



CENTRE FOR LITERACY
IN PRIMARY EDUCATION

Power of Reading

Building a curriculum for English based on high quality children's literature to raise reading and writing engagement and attainment for all children.

- ★ What is the Power of Reading?
- ★ The impact of the Power of Reading training programme
- ★ Impact case studies
- ★ Transform Literacy in your Primary School

What is the Power of Reading?

- ★ **Supporting schools to build a curriculum based on high-quality children's literature**
- ★ **Developed and research-proven over 17 years to impact on children's attainment in reading and writing**
- ★ **Providing teachers with detailed planning to support the teaching of reading and writing**
- ★ **Engaging children in a love of reading, inspiring children as writers**

CLPE's research around the importance of using quality texts as the basis for English planning and quality teaching and to provide reflective professional development is embodied in our flagship training programme, The Power of Reading.

Built on 50 years of CLPE's research, the Power of Reading explores the impact high-quality literature has on children's engagement and attainment as readers and the link between reading and children's writing development, supported by creative teaching approaches to develop a whole-school curriculum, which fosters a love of reading and writing to raise achievement in literacy.

After seventeen years, and with thousands of teachers trained across the UK and internationally, the programme continues to evidence impact on teachers and children whose schools have participated in the training. All the evidence we collect to measure impact continues to teach us how powerful reading can be for both children's academic attainment and wider learning and development.

How can schools engage with the programme?

1 CPD to build staff subject knowledge, and support whole-school improvement

Schools can attend face-to-face or online training where they will receive high-quality CPD across the school year, delivered by CLPE's team of expert teachers in collaboration with teachers from our Associate Schools who put the programme into practice in their schools on a daily basis.

Teachers attending the face-to-face training sessions receive a pack of high-quality books to immediately implement the programme in their classrooms. Their whole school will also receive a CLPE membership, where they can find teaching plans, information about creative approaches used and examples of practice from schools involved in the programme across the country and around the world.

2 CLPE membership to access text recommendations, planning and resources

Schools can purchase a whole school membership which gives them access to high-quality text recommendations chosen to support engagement and progression within and across Key Stages from Early Years to Year 7.

Detailed teaching plans are provided for each text to support curriculum design and the delivery of whole class teaching, easing teacher workload. Examples of curriculum maps share how to choose and use texts to build your English Curriculum. This membership is included for any school purchasing a place on the face-to-face training programme.

How a curriculum built with Power of Reading texts and teaching sequences benefits teachers and pupils

Engagement with high-quality children's literature

A range and breadth of authors, illustrators and genres, selected for teachers to ensure progression within and across year groups, to give children a rich and diverse experience of literature, the motivation and willingness to read, supporting the development of a culture of reading for purpose and pleasure.

Planning to support curriculum design and ease teacher workload

Detailed teaching plans for each age phase share the journey of teaching through well-chosen texts, using targeted approaches to develop literacy. Reading, talk and writing are interrelated, with questions planned to extend children's creative and critical thinking. Additional plans for home learning are included to support continuity of learning outside the classroom.

Embedded teaching of reading skills and strategies

Core reading skills and strategies are targeted through the text. Approaches are used throughout the teaching plans to develop pupils' independent ability to predict, skim and scan, closely read, re-read, summarise, visualise, clarify, infer and deduce, empathise, think aloud, and note the structure of texts.

Developing children's awareness of literary language

Plans focus on sharing the specific language features and grammatical structures of texts and genres through reading, to be meaningfully transferred to children's independent writing.

Developing children's knowledge of language and grammar

Context-fed and embedded work highlights where grammatical concepts and terminology can be seen in reading and taught in context to be purposefully applied in writing.

Developing children's knowledge of phonics and spelling

Context-fed and embedded work explicitly highlights where year group appropriate phonics and spelling knowledge are referenced in texts and how this can be explored to impact on children's use and application in their own reading and writing.

Research-proven teaching approaches to develop all aspects of literacy

Creative teaching approaches, proven by research to empower children to be active and engaged readers, increase their understanding of texts, and develop a greater depth of comprehension, creative and critical thinking and improve ideation and self-efficacy for independent writing.

Developing children's language and imagination for writing

Text-based activities and approaches develop children's imagination and language and vocabulary prior to writing, supporting the development of children's oracy and their planning and ideation for writing.

Meaningful and purposeful writing outcomes

Short and long writing outcomes, stimulated by the texts across a range of genres, take children through a purposeful and authentic writing process from ideation to publication, proven by our research to improve motivation and achievement in writing.

Cross curricular links

Purposeful links to other curriculum areas are made to ensure that planned learning from English lessons feeds core subject topics and core subject learning enhances the literacy.

What we love is the opportunity to immerse the children into a book so thoroughly, giving ample time to work through the different teaching approaches; developing children's empathy for the characters; writing for different purposes and the cross curricular links.

LUCY CHALLAND, ASSOCIATE HEADTEACHER, SYDENHAM PRIMARY SCHOOL, WARWICKSHIRE

The impact of the Power of Reading training programme in 2021/2

1610
schools
with
CLPE School
membership

325
teaching plans
and book
recommendations
available to
members

90
home learning
resources
to support continuity
of learning outside
the classroom

259
teachers
attended
PoR training



Staff gained confidence in planning and delivering a sequence of lessons, which incorporated a range of creative and engaging approaches to explore texts, characters, plots and themes. We used the training as a platform to develop reading for pleasure, which we feel has had a positive impact in the way children choose their books and the time they devote to reading and discussing their reading both at school and at home.

GYLES LONGHURST, HEAD OF SCHOOL, FRETENHAM PRIMARY SCHOOL

The impact of the Power of Reading training programme, including CLPE School Membership to access text recommendations and planning

It has given me the time and space to reflect and put back the good practice that was lost during Covid. It has made me reconsider the importance of storytelling and drama and I now feel more confident to share this with staff. It has also developed my confidence with poets and poetry, and this will be a big school focus next year. It has introduced me to some new texts and ideas through the teaching sequences. In my role of subject lead, it has given me confidence to make text suggestions to colleagues and ensure that all year groups are offering breadth.

NATALIE HARBRON,
CHARFORD FIRST SCHOOL, WORCESTERSHIRE

My subject knowledge and confidence in this area were very low before starting this course. The course has both reassured me that I am doing a good job and given me so much inspiration which in turn has ignited a passion for books I didn't think I had!

LIANNE WALSH, EYFS/YEAR 1
CLASS TEACHER, OCCOLD
PRIMARY SCHOOL, SUFFOLK



The impact of a CLPE School Membership to access text recommendations and planning

It has transformed the way we teach reading, writing and cross curricular work. It has also changed the children's attitudes to reading and has increased the uptake in reading for pleasure.

SARAH BRADSHAW, ACTING ASSISTANT HEADTEACHER (KS1),
SUTTON PARK PRIMARY SCHOOL, BIRMINGHAM

I have used it in two different schools in very different contexts and seen the huge impact it can have on students from all backgrounds.

IAIN DALZIEL, DEPUTY HEAD OF KS2,
ST MARY'S & ST JOHN'S CHURCH OF ENGLAND SCHOOL, HENDON

External evaluation of the training

The most recent evidence of impact comes from an independent evaluation by Leeds Trinity University* and shows that in schools participating in the Power of Reading training:

Children make an additional 6 months progress in reading and writing

1

The programme has particular impact on pupils who had previously been reluctant to engage with literacy

2

The achievement gap between boys and girls is significantly narrowed

3

The achievement gap between advantaged and disadvantaged pupils is significantly narrowed

4

Find that their children choose to read more often, at greater length and are more confident in talking about books

5

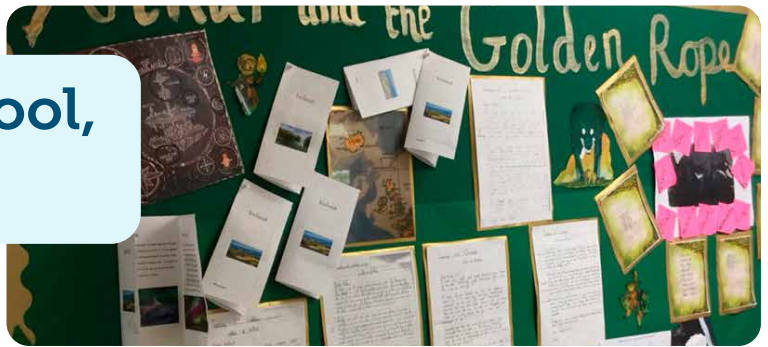
*Leeds Trinity University Diminishing the gap for disadvantaged pupils in Key Stage 2 Reading, Exceed Teaching Schools, Exceed Academies Trust

The Power of Reading Associate Schools: Impact case studies

Our 20 Power of Reading Associate Schools nationwide demonstrate a whole school commitment to delivering their English Curriculum through our Power of Reading training and CLPE School Membership and can demonstrate the impact of the programme on engagement and attainment.

CASE STUDY

Hope Primary School, Knowsley



- ★ Developing a culture where children read for purpose and pleasure
- ★ Understanding the interrelationship between reading, talk and writing
- ★ Developing children's language, vocabulary and oracy
- ★ Effectively developing staff subject knowledge
- ★ CLPE Associate School
- ★ Part of the Kirkby Collaborative

At Hope, we believe that every child is a reader and writer, and understand the importance of 'The Reader in the Writer', using this to underpin our vision for English. Links between children's reading and their writing have long been recognised. We encourage children to understand the skill of an effective and influential professional author. Teachers can support and enhance children's developing skills as a reader and writer in a meaningful and effective way.

We were excited by the Power of Reading scheme due to the well-chosen texts which allow rich language and structure models for children to explore. Children are encouraged to see how a book influences its reader. Teachers create opportunities for reading and writing to inspire the children, whether that be from events, life experiences or text related.

Teachers model reading throughout our curriculum – books have taken over at Hope! Children are now keen to read aloud, form opinions, gain an insight into the world around them but most of all enjoy picking up a book. The Power of Reading has allowed staff to have a clear view on what a quality text is and how to apply this to their teaching. Children are now so engaged and enthralled by the books they are reading that once a chapter is finished, a groan throughout the school of 'please one more page' is always heard!

Not only are children more engaged with books and their learning, but learning can be seen everywhere at Hope. From working walls to fantastic book themed displays, the school is a proven success of the Power of Reading.

Children at Hope benefit from the Power of Reading, but so have staff. The training was a fantastic opportunity to inspire and motivate. Staff completed the training feeling informed, enlightened, and ambitious for the children at school.

This has been one of the most valuable training programmes we have received, which led us to train all current and new members of staff. It has been a success in helping teachers in planning their lessons. The willing and enthusiastic response shown by children towards their learning is a proven success. The Power of Reading has changed Hope... for the better!

Catherine Gee, English Leader

CASE STUDY

Ravensworth Primary, London Borough of Bromley

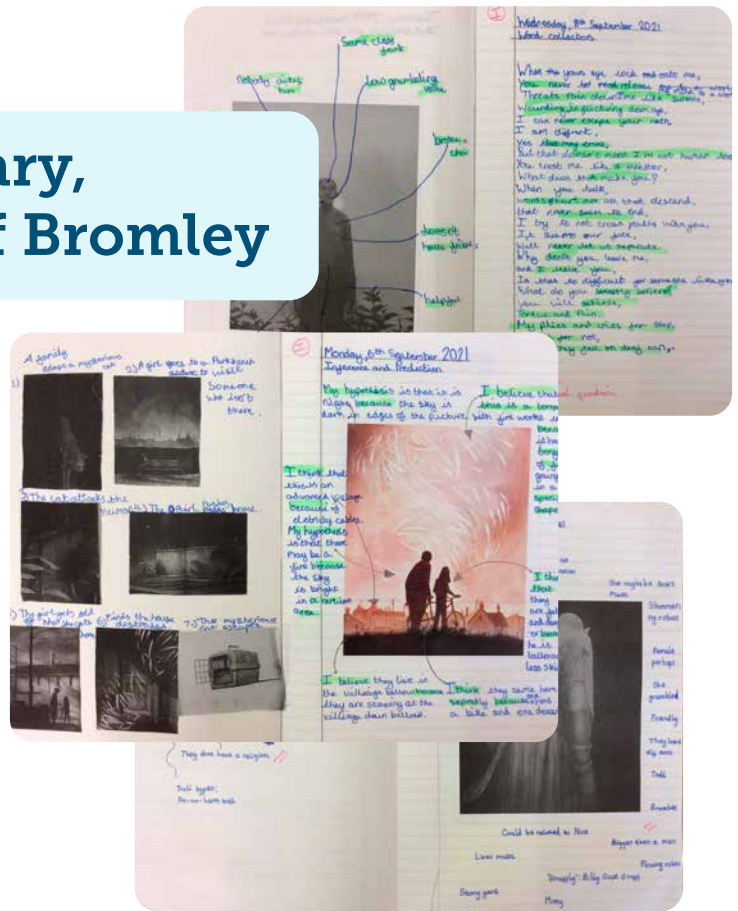
- ★ Developing a whole school vision for English
- ★ Raising standards in English
- ★ Supporting Teacher workload, development and well-being to improve retention
- ★ CLPE Associate School

If we roll back time to when our school was known as Mottingham Primary our staff had a tumultuous relationship with English. Teachers were thrown in at the deep end and told that their children had to achieve without being shown how. There was a large staff turnover, as well as increasingly disruptive behaviour during English lessons. There was freedom, sure, but there was no structure or support.

When the National Curriculum changed in 2014, we continued as normal. This led to a disappointing 39% of children achieving age related expectations. This was no short falling of the teachers, who spent most of their waking hours working to support their children. We knew something had to change.

The English lead at the time (now our Headteacher!) realised the importance of high-quality texts as a core driver for the English curriculum. This led them to CLPE. They subscribed to a membership and began to use the books, planning and approaches in their own classroom, testing the impact on pupils before rolling this out across the school. At first, teachers were doubtful – yet another change to adjust to – but the results spoke for themselves. After the implementation our overall English results increased by 20%. Not only that, but something magical happened with the pupils: they started talking about books.

The following year, I took over as English lead and was the first member of our school to receive the Power of Reading training at our school. It was eye opening. The first thing it did for me was help banish my self-doubt as an upstart English lead only three years into their career. When I heard the ideas for English I had echoed back to me from



experts and authors, I felt vindicated and committed to my vision. The second thing it did for me was make me realise just how special my job really was. I felt empowered and inspired and brought back fresh ideas and new ways of thinking with me to staff meetings and training.

Soon, more experienced staff stopped seeing me as the 'new English lead' and as an expert in my field. Teachers and children alike would ask what books I had come back with and what I would recommend them to read. We began to grow and, perhaps more importantly, sustain a reading and writing culture within our school. The corridors began to fill with chatter about characters in stories and classes could be heard giving a collective groan when a teacher left them on a cliff-hanger before the next lesson.

For us (now known as Ravensworth Primary!), there have been numerous benefits of being part of the Power of Reading, but the biggest is this: the change in culture. Now that we feel that we have got that right, everything else seems to have followed. Remember what I said about staff turnover? Last year, not a single teacher left. Our results? Best in the Academy Trust. From here, we only plan on getting better with the support of the CLPE along the way.

Jacob Wahab, English Leader



CASE STUDY

Spa School, London Borough of Southwark

- ★ Using the Power of Reading to impact on pupils in specialist provision
- ★ Understanding the need for a range of quality and diverse texts at the heart of the curriculum
- ★ Impact of the texts and creative approaches on learners with SEN and how to differentiate teaching and learning effectively
- ★ Understanding the importance of visual texts with readers of all ages
- ★ CLPE Associate School

We initially trialled the Power of Reading as we wanted to use high quality and diverse texts that were age appropriate to our secondary students, whilst also providing text that was appropriate to their reading levels and abilities.

Staff attended the training annually and the English subject leader used the texts and teaching plans to plan the schemes of learning for Key Stages 3, 4 and 5. Students were engaged with the books, which provided opportunities for exploration of both pictures and text.

The high-quality book selections were central to our curriculum development. We used books from across the text suggestions on offer and adapted the plans to support the levels and abilities of our students.

When opening our primary school, we knew of the successes we already had and continued to use the

texts, plans and approaches when planning our primary curriculum.

The Power of Reading training has supported us with developing our school and class libraries; we have used the book lists to acquire high-quality and diverse books that reflect our school community. Students and staff are able to relate to books at a deeper level due to this high level of quality and consideration around book choices. It has also provided our staff with the confidence to explore a book with a focus that is focused further than just the words alone.

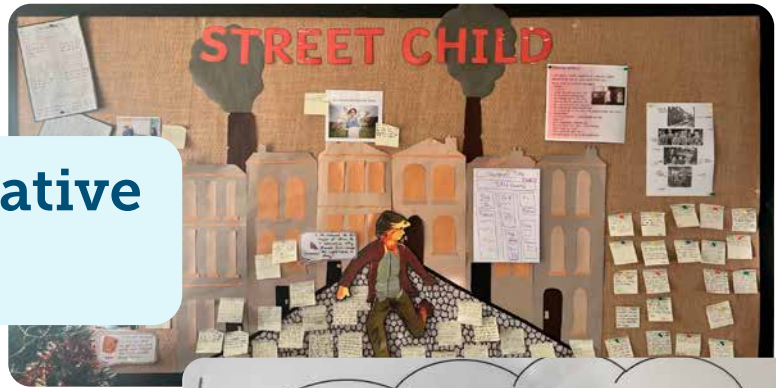
Due to the varying levels of our student abilities and needs, we differentiate every aspect of learning to an individualised level. When looking at a book, we ultimately think how we can support every student to access it in a way that is meaningful to them. The training and planning has given staff the confidence to explore pictures, text, drama and sensory elements of stories; this has supported our students to love books and to engage with them in a way that is functional to them.

My first thought when attending training at CLPE was WOW! The building is so inspirational even before the training begins; this inspired me, and other staff, to go back to our school and order books that we have seen and loved in the library. Additionally, seeing the passion of the staff at CLPE and feeling and experiencing their enthusiasm for books and reading during the training is very inspirational. It has been wonderful to present how we differentiate the POR in our SEN schools to mainstream teachers and to support them with differentiating the schemes for their schools to ensure that every student can access the book.

Beth Brough, Assistant Head (Primary)

CASE STUDY

Kirkby Collaborative of Schools



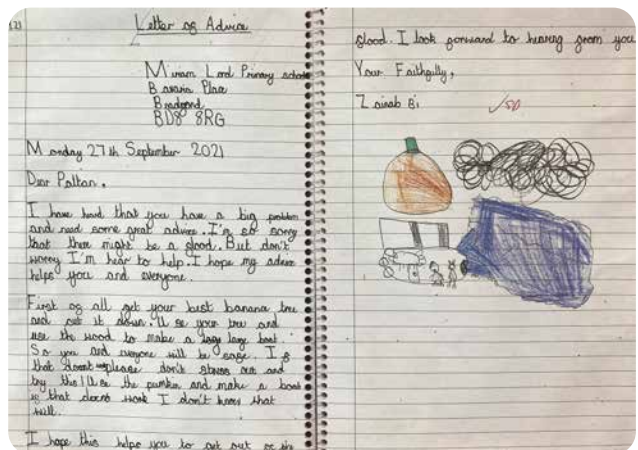
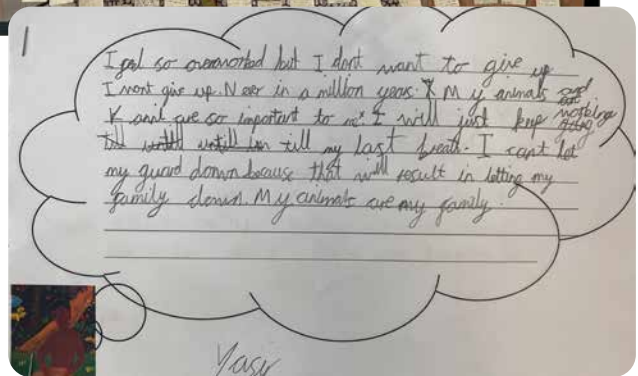
- ★ Using the Power of Reading to improve teaching and learning across a collaborative of schools in a targeted area
- ★ Creating a reading for pleasure ethos across a network
- ★ Embedding training and approaches over time to grow impact

The Kirkby Collaborative of Schools is the family of twelve primary and two secondary schools based in the town of Kirkby, Knowsley, Merseyside. The town contains some of the most deprived wards in the country.

In 2017 the Collaborative were looking for a resource to support the development of both reading and writing. A Headteacher within the group was already working successfully with CLPE and Power of Reading, having identified how the programme could improve consistency, attainment and engagement across their school. Following discussions, we commissioned a Power of Reading project for all 14 schools, enabling the approach to work across key stages and to improve transition from primary to secondary provision.

The initial cohort of delegates began a transformative journey in the approach to using high-quality texts to support reading and writing across the Collaborative. This was supported by the training delivered by CLPE, and the provision of bags of books, which not only supported immediate change for children's learning, but also in the reading habits and attitudes of the delegates. One of the most powerful aspects of the programme was the way in which it challenged delegates to think about their own approach to both reading and writing.

Through an annual programme of delivery over the past 5 years, the process has supported the training of most teachers within the twelve primary schools and key members of staff in the secondary schools. This has promoted a consistent approach across all key stages – and exposure to high quality texts to incorporate into the curriculum. Each individual school has been on its own Power of Reading journey, all our schools have improved their reading environments and



reading resources, promoting the use of high-quality texts within imaginative reading areas.

CLPE have been an excellent organisation to work with, both in terms of organisation and delivery. The CLPE staff leading the training have always been of a high quality, bringing an enthusiasm and a comprehensive understanding of reading, literature and writing to the sessions.

Reading and writing has improved across the Collaborative. Some schools have become CLPE Associate schools. In addition, staff from our schools have been empowered to become deliverers of subsequent training. Ofsted reports throughout the Collaborative have referenced the standards of teaching and learning in relation to reading and writing that have come as a result of the schools' involvement.

Steve Dixon, Kirkby Schools Collaborative Development Manager

CASE STUDY

Bangkok Patana School



- ★ Using the Power of Reading in an International School
- ★ The benefits of attending the online training programme
- ★ Engaging children in a lifelong love of literature
- ★ Impact on reading for pleasure

Working in an international school, it can sometimes be tricky to stay abreast of new developments coming out of the UK. However, new teachers starting each year bring with them expertise from their previous setting. It was through this avenue several years ago that we came to hear about CLPE and the Power of Reading approach.

A silver lining of the Covid-19 pandemic was the move to online learning, which suddenly opened up courses that had previously been unavailable to us in South-East Asia and it is this that allowed teachers to undergo training around the PoR approach, as well as taking part in a number of CLPE stand-alone webinars.

At this point, should you walk into any classroom in the Primary School, you are likely to see evidence of the latest book the children are focusing on. We are hugely lucky to have access to amazing resources and large spaces, and most year groups will have some sort of interactive display/area linked to that text set up. For example, you may see the Endurance ship brought to life from William Grill's *Shackleton's Journey*, or a boat, complete with sails and a mast for *A Boy and a Bear in a Boat* by Dave Shelton.

The PoR units have brought stories to life and apart from improving children's reading and writing skills, they have created lasting memories for the children and developed



a life-long love of reading for so many. I still have Year 10 students who come and reminisce about the time when we eagerly read through Francesca Sanna's *The Journey*, looking at the plight of refugee migration, desperate to know what happened next.

Online training has provided many teachers with the expertise to plan and resource a unit and have the confidence to lead it out across their year group. The previous option would have been to fly to the UK to attend the in-house courses, which financially and timewise, just wasn't a viable option. Alongside the content knowledge, the training has also broadened teachers' knowledge of quality children's texts covering all genres and introduced them to many new authors. Whilst we are exceptionally lucky to have a very well-stocked library (including a wide range of books in other languages), every class library now has a well-considered range of books, often curated by the children, that are updated and refreshed regularly.

Independent reading is sacrosanct in all classrooms, as well as regular times where adults read and share quality texts with children. You will often hear children squealing with excitement when a new book is unveiled to them, and it is wonderful to see their faces light up in anticipation at the adventure that is about to begin.

Carly Peart, Leader of Learning and Curriculum (Year 3)



Transform Literacy in your school with the **Power of Reading**

★ **Book on Power of Reading training**

This training is underpinned by extensive research and is designed and delivered by our highly experienced team of teachers who bring their professional knowledge and teaching experience to the training sessions. The training, book recommendations and associated teaching plans enable your school to develop an English Curriculum which raises engagement and attainment in reading and writing as well as meeting all requirements of the National Curriculum.

Our Power of Reading in the Early Years training has been developed from the success of the Power of Reading training to address the unique teaching and learning requirements of the Early Years Foundation Stage and offers in depth training in areas including talk and story, rhyme and song and outdoor texts.

Face-to-face sessions are delivered over 4 full days across an academic year.

Online sessions are delivered over 8, interactive 2 hour webinars across an academic year.



SCAN TO BOOK TRAINING

★ **Purchase a CLPE School Membership**

CLPE School Membership gives you all the resources you need to build an English curriculum with quality children's literature at its heart.

All the teachers in your school will have access to a wide range of detailed teaching plans from our proven Power of Reading programme and a range of other award-winning resources.



SCAN TO PURCHASE CLPE MEMBERSHIP

Enquire about bringing the Power of Reading to a group of schools in your area

Our Power of Reading and Power of Reading in the Early Years programmes have been delivered in regions across the country in partnership with a range of providers, both face-to-face and online.



SCAN TO MAKE AN ENQUIRY

Contact one of our Associate Schools

Our Associate Schools are always happy to talk to other schools about the implementation and impact the Power of Reading has made in their school.



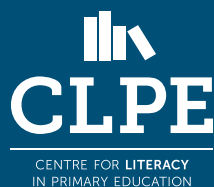
SCAN TO CONTACT AN ASSOCIATE SCHOOL

“Whenever I visit schools involved with the Power of Reading, I meet kids whose lives have been changed by it. Kids who thought reading was for other people, but got it with the Power of Reading and now can't stop. If you don't already do it, sign up now!

S.F. SAID, AWARD-WINNING AUTHOR

“All staff involved in the training throughout the past year have reported an increase in their children's engagement in reading and writing. Teachers now have a greater understanding of how to use quality texts to spark the children's interest - writing has been more empathetic and focused as a result of their engagement with the texts chosen. All teachers have talked enthusiastically about the PoR resources and their confidence in using them to enhance their English teaching.

TANYA KIRTON, HEAD OF SCHOOL (MILL LANE SITE), HORSFORD PRIMARY SCHOOL, NORFOLK



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