

Children in our schools are entering nursery well-below age-related expectations in all areas of the curriculum and have poor language and communication skills. As a result, many of our children are not school ready and experience frustration at their inability to communicate which can often manifest in poor behaviour. Many of our parents have low levels of education, which affects their ability to support their own child with their learning. Deprivation levels in our area are higher than national. 75% of our pupils are from 10% most deprived in England and of those, 60% are from the top 5% most deprived. This impacts many of our parents who are unemployed and have limited opportunities to develop new skills. Coronavirus has compounded this issue, leaving many feeling isolated, depressed, often turning to drugs and alcohol as a coping mechanism. Domestic violence incidents and social service referrals have increased greatly with a direct impact on the mental health and well-being of our families. We have had an increasing number of parents requesting support and guidance with metal health and family issues. Our programme aims to empower parents with the skills and knowledge to be able to support their child with the development of early language and communication skills needed for school.

Ready to Read programme consists of 3 elements:

* 1 ½ hour session x 5 week, Nursery parent and child workshop
* Weekly Rhyme Time session for Nursery parents/child and toddlers (1 hour session)
* Half termly parent drop in support group (OUT REACH) – links to other professional and support.
* In addition, nursery parents will have access to a weekly online resource (reading book / story/ songs / rhymes and activities) through SEESAW, to support learning at home.

Our project has three key elements. The first is Ready to Read where parents and children will engage in weekly sessions, with a HLTA and TA, to develop early language and communication throughout the year. All families entering nursery will have an opportunity to take part in the programme. Sessions will include opportunities for parents to build skills in effective and engaging sharing of books; to build in comprehension-style questioning; to build a repertoire of songs and rhymes; and developing the language of reading. These sessions aim to give parents quality time with their child each week whilst developing a love of reading. Within the session, parents work with an Early Years Practitioner to give them the literacy knowledge and skills to support their child. Following this, children join the session, giving parents the opportunity to apply what they have learnt.

In addition, parents will have access to weekly online activities and stories linked to Ready to Read sessions to share with their child. This enables them to continue to build on the language and communication skills at home with their child, which shows how knowledge and skills will continue to be applied after the in-school sessions. All nursery parents from the 4 schools will be encouraged to engage in the course with an experienced practitioner.

Alongside this, parents will be able to access weekly Rhyme Time sessions. This is an opportunity for all parents and children to develop a repertoire of songs, rhymes, crafting and musical skills to support language development. Sessions will be led by both the HLTA and TA. These sessions will enable parents to develop a support network too. This is open to all pre-school and nursery parents throughout the project, which will plug the provision gap in the local area that used to be provided by local libraries and Sure Start Centres.

To support parents further, we will hold monthly Outreach Sessions. Parents will have the opportunity to engage with school and other families for support and advice. Prior to previous sessions held, parents shared that they had felt isolated, lonely and in need of guidance and support from professionals. During sessions, they requested support in a range of areas including sleeping patterns, homework, head lice and behaviour management. These sessions would enable

us to build positive relationships with families and link parents with other professionals.

INITIAL SET UP

* Advert for HLTA to run project
* 1 x TA from each school to support HLTA and project: 1 day per week (preferably EYFS)
* Room allocation – **1 x day per week:** Ready to Read programme (6 parents and their children) Rhyme Time – hall space for song/rhyme/craft/free play session.
* Hall time/Room allocation – half term OUT REACH Session.
* Resource boxes/equipment will be set up for each school initially. Schools will need an area to store equipment.
* STAFF TRAINING SESSION – 1 day (SUMMER TERM 2 if possible)

 EYFS LEADS\*\* HLTA + TA’s from each setting

* HLTA training day AUTUMN TERM 2022 1 x day
* Each school will be required to advertise and promote READY to READ / Rhyme Time / OUT REACH sessions within their own EYFS settings in order to engage as many parents as possible.
* Programme Pack: lesson plans /Time table / documentation / Risk assessments / parent forms/questionnaires (for each school)
* Data collection: School data and parent voice will be collected as part of the research project

First Year of the project

* Nursery baseline (Communication and language / Reading)
* Nursery Exit (Communication and language / Reading)
* Parental engagement (SEESAW / COURSE UPTAKE / RHYME TIME / OUTREACH SESSIONS / PARENT FEEDBACK)

Second Year of the project

* Nursery baseline (Communication and language / Reading)
* Nursery Exit (Communication and language / Reading)
* Reception baseline (Communication and language / Reading)
* Reception GLD (Communication and language / Reading)
* Parental engagement (SEESAW / COURSE UPTAKE / RHYME TIME / OUTREACH SESSIONS/ PARENT FEEDBACK)

HLTA ROLE

* Advertise Ready to Read and Rhyme Time sessions within schools (supported by TA and EYFS Leads)
* Take the lead in delivering Ready to Read and Rhyme Time sessions using the lesson plans and programme structure.
* Provide all parents with welcome pack and relevant paperwork (to be signed by all adults).
* Provide parents with a take home pack after each session – further support materials and activities linked to the book/story used in the workshop.
* Ensure resources are available for each session and that sessions are documented using PicCollage/work booklets.
* Register all parents/children into sessions and workshops.
* Ensure that workspace and classroom areas are tidy at the end of sessions.
* Promote and advertise termly Outreach sessions in each school, engaging relevant professionals. (feedback gathered from parent questionnaire to be sent out at the start of the school year, will identify areas which parents need support and guidance with)
* Work closely with TA and EYFS leads from each school to support and build relationships with parents, promote each Ready to Read project element and ensure that our children are school ready.

TA ROLE

* Support HLTA in the delivery of Ready to Read / Rhyme Time / Outreach sessions in their own school
* Actively engage with parents to promote the project and support workshop uptake/attendance.
* SEESAW: weekly Nursery story / rhyme clip with activity to support communication and language and reading in the home.
* Monitor parent interaction, responses and feedback with SEESAW
* Ensure resources are available for each session and that sessions are documented using PicCollage/work booklets.
* Ready to Read programme to follow: lesson plans, activities, work packs and documentation (Summer Term 1)