



## NOW TAKING EXPRESSIONS OF INTEREST FOR 2025/26 CPD COURSES

# READING FOR PLEASURE: TRANSFORMING YOUR SCHOOL'S READING CULTURE (TSRC)

### 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. **Those who commit will be expected to attend all 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



<b>Session 1</b>	Reading for Pleasure: a whole school culture
<b>Session 2</b>	Creating whole school change
<b>Session 3</b>	Creating a reading school: structural changes
<b>Session 4</b>	Creating a reading school: behavioural changes
<b>Session 5</b>	Celebrating impact and sustaining change

£ All places  
are fully  
funded

📍 Times and  
locations to  
be  
confirmed

# 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. **Those who commit will be expected to attend all sessions.***

### **The programme aims to:**

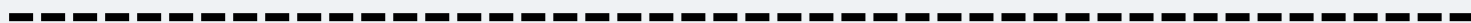
- *Develop an understanding of a working model of language through which to observe children's language development through the primary years, and beyond*
- *Develop an understanding of the stages of 'typical' language development concentrating on the expected milestones that occur during primary years (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*



<b>Session 1</b>	What is language and how does it develop
<b>Session 2</b>	Supporting talk in schools
<b>Session 3</b>	Teaching words and making them stick
<b>Session 4</b>	Identifying and supporting SLCN
<b>Session 5</b>	Making change: sustaining change
<b>Session 6</b>	Sharing the school improvement journey

£ All places are fully funded

📍 Times and locations to be confirmed



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

Evidence-based leadership CPD for mainstream leaders, teachers and SENDCos

***The core aims of the Reading Ambition for All programme are:***

- *to improve outcomes for children who need additional support with 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 including:*
  - *breaking down learning and assessment into smaller steps and teaching at a slower pace where needed*
  - *using adapted materials and materials that limit distraction*
  - *using strategies such as pre-tutoring, repeated practice and overlearning*



<b>Session 1</b>	The guiding principle of teaching SEND in mainstream schools
<b>Session 2</b>	Understanding children's needs; ensuring access to learning
<b>Session 3</b>	Adaptive teaching and appropriate adaptations to use in class
<b>Session 4</b>	Leading reading: High expectations for every child; using assessment to create specific and effective support using your SSP programme
<b>Session 5</b>	Celebrating impact and sustaining change

£ All places  
are fully  
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📍 Times and  
locations to  
be  
confirmed

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There are limited spaces, so we kindly ask you to complete our short expression of interest form. Due to the limited spaces, please select no more than 2 courses per school.



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