School Literacy Network

Summer 1 Network Meeting 2025
Welcome!

Please turn cameras on

Please type your name and school into the chat

Muted to start.

1

Network Meeting Summer 1 2025

Agenda

Welcome & SLN Updates – *Dora Allen*
Guest author – *Joshua Seigal*
New Resources and other updates– *Dora Allen*
Deployment of TAs - *Claire Halstead*
Into Film– *Isobel Penaliggon*
Final news and close – *Dora Allen*

2

Spotlight on Teaching Spelling Booking CLOSES May 21st
June 4th online 1.15pm – 3.00pm with Claire Halstead

Teaching of spelling in KS2 so it 'sticks'!

Course contents will cover:
- Research on how children learn to spell and evaluate what approaches are most effective when teaching spelling
- Exploration of a complete spelling curriculum from SLN with editable PowerPoints to support the teaching of spelling
- Explore practical ways to include the statutory word lists within a spelling programme
- Suggestions on how to include meaningful assessment
- Time to develop an action plan for your own practice or Key Stage
- Opportunities to share good practice and network with members

3

Spotlight on Teaching Revision Booking CLOSES June 12th
June 26th online 1.15pm – 3.00pm with Dora Allen

Revise, Refine, Transform: Unlock Better Writing

A course about understanding the process of revision and how it holds the key for improving written outcomes.

The course will cover:
- What is revision, and how does it differ from editing?
- Building an understanding of what is a sentence and paying acute attention to sentence crafting
- Practical ways to teach sentence crafting, including variation, position, punctuation, combining, shrinking, expanding and substituting
- Considering the place of free writing and teaching at the point of need

4

KS1 Moderation Face to Face Booking CLOSES June 19th
July 3rd Cullompton library9.15pm – 12.15pm with Dora Allen

Mastering KS1 Reading and Writing Moderation

This half-day in-person training will be held at Cullompton Library.
The course will cover:
- What evidence to collect for making robust judgements in reading
- Understanding the expected standards in reading at KS1, looking at exemplification of evidence
- Moderating and agreeing standards of your own pupils' reading from your evidence base, identifying next steps and any gaps in evidence
- Understanding the expected standards in writing at KS1, looking at exemplification of evidence
- Moderating and agreeing standards of your own pupils' writing from your evidence base, identifying next steps and any gaps in evidence

5

Summer 2 Network Meeting

New Courses for Autumn being uploaded soon.
Fantastic network guests ahead: Matt Good fellow, Nick Sharratt, Emma Carroll, Alex Quigley

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Premium Membership

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Event bookings guided tour

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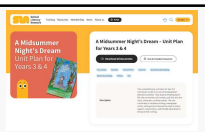
Newsletters and Socials



facebook.com/schoollitnet
instagram.com/schoollitnet
School Literacy Network

New contact email:
hello@schoollitnet.org.uk

9

Joshua Seigal
Special Guest

https://www.joshuaseigal.co.uk/

10

Author Focus

Joshua Seigal
Poet
1986 - present

Joshua lives in London with his wife Carrie, who is an English teacher, and Bluebell, his five-year-old Ragdoll cat.

He studied for an MA in Writing and Education, at Goldsmiths, University of London. He has since won multiple awards for his writing from the *Laugh Out Loud* awards to *Reading Rocks*. He has worked in hundreds of schools, libraries and festivals around the world.

His first published book was *I Don't Like Poetry* in 2016. In his poems, Joshua likes to combine humour with any and every topic to get his readers excited about poetry.

Outside of writing, and cuddling his cat Bluebell, Joshua also used to be in a punk rock band called Communication Problem.
You can find videos, activities and lots of other fun stuff on his website here: https://www.joshuaseigal.co.uk/

Some of the other books Joshua Seigal has written:

Author Focus Sheet

11

Josh Seigal
Whole School
Poetry
Plans

Whole school Poetry Plans for Joshua Seigal's Mostly Joshing Collection

Download all documents | See all included resources

Subject Leader | Activities | Focus Authors, Poets, and Illustrators | Poetry | Whole School Resources
EYFS | KS1 | KS2

Description

This fun resource brings Josh Seigal's poems to life with activities for FS, KS1, and KS2! Each age phase gets 5 poems with follow-up tasks, perfect for lessons, group reading, or home learning.

12

Nonsense Poetry Competition 2025

13

Free / Creative/Imaginative Writing – comment on what you do already

- What do you call it?
- How long to you spend on it?
- How frequently do you do it?
- What stimuli do you use?

14

Brand New Whole School Creative Writing Resource

Works of Imagination

15

Rationale

All writing is a form of communication. By its very nature, writing is a social activity; it is also an activity that requires **motivation** and **agency** on the part of both the writer and their resulting reader. The need to ensure these factors has become more urgent than ever, with the National Literacy Trust announcing a 'writing for pleasure crisis,' in 2023, which has only continued a downward trajectory since then. Some schemes for writing can limit choice, agency and imagination when asking pupils to write: *"Explicitly teaching pupils strategies that writers use to generate their own writing ideas is not common practice in UK schools. Instead, the majority of teachers or schemes undertake this important work on students' behalf."*

The aim of this suite of resources is to put the power of writing back into the hands of the writer, to enable rich discussions about idea generation, vocabulary choices, choices over form and authorial intentions. The role of the supporting adults who work with these resources would be to guide discussions and, if so desired, to teach revision of writing at the point of need - when the child has their writing in front of them. As James Clements states: "There are few things more effective than moving teaching later in the sequence when a child already has a piece of writing in front of them."

16

Resource Contents

One rationale and overview document
12 sets of 6 imagination PDF stimuli with instructional prompts, on the themes of:
Body Parts
Book covers
Crime Scenes
Dialogue
Doors
Events
Graffiti x 2
Moments in history
Paintings
Quotes
Tourist hot spots
Unusual Creatures
12 accompanying PPTS for each theme

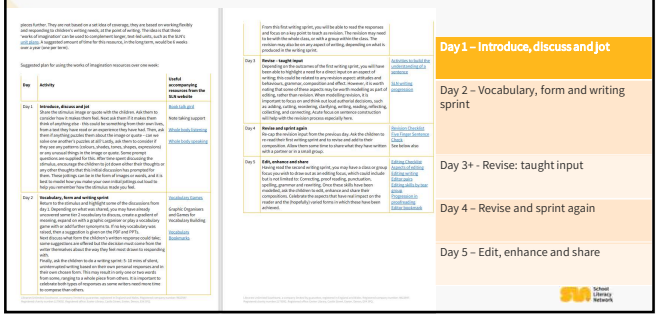
17

When and How?

These resources could be used as a stand-alone, one-off lesson or they could also be used as part of a one-week sequence. They could also be used over an even longer time scale if you wished to explore possible linked texts, revise and enhance the written pieces further. They are not based on a set idea of coverage; they are based on working flexibly and responding to children's writing needs, at the point of writing. The idea is that these 'works of imagination' can be used to complement longer, text-led units, such as the SLN's unit plans.
A suggested amount of time for this resource, in the long term, would be 6 weeks over a year (one per term).

18

Suggested but flexible timings



Day 1 – introduce, discuss and jot

Day 2 – Vocabulary, form and writing sprint

Day 3+ - Revise: taught input

Day 4 – Revise and sprint again

Day 5 – Edit, enhance and share

19

Prompt 5 – Anxiety by Edvard Munch

Look carefully and for a good amount of time at the image.

Discuss:
What does it make you feel and think of? What questions does it raise in your mind?

Vocabulary:
Can you use your very best words to describe what the image makes you feel and think of?

Writing form:
What type of writing could you choose to record your response to the image?

Go for it!
Have a go at writing something and anything about this image. Use your discussions, exploration of vocabulary and thoughts about form to write the things that most spark your imagination.

Revise:
All authors spend a lot of time revising their work because this is when they make the most important choices to improve their writing.

Go for it again:
Having thought about what to revise, have another go at a writing sprint to add more to your work.

Edit:
Now to add the polish, check your work carefully and amend it to add the correct punctuation, spellings and to check it all makes sense.

Share:
The most important part – you wrote something to share an idea and communicate to a reader. Share your work, celebrate what works well and consider how you can improve again as a writer from the feedback.

20

Prompt 6 – Three eyes

21

22

Discuss

Having looked carefully at the image for at least one minute, discuss the following:

How does looking carefully at the image make you feel?

What else does it make you think of?
E.g. events, texts, experiences, conversations

What do you notice in the detail?
E.g. the outline drawing around the eyes, their hands

What questions or puzzles does the image prompt?
E.g. how are they feeling? Why are they together?

23

What vocabulary does this image make you think of?

unexpected bizarre

outlandish wacky

remarkable odd

24

Suggested forms you could use to write about this image:

Fiction:
- Write a character description about these creatures
- Write mystery story about where these creatures came from and how they appeared
- Your own

Non-fiction:
- Write a scientific information piece about a discovery of a new animal like this
- Write a day in the life of this creature
- Your own

Poetry:
- Write a funny poem about a three-eyed creature
- Write a concrete poem in the shape of an eye
- Your own

25

Writing Sprint

26

Slide left blank for own revision focus

27

Revision – Your Turn

Re-read carefully, over and over.

Change sentences to improve their impact.

Say them out loud to hear their effect.

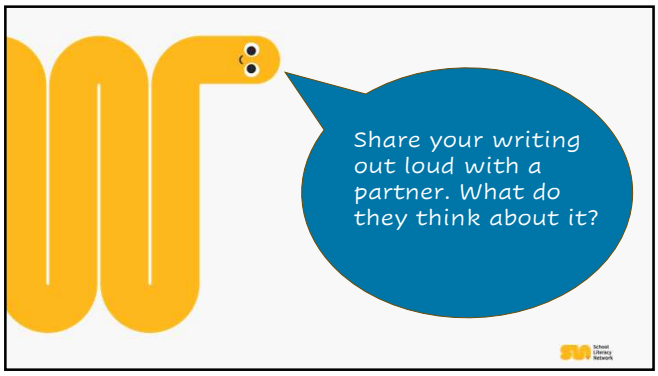
Listen carefully as you speak.

Remember the things we worked on yesterday.

28

Longer writing sprint #2

29



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Editing

C

Do your sentences and proper nouns start with a **capital letter**?

U

Can you **understand** all your sentences fully?

P

Have you used the correct **punctuation** in the correct places?

S

Have you checked your **spellings**?

31

Share and celebrate your work!

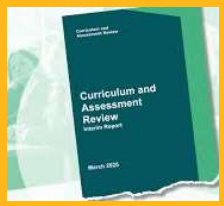
32

Curriculum Review- Interim Report

7,000 responses from across the sector, parents, educators, young people and experts.

Evolution not revolution, much that is working well

However, report identifies 'high standards for some' rather than 'high standards for all'. The current system is not delivering for young people with SEND, or for those from disadvantaged backgrounds, where there remains a stubborn attainment gap.



33

Four Key Areas For Improvement

- **Ensuring high standards for all** - exploring how curriculum and assessment can be more inclusive and equitable, to ensure excellence for all.
- **Addressing subject-specific challenges**, and ensuring curriculum is consistently achieving depth and breadth – including an in-depth analysis of individual subjects to ensure appropriate depth and mastery of knowledge, and that subjects are cutting edge.
- **Responding to social and technological change** - examining how education can better prepare students to grasp the opportunities of the future, for example heightened digital skills and media literacy to address trends in digital information and the rise of AI, and scientific and cultural knowledge to meet the challenges of climate change.
- **Ensuring pathways beyond GCSE work for all** - examining the current pathways to ensure they work for all young people in supporting successful routes to further study or employment, especially those from less privileged backgrounds

34

Report Detail

- ✅ **Key stage structure and national assessments** are generally working well.
- ✍️ **Concerns raised about KS2 writing assessments** – questions over their effectiveness and the volume of assessment.
- Need to **improve inclusivity** for pupils with **SEND**, while keeping assessments rigorous.
- 🐝 Some subjects show a poor **balance between depth and breadth**, which can:
  - Impede mastery and understanding.
  - Undermine standards.
  - Reduce teachers' ability to adapt content.
  - Limit time for broader learning.

- 🔄 The next phase of the review will:
  - Explore these issues in depth.
  - Ensure the curriculum is **inclusive and representative** of all pupils.

35

Attainment

The present national curriculum is a knowledge-rich offer, and international comparisons suggest that the present arrangements have had a positive impact on attainment.

At key stage 2, 61% of pupils achieved the expected standards in reading, writing and maths in 2024. This shows some progress and recovery since the pandemic (the pre-pandemic peak was 65% in 2019).
However, it still means that nearly **4 in 10 children are not meeting all the standards they need** to build successfully on foundational knowledge and thrive in secondary schooling. Too many young people arrive at the end of key stage 4 without having succeeded in securing their level 2 qualifications, including in English and maths. It is vital that we take the necessary steps to drive up standards for young people who are presently underserved by our education system. p.18

36

Curriculum

Ambitions for a refreshed national curriculum

1. The national curriculum and subject content should support schools to provide a rigorous and **knowledge-rich education**, aiming for **breadth** across subjects and **depth** within subjects.
2. The national curriculum should remain **relevant** and up to date while embedding and recognising the importance of cultural knowledge stemming from the past.
3. The national curriculum should empower teachers to **foster a love of learning by enabling learning to be situated in a range of local, national and global contexts**, to widen horizons, and to ensure that young people see meaningful representations of themselves in what they learn, as well as encountering and recognising the perspectives of others.
4. The national curriculum should allow schools to support the full development of their students and **prepare them for their future life and work**.
5. The national curriculum should be **coherently and logically sequenced** and allow space for schools to support **mastery** of core concepts, effective **transitions**, and **progression** through each key stage of education.
6. The national curriculum should enable students to master **high-quality and aspirational learning**, no matter what their individual needs or backgrounds. It should also support teachers to use their professional expertise in designing or selecting an engaging and stretching programme of learning that best suits their students' needs. p.19

37

Broad and balanced, breadth and depth

When asked what is currently working well in our curriculum and assessment system, the most frequent theme in responses to the Call for Evidence was positivity about the breadth of the curriculum at key stages 1 to 4 p.20

Advocates for the arts and some other subjects maintain that some subjects have been squeezed, either in relation to curriculum time, take-up by students, or both.

Respondents to the Call for Evidence generally noted that the mastery approach is helping students understand core concepts and there was praise for the role of phonics in teaching literacy. However, we have also consistently heard from primary practitioners and subject experts that **the curriculum at key stages 1 and 2 is not effectively balancing depth and breadth**. This is reported to lead to a struggle to cover all content with sufficient depth and negatively affects pupils' ability to master foundational concepts. In the next phase we will review the volume of specified content at key stages 1 and 2 to ensure that a good level of breadth across the curriculum is achievable, while continuing to drive high and rising standards in all subjects, which includes mastery of foundational concepts in English and maths.

38

Assessment

Assessment has been, and will continue to be, crucial to raising standards.

Strengths of the Current Primary Assessment System:

- Focuses on core skills: reading, writing, and maths.
- Prepares pupils for secondary school and beyond.
- Key Stage 2 (KS2) assessments hold schools accountable for pupil progress and attainment.
- Results inform important measures like Progress 8.
- Formal assessments at KS1 and KS2 are seen as important.

44

Concerns and Challenges Identified:

- **Grammar, punctuation, and spelling (GPS) test:**
  - Risk of teaching textual features in isolation.
  - May come at the expense of deeper reading and writing understanding.
- **Writing assessment at end of KS2:**
  - Concerns over validity in assessing writing fluency.
  - Encourages teaching to meet assessment criteria, not genuine writing development.
  - Time often spent on reproducing writing with specific features rather than developing fluency.
  - Inconsistencies in assessment judgements reported.
- **Exams and accountability pressures:**
  - Standardised and anonymous exams ensure fairness and reduce bias.
  - But may encourage "teaching to the test" and rote learning.
  - Can limit time for deeper learning, synthesis, and application of knowledge.

45

Future Considerations:

- Review of the curriculum and GPS assessment to better support foundational literacy skills.
- Improve KS2 writing assessment to enhance writing fluency and teaching quality.
- Explore diverse assessment methods to:
  - Better evaluate practical skills.
  - Allow more students to showcase their abilities effectively.

The Government has said that, following the conclusion of the Review, all state schools, including academies, will be required to teach the national curriculum – though many are likely to already be doing so.

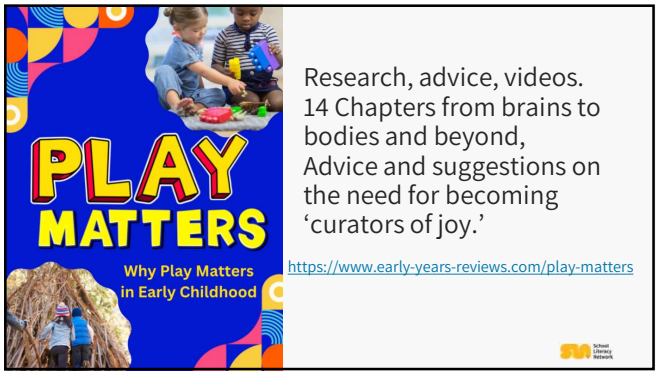
The review is ongoing with a final report and recommendations due to be published in autumn

46

Further Plans Announced in Response

- The appointment of a new National Centre for Arts and Music Education to support the delivery of high-quality arts education through a new online training offer for teachers, promoting opportunities for children and young people to pursue their artistic and creative interests in school - including through the government's network of Music Hubs - and boost partnerships between schools and cultural providers.
- To support schools to offer pupils high-quality creative and other extra-curricular activities, a new Enrichment Framework will be developed in collaboration with a panel of experts. The Framework is expected to cover a wide range of activities which could be anything from sport to gardening, board games to school bands, or debating to volunteering.
- A new Digital, AI and Technology Task and Finish Group made up of sector and digital experts will also be established. The group will advise the government on what changes can be made to improve the AI and digital skills talent pipeline, prepare children and young people for the jobs of the future, and drive better teaching and learning through the use of AI and Technology. The group will report to the Education Secretary before the end of the academic year.

48


PLAY
MATTERS
Why Play Matters in Early Childhood
Research, advice, videos.
14 Chapters from brains to bodies and beyond,
Advice and suggestions on the need for becoming 'curators of joy.'
https://www.early-years-reviews.com/play-matters

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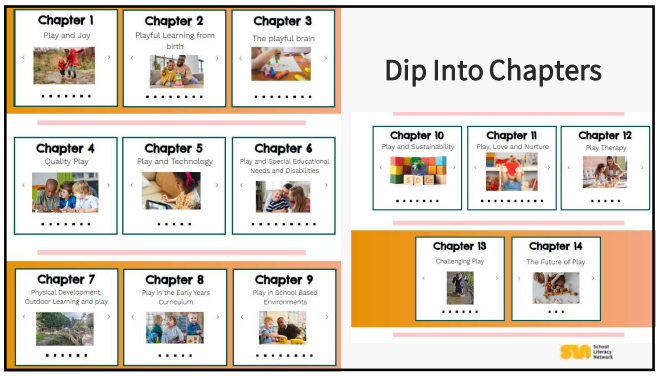
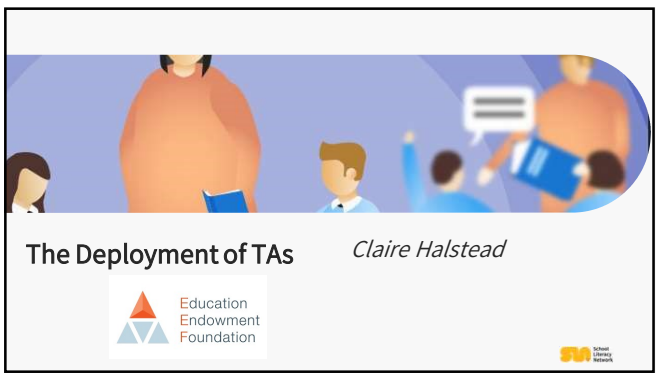

Chapter 1
Play and Joy
Chapter 2
Playful Learning from birth
Chapter 3
The playful brain
Chapter 4
Quality Play
Chapter 5
Play and Technology
Chapter 6
Play and Special Educational Needs and Disabilities
Chapter 7
Physical Development, Outdoor Learning and play
Chapter 8
Play in the Early Years Curriculum
Chapter 9
Play in School Based Environments
Dip Into Chapters
Chapter 10
Play and Sustainability
Chapter 11
Play, Love and Nurture
Chapter 12
Play Therapy
Chapter 13
Challenging Play
Chapter 14
The Future of Play

51


The Deployment of TAs
Claire Halstead
Education Endowment Foundation

52

School Literacy Network

Effective Deployment of Teaching Assistants

Best Practice for Primary English Classrooms
Based on EEF Guidance Report (March 2025)
Updated to include references from 52 studies and a review by an expert advisory panel

https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants

53

The role of the TA has evolved over the years

'The TA role is broad, changeable and context specific. Duties can include supporting pupils' readiness for learning, access to learning and recap of learning; assisting teachers in resourcing and delivering lessons; working in conjunction with families for pupils with special educational needs and disabilities (SEND); and leading interventions.'

54

TAs and inclusion

'Many TAs play a role in supporting the inclusion of pupils with SEND in mainstream schools. This has become an area of increased responsibility for TAs as the number of pupils with SEND and complex needs continues to rise. TAs are widely seen as vital in helping schools maintain inclusivity despite resource and staffing constraints.'

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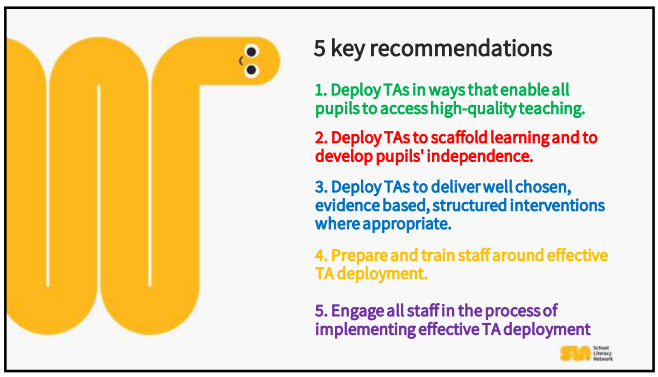
5 key recommendations
1. Deploy TAs in ways that enable all pupils to access high-quality teaching.
2. Deploy TAs to scaffold learning and to develop pupils' independence.
3. Deploy TAs to deliver well chosen, evidence based, structured interventions where appropriate.
4. Prepare and train staff around effective TA deployment.
5. Engage all staff in the process of implementing effective TA deployment

56

Recommendation 1
Deploy TAs in ways that enable *all* pupils to access high-quality teaching
TAs should supplement – not replace – the teacher. This means that pupils who struggle most should spend at least as much time with the teacher as other pupils, if not more.
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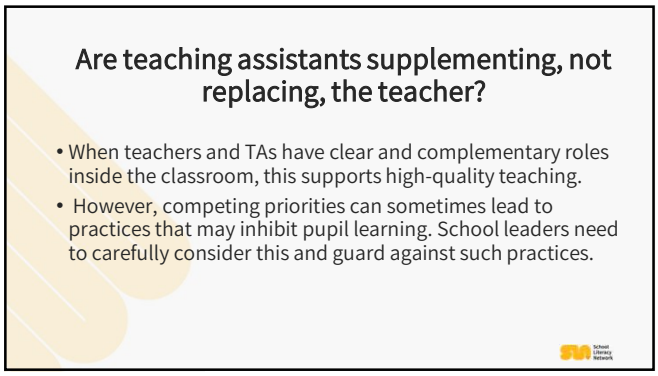
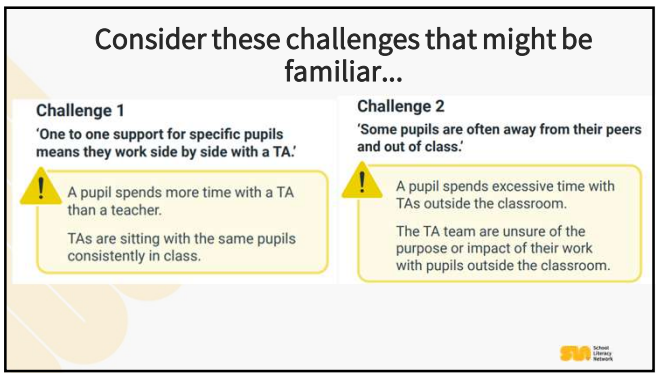
Deployment of Teaching Assistants | 05

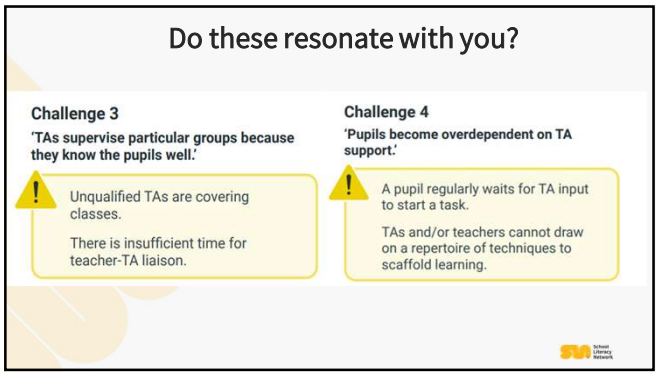
57


Are teaching assistants supplementing, not replacing, the teacher?
• When teachers and TAs have clear and complementary roles inside the classroom, this supports high-quality teaching.
• However, competing priorities can sometimes lead to practices that may inhibit pupil learning. School leaders need to carefully consider this and guard against such practices.

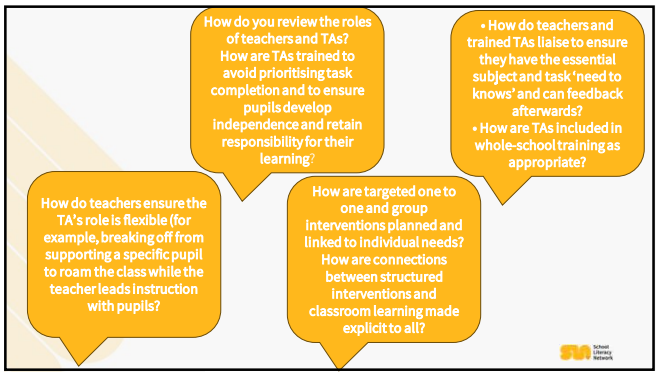
58


Consider these challenges that might be familiar...
Challenge 1
'One to one support for specific pupils means they work side by side with a TA.'
A pupil spends more time with a TA than a teacher.
TAs are sitting with the same pupils consistently in class.
Challenge 2
'Some pupils are often away from their peers and out of class.'
A pupil spends excessive time with TAs outside the classroom.
The TA team are unsure of the purpose or impact of their work with pupils outside the classroom.

59


Do these resonate with you?
Challenge 3
'TAs supervise particular groups because they know the pupils well.'
Unqualified TAs are covering classes.
There is insufficient time for teacher-TA liaison.
Challenge 4
'Pupils become overdependent on TA support.'
A pupil regularly waits for TA input to start a task.
TAs and/or teachers cannot draw on a repertoire of techniques to scaffold learning.

60


How do you review the roles of teachers and TAs? How are TAs trained to avoid prioritising task completion and to ensure pupils develop independence and retain responsibility for their learning?
• How do teachers and trained TAs liaise to ensure they have the essential subject and task 'need to knows' and can feedback afterwards?
• How are TAs included in whole-school training as appropriate?
How do teachers ensure the TA's role is flexible (for example, breaking off from supporting a specific pupil to roam the class while the teacher leads instruction with pupils?
How are targeted one to one and group interventions planned and linked to individual needs? How are connections between structured interventions and classroom learning made explicit to all?

61

Recommendation 2

Deploy TAs to scaffold learning and to develop pupils' independence

Leaders should ensure TAs are prepared to engage in scaffolding practices that support pupils' learning and ability to learn independently. Supporting pupil independence should be a key consideration of TA deployment.

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Deployment of Teaching Assistants | 11

62

TA teaching strategies that encourage and inhibit independent learning

TA teaching strategies that encourage and inhibit independent learning

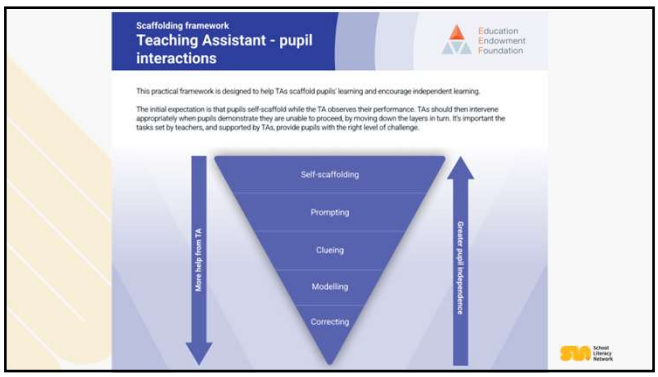
Avoid	Encourage
✗ Prioritising task completion	✓ Pupils to be comfortable taking risks with their learning
✗ Preventing pupils from having enough thinking and response time	✓ Providing the right amount of support at the right time
✗ 'Stereo-teaching' (repeating verbatim what the teacher says)	✓ Pupils retain responsibility for their learning
✗ High use of closed questions	✓ Use of open ended questions
✗ Over-prompting and spoon-feeding	✓ Giving the least amount of help first to support pupils' ownership of the task

63

'Scaffolding and pupil independence.

Through scaffolding, pupils can be supported to engage in learning in an increasingly independent manner, allowing them to better access high-quality teaching.'

64



65

What might this look like in an English lesson?

For a pupil who finds independent writing overwhelming, a TA might **anticipate** the challenges and speak to them at the beginning of the writing task to help them to use self-regulation strategies.

They might ask the pupil to briefly **reflect** about what they found hard last time, and what they could do to overcome that.

If the pupil is not responsive to those prompts, the TA, through some specific questions, could help the pupil to **remember prior strategies.** The pupil then remembers the strategies and puts them to use. These could include writing a positive note to themselves or writing down four key words they are going to use in the task.

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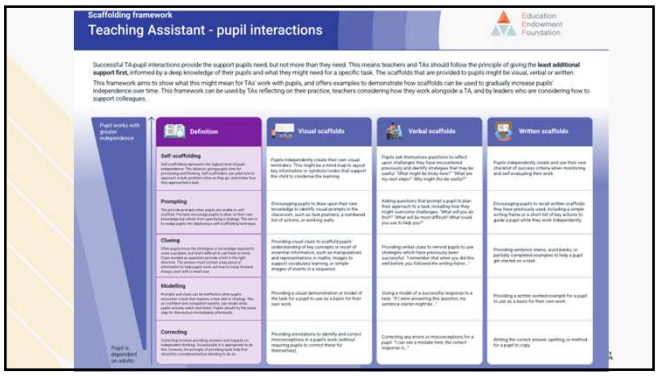

67

Recommendation 3

Deploy TAs to deliver well-chosen, evidence based, structured interventions where appropriate

The evidence shows that TAs can support pupils effectively through structured interventions. However, these need to be carefully considered, monitored, and linked to the classroom to ensure positive outcomes for pupils.

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Deployment of Teaching Assistants | 17

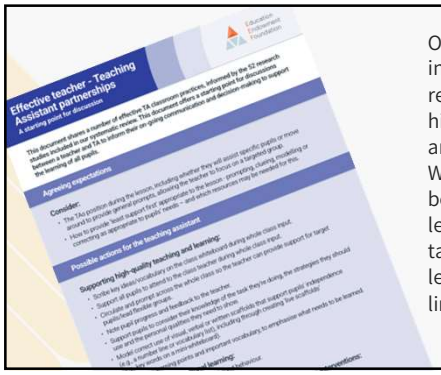
68

Engaging in the evidence

'One key challenge for schools is selecting evidence-based interventions. Leaders can be bombarded with information about interventions making impressive claims, but this may come **from companies with vested interests in selling their products**. Alternatively, interventions may come recommended solely from a colleague who reports that it had good outcomes in their school.

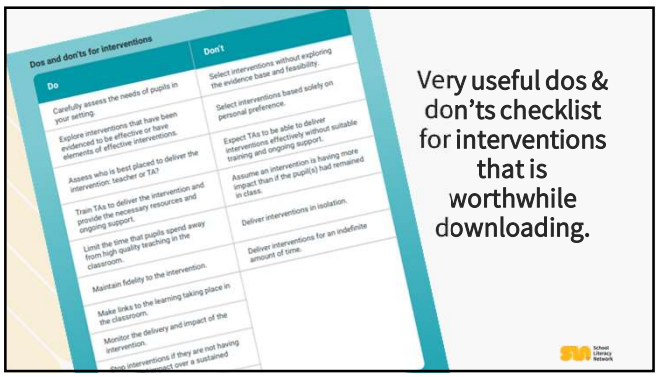
Selecting interventions in this manner can lead to implementing interventions which may have no—or even negative—impacts on pupil learning. Leaders must **engage in the evidence base** before choosing interventions. Leaders can refer to the EEF's concise guide to using research evidence which helps leaders to navigate the complexities of engaging in the evidence.'

69

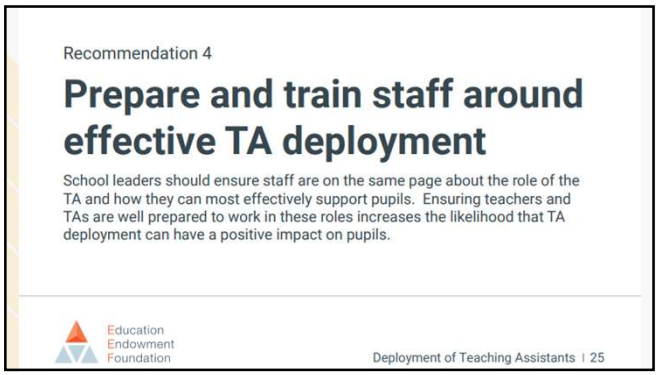


Out-of-class interventions can remove pupils from high-quality teaching and peer interactions. When used, they should be linked to classroom learning, closely targeted to pupils' learning gaps and time-limited.

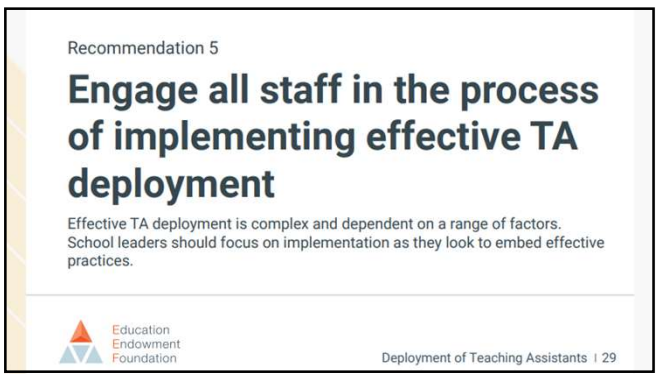
70


Dos and don'ts for interventions
Do
Don't
Carefully assess the needs of pupils in your setting.
Explore interventions that have been evidenced to be effective or have elements of effective interventions.
Assess who is best placed to deliver the intervention: teacher or TA?
Train TAs to deliver the intervention and provide the necessary resources and ongoing support.
Limit the time that pupils spend away from high quality teaching in the classroom.
Maintain fidelity to the intervention.
Make links to the learning taking place in the classroom.
Monitor the delivery and impact of the intervention.
Stop interventions if they are not having impact over a sustained
Select interventions without exploring the evidence base and feasibility.
Select interventions based solely on personal preference.
Expect TAs to be able to deliver interventions effectively without suitable training and ongoing support.
Assume an intervention is having more impact than if the pupil(s) had remained in class.
Deliver interventions in isolation.
Deliver interventions for an indefinite amount of time.
Very useful dos & don'ts checklist for interventions that is worthwhile downloading.

71


Recommendation 4
Prepare and train staff around effective TA deployment
School leaders should ensure staff are on the same page about the role of the TA and how they can most effectively support pupils. Ensuring teachers and TAs are well prepared to work in these roles increases the likelihood that TA deployment can have a positive impact on pupils.
Education Endowment Foundation
Deployment of Teaching Assistants | 25

72


Recommendation 5
Engage all staff in the process of implementing effective TA deployment
Effective TA deployment is complex and dependent on a range of factors. School leaders should focus on implementation as they look to embed effective practices.
Education Endowment Foundation
Deployment of Teaching Assistants | 29

73

Questions to understand current practice

As part of engaging and uniting staff, leaders should seek to understand current practice, for example:

- *Which pupils do TAs tend to work with most?*
- *What kinds of support are being provided by TAs?*
- *What support and training exists for TAs, and what are teachers' levels of confidence around effective deployment?*
- *How do school leaders, parents, pupils, and other stakeholders feel about TA practices?*

Such engagement can help leaders to hear several perceptions of how TAs are prepared, deployed, and managed, which often differ depending on the nature of the person being asked. This is especially important as TAs can sometimes lack a voice in schools, which means that difficulties relating to their deployment can be hidden from leadership.[47,48] This engagement can also be an essential step in engaging and uniting around a desired change, supporting colleagues to feel valued.

74

Summary – Key Actions for SLT & Subject Leads

- Keep TAs in the room for core English lessons.
- Ensure TAs reinforce, not replace, teacher input.
- Put in place training and support for TAs where necessary (if this is not already in place.)
- Structure interventions to complement class learning.
- Communicate clearly with TAs about objectives.
- Celebrate and support TA contributions.

75

Download the summary as a useful reminder for all classrooms and educators.

76

Other supportive EEF guidance

77

Isobel Penaliggon
Special Guest

INTO FILM

78

What we do at Into Film

Into Film is the UK's leading charity for film in education and the community. We provide screen industry careers information and advice, support young filmmakers, and bring the power of moving image storytelling into classroom teaching.

We also run the annual Into Film Festival which enables more than 300,000 pupils to visit the cinema for free, and the Into Film Awards - the UK's leading showcase for young filmmaking talent.

The core Into Film programme is free for UK state schools, colleges and other youth settings, thanks to support from the BFI, awarding National Lottery good cause funding, and through other key funders.

79

What we do at Into Film

Stats from 2013–2022

30,000 young people engaged with in-school industry visits

More than **60,000** educators trained

Over **1.2 million** teaching resources downloaded

44,000 students engaged in practical filmmaking activity

80

Into Film in England

Region programme coordinators – Isobel Penaliggon for the South West

isobel.penaliggon@intofilm.org

Teaching with film CPD for schools
Teaching with film training for ITT students
Teaching with film resources
Into Film+ streaming service
Screen careers CPD
Filmmaking workshops
Into Film Festival
Spring Screenings

81

Into Film CPD

Into Film provide free training for teachers of all subjects, enabling educators to learn more about film as a versatile tool for learning that supports the development of young people's skills including oracy, comprehension, communication, and writing.

Into Film's comprehensive teacher training also covers simple educational filmmaking techniques which help embed learning and encourage self-expression in young people across all abilities.

Our literacy training catalogue includes **Raising Literacy Through Film Levels 1 and 2**, **Teaching Shakespeare with Film** and **Futureproofing Filmmaking for Primary Literacy.**

82

Into Film training with the School Literacy Network

Tuesday 11th November 2025
3.30 – 5pm
Raising Literacy Through Film Level 1

This session will explore exciting approaches to teach literacy through film and a range of engaging activities to try out with your learners. We'll introduce you to a key framework, which will help you to break analysis down into manageable chunks for your learners. You'll take part in fun literacy-focused activities, using highlights from engaging short films while also developing your knowledge of the basic elements of film. You'll come away with some great ideas to help learners develop their comprehension, analytical and creative writing skills – all through the excitement of film.

83

Into Film training with the School Literacy Network

Tuesday 13th January 2026
3.30 – 5pm
Raising Literacy Through Film Level 2

This second level session showcases a fresh set of activities to deepen literacy learning through film. In this session, you'll build on the foundations of our Level One training and discover additional strategies to promote higher-order thinking, strengthen communication skills and elevate creativity. You'll have plenty of opportunities to try out activities which explore key elements of film like colour, setting and genre, and learn how to scaffold them to bring out the best in your learners. We'll also share engaging variations that you can use to increase challenge and target other key areas of literacy.

84

What next?

Create a free Into Film account at https://id.intofilm.org/pre-register

Explore and download our resources

Contact your regional programme coordinator to book CPD session for your school

Set up alerts for Into Film Festival 2025 tickets

Book on to the Into Film School Literacy Network CPD

Thank you!

85

Next time: July 7th or July 8th – Book NOW!

- ✓ Amazing guest author, illustrator and poet Nicola Davies
- ✓ Specific training on Communication with Anne Harvey
- ✓ Two new unit plans, one for KS1 and one for KS2
- ✓ Sharing the network writing exemplification portfolio
- ✓ All the usual updates, distilled for you as they arise
- ✓ Special guests Surfers Against Sewage

SURFERS AGAINST SEWAGE

86

Next Academic Year

- ✓ Matt Goodfellow
- ✓ Emma Carroll
- ✓ Nick Sharratt
- ✓ Alex Quigley
- ✓ Continued updates and new resources

87

Hope to see you at one of our next events ☺

Course Title	Date	Time	Cost
Teaching Spelling – Claire Halstead	Wednesday 4th June	1.15 – 3.00 pm Online	£45
The Importance of Revision in Writing – Dora Allen	Thursday 26th June	1.15 – 3.00 pm	£45
KS1 Reading and Writing Moderation Face to Face Cullompton Library	Thursday 3rd July	9.15-12.15	£60
Summer 2 Network Meeting	7th or 8th or 9th July	3.45 – 5.00pm Online	Included in membership

88

Thank you.
Keep in touch:
hello@schoollitnet.org.uk
School Literacy Network
Libraries Unlimited

89