



**2019  
WINNER**  
of the  
**Eleanor Farjeon  
Award**



**CLPE**

---

**FIVE YEAR IMPACT REPORT**

**2014 – 2019**

---

The Centre for Literacy in Primary Education is a charity working to improve literacy in primary schools. Our work raises the achievement of children by helping schools to teach literacy creatively and effectively, putting quality children's literature at the heart of all learning.



# CLPE

## Key facts

Our work is **improving literacy learning** for around **5 million children**

Children on our **Power of Reading project** make **6 months additional progress** when compared to their peers

We work in **all 9 regions** in **England**

We work directly with **2966 teachers** and **2559 schools**

We have **381,544 users** of our **online resources**

**99% of teachers** on our programmes rated these as **effective**

**100% of teachers** on our programmes would **recommend** these to others

In the last **5 years**, we have given a total of **68,557 books** to **schools and teachers**

Our **poetry award** engages **150 schools** and **5000 children** in print and live poetry

Our **research and development expertise** is consistently highlighted in **mainstream and education media**

CLPE won the **2019 Eleanor Farjeon Award** for **outstanding contribution to Children's Literature**

## CLPE History

### 1970s

CLPE opens as a teacher development centre offering in service training and research programmes.

Knowledge and evidence are shared in the *Language Matters* publications

### 1980s

CLPE develops and publishes the *Primary Language Record* to improve teacher subject knowledge in Literacy development

### 1990s

CLPE shares the importance of children's literature on reading development through *The Core Book*, *The Core Book List*, *Boys and Reading*, *Book Based Games*, *A Year with Poetry* and *Whole to Part Phonics*

### 2000s

*The Reader in the Writer* looks at the impact of quality literature on children's writing. The focus on writing also results in the publication of *Boys and Writing*, *Boys on the Margin* and *Understanding Spelling*

### 2003

CLPE takes over the only award for published children's poetry from Signal.

In 2015, the award was renamed **CLiPPA** (Centre for Literacy in Primary Poetry Award) and a school shadowing scheme was launched.



## CLPE: Experts in Primary Literacy

The **Centre for Literacy in Primary Education (CLPE)** is an independent UK charity dedicated to raising the literacy achievement of children by putting quality literature at the heart of all learning. Established in 1972, our knowledge and expertise is rooted in a rich history and we continue to lead current thinking and practice in the teaching of literacy in primary schools. We provide a wide range of professional literacy training at our Centre in London and across the country.

### Our work

We are a **Centre of Excellence** for Continuing Professional Development for teachers in **Primary Literacy**

We have expertise in our knowledge of **quality children's literature** and how it can be used to **engage and inspire** young readers and writers

We are the **National Poetry Centre** for schools

We provide **quality teaching resources** for schools, teachers and others who work with children's books

We conduct ongoing **research and development** into what best supports **children's literacy development**

We have a dedicated development centre, which includes our **Literacy Library**, home to **23,000 children's books** and a reference collection of educational texts to support teacher subject knowledge



### Our Team

The CLPE team is made up of teachers, librarians, communicators, project managers and administrators from a range of backgrounds working together to deliver our programmes and share our resources nationally. All our teaching team have very recent classroom and leadership experience. This supports their research, writing and the development of all our courses and materials.

**2005-13**

Knowledge of what works in the teaching of reading and writing results in the development of the **Power of Reading** programme and website resources. Texts and approaches from the project are more widely shared in the *Book Power* publications

**2013**

CLPE is unveiled as The National Poetry Centre for Schools and the free to access **Poetryline** website is opened to share research and practice

**2013-14**

The **Core Book List** moves to a free to access online platform **Corebooks** and the **Power of Reading** website resources opens to members beyond the training programme, expanding the reach of its work

**2016**

CLPE launches the **Reading and Writing Scales** to support teacher's knowledge of development and progression in a new age of curriculum and assessment in partnership with major subject associations

**2013-18**

CLPE extends knowledge around the impact of quality literature on readers and writers through new research programmes, the **Power of Pictures**, the **Power of Poetry** and **Reflecting Realities**.

# Introduction

## Reflections of the last 5 years



**Nicky Parker**  
Chair of Trustees

The last five years have been a time of enormous growth for us. In 2013 we worked with Pilotlight to develop our ambitious 2014-19 business plan, which set out to reach more teachers and more schools in more places than ever before – and we have certainly achieved that.

We wanted to refurbish our building and we succeeded in opening our beautiful new Literacy Library in November 2018. Since then we have had more people pass through the door of our building than ever before. And we've ended 2019 by being able to share our wonderful space with two other charities, Drivers Youth Trust and First Story.

Our team at CLPE has achieved all this in a very difficult and uncertain economic and policy climate. The underfunding of our schools and public services is well documented and we have had to negotiate tricky financial times. Yet we have still managed to reach more teachers in more places and develop more

resources. In addition we have continued to develop new research that advances literacy pedagogy and practice.

Our new strategic plan is the result of close collaboration between the staff and trustee team. We look forward to the next stage of development where we will deepen our learning and our offer to all those who work with children. We will support more teachers to develop good practice, enabling more children to flourish as lifelong readers, writers and learners.



**Louise Johns-Shepherd**  
Chief Executive

We are extremely proud of all we have achieved at CLPE over the last five years. Our research, our resources and our training are all having an enormous impact on the teaching of literacy in schools across our country and beyond. We are also in the unique position of working in partnership with every part of the literacy landscape, from authors, illustrators, poets and

publishers to other literacy charities, researchers and universities.

Our work is widely used and referenced within and across sectors and our research, resources and training influence practice and change cultures. In 2014 we said we wanted to double the number of schools we worked with and to increase the number of teachers who benefited from our work and we've achieved this. We are proud that more children than ever before are in lessons where our resources and planning are used. But our work is about so much more than numbers, our real pride comes from the fact that we know that those children in those lessons are benefiting from sound pedagogical practice which is evidenced based and carefully researched.

Whilst we've been increasing our reach, we have also ensured that we've developed our evaluation practices. We know that our research, our training and our resources have an impact on children in classrooms because we are constantly and consistently checking, reviewing and researching that impact. In this impact report we wanted to share some of the evidence we have collected and to highlight the way in which our partnerships, our rigorous approaches and our proven commitment to quality have helped us to support the improved literacy learning of so many children.



“ I would recommend CLPE training to anyone. Their units of work are fantastic. Truly made with love and knowledge.

Simon Smith  
Headteacher, East Whitby Academy



A Centre of  
Excellence



# A Centre of Excellence for teacher professional development

- Providing teachers with excellent subject knowledge and innovative approaches to teaching and learning
- Raising the engagement and attainment of children in classrooms
- Improving life chances through higher levels of literacy

**2966 staff**

attended training at our **centre of excellence**

**100% of people**

attending our **courses** would recommend it to someone else



**We ran 37 courses**

covering subjects from **spelling** and **supporting more able learners** to **poetry** and **bookmaking**

**100% of people**

attending our **long courses** would **recommend** it to someone else

**100% of people**

attending our **long courses** rated the training as **effective**

**100% of people**

attending our **day courses** would **recommend** it to someone else



**99% of people**

attending our **day courses** rated their course as **effective**

The CLPE was founded in the 1970s with a specific aim to provide 'a new approach to in-service education' and began offering long courses to primary teachers, enabling them to examine their own classroom practice in the light of research in language and literacy.

Nearly fifty years on we still believe that the best teachers are learners, and that professional development means reflective, career-long learning that is built up over time. This belief remains key to all that we do at the CLPE and there is a secure and growing evidence base that this is the most effective form of transforming practice in schools.

Our research and development has always been groundbreaking and highly regarded. The **Primary Language Record** led practice in assessment in the 1980s and in 2016 we built on this work with the launch of our **Reading and Writing Scales**, developed in association with 5 major subject associations; **the UKLA, NATE, NAAE** and **the EMC**. These scales describe the journeys that children make in order to become literate and will help teachers to understand the progress children are making. They will help teachers to assess reading and writing progress and give a common language for reflecting on their own practice. The Reading and Writing Scales underpin all our current training and development programmes at CLPE.



We support schools and teachers to develop current education policy with integrity according to what we know works in developing lifelong readers and writers. Our current programme of long and short courses continues to build on, develop and extend CLPE's rich legacy of programmes and publications, in line with developments in the national landscape.

We have specially developed phonics, language and grammar and spelling courses to enable teachers to develop their expertise in key areas of the curriculum. Our long courses, such as Developing the Role of the English Subject Leader, support school leaders to recognise, develop and embed effective practice throughout their school, raising the engagement and attainment of pupils of all ages.

“using the CLPE Reading and Writing scales allows me to step back and consider the holistic development of the children in my class as readers and writers.”

*Year 3 Primary School Teacher*

## Our five year impact

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Teachers on all our programmes	991	2,282	2,883	2,646	2,918	2,966
Schools we work with	631	1,457	1,376	1,725	1,729	2,559
UK Regions we have worked in	5	5	6	6	9	9
Users of our online resources	No figures	100,502	145,409	211,526	383,985	381,544

### LOOKING TO THE FUTURE

In **2019-20**, we are focussing our programme on targeted knowledge for specific year groups, developing knowledge about the curriculum and are introducing a research and development focus on the teaching of reading, including action-based research in partnership with our Associate Schools.



## Case Studies

### THE IMPACT ON TEACHERS AND CHILDREN OF:

## CLPE's Professional Development Programme

**Anna Beresford**, Deputy Headteacher, Whitehill Junior School

You only need to consider how many teachers come back to CLPE to get a flavour of how well regarded they are. A number of colleagues that I've chatted to said that their school spent its entire CPD budget with CLPE, because it was the only external training that was worthwhile. Even in these times of strained circumstances, we can't afford not to have places like CLPE and the beacon of hope and excellence that their training offers.

The starting point is always asking and answering those fundamental questions about what we want pupils to learn, what's the best way of achieving this and how we know. They have the courage to stick with these questions and the conviction that comes from knowing



that they base their work on evidence and have evidence that it works. 'Integrity' is a word I've heard there a lot and they are rightly proud of modelling ways of meeting statutory requirements with integrity.

### THE IMPACT ON TEACHERS AND CHILDREN OF:

## CLPE's Professional Development Programme

**Amy McCardie**, SLE, Hangleton Primary School

From day one, I was spellbound by the course. Each time I left brimming with ideas, questions I wanted to explore and ideas I wanted to practise in my school. The first session focussed on putting us in the position of the children, forcing us to question what the process of writing entailed, and just how hard putting it all together could be. I felt liberated knowing that these professionals supported my concerns about the way we were attempting to teach English.

As a writing lead, the course has offered me a plethora of key areas to investigate and explore in our school. I have led CPD on personal experience and choices in writing. In addition to this, I have worked alongside Year Group Leaders to model how to use core texts as the vehicle for spelling investigations and grammar focus. Staff across the school come to me to ask questions and look for solutions to key issues in their classes, and I feel confident and passionate in this role.



Our children now have choice at the heart of their writing curriculum. More importantly, the children have regular opportunities to 'free write.'

Finally, the course has empowered me to become accredited as an SLE (Specialist Leader in Education). This has meant that I now can support schools across our local area (and the whole of the UK) in their development of English teaching and leadership.





“ The Power of Reading ”  
 has increased the  
 children's engagement  
 in reading and reignited  
 my own passion for  
 teaching English. Children  
 have said "This is the  
 best English ever!"

Emma Potts  
 Spalding Parish C of E Day School



## Power of Reading

A whole school  
 English curriculum



# The Power of Reading

- Supporting schools to build a curriculum based on high quality children's literature
- Developing creative approaches to the teaching of reading and writing
- Engaging children in a love of reading, inspiring children as writers

In the last five years, we have **worked in** over **4000 schools** to raise **achievement in reading**

During this time, we have **worked with** **3407 teachers** in **21 locations** nationally

**1671 schools** subscribe to our **website materials** and **resources**

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**.

In 2001 the CLPE published *The Reader in the Writer*, a ground-breaking and highly regarded text which explored not only the impact high quality literature could have on children's engagement and attainment as readers, but also the link between exposure to such texts and children's writing development. So significant was the impact that, in 2005, CLPE designed and piloted a new long course, **The Power of Reading**, to disseminate the knowledge about the kinds of texts and creative teaching approaches that were most effective in developing children as readers and writers.

Teachers on the Power of Reading attend focussed training days and receive a pack of high quality books. Their whole school has access to a website of resources where they can find teaching plans, information about pedagogical approaches and examples of practice.

In 2014 we opened the Power of Reading website resources to schools outside of the training programme, on a membership basis. This enables a greater range of schools to access recommendations for quality texts and planning which supports schools to teach the National Curriculum.

The numbers of schools and teachers on the programme continues to grow year on year as does the impact on teachers and children whose schools have participated in the training.

## Our wider impact

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

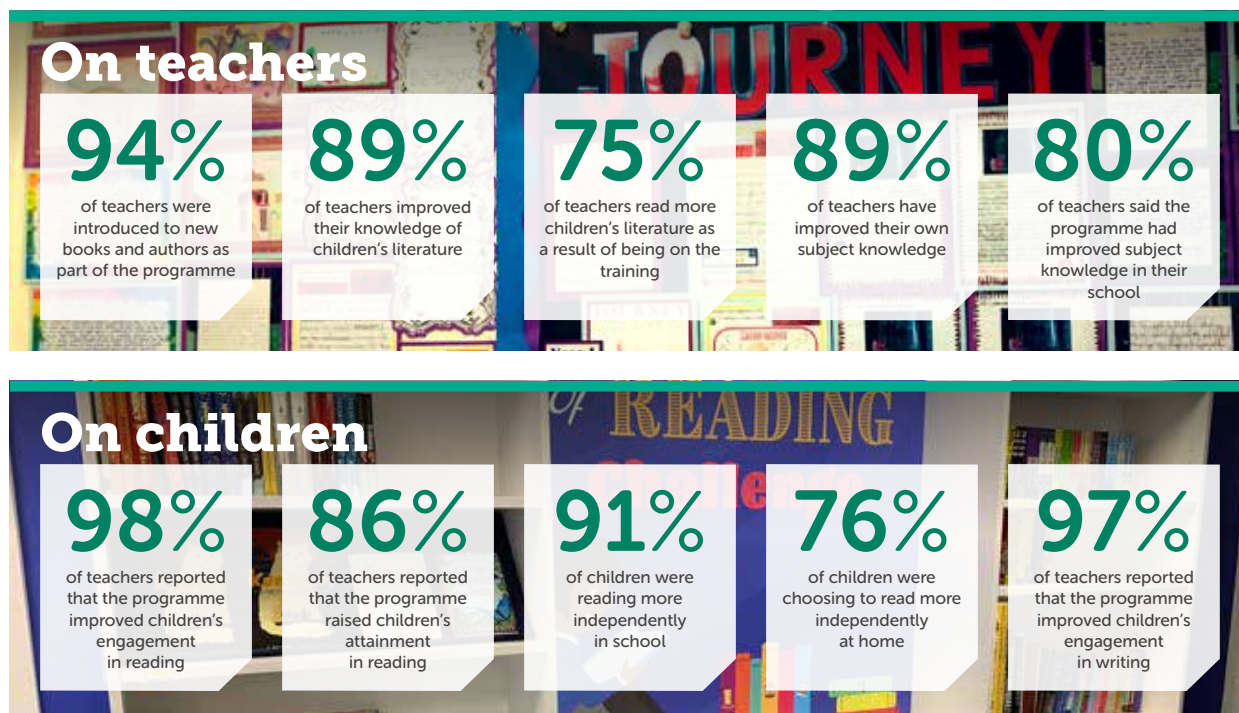
4

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 impact of the Power of Reading training programme in 2018/19:



“ Reading is at the centre of the school's curriculum. Across the school, teachers share a wide range of books and novels with their classes. Pupils develop as enthusiastic readers. Staff receive regular training and are experts in teaching reading. From low starting points, pupils develop as confident and fluent readers, including pupils with SEND

Ofsted Report: Northwood Community Primary – A Power of Reading Associate School

## Our five year impact

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Teachers on power of reading training	458	500	542	613	664	630
Number of training projects (Nationwide)	12	15	13	18	20	21
Schools with a power of reading website membership	580	915	1,000	1,109	1,218	1,671
Number of books and teaching sequences available to members	118	134	148	180	195	218

### LOOKING TO THE FUTURE

In **2019/20**, we will unveil our 17 Power of Reading Associate Schools nationwide who demonstrate a whole school commitment to delivering their English Curriculum through our Power of Reading training and resources.



## Case Studies

### THE IMPACT ON TEACHERS AND CHILDREN OF:

## The Power of Reading training programme

**Lisa Green**, English Subject Leader, Northwood Community Primary School, Kirkby

Northwood started the Power of Reading [PoR] journey back in 2014. Our school is in a highly deprived area of Knowsley and we felt that the PoR was key to improve consistency, attainment and engagement across our school by exposing pupils to high quality texts.

Our whole curriculum is based around the Power of Reading high-quality texts. These texts have exposed our children to a variety of topics to improve their knowledge of the world around them, and challenge issues they face in day-to-day life.

We invested heavily in CLPE's high-quality CPD for all teaching staff, and continue to do so each year. As a result, we feel that children's subject knowledge has increased, as each year they are receiving a more consistent pedagogy, with staff using the same, effective teaching approaches across our school.

This is also evident in our KS2 progress which is now significantly above the national average in reading and in



line with national average for writing. This is an incredible achievement when compared to our entry data, where approximately 60% of children enter Northwood Community Primary below age related expectations.

### THE IMPACT ON TEACHERS AND CHILDREN OF:

## The Power of Reading website resource

**Joanna Shobbrook**, Year 5/6 Teacher, St Michael's Primary School

This is my first year using CLPE planning and I have to say that I feel that my English teaching has greatly improved. I am more enthusiastic in my teaching, my pupils have become more engaged, and there is far more speaking, listening, vocabulary, drama, role-play, art and writing woven throughout my teaching. The lesson plans are detailed, and enable effective teaching to take place. Our pupils have all benefited from the experience. For anyone interested in progress, the approach has been successful in raising the attainment levels in my class. All children have already met or exceeded their writing targets already and are actively enjoying English lessons.

The planning has saved me hours of my own time and I am able to focus on creating memorable and engaging English lessons for my pupils. The plans have allowed for writing opportunities which even my most reluctant writers have enjoyed. The Power of Reading has created so many opportunities to enable pupils to write without it feeling



like a chore. Like every other lesson plan, I make sure I adapt them to make teaching relevant for my whole class, but the CLPE plans and resources are robust, and allow room for interpretation and application, and I have not had to edit huge parts of them.



“ Thank you so much to the CLPE library, Ann Lazim and the team for a great visit today. Our reading ambassadors (from all year groups) loved engaging with high quality children's texts. One boy said 'it's like being in book heaven'.

Ally Sprakes  
Assistant Headteacher,  
The Belham Primary



## Corebooks

The CLPE  
Literacy Library



# The CLPE Literacy Library

## Expanding knowledge of quality children's literature

- Highlighting the importance of reading for pleasure in increasing literacy and developing social mobility
- Supporting schools to bring the best children's literature to schools and classrooms at a time where libraries are closing, and educational budgets for schools have been cut
- Sharing how texts can be used effectively to support children's reading and writing in the classroom and encourage them to read more independently

In the last five years, we've **increased** the number of people registered to our **Corebooks** site from **13,319** to **32,089** – providing **recommendations for texts** to more teachers, parents and children than ever before

In the last five years, we've **given away** a total of **68,557 books** to **teachers** and **schools** as part of our programmes

In 2018/19 we organised **90 opportunities** for **authors, illustrators** and **poets** to work with teachers

We **raised £12500** to fund our **Literacy Library** which houses over **23,000 books** that teachers, children and our charity partners can browse for their **own recommendations** and to **create their own collections**

**At the heart of a child's journey into becoming a reader are the books that entice and engage them in wanting to read for pleasure. This is why our Literacy Library is at the heart of our London Centre.**

Opening its doors in November 2018, the Literacy Library has established the CLPE as a leading site for literacy training and events, and a space for educators to come together to learn about the best children's books in the UK. We run both an Open University Reading for Pleasure group and a Cheltenham Festivals Reading Teachers = Reading Pupils book group in the library space.

The library is curated and managed by our expert children's librarian and is a place where the Teaching

Team, our educational partners and our schools can browse and choose from around 23,000 books for use in the classroom and to recommend for readers of all ages.

Those not able to visit the library in person can still gain knowledge of the best quality texts to support readers of all ages and stages through Corebooks online, a list of carefully chosen texts for teachers to use when developing collections for their classrooms and schools as part of their reading and literacy programmes. The list is curated by our knowledgeable and skilled librarian, with support from the expert teaching team at CLPE and is highly regarded and widely used by schools and teachers, librarians, higher education providers and students, booksellers, parents and our other literacy partners.

The texts on Corebooks sit at the heart of all our professional development programmes, including the books selected for inclusion in the **Power of Reading** programme, and resources developed around the texts support teachers and others that work with children's literature to develop children as readers and writers in creative ways. Our programmes also aim to bring the expertise of authors and illustrators to our participants, who regularly present at events and team teach courses in partnership with our team.



## Our wider impact

In a landscape where many schools are without a dedicated librarian, we aim to use our knowledge and expertise in choosing and using children's literature to:

1 Provide recommendations from a dedicated children's librarian, through the Book of the week and over **40 booklists** that are free to access on our website

2 Provide school shadowing resources for prestigious awards, such as the **CILIP Carnegie and Kate Greenaway Medals, The Branford Boase Award, The Klaus Flugge Award and Oscar's Book Prize**

3 Support publishers, including **Bloomsbury, Andersen Press and Puffin**, in providing resources to share how texts can be used in schools and classrooms to encourage reading for pleasure

4 Develop resources to support schools in engaging with core events in the literacy calendar

“Whenever I visit schools that work with CLPE, I see the most amazing thing: Kids who never liked reading before suddenly get it & now can't stop! Their work is LIFECHANGING & I'm honoured to be one of their patrons!”

S.F. Said, Author and CLPE Patron

## Our five year impact

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Users registered to access Corebooks online resource	Figures not available	Figures not available	13,319	19,238	25,411	32,089
Books given away to schools as part of our programmes	9,160	11,500	12,213	13,622	15,470	15,752

### LOOKING TO THE FUTURE

In 2019/20 we are showcasing the Literacy Library, our links with authors and illustrators and our research into children's literature through a series of events titled **The Literacy Library Presents**, bringing children's authors and illustrators to our various audiences of teachers, leaders, librarians and partners. We are also launching a new CLPE publication, **The Power of a Rich Reading Classroom**.



## Case Studies

### THE IMPACT ON TEACHERS AND CHILDREN OF:

## Choosing and Using Quality Children's Literature

**Sadie Phillips**, English Subject Leader, Canary Wharf College

Across the duration of the English Subject Leaders' course, we continued to develop English to include an extensive range of meaningful, engaging opportunities for children, which helped to raise standards of reading and writing across the whole school. Many new quality texts and teaching sequences were introduced into the curriculum (supported by the CLPE's excellent bank of online resources), as well as exciting trips, experiences and author visits across the entire school. In turn, this had a huge impact on improved student attitudes towards literacy by the year's end.

My eyes have also been opened to a range of new and exciting quality texts and how to utilise these in the classroom to engage and inspire even my most reluctant readers and writers, helping them to reach their full potential. I've personally enjoyed exploring the



stunning CLPE Literacy Library during each session to expand my own reading repertoire.

### THE IMPACT ON AUTHORS OF:

## Highlighting Quality Children's Literature

**Linda Sarah**

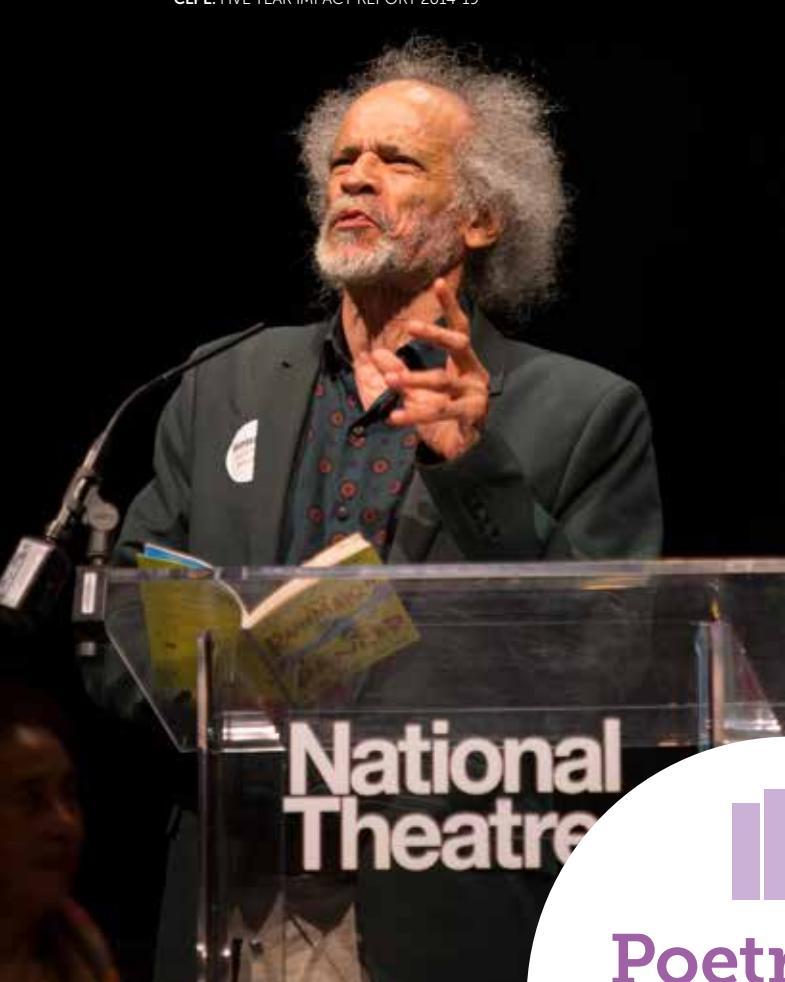
I think the resources that CLPE created around *The Secret Sky Garden* and *On Sudden Hill* are a very beautiful and magical way of taking this book, this one story – and then opening it up so it can be seen from many different perspectives, encouraging questions, thoughts, ideas, that from reading the book alone, may not have occurred.

It also, I think, superbly encourages creative writing in young people – how just a word, or a phrase, a character crying, laughing, can change the whole shape of a story instantly. In a world where young people are small and powerless, it gives them a voice to express their own treasure box of feelings and ideas for stories, pictures, music, films... an amazing pathway to wonderful new sights and sounds – and invites them to create and shape their own experiences.



I think it must be massively valuable to teachers, often with little free time, to have beautifully thought-out ideas and suggestions for exploring a book that might otherwise have been missed. The teaching sequences are fun, thought-provoking and I can imagine would lead to lively and inventive discussions.





“ The CLPE work to bring poetry to primary school children across the land. They do this with courses, with performances, with awards and with videos but none of the work makes sense if they don't have the books. The CLPE has one of the best collections of children's poetry in the country, one that I have made use of many times when putting together anthologies of children's verse.

Roger McGough  
Poet and CLPE Patron



## Poetryline

The National  
Poetry Centre for  
Primary Schools



## The National Poetry Centre for Schools

- Highlighting the vital importance of poetry on children's developing literacy through research and development programmes
- Empowering teachers in the effective teaching of poetry through our teaching sequences and video resources
- Supporting the publication and creators of poetry and enabling children to participate in poetry performance through our poetry award, the CLiPPA, and its shadowing scheme



Teachers can access  
**36 free teaching sequences** to support their teaching of **poetry**

We provide over  
**550 videos** of **poets** for schools and children to **experience poetry**

**Over 5000 children** have been involved in the **CLiPPA**, the only award for **published children's poetry** in the UK

Over the last 5 years, over  
**750 poetry books** have been **given to schools** as part of the CLiPPA



*“ The Power of Poetry course was a truly inspirational experience - it changed my approaches to teaching poetry. ”*

**Paul Harris**, Teacher, The Bethlem and Maudsley Hospital School

The research conducted and programmes and resources developed by CLPE have consistently shown that poetry is a fundamental element in the development of children's literacy. However, teachers on our programmes and research projects consistently report tensions and issues around the curriculum and poetry and in their confidence in bringing poetry to life in the classroom, fuelling our drive to continue to make access to CPD, resources and opportunities to engage with poets and poetry accessible to schools, teachers, parents and children.

Our **Literacy Library** contains both an in print and an archive collection of poetry to showcase a range of published children's poetry to all our library users.

Our **Power of Poetry** research project, funded by the **Arts Council England**, highlighted the importance of poetry as a vehicle for improving children's engagement in and enjoyment of reading and creative writing in schools. The programme was independently evaluated by the University of Greenwich as an excellent professional development programme for the teaching of poetry and has provided insights that feed into all our programmes. Each year, we continue to run a poetry day course in partnership with a poet as a feature of our course programme.

We work with a range of poetry partners, providing resources and guidance, including **National Poetry Day** and **Poetry by Heart** and are part of the **Children's Poetry Summit**.

As part of our charity's purpose to make poetry accessible to teachers and children CLPE launched a new, free to access section of our website, **Poetryline** in 2013/14. This resource holds an extensive bank of poems for children and teaching resources, videos of poet performances and interviews to support the teaching of poetry in the classroom.



The **Centre for Literacy in Primary Poetry Award (CLiPPA)** is the only award for published children's poetry in the UK. CLPE have been running the award since 2003 to recognise the work of children's poets and the role that poetry plays in children's literacy engagement.

In 2015, we opened a shadowing scheme associated with the award, providing a range of teaching materials and video resources to support teachers and children to engage with reading, writing and performing poetry. Schools can submit a video entry of a performance of a poem from one of the shortlisted collections to the shadowing scheme competition where winners are given the opportunity to perform at the CLiPPA award ceremony at the **National Theatre**, alongside the shortlisted poets.



“ We've loved using CLPE's unit of work to inform our teaching of Karl Nova's Rhythm And Poetry. It's been so good to delve into poetry I myself wouldn't know where to start teaching. Going deeper and engaging them takes well-crafted research.

Richard Charlesworth, English Subject Leader, Grove Park School. London

## Our five year impact

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Number of texts submitted for CLiPPA	18	14	13	19	32	38
Schools involved in CLiPPA	0	1	40	79	150	150
Children involved in CLiPPA	0	30	1,000	2,000	4,000	4,000
Number of teaching sequences available to teachers on Poetryline	8	13	18	23	29	35
Number of poets with videos available for schools to access	13	17	20	24	27	30

### LOOKING TO THE FUTURE

In 2019/20, we look to build on the reach of the CLiPPA with schools, work together with other major poetry organisations through our partnerships with Poetry by Heart, The Manchester Writing School and Manchester Poetry Library and investigate more widely the impact of poetry on children and young people through funded research.



## Case Studies

### THE IMPACT ON TEACHERS AND CHILDREN OF:

## CLiPPA

**Gemma Gibson**, English Lead, Sturton-Le-Steeple School, Nottinghamshire

I will never forget my delight as I opened an email at about 4:00pm on a Friday, which informed me that my class had, indeed, been chosen as one of five winning schools. Our day at the National Theatre was unforgettable: the children taking part in technical rehearsals; experiencing a performance workshop with an actress; the moment they performed wonderfully in front of an audience of over one thousand people – my Head teacher and I were beyond proud. A once in a life time opportunity for those 21 children who can now say they have performed at the National Theatre.

I would recommend the CLiPPA shadowing scheme competition to any teacher. Being part of this and the CLPE's Poetryline website has acted as invaluable CPD. Other colleagues have now adopted these approaches in their own teaching of poetry within their classrooms,



and use teaching sequences from the Poetryline website. Through CLiPPA, we have created a poetry-friendly school and raised the profile of poetry where children now listen to poems, become poem detectives and then find ways to express all they have learnt through performing.

### THE IMPACT ON A CHILDREN'S POET OF:

## CLiPPA

**Karl Nova**, 2018 Winner

Being shortlisted for and then winning the CLiPPA put me on the radar of so many people in the literary world, as well as many schools that became interested in what I had to offer. I'd been involved in doing Hip-Hop flavoured creative writing workshops in education, as well as being a recording and performance artist for a while, but the award brought a respect to what I do because my brand of poetry is a bit new and different compared with more established styles and well-known authors.

When I released my debut book I didn't know anything about the mainstream literary scene; winning the CLiPPA made me feel part of the literary community. I have met some amazing seasoned authors and people in the industry who have embraced me and given me so much advice. Lots of great opportunities for further work have opened up for me.



Being part of the CLiPPA also made me aware of the incredible resource that CLPE is and has been. A teaching sequence created out of my book by them has been such a great tool in my own work and their continued support has been such a confidence boost.



## Power of Pictures

“ There's not enough understanding of the sophistication of children's books. If we don't understand that, then we don't understand how sophisticated children are and they are amazingly sophisticated and they think very deeply and powerfully about things. And we do them a disservice if we don't see that.

Lauren Child  
Author/Illustrator and  
former Children's Laureate



## Research and Development

### REFLECTING REALITIES

“ usually most of the books in libraries have white characters which is slightly disappointing because we live in a very diverse city, but the books we read do not reflect that.

Year 6 child  
Netley Primary, London



## Our Research and Development work

# The Power of Pictures

- Exploring new ways of improving experiences of literacy for all children through our research programmes
- Developing, testing and evaluating new and innovative approaches to teaching and learning and creating new resources for schools to access
- Presented at **over 20** events locally and nationally to share the findings of our research with the wider publishing and education communities

In evaluating the success of the Power of Reading Programme, one of the elements that stood out was the transformative nature of picturebooks for readers of all ages. In 2012, we started to undertake some more in depth research in this area.

We worked with author/illustrator Ed Vere, now a CLPE patron, to put together a two day course for teachers designed to help them use picturebooks, understand an authentic writing process and develop meaningful relationships between authors and schools.

With a grant from the Arts Council England, we scaled up the project between 2014-17 to develop and evaluate the approach, working with 9 other author/illustrators, 190 schools and approximately 4750 pupils.

To enhance and open out this experience CLPE developed short films of the participating writers and illustrators, in which their creative practices are brought to life. These films form the centrepiece of the Power of Pictures section of our website, alongside a range of specially developed materials and resources which show teachers how to use picturebooks from all the featured artists throughout the primary age range to inspire their own creative writing.

In 2018/19, the project was selected by the Education Endowment Foundation (EEF) and Royal Society of the Arts, Manufactures and Commerce (RSA) as part of a Randomised Control Trial to investigate and evaluate the impact of cultural learning opportunities on children's engagement and attainment in writing.

## Our five year impact

\* EEF Control Trial – no new authors

	2013-14	2014-15	2015-16	2016-17	2017-19*
Number of author/illustrator partners with video resources on website	1	4	7	10	10
Number of teachers trained (cumulative)	10	70	130	190	242
% of teachers rating the training as effective	100%	100%	100%	100%	100%
Teaching sequences available on the Power of Pictures website	0	12	21	30	30

## LOOKING TO THE FUTURE

In 2019/20, the Power of Pictures runs as a self-sustaining project with the support of **Flying Eye Books**. The project has developed into a wider study of the impact of creativity and the ability to think critically on children's development. In line with the latest research from **The Durham Commission** and the **OECD**, we want to share why such a focus on creative approaches and critical thinking is not only beneficial for children's engagement and development as readers and writers, but also for their employability and economic growth, health and well-being and to participate actively in society and democracy.

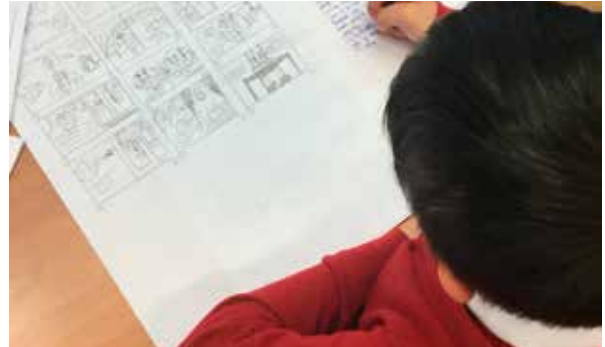


## Case Studies

### THE IMPACT ON TEACHERS AND CHILDREN OF: The Power of Pictures Project

**Vinny Dawson**, Harrow Gate Primary Academy, Stockton-on-Tees

The project provided a range of excellent teaching ideas and suggestions – each supported by detailed planning that I could deliver in school. Working alongside the immensely talented Tim Hopgood, I began my journey by gaining a thorough insight into the world of picturebooks – and how they can be used effectively in the curriculum. Using pictures to fuel our English processing helped all children engage with the learning – and the idea that “anyone can read a picture” removed barriers like reading and spelling ability.



The second stage of the project gave the children a chance to create their very own picturebook. Of course, this meant using their new learning and understanding to put together personalised, individual stories – and their creativity really came to life when they were given

the freedom to do something completely unique, allowing children of all abilities to thrive. More able writers could really flourish, and disengaged children were able to turn a new leaf, breaking through unspoken barriers that had previously confined their learning.

### THE IMPACT ON AUTHOR/ILLUSTRATORS OF: Working with CLPE

**Viviane Schwarz**

Working with CLPE has been life-changing for me. I believe it has been so for many pupils and teachers, too, but my most immediate experience was that the guidance and experience of CLPE have enabled me to interact with schools in a much more meaningful way.

A school visit that is embedded into the curriculum, expected and prepared for by the schools and then built on afterwards, is a very different experience from one that only happens on the day and is seen mainly as entertainment and non-specific encouragement of future ambition for the children.

Through my involvement with the Power of Pictures programme, I have been able to actually show teachers and pupils my own creative process, and seen them benefit from that in an informed way. They created characters, scenes and ultimately whole books. Instead



of performing, I got to advise on storytelling. The children stopped asking me why they were no good at drawing or writing (as they often did before) and started showing me the things they were making, and they were good things.

## Our Research and Development work

# Reflecting Realities

- Published our 2nd Reflecting Realities annual survey into Representation in Children's Literature
- Engaged in work with **UCL, BookTrust** and **Pop Up projects** to create a shared voice on the importance of representation across the publishing industry
- Reporting our research in the mainstream media and in educational articles and conferences to impact on more teachers and children

At CLPE we read thousands of books every year and are always reviewing our book provision and our book lists to ensure that we are introducing teachers to the best children's literature. However, we still find it difficult to find enough books to add to our collections that are truly and authentically reflections of the wide world in which we live.

We know that being a reader opens the world to children and therefore we absolutely believe in every child's right to access quality literature that honours, values and reflects the reality in which they live. But we also know that reading is a tremendously important factor in developing empathy and understanding for lives and contexts beyond your own. In fact books that offer perspectives from beyond your own life or context can be individually and collectively transformative. This is why we were so keen to develop our work around Reflecting Realities.

Reflecting Realities is the first UK study looking at diversity in children's literature. Funded by the Arts Council, our aim is to quantify and evaluate the extent

and quality of ethnic representation and diversity in children's publishing in the UK.

This process involved analysing submissions of all children's literature published in the UK in 2017 and again in 2018 that featured Black or minority ethnic (BAME) characters to determine to what extent they were represented. The first report was published in 2018 with the follow up report in September 2019.

11,011 books were published for children in 2018, of which 743 books were found to have a BAME presence. BAME pupils make up 33.1% of the school population in England.

The 2018 report celebrated a rise in the numbers of BAME characters featured from the 2017 data, but also cautioned that publishers must not compromise on quality in order to prioritise quantity of representative characters. As well as highlighting good practice examples, the report outlines areas that still need to be addressed to accurately and positively portray people from a range of ethnic backgrounds.

### Changes from 2017-2018

Number of books featuring **BAME characters\***:  
up from **4% to 7%**

Number of books featuring **BAME characters** as **main protagonists\***:  
up from **1% to 4%**



### LOOKING TO THE FUTURE

In 2019-20, we look to disseminate this work more widely, and work more closely with schools and teachers to find out more about the impact of broadening the representation and prominence of characters in children's literature through funded research.

\*33.1% of pupils of school age are of minority ethnic origins, according to DFE data



## Case Studies



### THE IMPACT ON TEACHERS AND CHILDREN OF:

## Focus on texts that reflect a wide range of realities

**Jane Kelly**, Vice-Principal at Harrow Gate Primary Academy

Some time ago, we decided as a school that we needed to overhaul our curriculum. It would be easy to frame this as a choice – but we had to; we're in one of the most deprived areas of the North East – and we quite simply were not helping our children to become tolerant and empathetic individuals who were able to recognise and shape their own identities.

The children at Harrow Gate Academy are warm, giving and appreciative learners – but their view of the world is often very narrow. Children from ethnic minorities make up only 12% of our school family – and it's fair to say that our surrounding community is culturally isolated, harbouring pockets of people who sympathise with far-right ideology; often quite vocally.

Sharing positive representations of BAME characters through quality texts has allowed our children to respond positively to unfamiliar situations and settings, think about alternative perspectives and viewpoints – as well as grapple with thought-provoking dilemmas. Our focus on mutual respect, tolerance and empathy has



evolved into a whole school journey that celebrates diversity and a broad effort to help our children to find their own place in the world – the wide world!

From EYFS to Y6, in our taught sessions, story sharing sessions, and in the books we offer in our book areas; we are mindful of the nuanced messages that we give to our children. Our teachers have become passionate gatekeepers to books that our children can access and enjoy time and time again – we are now in a better position to ensure that our children are literate, inclusive and empathetic.

### THE IMPACT ON THE PUBLISHING INDUSTRY OF:

## Focus on texts that reflect a wide range of realities

**Stephen Loting**, Chief Executive of the Publishers Association

While it is positive to see incremental progress in these new figures, publishers know that there is much more to do and that the rate of change must accelerate further. The emphasis on quality as well as volume recognised here is also important. As well as building on established initiatives, publishers are making changes to areas such as their commissioning and submissions processes. We recognise the vital nature of CLPE's work in this area and welcome continued research, discussion and action.

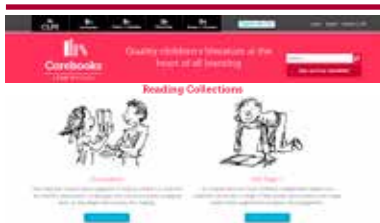
**Sarah Crown**, Director of Literature, Arts Council England

CLPE's work in investigating the diversity of characters in children's books, and highlighting the importance of the quality of that representation, continues to be critical as we consider how to support the sector in ensuring that all children are able to see themselves in the books that they read. While it's very encouraging to see an improvement in rates of representation in this year's survey, it's also important to note that at this stage, the improvement is incremental. We will continue to work with CLPE to identify what actions may be needed to increase the rate of change.

# Sharing our work more widely

We are always keen to share the research, resources and practice developed through the programmes of CLPE to as many people as possible. Our website is a key driver for this and, since its redevelopment in 2013/14 we have been able to use the site as a vehicle for making more of our work freely available on the site.

## This includes:



**Corebooks** – our online database sharing the best children’s books to develop children as readers, appropriate to their age and stage of development.



Sample teaching sequences and curriculum maps for the **Power of Reading** programme.



The **Power of Pictures** video resources, key subject knowledge guidance teaching approaches, reading lists and teaching.



The **Poetryline** video resources, poem collections, key subject knowledge guidance and teaching sequences, supporting the teaching of poetry in schools and the CLIPPA shadowing scheme.



Our **What we Know Works** guidance booklists that summarise our most recent and relevant research for wider dissemination. Topics include Reading for Pleasure, Choosing and Using Texts, Writing and Poetry.



The **Reading and Writing Scales** to support teachers subject knowledge about the development of reading and writing practice and provision that best supports children’s progress.

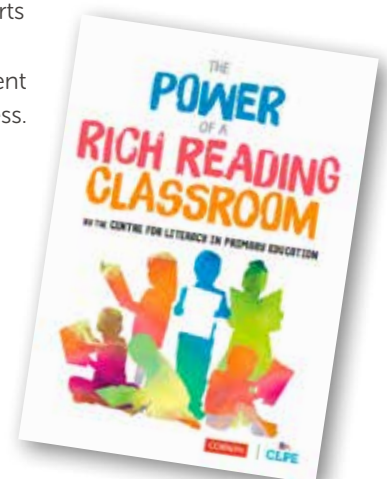
We run a conference programme each year that aims to share and disseminate learning from our key research programmes, from the national perspective and to showcase the latest thinking from the educational research community.

We are regular contributors at national events, such as the UKLA conference, Open University reading for pleasure events and

at academy trust, English hub and teaching school alliance events.

Our new publication, *The Power of a Rich Reading Classroom*, which will be released in 2020 shares our most recent findings into the importance of children’s literature at the centre of children’s reading experience and the primary English curriculum and the kinds of classroom

practice and provision that supports children’s development and progress.



## Our key priorities for the next 5 years

As a Centre of Excellence, CLPE will continue to develop:

- Our national profile; emphasising our legacy and heritage
- A knowledge base around books and literature
- Comprehensive EY-Y6 coverage, and links to the next phase of education
- Evidence based, credible, published research
- A programme that people can access from schools across England and beyond
- High quality, research based, Literacy CPD Programme which includes longer projects and short and one day opportunities
- Highly regarded teaching materials to support the use of children's literature at the heart of the English curriculum
- Free resources to support access and engagement for all in the profession

### Our Trustees

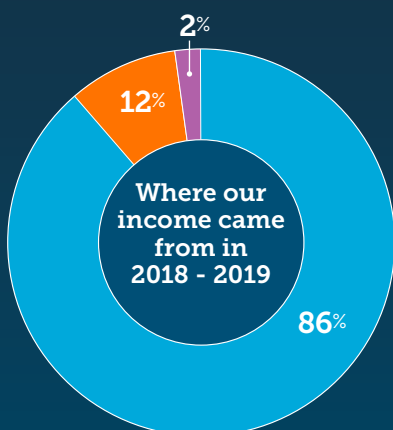
We are a charity and governed by a board of trustees. Our trustees meet four times a year as an entire board and our Finance Committee, Operations Committee and Strategy and Project Groups also meet regularly throughout the year:

Nicky Parker (Chair of Trustees), Elaine McQuade (Vice Chair of Trustees), Jackie Gillan, Catherine Rose, Maria Deady, Antonia Byatt, Beverley Greathead, Ali Mawle, Charlie Meredith, Caroline Pidgeon, Justin Shinebourne, Cecilia Weiler and Ronnie Woods

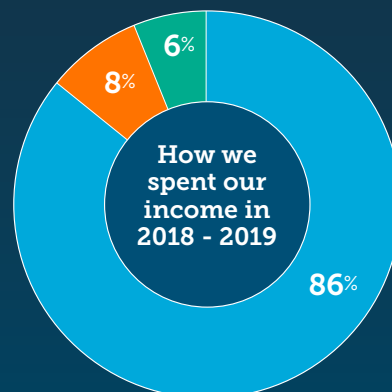
### Our Patrons

We are lucky to have a number of patrons from the world of children's literature and teaching who support and share our work:

David Almond, Quentin Blake, Professor Tina Bruce, Aidan Chambers, Joseph Coelho, David Crystal, Julia Eccleshare, Shirley Hughes, Roger McGough, Philip Pullman, Michael Rosen, Usha Sahni, S. F. Said and Ed Vere



- Sales of teacher training and resources
- Grants, awards and donations income
- Other sources



- Providing training and resources to improve the teaching of literacy
- Developing understanding of literacy teaching and pedagogy
- Operating and Governance costs

**Our work would not be possible without the support from our funders, partners and supporters over the last 5 years including:**

A Productions  
Achieving for Children  
(Kingston & Richmond)

ALCS

Amnesty UK

Africa Writes

Andersen Press

Arts Council England

ASSET Education

Beanstalk

Bejeman Poetry Prize

Bloomsbury

Blue Peter

Booksellers Association

BookTrust

Books on the Hill

Branford Boase Award

Bury Teaching School Alliance

Caboodle Books

Carnegie Greenaway

Catch Up Literacy

Chartered College of Teaching

Cheltenham Literature Festival

Children's Laureate

Children's Poetry Summit

CILIP

Cooperative Children's Book Center, School  
of Education, University of Wisconsin-Madison

David Fickling Books

Dollywood Foundation

Driver Youth Trust

Education Endowment Foundation

Empathy Lab UK

English and Media Centre

Enquire Learning Trust

Exceed Academies Trust, Bradford

Fair Education Alliance

First Story

Garfield Weston Foundation

IBBY UK

Jubilee Books

Jubilee Library, Brighton

Kings Cross Academy

Kirkby Collaborative of Schools

KirKlees LA

Klaus Flugge Prize

Learning First

Leeds Trinity University

Letterbox Library

London Book Fair

Macmillan Children's Books

Madeleine Lindley Ltd

Medway Council

Ministry of Stories

Multicultural Bookshop – Bradford

Muswell Hill Children's Bookshop

NAAE

NATE

National Poetry Day

National Theatre

National Writing Day

Newham Bookshop

News from Nowhere

Norfolk Children's Book Centre

NUT

Open University

Oscar's Book Prize

Otter-Barry Books

Oxford University Press

Penguin Random House

Peterborough Learning Partnership

Peters Books

Poet in the City

Pop Up

Positive Regard Teaching  
School Alliance

Publishers' Association

Reading Rocks

Rhyme and Reason

Roving Books.

Royal Historic Palaces

Seven Stories

Story Museum

Teach Primary

The Bookseller

The Discover Children's Story Centre

The Foyle Foundation

The National Literacy Trust

The Reader

The RSA

The Siobhan Dowd Trust

The St Olaves Foundation

Two Hoots

UKLA

Unicorn Theatre

Viscount Nelson Education Network

University of Cambridge

University of Greenwich

Walker Books

World Book Day

  
**CLPE**

[www.clpe.org.uk](http://www.clpe.org.uk)



Supported using public funding by  
**ARTS COUNCIL  
ENGLAND**

The Centre for Literacy in Primary Education is a registered charity no. 1092698  
and a company limited by guarantee no. 04385537

Images © Quentin Blake. Photo credits: Ellie Kurtz/Stevan Borthwick/ Michael Thorn.  
Report design: Ben Cotterill. Published March 2020