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# CLPE Resources for Schools



**Rhythm of the Rain** by Grahame Baker-Smith  
Temple Books 1982 ISBN: 0 19 281215 8

The ubiquity of water throughout the world, its necessity to humans and animals and how the water cycle works are all explored in an imaginative combination of words and pictures. It begins and ends with Isaac, playing in a pool by a mountainside as raindrops start to fall, and wondering where the water goes from a jet to a spring. The reader follows the rain that these pool-bathers bring as it swirls through the countryside and the city to the sea. Mid from the ocean rises up into a cloud bringing rain to thirsty people in a land far from Isaac's pool.

**Overall learning aims of this teaching sequence:**

- Discuss writing guides to find which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Progressively build a varied and rich vocabulary and an increasing range of sentence structures, ending and closing paragraphs with the reader in mind.
- Assess the effectiveness of their own and others' writing and suggest improvements.
- Communicate learning around a key topic to a wider audience.
- Consider how an author's writing communicates their thoughts and ideas about the world and topics of interest.

**This is a teaching sequence for Years 3 and 4. It was originally produced to accompany CLPE's Teaching Writing in Years 3 and 4 course.**

**Overview of this teaching sequence:**

This sequence is approximately 6 weeks long and spread over 27 sessions. There is a wealth of opportunities for engaging in authentic writing for a different purpose and audience. The content will also enable teachers to support children in developing their ability to discuss environmental themes and the development of a deeper and richer understanding of the water cycle as well as Earth's fresh water and water bodies.

Teaching Approaches	Writing Outcomes
<ul style="list-style-type: none"> <li>Response to illustration</li> <li>Revising and Text marking</li> <li>Role on the wall</li> <li>Diagrams</li> <li>Thought Tracking</li> </ul>	<ul style="list-style-type: none"> <li>Visual Organisers</li> <li>Personal Narrative</li> <li>Poetry</li> <li>Writing on Role</li> <li>Mathematical Writing</li> </ul>

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CLPE and HarperCollins Children's Books presents...

## Free Teaching Notes for *What We'll Build*

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**TAKE 5**

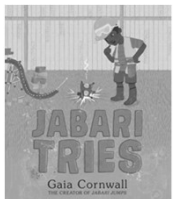
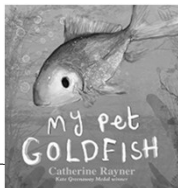
YEARS 5 & 6

HOME LEARNING ACTIVITIES

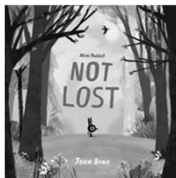
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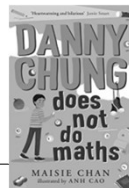
## Early Years



## Key Stage 1



## Years 3/4



## Years 5/6




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**Aims:**

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- To discuss the most recent and relevant guidance and research to support you in developing your English curriculum in 2022-23.
- To consider what constitutes a quality English curriculum that enables engagement, progress and attainment for all pupils.

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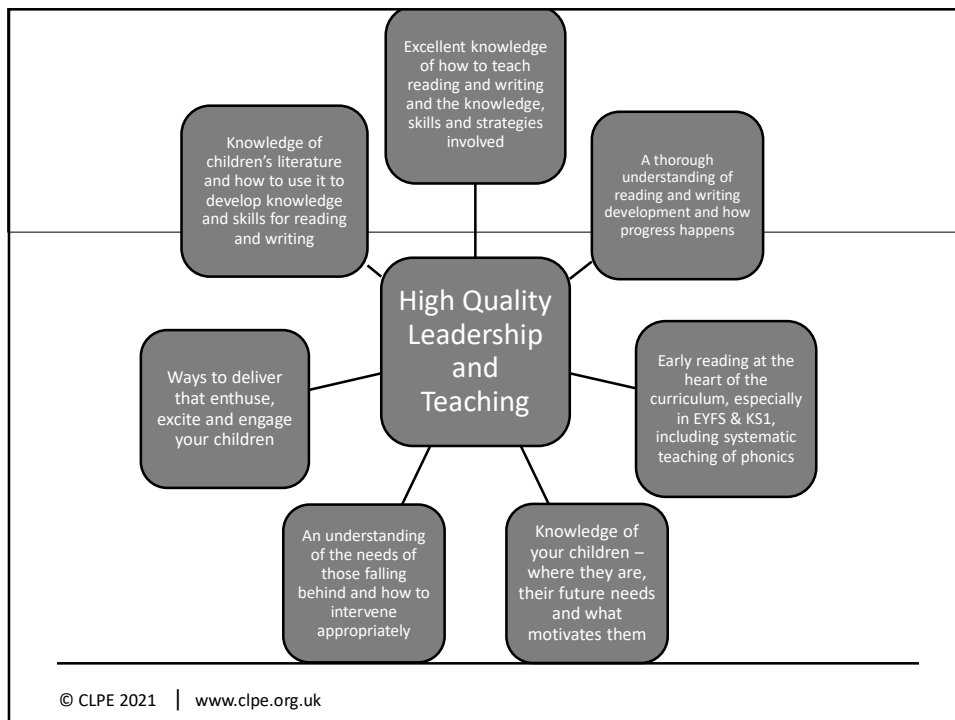
## Identifying your school priorities for English

**National standards, statistics and themes**

**Accurate and effective assessment, monitoring and evaluation of English in school**

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## Frameworks and guidance for 2022-23:

The screenshot displays the CLPE website interface. On the left, there is a sidebar with a 'Key stag' section and a 'Published' section. The main content area features a 'Research and analysis' section titled 'Research review series: English' with an 'Introduction' section. The introduction text reads: 'More than any other subject, English – and especially reading – gives pupils access to the rest of the curriculum and is fundamental to their educational success. This is why the introduction to the national curriculum says: “Fluency in the English language is an essential foundation for success in all subjects.” (Ofsted, 2019, p. 11) But English is so much more than the gateway to success in other curriculum subjects. Through studying literature, pupils’ eyes are opened to the human experience; they explore meaning and ambiguity as well as the beauty and power of language. English also has a strong creative and expressive dimension. This review explores the research literature relating to English. Its purpose is to identify factors that can contribute to high-quality curriculums, pedagogy, assessment and schools’ systems for managing the subject. The purpose of this review is set out more fully in the ‘Principles behind Ofsted’s research reviews and subject reports.’ (Ofsted, 2022, p. 1) Aspects of English, particularly how to teach reading, have been the subject of much debate over many years. In this report, we have: ...set out the national context in relation to English.'

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## Processing Guidance

The diagram consists of five downward-pointing chevrons, each containing a stage of the process. To the right of each chevron is a rounded rectangular box containing a question. The stages and their corresponding questions are:

- Process**: What is the guidance saying?
- Understand**: What does the guidance mean?
- Reflect**: What is the guidance asking of me as a teacher?
- Apply**: How do I exercise my professional judgement to apply the guidance in a way that best serves my pupils?
- Evaluate**: What has been the impact and how do I refine my practice?

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## Assessment at the heart of learning:



*The purposes of assessment should be clear:*

- *formative: identifying what pupils do and do not know, or can and cannot do, to inform feedback to them and any adjustments to teaching*
- *summative: measuring pupils' (and/or school) performance at the end of a course or programme of study*

**Department for Education**  
*Teaching a broad and balanced curriculum for education recovery (July 2021)*

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## 2021-22 SATS Analysis: KS2 Headlines



Percentage of pupils meeting the expected standard in reading, writing and maths (combined)

**59%**

down from 65% in 2019

Percentage of pupils reaching the higher standard in reading, writing and maths (combined)

**7%**

down from 11% in 2019

Disadvantage gap index

**3.21**

Up from 2.91 in 2019

Percentage of pupils meeting the expected standard in reading

**74%**

up from 73% in 2019

Percentage of pupils meeting the expected standard in writing TA

**69%**

down from 78% in 2019

Percentage of pupils meeting the expected standard in maths

**71%**

down from 79% in 2019


These statistics cover the attainment of year 6 pupils who took assessments in summer 2022. These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 4 and in year 5.

These statistics are provisional and will be updated with revised data in December.

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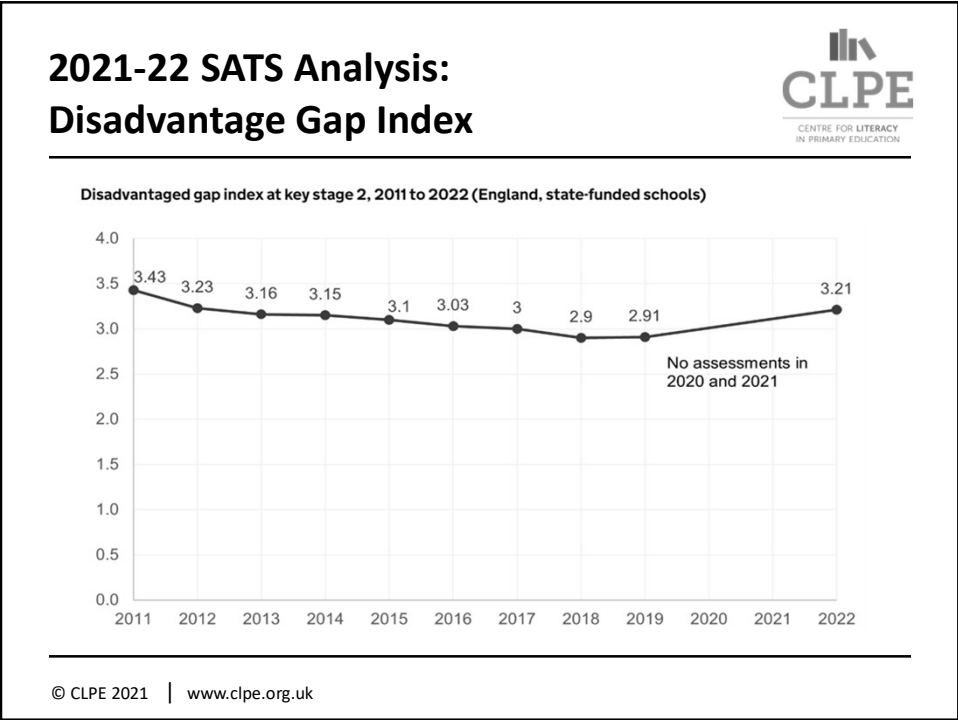
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## Local Authority Data - Hounslow

	Hounslow (2019)	Hounslow (2022)	National (2022)	Boys	Girls
<b>Reading (expected)</b>	77%	<b>75%</b>	74%	69%	81%
<b>Writing (expected)</b>	82%	<b>71%</b>	69%	65%	78%
<b>Grammar (expected)</b>	85%	<b>78%</b>	72%	74%	82%

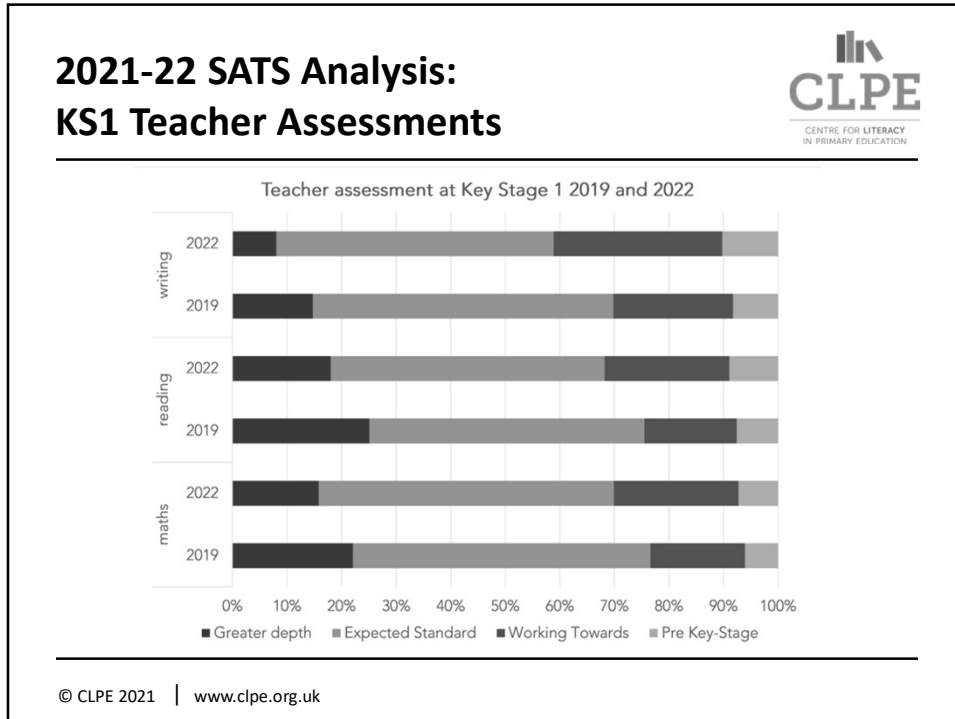
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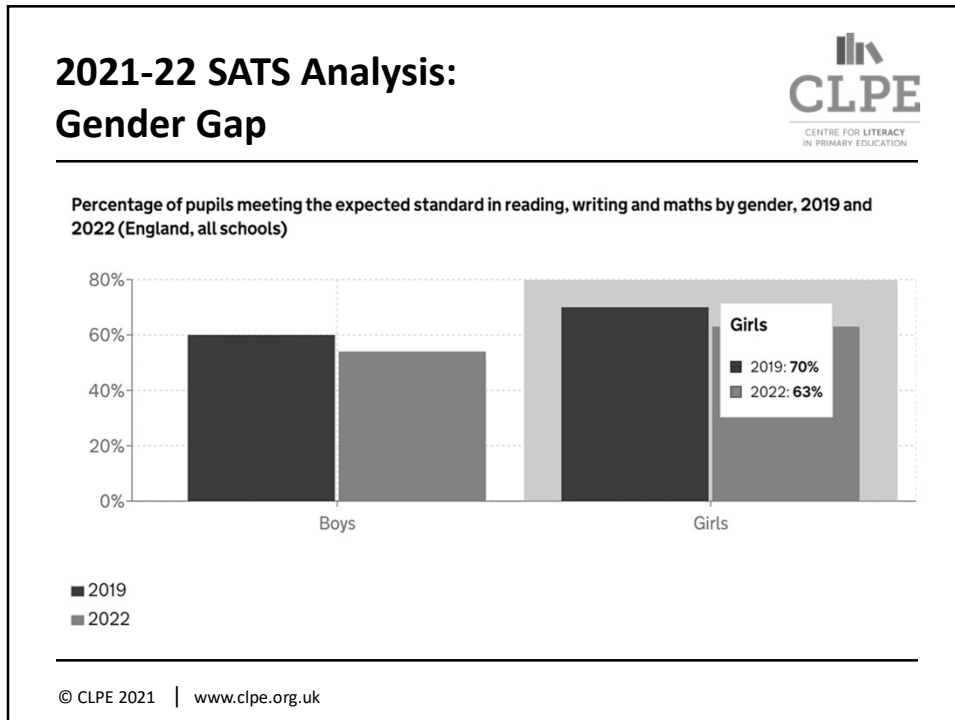


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## Reflecting on National and School Data



- How does this compare to school data?
- What stories can you begin to see? Are there any groups that are under performing in relation to prior attainment or statutory expectations?
- How do current cohorts compare to previous?
- How does the existing school provision, practice and curriculum support those pupils or those areas of development?
- Does school and/or national summative assessment data inform any current school actions?

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## Staying up-to-date with and drawing on rigorous and robust research evidence



[Latest Guidance Reports](#)
[Literacy](#)
[Leadership](#)
[Assessment and feedback](#)
[Learning behaviours](#)
[Mathematics](#)
[Life skills and enric](#)
[Newsletter sign up](#)

### Literacy

Guidance Reports  
**Improving Literacy in Key Stage 2**  
Seven recommendations to improve literacy teaching for 7–11 year-olds

Primary

Guidance Reports  
**Improving Literacy in Key Stage 1**  
Eight recommendations to support the literacy of 5–7 year-olds

Primary

*Moving forwards, making a difference*  
A planning guide for schools 2022–23

Department of Education

Guidance Reports  
**Preparing for Literacy**  
Seven recommendations to support improving early language and literacy

Early Years

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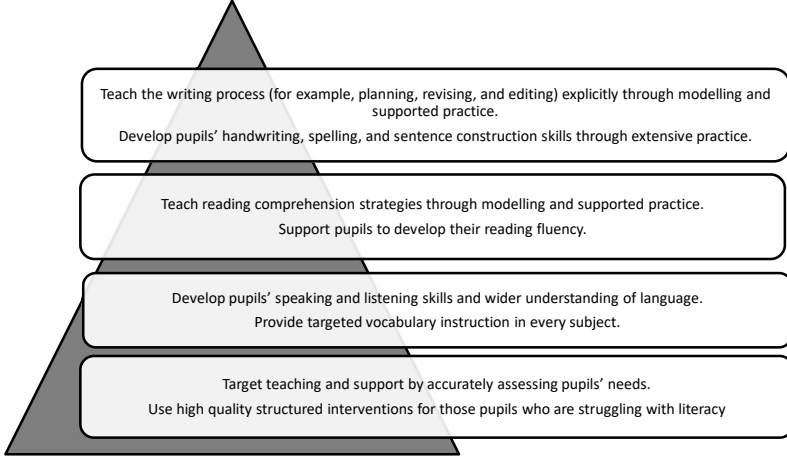
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## Slide 19

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- 0 There is a word missing here between current when  
, 2022-02-16T15:09:26.579
- 1 Should evident be changed to evidence?  
, 2022-02-16T15:09:49.327

## EEF evidence-based recommendations to improve literacy outcomes

Teach the writing process (for example, planning, revising, and editing) explicitly through modelling and supported practice.  
Develop pupils' handwriting, spelling, and sentence construction skills through extensive practice.

Teach reading comprehension strategies through modelling and supported practice.  
Support pupils to develop their reading fluency.


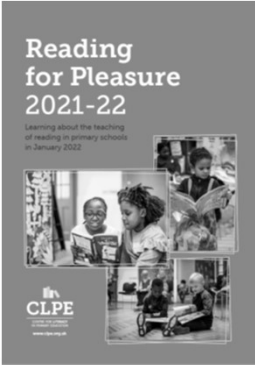
Develop pupils' speaking and listening skills and wider understanding of language.  
Provide targeted vocabulary instruction in every subject.

Target teaching and support by accurately assessing pupils' needs.  
Use high quality structured interventions for those pupils who are struggling with literacy

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## What are teachers' biggest concerns about reading?


Concerns raised by teachers about reading on the return to full time schooling for all

	Mentions
Understanding of language and vocabulary	520
Reading fluency	460
Inference and Deduction	445
Range and breadth of children's reading	434
Ability to respond to texts	254
Phonics / decoding ability	249
Availability of texts for independent reading	239
Availability of texts for taught reading	187
Literal retrieval	155

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## Writing Development

Spoken language development	Breadth and accuracy of vocabulary	Selecting and shaping language for impact	Awareness of reader
Writing identity	Writing stamina	Writing fluency	Gross and fine motor skills
Accuracy in letter formation and handwriting	Accuracy in spelling (incl. phonics)	Accuracy and variety in punctuation	Accuracy and variety in grammatical structures and text structure
Tuning into voices in a range of forms	Selecting and adapting voice and levels of formality	Drawing on what they have read and heard	Writing independence

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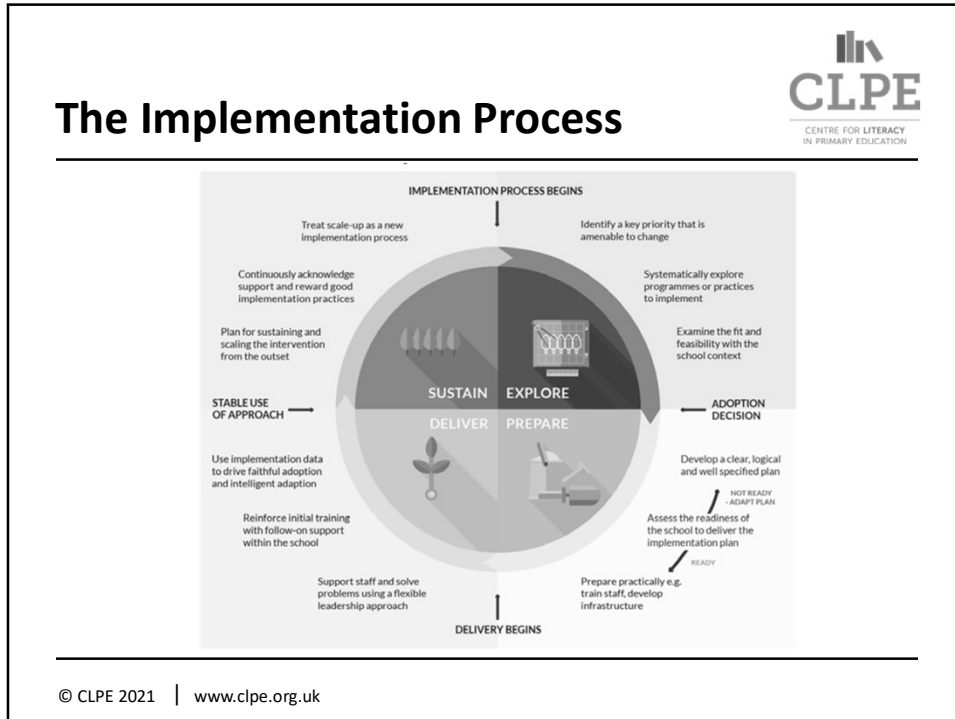
## Pause and reflect: Evidence-based school priorities 2022-23

- What are the **specific** literacy issues that need to be addressed? For example, for young readers, is it a decoding issue, vocabulary knowledge, reading fluency, knowledge of the world, or something else?
- What evidence will be needed to identify the most pressing **priorities** for your school plans?
- Does this include information from a range of sources (for example, assessment information, lesson observations, or staff and pupil surveys or interviews) to build a **rich evidence** picture?
- How will staff be supported to implement the practices that will address the priority identified?
- What will be expected, and supported?


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National Literacy Trust research report

## Children and young people's reading engagement in 2022


Continuing insight into the impact of the Covid-19 pandemic on reading

Almee Cole, Ariadne Brown, Christina Clark and Irene Picton

September 2022

We have been asking children and young people about their reading since 2005, which has given us unparalleled insight into changes in their reading enjoyment, attitudes and practices over time. More recently, our annual survey has also allowed us to explore children and young people's reading engagement before, during and after educational disruption relating to the Covid-19 pandemic. Notably, having reached a 15-year low just before the first lockdown in spring 2020, the percentage of children and young people who said they enjoyed reading increased to its second highest point since we started asking this question during the lockdown. Children's comments suggested that simply having extra time to read had (re)engaged many of them with reading for pleasure.

This report shows that any gains made in terms of children and young people's reading engagement during the early part of the pandemic had completely eroded by early 2022. Indeed, fewer children and young people enjoyed reading and read in their free time in 2022 compared with the previous two years, and many of the years before. This is particularly the case for children and young people from disadvantaged backgrounds, and, within this group, for boys. It is clear that much more must be done to support children and young people with the lowest levels of reading enjoyment, recognising the role that families, schools and the wider community have to play in ensuring this downward trend does not extend into future years.

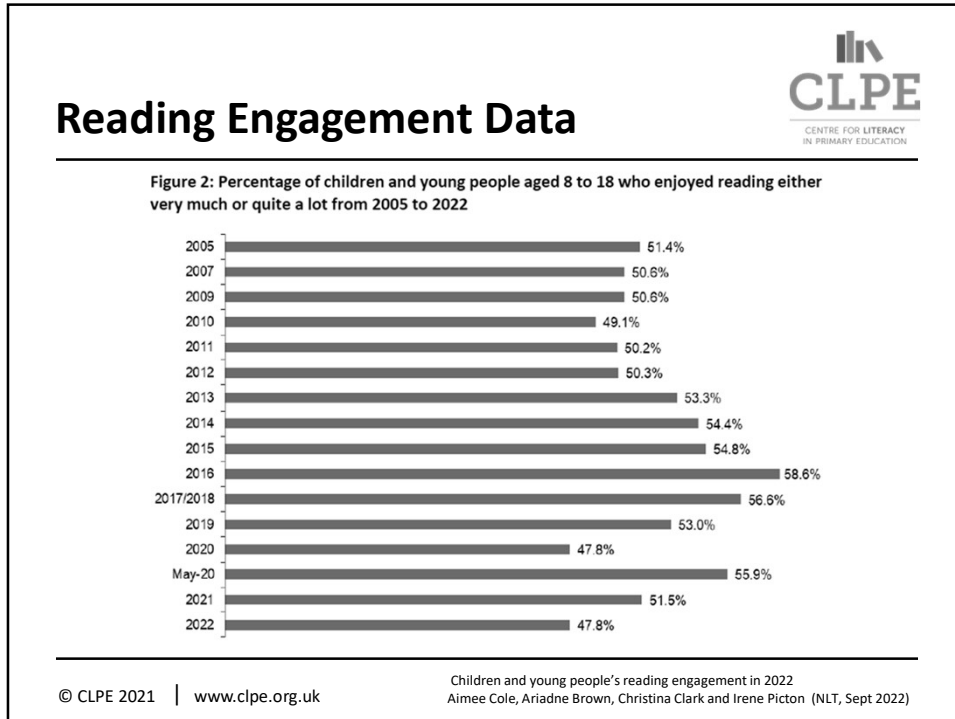


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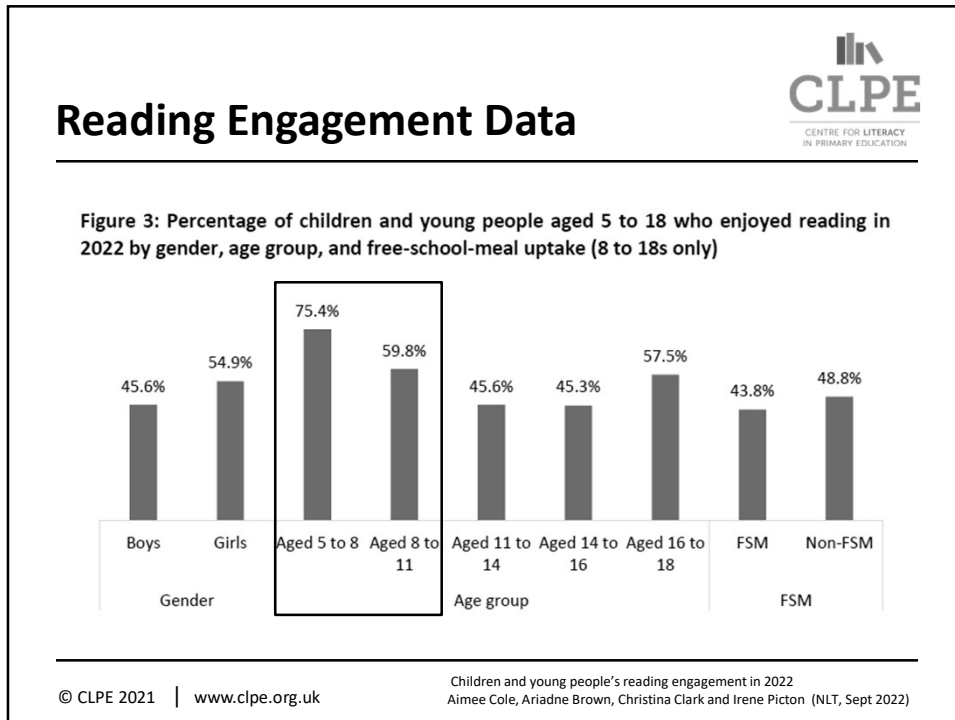
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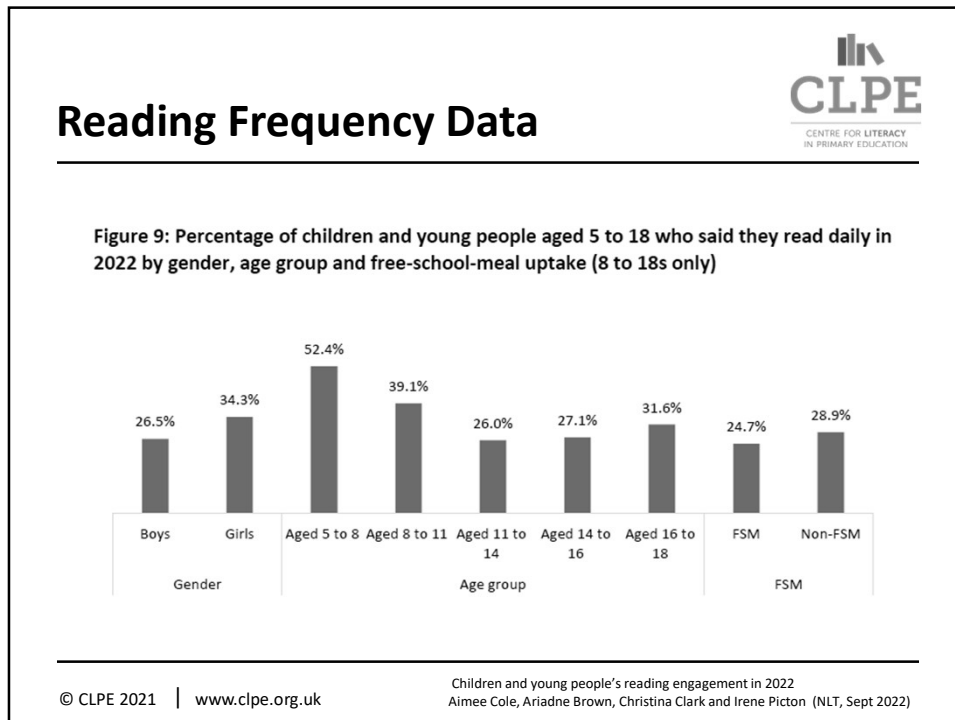


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## CLPE CENTRE FOR LITERACY IN PRIMARY EDUCATION

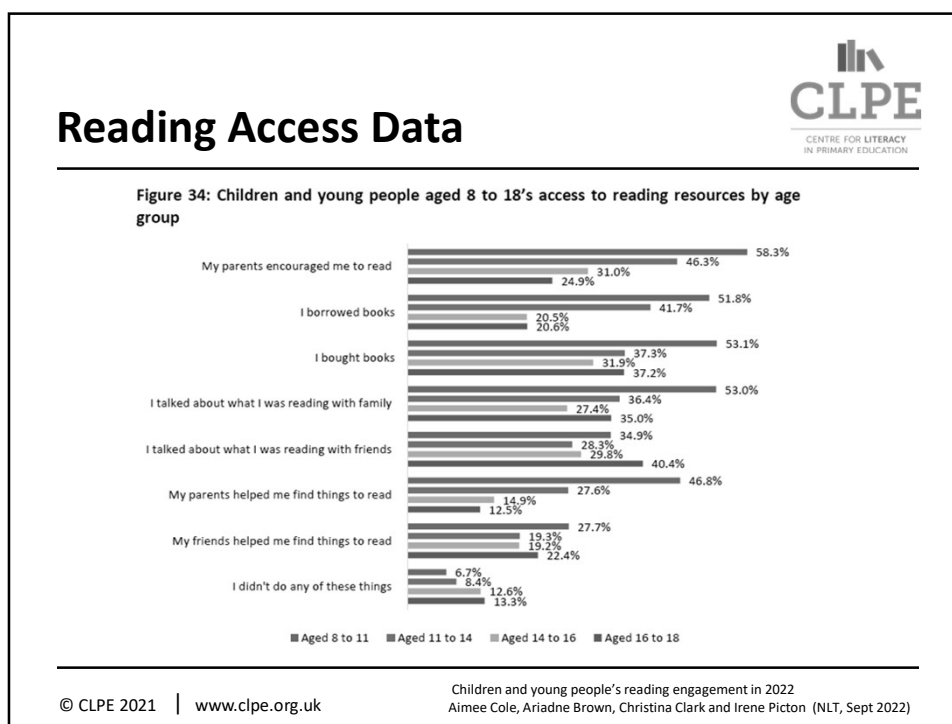
# Pupil Voice: Why do you read?

- "Books are like my happy place they make me feel positive and help me start or finish the day, it helps me relax more and if I've had an argument or something happens at school I sit down by the window and read."
- "I enjoy it and my sister and I talk about the book if we both have read it afterwards."
- "I love to read whatever my friends are reading if I like the sound of it as I can talk to them about the book and we can engage in a good conversation about it."
- "When I was little my parents read stories to me and now that I have 3 younger sisters I love reading to them too."
- "The more you read more you learn and it's always good to learn a thing or two in your free time."
- "I love the fact that with fiction books, I can be transported to another world."

© CLPE 2021 | [www.clpe.org.uk](http://www.clpe.org.uk) Children and young people's reading engagement in 2022  
Aimee Cole, Ariadne Brown, Christina Clark and Irene Picton (NLT, Sept 2022)


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## Discussion




- What about the data surprised or interested you?
- What would you like to find out more about?
- What have you noticed about reading for pleasure and reading engagement trends in your school?
- What is the impact of reading engagement in your setting?
- What influences engagement in your setting?
- Do you have access to information from school, children and home about engagement with reading?
- Are there particular groups of children for whom a lack of engagement is a concern?
- What actions have already been taken to improve reading engagement across the school?
- What is proving most impactful? How do you know?
- What would you like to do more of to support engagement?

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## Further Recent NLT Reports on Pupil Engagement in Literacy

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**National Literacy Trust research report**

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This report shows that any gains made in terms of children and young people's reading engagement during the early part of the pandemic had completely eroded by early 2022. Indeed, fewer children and young people enjoyed reading and read in their free time in 2022 compared with the previous two years, and levels of free time reading were particularly low for children and young people from disadvantaged backgrounds, and, within this group, for girls. It is clear that much more needs to be done to support children and young people with the lowest levels of reading enjoyment, recognising the role that families, schools and the wider community have to play in ensuring the educational trend does not extend into future years.

**National Literacy Trust research report**

### Children and young people's engagement with poetry in 2022

Almoe Cole, Christina Clark, Irene Pictor and Lara Rind

October 2022

It has been a while since we explored children and young people's engagement with poetry, either as readers or as creators. Our last study Clark & Lark, 2018 highlighted just how much creativity provided every aspect of children and young people's lives and experiences of poetry. *Poetry4us* was another theme that emerged, which appeared to be particularly important for FSM pupils as a means for consuming and creating poetry.

To re-explore this, we asked over 60,000 children and young people aged 8 to 18 from 127 schools in England, Scotland and Wales in early 2022 about whether they read or write poetry as part of a wider survey on their literacy attitudes and habits.

Some of the key findings from 2022 include:

- 3 in 10 (30%) children and young people said in 2022 that they read poetry in their free time at least once a month.
- There has been a steady increase in the number of children and young people who read poetry in their free time at least once a month over the past 15 years. Indeed, a third (33%) more children and young people said that they read poetry at least once a month in 2022 compared with 2012, rising from 25.7% in 2012 to 34.7% in 2022.
- More girls than boys read poetry in their free time (31.8% vs 25.4%).
- In the girls' sub-group finding, more children and young people who receive FSM read poetry in their free time than their peers who don't receive FSM (31.9% vs 24.7%).
- The percentage of those who read poetry decreased with age, with twice as many children aged 10 to 14 (32.9%) saying that they read poetry in their free time compared with those aged 14 and older (around 20%).

**National Literacy Trust research report**

### Role models and their influence on children and young people's reading

Almoe Cole, Ardiene Brown, Christina Clark and Irene Pictor

October 2022

Role models are an important influence in children and young people's lives. Indeed, our data show that the percentage of children and young people who say they have a role model has dropped over the past decade, from 74.2% in 2009 to 58.6% in 2022\*. This report looks at children and young people's role models more closely to identify who they look up to, and what using their role model read would make them think or feel. For convenience, we use the same definition of a role model as we did in our 2009 research.

\*A role model is someone who a person would like to be like in some way\*\*

Some of the key findings include:

**80% of children and young people look up to:**


- More than 10 (10.2%) children and young people aged 7 to 18 told us they had at least one role model.
- The most popular role models were mum (67.4%) and dad (60.2%).
- More than half (52.3%) of children and young people said that they look up to a 'YouTuber' whose name they'd not looked up to a friend (38.7%) or teacher (18.5%).
- 3 in 10 (29.7%) children and young people said that they look up to a footballer, while 1 in 4 (25.0%) look up to a cartoonist.

**How does using role models read influence children and young people's reading?**

1 in 4 (23.2%) children and young people told us that no one inspires them to read. However, they also told us that role models have a vital role to play in promoting positive reading behaviours and reading attitudes.

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## Child Poverty Action Group: The Cost of the School Day


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### 8 children in a classroom of 30 are living in poverty




CHILD POVERTY ACTION GROUP



Poverty Proofing



THE COST OF THE SCHOOL DAY




CHILD POVERTY ACTION GROUP

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## Child Poverty Action Group: The Cost of the School Day



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### School Fun

For the trips, the teacher puts on the board showing who's paid and who hasn't. (Year 4 pupil)

You would know if someone didn't have money. Everyone stands up and the teacher goes round for money and they sit down. (Year 6 pupil)




If [a trip] was expensive, I wouldn't ask my mum – she'd feel embarrassed and then I'd feel bad. (Year 4 pupil)

### Stigma

I beg my mum to get new things, but I know how stressed she is, then I get stressed. (Year 6 pupil)

People make fun of your shoes, 'oh, you're so poor'. Some people are so snobby, 'you're so poor, I'm richer than you' (Year 6 pupil)


At some events, you know people don't have a lot of money because they don't buy stuff. (Year 3 pupil)


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## Child Poverty Action Group: The Cost of the School Day



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### MARCH 2023


Event	Barriers highlighted by pupils and families	Things to consider
 <b>St. David's Day</b> 1 March	<ul style="list-style-type: none"> <li>■ Cost of purchasing national dress or rugby shirts</li> <li>■ Making Welsh food at home and bringing it to school</li> </ul>	<ul style="list-style-type: none"> <li>■ Could the focus be on raising awareness of the special day and what it means to be Welsh, rather than on dressing up?</li> <li>■ What resources can you provide so all pupils in school can take part in activities?</li> </ul>
 <b>World Book Day</b> 2 March	<ul style="list-style-type: none"> <li>■ Children asked to dress up in themed costumes</li> <li>■ Bringing in books from home</li> <li>■ Taking photographs of themselves reading in unusual places to be displayed in school</li> </ul>	<ul style="list-style-type: none"> <li>■ In a busy month with lots of charity days, which will be fundraising days and which will be awareness-raising days?</li> <li>■ How can you mark this date without asking children to bring in things from home?</li> <li>■ What activities can you organise that will be a part of the school day for all children?</li> </ul>
 <b>Red Nose Day</b> TBC March	<ul style="list-style-type: none"> <li>■ Monetary donation</li> <li>■ Red noses and other merchandise sold in schools</li> <li>■ Non-uniform day or other fundraising events</li> </ul>	<ul style="list-style-type: none"> <li>■ How will donations be discreetly collected so that attention is not drawn to any pupils who do not make a contribution?</li> <li>■ What activities for this date can you organise that all children can take part in?</li> <li>■ How will you ensure that pupils know about the work that Comic Relief does?</li> </ul>
 <b>Mother's Day</b> 19 March	<ul style="list-style-type: none"> <li>■ Events held with entry fees</li> <li>■ Contributions towards the cost of materials for gift and card making</li> </ul>	<ul style="list-style-type: none"> <li>■ How can you ensure that all children get the opportunity to take home something for this date?</li> <li>■ Are there any ways of making events free or reduced price so that all families are able to attend?</li> <li>■ Who should families speak to at your school if cost is a barrier to them attending and how do you communicate that?</li> </ul>
 <b>Ramadan</b> Around 22 March to 21 April	<ul style="list-style-type: none"> <li>■ Fasting students not getting their free school meal entitlement</li> </ul>	<ul style="list-style-type: none"> <li>■ Are you ensuring eligible pupils still get their free school meal entitlement in away that fits in with their religious practices?</li> <li>■ Do you know how much unspent free school meal money there is and how it is used?</li> </ul>
 <b>Purple Day (Epilepsy Awareness)</b> 26 March	<ul style="list-style-type: none"> <li>■ Monetary donation</li> <li>■ Wearing of non-uniform</li> </ul>	<ul style="list-style-type: none"> <li>■ What school arts and craft resources can you make use of to ensure that all children are able to take part?</li> <li>■ Do you know if any pupils avoid school on days where they wear non-uniform or are asked for donations?</li> </ul>


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## Reflecting Realities: 5<sup>th</sup> Report due to be published in November 2022




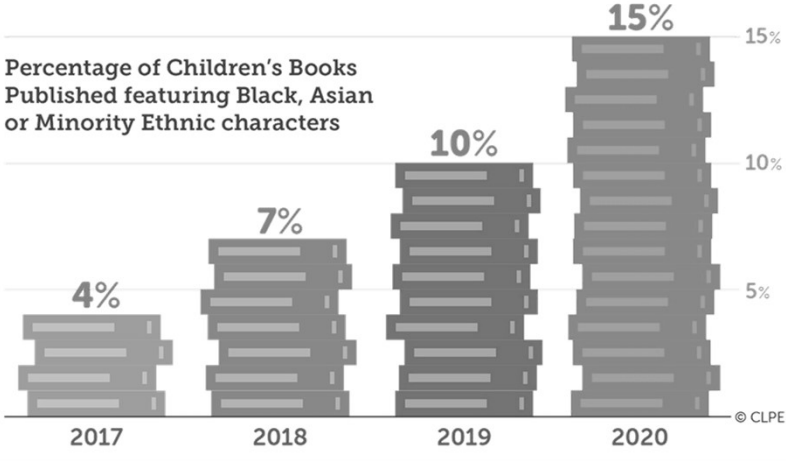


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## What our Reflecting Realities Work Suggests...






Year	Percentage
2017	4%
2018	7%
2019	10%
2020	15%

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## Reflection:


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- What might you like to explore further from today's meeting?
- What do you still need to find out?
- What do you hope to gain for:
  - The children and their engagement, attainment and progress?
  - The development of your teaching staff?
  - Your subject and your leadership of it?
- What will you need to do to achieve your goals?
- What further support will you or your colleagues need?

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## Evaluation

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hounsloweducationpartnership.co.uk/survey/primary-subject-network-evaluation/

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**Primary Subject Network Evaluation**  
Published: Monday, October 11th, 2021 at 11:57 AM

Primary Subject Networks  
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Primary Subject Network Evaluation

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