

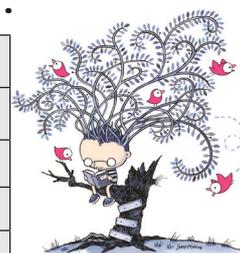


## Just Imagine CPD sessions in reading

Day-long sessions plus twilights to explore different aspects of children's literature

Training Centre, The Leyes, Osbaldwick, York YO10 3PR

|                   |                    |  |
|-------------------|--------------------|--|
| 18 September 2019 | Day: 9am-3pm       | <b>Take One Book. Literature-based English Teaching <a href="#">details</a></b>                                  |
|                   | Twilight: 4-5.30pm | Diversity and Inclusivity: reading the 1%  |
| 22 October 2019   | Day: 9am-4pm       | <b>Between the Lines: developing comprehension day 1 <a href="#">details</a></b>                                 |
|                   | Twilight: 4-5.30pm | Can Read, Won't Read: Books to engage hard to reach readers  |
| 19 November 2019  | Day: 9am-4pm       | <b>Between the Lines: developing comprehension day 2 <a href="#">details</a></b>                                 |
|                   | Twilight: 4-5.30pm | Books for fluency: reading aloud to develop an Ear for reading   |
| 22 January 2020   | Day: 9am-3pm       | <b>Poetry: pleasure, performance, potential. Making an impact in reading and writing <a href="#">details</a></b> |
|                   | Twilight: 4-5.30pm | Wordless Books   |
| 4 March 2020      | Day: 9am-3pm       | <b>Between the Lines: developing comprehension day 3 <a href="#">details</a></b>                                 |
|                   | Twilight: 4-5.30pm | Books for Wellbeing and Health   |
| 20 May 2020       | Day: 9am-3pm       | <b>Subject Matter! Rethinking nonfiction reading and writing at KS2 <a href="#">details</a></b>                  |
|                   | Twilight: 4-5.30pm | Classics: adaptations and interpretations  |
| 10 June 2020      | Day: 9am-3pm       | <b>School Improvement: Why your library matters <a href="#">details</a></b>                                      |



Just Imagine...

Just Imagine is a centre of excellence for reading, delivering professional development across the UK and internationally.

Education Pathways is part of the EborHope Teaching Schools Alliance, working with Just Imagine to deliver high quality literacy CPD for **all school staff, cross-phase – anyone who wants to further develop their knowledge.**

For academic year 2019-20 the cost is £120 per delegate for the day session and £15 for the twilight session. We will invoice you. **Irrespective of your school or academy status, these highly regarded courses are open to everyone.**

Twilight events are interactive, workshop style events focused on a particular aspect of children's literature. They are a chance to share and learn collaboratively. All delegates need to come prepared to contribute and actively participate so that together we explore ideas and collectively develop our thinking.

In association with

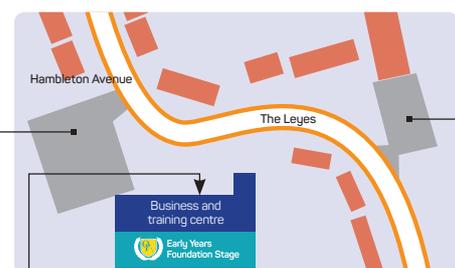


*Education Pathways is the primary phase CPD and training arm of EborHope Teaching Schools Alliance, operated by Ebor Academy Trust and open to all schools*



Free car parking is allowed in the (unused) school playground for training events and courses. Enter through the green gates. If full, please use Osbaldwick Sports Club.

Main entrance



Alternative car parking at Osbaldwick Sports Club.

**To book, email [l.jackson@ebor.academy](mailto:l.jackson@ebor.academy)**

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|                   |         |   |
|-------------------|---------|---|
| 18 September 2019 | 9am-3pm | <b>Take One Book. Literature-based English Teaching</b> |
|-------------------|---------|---|

## Take One Book Literature-based English teaching

This course is designed to show how knowledge of English and literacy skills can be integrated through literature based sequences, which promote reading for pleasure, deep understanding of text and purposeful writing. Our planning is sensitive to the demands of subjects. Links to wider learning are made where the connections are strong.

Our approach is derived from research undertaken for a project conducted for the London Schools Excellence Fund and supported by the DfE (4XR, 2016). Since then we have continued to refine the model which emphasises process rather than isolated skills teaching in order to promote sustained learning and mastery.

The Take One Book approach starts with exploring the potential of the text, and explicates the importance of teacher subject knowledge. It then moves through a series of incremental stages which scaffold deeper comprehension and support writing.





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|              |         |  |
|--------------|---------|--|
| 22 Oct 2019  | 9am-4pm | <b>Between the Lines: developing comprehension day 1</b> |
| 19 Nov 2019  | 9am-4pm | <b>Between the Lines: developing comprehension day 2</b> |
| 4 March 2020 | 9am-3pm | <b>Between the Lines: developing comprehension day 3</b> |

## Between the lines An approach to developing comprehension skills in context

**This comprehensive, practical and interactive course explores the full range of reading skills. It addresses knowledge-centred and skills-based perspectives and proposes pedagogical practices which develop skills in rich and meaningful contexts.**

The content draws on a two-year research project managed by Just Imagine and funded by the DfE and London Schools Excellence Fund. It is informed by work undertaken for *Guiding Readers – Layers of meaning*, winner of the UKLA Academic Book Award 2017 (Wayne Tennent, David Reedy, Angela Hobsbaum and Nikki Gamble).



### Areas of focus

- Understanding comprehension and inference
- Selecting texts and mapping the potential of the text
- The importance of discussion and dialogue
- The most effective evidence-based strategies including reciprocal reading strategies, visualisation, use of graphic organisers, text marking, think aloud, authentic questioning and other metacognitive strategies
- Robust vocabulary instruction
- Comprehending fiction, non-fiction and poetry
- Teacher assessment
- Auditing and action planning

### Course length

Three-day course with gap tasks:

- Day 1** Comprehension overview and the development of inference skills
- Day 2** Improving talk for reading: discussion and dialogue; teacher assessment
- Day 3** Building vocabulary for reading

Options for one- or two-day versions are available on request.

### Development projects

Two or three year projects can be devised for more sustained development work.

### Key Stage suitability

Primary, KS3



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|                    |         |  |
|--------------------|---------|--|
| 22 January<br>2020 | 9am-3pm | <b>Poetry: pleasure, performance, potential. Making an impact in reading and writing</b> |
|--------------------|---------|--|

## Poetry: pleasure, performance, potential Make an impact in reading and writing

**Would you like a poetry-rich classroom? Would you like to discover exciting ways of introducing poetry to your pupils? Would you like to develop your understanding of ways in which poetry encounters can unlock and enhance children's potential as readers and writers? This participative course is packed with ideas for bringing the pleasure of poetry to your classroom and unleashing the inner poet lurking inside.**

Frequently underrepresented in book collections, and in English lessons in primary classrooms, poetry is a powerhouse for developing reading comprehension. The richly allusive, compressed language of poetry offers opportunities for multi-layered reading and interpretation.

Poetry can also be fun, light, engaging, unlocking the reading for some children who find it hard to sustain interest in longer texts. Often combined with humour with its potential for language play it can captivate and entertain, developing language by stealth.



### Recommended course length

One- and two-day options are available

#### One-day course

An overview of the core principles

#### Two-day course

**Day 1** Selecting, reading and performing poetry

**Day 2** Writing poetry, poetry projects

### Areas of focus

- Exploring the experience of poetry
- The many advantages of a poetry-rich classroom
- Selecting poetry – range and repertoire
- Listening to poetry
- Reading poetry aloud
- Poetry and performance: developing pitch, pace, pause, tone, emphasis
- Reading, responding, developing understanding
- Approaches to writing poetry
- Making room for poetry
- What can we learn from poets?



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|             |         |   |
|-------------|---------|---|
| 20 May 2020 | 9am-3pm | <b>Subject Matter! Rethinking nonfiction reading and writing at KS2</b> |
|-------------|---------|---|

## Subject Matter! Rethinking nonfiction reading and writing at KS2



**Nonfiction, perhaps more than any other form of writing, has been subject the demands of education policy and the impact of new technologies on publishing.**

This new course (available from September 2019), focuses on the specific demands of reading and writing in subjects. Based on the findings of our action research projects with hub schools, we problematise some nonfiction practices before moving on to practical class approaches for teaching with nonfiction (and some fiction) in history and science. We consider the importance of building academic vocabulary for both content learning and processes, as well as ways to introduce this.

And, of course, we give some attention to the place of nonfiction in developing reading for pleasure.

### Areas of focus

- A quick review of different approaches to using nonfiction and the range of purposes
- Things to consider when choosing nonfiction for the classroom and for teaching
- Reading and writing like a historian
- Reading and writing like a scientist

- Building academic vocabulary
- Nonfiction and fiction working together to build subject knowledge
- Nonfiction and reading for pleasure
- A planning framework

### Key Stage suitability

Junior years

### Recommended course length

One-day course to cover the basic principles.

Two or three days for more sustained learning with opportunities for gap tasks, feedback and review.



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|              |         |   |
|--------------|---------|---|
| 10 June 2020 | 9am-3pm | <b>School Improvement: Why your library matters</b> |
|--------------|---------|---|

## Love Your Library! Maximising the potential of the library for developing communities of learners.

**Are school libraries needed in the digital age, when information can be accessed at the click of a button? The answer is a resounding yes! Learning and the acquisition of knowledge is more than the retrieval of information. A well-managed library is a repository of knowledge that is curated to meet the needs of learners in your schools, it is a visual and physical reminder of the pleasures that reading has to offer. Furthermore, there is hard evidence to show that children in schools with libraries managed by librarians perform better in reading.**

Positive impacts are:

- Higher test or exam scores equating to academic attainment
- Successful curriculum or learning outcomes
- Positive attitudes towards learning

But in order to achieve these positive outcomes, we need to ensure that we are making good use of the library.

This course is suitable for English leads, library assistants and teachers wanting to make better use of the library in their teaching

This interactive session is packed with practical ideas for placing the library at the heart of the school. Maximise the potential of your school library and ensure its relevance and impact to your school community.

- Empowering your users
- Maximising library use
- Using the library with the wider school community
- What to do if the library is in a cupboard, a corridor or in classrooms?
- Finding funding for your library projects

### Audience

School librarians, teachers with responsibility for primary school library development

### Development projects

Support can be given to assist self-auditing, stock acquisition and library development

### Areas of Focus

- Impact of the school library – what the research tells us
- Establishing a vibrant library space
- Organising and managing the library
- Developing book knowledge and targeting resources
- Practical strategies to promote reading for pleasure