Guidance reports: Preparing for Literacy, Improving Literacy at KS1, Improving Literacy at KS2, Maximising the Impact of Teaching Assistants
- Ending the Reading Wars, Castles, Rastle and Nation, (2018) http://journals.sagepub.com/stoken/default+domain/10.1177/1529100618772271-free/full
- Reading Development and Teaching – Stuart and Stainthorp.
- Understanding and Teaching Reading Comprehension, Oakhill, Cain and Elbro
- Reading Rockets website

Wider reading and other sources

- WWClearinghouse Practice Guide –Teaching Elementary Students to Write Effectively, https://ies.ed.gov/ncee/wwc/PracticeGuide/17
- WWClearinghouse Practice Guide – Teaching Reading Comprehension in Kindergarten Through 3rd Grade https://ies.ed.gov/ncee/wwc/PracticeGuide/14
- WWClearinghouse Practice Guide – Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade https://ies.ed.gov/ncee/wwc/PracticeGuide/21
- ECERS and ACERS environmental rating scales - Siraj-Blatchford et al.