



CENTRE FOR LITERACY
IN PRIMARY EDUCATION

IMPACT REPORT 2021–22

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 – National Centre of Excellence for Literacy

The Centre for Literacy in Primary Education (CLPE) is a UK based charity that has been leading thinking and practice in the teaching of literacy in primary schools for 50 years.



Our work raises the achievement of children's reading and writing by helping schools to teach literacy creatively and effectively, putting quality children's books at the heart of all learning. We run professional development courses and research programmes at our literacy library in central London, deliver online training and provide a wide range of free teaching resources for primary school teachers.

We want to improve the life chances of children by ensuring that every child has access to quality experiences of literacy and that all teachers have the knowledge and resources to support children to become confident, happy and enthusiastic readers and writers, with all the benefits this brings.



Michael Rosen
Author and CLPE Patron

One of the most wonderful places in London, full of hope, thought, expectation, experience, research, inspiration, belief, follow-through, commitment.



Catherine Rose
Chair of CLPE Trustees

We are looking forward to the future of CLPE, as an Arts Council National Portfolio Organisation and as a key player in the literacy teaching landscape. We are pleased to share our impact report with you and proud of the ways in which our research, our resources and our training continue to impact on literacy teaching across the country ensuring that all children benefit from our work.



Our Teacher Training and Development Programmes

CLPE's Continuing Professional Development (CPD) and training for primary schools provides a whole school approach to literacy teaching. Designed to give teachers access to a wide range of strategies, resources and creative ideas to teach literacy effectively and improve outcomes for children.

452 teachers
attended a **face-to-face training** course

670 books
given away as part of CLPE training programmes

2130 attendees
on our **online training** programme

99% of respondents
rated our face-to-face training as **effective**


99% of respondents
would **recommend** our face-to-face training to someone else

97% of respondents
rated our online training as **effective**

97% of respondents
would **recommend** our online training to someone else

 **Joshua Freeland,**
New City Primary School

This training was full of useful, relevant information and delivered by a confident professional who has tested and tried all the strategies they recommend. On top of this, everything is research based.

 Participant on **Phonics in a Rich Reading Curriculum 2021-22**

This course was fantastic and I enjoyed every moment, I would highly recommend. It was delivered in such a captivating way and the library is beautiful and inspiring. Every talking point was meaningful and there wasn't a second wasted, it was also lovely that there were many moments to share and hear others' experiences.



CLPE's Power of Reading Training and School Membership

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.

The programme supports schools to build a curriculum for English based on high-quality children's literature, raising engagement and attainment for all children in oracy, reading and writing.

100% of respondents would recommend our **Power of Reading** training to someone else

97% of teachers have **improved** their own subject knowledge

259 teachers attended **Power of Reading** training in 2021-22

100% of teachers reported that the programme **improved** children's **engagement in reading**

89% of teachers reported that the programme **raised** children's **attainment in reading**

89% of teachers reported that the programme **improved** children's **engagement in writing**



Lucy Challand, Associate Headteacher,
Sydenham Primary School, Warwickshire

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. Speaking and listening expectations are taught explicitly through a range of approaches such as hot seating, book talk, reader's theatre etc.



CLPE's Power of Reading Training and School Membership

CLPE School Membership gives schools detailed teaching plans linked to high-quality texts 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 an effective English Curriculum. In October 2021, CLPE's School Membership was awarded the prestigious 5 star Teach Primary Award in the English category.

The CLPE School Membership is part of the Power of Reading programme, giving teachers access to Power of Reading sequences to enhance literacy teaching through these effective approaches.

1610 schools
with a **CLPE school membership**

94% of teachers
reported children **choosing to read** more independently in school

1173 books
given to schools as part of the training programme

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

325 book recommendations and teaching plans
available to members

20 CLPE Associate Schools
highlighting how to use the programme to build an effective English Curriculum



Lorraine Haugh, Year 1 Teacher, Our Lady of Muswell RC Primary School, London Borough of Haringey

I would recommend CLPE Power of Reading teaching sequences to every teacher. I have found that very young children are engaged in their learning from the start and can't wait for the next lesson.



Emily Richardson, Deputy Headteacher, Summercroft Primary

We saw an almost-instant change in love of reading and love of writing in our children from the first CLPE sequence we did.

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.



The Power of Pictures research programme

CLPE's Power of Pictures programme and resources support teachers in developing an understanding of the importance of visual literacy in developing readers, the importance of illustration as a way of developing writing and the craft of picture book creation to develop children's engagement and attainment in literacy. It was originally devised by CLPE's Charlotte Hacking and author/illustrator and CLPE Patron, Ed Vere in 2013.

In September 2021, the findings from the Education Endowment Foundation (EEF) Randomised Control Trial of The Power of Pictures programme, investigating the impact of arts-based learning on academic outcomes were published. The results revealed progress in outcomes for literacy for children who took part in the project and evidence of a link between creativity and drawing and writing.

+2 months progress
in **writing self-efficacy**

+2 months progress
in **writing creativity**

**+1 month
additional progress**
in **writing scores** for pupils
eligible for Free School
Meals (FSM)

**101 schools and
2674 pupils**
were involved in the trial

+1 month progress
in **writing scores**



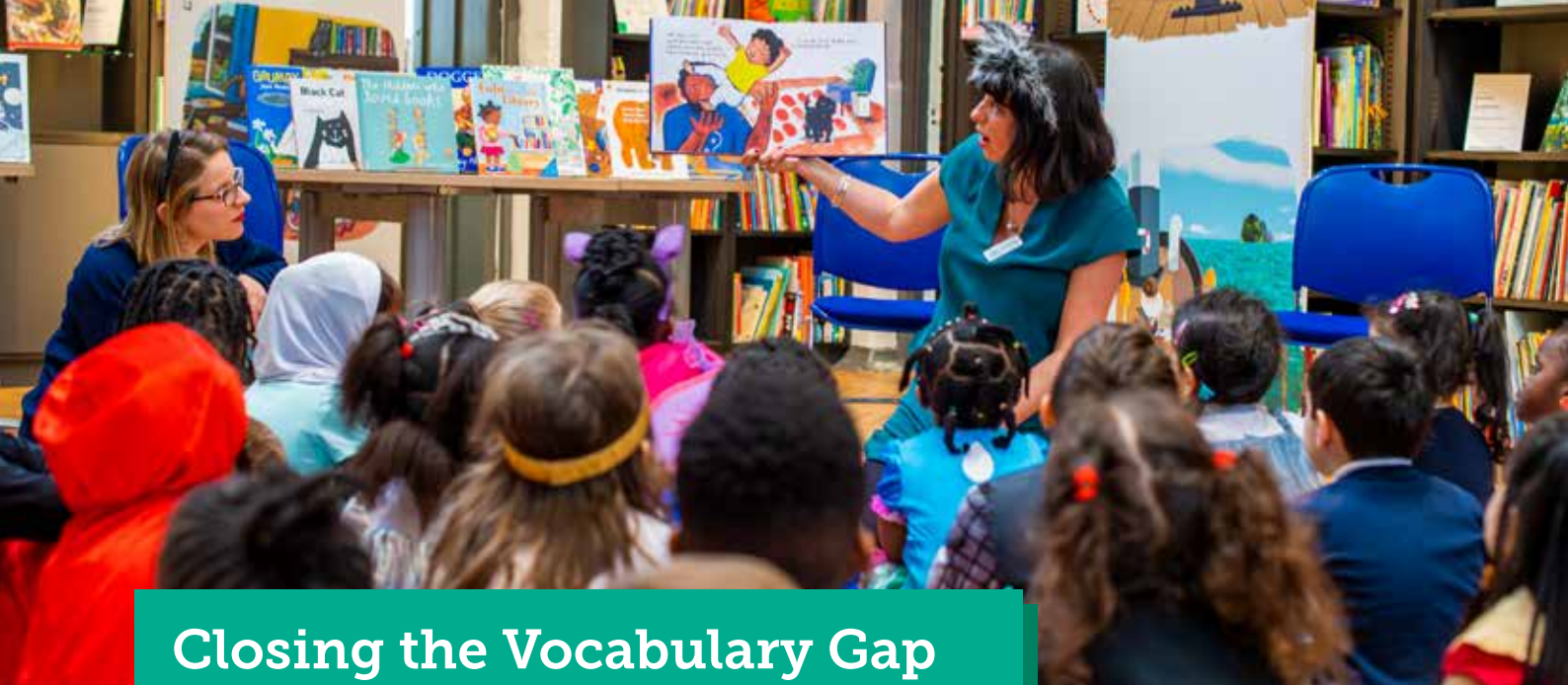
SLT Member, Power of Pictures RCT Case Study School

Power of Pictures really stood out as being quite an engaging way for those children that are disadvantaged... They don't enjoy reading. They don't enjoy writing... It was really appealing that using picturebooks to improve comprehension, and improve their understanding and writing could really make a difference.



Project Teacher, Year 5, Power of Pictures RCT Case Study School

My teaching of story structure and ideation has improved and I feel better placed to guide children through the whole writing process to produce better texts. The children are proud of their work, inspired, more confident in their ideation and creation. They are thinking from the mindset of an author.



Closing the Vocabulary Gap research programme

The project, funded by the Mercers Company and in partnership with the Dolly Parton Imagination Library UK, aims to improve outcomes for young children in literacy by developing teacher subject and pedagogic knowledge of how texts can support the development of communication, language and literacy in the early years and by ensuring children have access to books in their school and home environment. The final outcomes of the research will be published in 2023-24.

1081 children received a book

per month at home in 2021-22 as part of the **Closing the Vocabulary Gap** research project

90% of schools reported increases

in the number of pupils demonstrating **positive attitudes** to reading

30 schools, 90 teachers and over 3000 children

in Tower Hamlets, Hackney and Camden involved in the research between 2020-22

100% reported that they gained

understanding in how to use **quality children's literature and teaching approaches** to develop language and vocabulary and raise engagement and attainment in reading and writing

100% of teachers

rated the project **effective**



Project Headteacher, Mercers Closing the Vocabulary Gap Research Project

It has supported our teachers in developing a more exciting curriculum for our children in EYFS and invigorated their approach to teaching reading and writing.



Project Teacher, Mercers Closing the Vocabulary Gap Research Project

Thank you for continuing to champion children and the rich culture of storytelling, reading, and writing that we have. I hope that there will come a time when a balanced literacy curriculum and pedagogy that the CLPE highlights is integrated and embedded in schools across the country.



Reflecting Realities Research Programme

The Reflecting Realities report identifies and evaluates representation within picture books, fiction and non-fiction for ages 3–11 and provides a benchmark to track and understand progress and a toolkit to support both producers and consumers of children’s literature to be more critically reflective in the move towards a more inclusive future.


Alongside the publication of the report, CLPE have received funding from Paul Hamlyn Foundation to deliver a 3-year research project bringing quality representative literature into the classroom to investigate the impact this has on children’s literacy outcomes. The final outcomes of the research will be published in 2024-25.




5 Reflecting Realities
reports produced **annually**

884 books processed
for the **Reflecting Realities**
Survey 2021

10 schools, 30 teachers
and 900 children
involved in CLPE’s Reflecting
Realities in the **Classroom**
Research Programme between
2021 and 2023

 **Sharna Jackson**
Author

Reflecting Realities means exactly that. Ensuring that our imagined stories – regardless of genre and theme – include a diverse range of children who are living in our real world.

 **Fabia Turner**
Founder of the Jericho Prize

Everyone involved in publishing and beyond – from concept to press, librarians to booksellers – is responsible for evaluating the quality of a book’s ethnic minority representation and its overall content. The CLPE’s Degrees of Erasure offers practical guidance to hone this critiquing process so book-industry professionals and educators don’t need to head-scratch when evaluating books for themselves.



CLiPPA: CLPE's Poetry Award

CLPE is the National Poetry Centre for Primary Schools. As part of this role, we run the CLiPPA – the only award presented solely for published children's poetry. As part of the award, we also operate a school shadowing scheme to engage teachers and children with the collections shortlisted for the annual prize, giving winning schools the opportunity to perform on stage with the shortlisted poets at the prestigious award show, which is also livestreamed to wider audiences.



5 poetry collections
involving 6 poets were
shortlisted for the award

190 schools
shadowed the CLiPPA
this year

67 new poet videos
were produced to support
children's engagement with
poetry in the classroom

782 audience members
watched the live award show
at the Southbank Centre

**5 new teaching
sequences were written**
for the 5 shortlisted titles to
support the teaching of poetry
in the classroom



Matt Goodfellow, CLiPPA Shortlisted Poet,
2021 and 2022

Being shortlisted for the CLiPPA and being involved in all the activity around the award has provided me with a much larger platform and audience for my work than I'd have normally had, as well as an invaluable opportunity to work alongside other poets and writers. It's great to have the videos and resources to recommend to schools, and it's always fantastic to see the impact of the shadowing scheme and to meet the winning schools.



Jean Bennett, Year 6 Teacher,
Swaffield Primary School

At Swaffield, we have found the CLiPPA Shadowing Scheme to be a brilliant way for our whole school community to engage with and deliver performance poetry. It provides us with everything needed to expose children and teachers to excellent material from both well-known and new poets. It offers new and exciting material spanning a wide range of poetic devices and gives us the all the resources to deliver it in a fresh and dynamic way across the entire school.



Raising the profile of quality children's literature

At CLPE, we want to develop close working relationships with key partners and publishers, to become the bridge between schools and high-quality books. Our Literacy Library and Corebooks selections highlight the best of children's literature for the curriculum and book provision, curated by our librarian and expert teaching team.

We work with a range of children's publishers and partners to produce teaching notes, promote high-quality books, host book launches and curate Literacy Library Presents events, as well our librarian recommending books through the Phoebe's Picks Instagram videos and booklists.

18 new free teaching resources

were created to **support books** shortlisted for major awards

60 new free teaching resources

were created to support the **use of books** in the classroom

358 books

were **given away** to schools as part of promotions and competitions

7 book events

took place to promote the use of **quality literature**

22 authors, illustrators and poets

partnered with us in our work



Sarah Kimmelman,
Andersen Press

Working with CLPE is always a joy. Their creativity and enthusiasm for brilliant children's books is infectious. We've worked with CLPE for a number of years now on various teaching resources, and the material they produce is always excellent and incredibly in-depth.



Jo Humphreys-Davies and
Peter Smith, Walker Books

Working with the CLPE is such a joy and a pleasure. The team have such passion, combined with a powerful depth of knowledge and expertise. Our values are very closely aligned and the impact they have on teaching practice and thus children's experience of quality literature is a true force for good – both educationally, but also in life outcomes.



CLPE

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