

## Reading Plan Gold

### 1.2 Leadership of Learning

#### 1.2.1 Reading Leadership Group

Form a reading leadership group who input into your action plan and meet regularly to discuss progress and ideas, ensuring learners are at the heart of your Reading Schools development, all year groups have some sort of representation, staff and learners work together to discuss and implement changes.

Sustain Core and Silver activity

The leadership group must:

- \* Include learners and the school librarian, if the school has one. It can also include teachers, support staff and Senior Management Team.
- \* Meet regularly to discuss and implement plans. Aim to meet twice a term, arrange dates at beginning of new school year.
- \* Create a stand-alone Reading Pupil Voice group with current Reading Ambassadors and representation from all year groups. Use jotters to record thoughts/ideas so Reading Ambassadors can feed back to Reading Leadership Group.

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- \* We expect Reading Schools to invite families or partners from within the community to join your leadership group, e.g., local public librarian, local bookshop staff, local religious figure, etc

Evidence:

- Comments or observations, who in the group and how often you meet.
- Upload a photo of a meeting.

#### 1.2.2 Learner Role Modelling

Learners visibly sharing reading with each other, peers supporting each other to develop their reading identities, peers sharing reading recommendations.

Write 'Core and Silver level sustained' in the comments box and very briefly describe the actions you have sustained.

Learners should act as reading role models in one of the below ways, or in another way that suits their setting:

- \* Wearing 'Ask me what I'm reading' badges / lanyards.
- \* Talking about reading materials they've read in assembly / at whole-school occasions and creating learner-led recommendation displays in every class, see Jon Biddle PowerPoint for idea.
- \* Creating learner-led recommendation displays

	<p>Silver</p> <p>Learners will support one another in more formal ways by:</p> <ul style="list-style-type: none"> <li>* Acting as reading mentors</li> <li>* Activities with reading buddies</li> <li>* Leading a reading club: Reading Ambassadors from Aug/Sept 2024</li> </ul> <p>Gold</p> <p>Learners should act as reading role models through interactions with members of the wider community in one of the below ways, or in another way that suits their setting:</p> <ul style="list-style-type: none"> <li>* Creating reading podcasts / videos to share with the community via social media</li> <li>* Displaying reading materials they are currently reading / would recommend in their windows</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• Comments or observations on at least one activity completed per accreditation level</li> <li>• Provide a few quotes from learners on what they did to role model reading and how it made them feel</li> <li>• Upload photos of learner's role modelling reading</li> </ul>
<p><b>1.2.3 Staff Being Seen as Readers Themselves</b></p> <p>Staff sharing the things they enjoy reading, staff across the school demonstrate how they are readers themselves, the normalisation of reading for pleasure as an activity for everyone.</p>	<p>Write 'Core and Silver level sustained' in the comments box and very briefly describe the actions you have sustained.</p> <p>Staff should act as reading role models in one of the below ways, or in another way that suits their setting:</p> <ul style="list-style-type: none"> <li>* Displaying signs</li> <li>* Wearing lanyards or badges</li> <li>* Giving learners opportunities to see them reading</li> </ul>
<p><b>1.2.4 Staff Development</b></p> <p>Ensuring staff across the school understand why reading for pleasure is important, building staff skill in supporting reading for pleasure initiatives.</p>	<p>Write 'Core and Silver level sustained' in the comments box and very briefly describe the actions you have sustained.</p> <p>Schools should support staff development by completing both of the below mandatory actions:</p> <ul style="list-style-type: none"> <li>* Key contact attending a Reading Schools CLPL session / webinar</li> </ul>

<p>* Scottish Book Trust's <a href="#">Book Discovery Guides</a>, produced bi-annually, are full of book recommendations for primary schools.</p>	<p>* Staff are using Scottish Book Trust resources to widen knowledge around reading for pleasure.</p> <p>Silver</p> <ul style="list-style-type: none"> <li>* Involving the staff team / teachers of other subjects / support staff in training around reading for pleasure, get information from Vicky re Book Bug.</li> <li>* Reading more widely about the pedagogy and research around reading for Pleasure, gather research re reading for pleasure to share in August 2024.</li> <li>* Engaging with colleagues and sharing work via social media or face-to-face meetings etc.</li> </ul> <p>Gold</p> <p>Schools should extend staff development further by completing the below three mandatory actions:</p> <ul style="list-style-type: none"> <li>* Working in partnership with other schools</li> <li>* Being an ambassador school and welcoming visitors to share practice</li> <li>* Leading a CLPL within your local authority / area or presenting at a shared practice showcase event / Scottish Book Trust webinar</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• Comments or observations on how you have supported staff development</li> <li>• Provide a few quotes from staff on how their knowledge around reading for pleasure developed</li> </ul>
<p><b>1.2.5 Staff Knowledge of Contemporary Children's Literature</b></p> <p>Developing staff across the school's knowledge of contemporary children literature, helping staff to be able to recommend and discuss a range of reading materials relevant to the needs, interests and experiences of all their learners.</p>	<p>Write 'Core and Silver level sustained' in the comments box and very briefly describe the actions you have sustained.</p> <ul style="list-style-type: none"> <li>* Making staff aware of contemporary children's literature through signposting to new book lists and other appropriate resources. Keep sending email at beginning of each month with Scottish Book Trusts recommended new books.</li> </ul> <p>Silver</p> <ul style="list-style-type: none"> <li>* Having a 'borrow box' in the staff room with regularly updated contemporary children's reading materials. Buy 2 copies of the fiction, non-fiction and picture</li> </ul>

	<p>books recommended each month by Schools Booklist. Put copy in library and put copy in staff room Borrow Box.</p> <p>* Arranging a staff trip to a local bookshop to speak to booksellers about contemporary children's titles. Joanna and Gillian visit bookshop during their CCC time. Invite bookshop into school for return visit.</p> <p><b>Gold</b></p> <p>Schools should create opportunities for staff to explore, share and discuss contemporary children's literature in one of the below ways, or in another way that suits their setting:</p> <p>* Providing physical areas for discussion, eg. an interactive display board in the staff room</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Comments or observations</li> <li>• Provide a few quotes from staff on how their knowledge of contemporary children's literature developed</li> <li>• Upload photos of how you ensured access to contemporary children's literature for staff</li> </ul>
<p><b>1.3.1 Whole-School Action Plan</b></p> <p>Submitting an action plan detailing the aims for progressing the reading culture, giving a structure to your Reading Schools development, ensuring learners are fully involved in the choices made, monitoring progress against chosen areas.</p>	<p>The action plan must:</p> <ul style="list-style-type: none"> <li>* Be agreed by the reading leadership group</li> <li>* Confirm that reading for pleasure is a school wide priority, e.g. adding it to the school improvement plan.</li> <li>* Include plans to check progress</li> <li>* Inservice day</li> </ul>
<p><b>1.3.2 School Environment</b></p> <p>Creating pleasurable and relaxed areas for reading enjoyment in partnership with learners, demonstrating visually that reading for pleasure has high status in the school.</p>	<p>Write 'Core and Silver level sustained' in the comments box and very briefly describe the actions you have sustained.</p> <p>Schools should provide appealing and relaxing reading areas in collaboration with learners, and use displays to promote reading by:</p> <ul style="list-style-type: none"> <li>* Having appealing reading areas throughout the school, eg. in shared spaces / corridors / within your school library area.</li> </ul>

	<ul style="list-style-type: none"> <li>* Creating classroom book corners / reading areas designed by learners (possibly as part of an enterprise project).</li> <li>* Displaying new reading material suggestions, e.g. 'Hot Books' / 'Bookflix'</li> <li>* Providing learners with cushions / encouraging them to turn over their chairs and relax when they're reading</li> </ul> <p>Silver</p> <ul style="list-style-type: none"> <li>* Parent helping create displays around the school</li> <li>* Develop infant library area</li> <li>* Having a playground library – metal shed in front playground</li> <li>* Incorporating reading into breakfast clubs / after-school clubs</li> <li>* Change names of classes from numbers to authors, classes to choose in August.</li> </ul> <p><b>Gold</b></p> <p>Schools should make reading visible in their community in one of the below ways, or in another way that suits their setting:</p> <ul style="list-style-type: none"> <li>* Creating displays in community spaces</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Comments or observations</li> <li>• Upload photos of your reading areas / displays</li> <li>• Upload photos of your alternative reading spaces / events</li> </ul>
<p><b>1.3.3 National Events and Celebrations</b></p> <p>Build on reading routines to generate excitement around reading by taking part in national reading celebrations and prizes.</p>	<p>Schools should generate excitement around reading by taking part in one of the below initiatives, or in another that suits their setting:</p> <ul style="list-style-type: none"> <li>* World Book Day / Night</li> <li>* Book Week Scotland</li> <li>* Incorporate reading into other international events/days/celebrations, e.g. Black History Month, International Women's Day, Empathy Day, Eid, Diwali, Earth Day, Pride Month etc. Head Teacher to incorporate books into Assembly themes using Jon Biddles suggestions</li> </ul>

	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Comments or observations</li> <li>• Upload photos of your events/initiatives</li> </ul>
<p><b>1.5.1 Access to High-Quality Reading Materials</b></p> <p>Ensuring learners have access to a wide variety of up-to-date reading materials relevant to their needs, interests and experiences, encouraging learners to try new things and gathering learners' opinions about the types of reading materials they would like to see in the school.</p>	<p>Write 'Core and Silver level sustained' in the comments box and very briefly describe the actions you have sustained.</p> <p>Schools should make sure that learners have access to contemporary and diverse reading materials relevant to their needs, interests and experiences by completing the below four mandatory actions:</p> <ul style="list-style-type: none"> <li>* Providing learners with access to a school or public library– this could take the form of class / group book boxes or a 'personal shopping experience' using library catalogues.</li> <li>* Involving learners in the auditing and selection of books and other reading Materials, Reading Ambassadors to visit bookshop? Create a non-fiction wishlist for new session.</li> <li>* Regularly updating reading materials to ensure they are contemporary, diverse and relevant to the needs, interests, languages, cultural identity and experiences of learners (recommended reads and author of month).</li> <li>* Encouraging learners to broaden their reading experience through a wide variety of genres (you could use Bookzilla App on ipads).</li> </ul> <p>Silver</p> <ul style="list-style-type: none"> <li>* Providing all learners with the opportunity to join the local public library for access to books, other reading materials, eBooks and audiobooks (new trolley).</li> <li>* Set up ebook lending library via Glow tile which all children can access (local library under threat of closure)</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Comments or observations</li> <li>• Provide a few quotes from learners across the school around their thoughts on the reading materials available to them</li> <li>• Upload photos demonstrating the variety of reading materials you provide</li> </ul>

<p><b>2.2.1 Regular Opportunities to Read for Pleasure</b></p> <p>Ensuring that regular reading for pleasure takes place, reading is integrated into the school day/week and not just used to fill time or to reward good work, demonstrating that reading is considered important within the school.</p>	<p>Write 'Core and Silver level sustained' in the comments box and very briefly describe the actions you have sustained.</p> <p>Schools should ensure that all learners have regular time to read texts of their own choosing by:</p> <ul style="list-style-type: none"> <li>* Having regular reading for pleasure every day (ERIC time)</li> <li>* Holding spontaneous DEAR time (Drop Everything and Read), launch at Assembly. Reading bell rings and everyone in school (including adults) drop everything and read.</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Comments or observations including details of how much time per week is allocated for learners across the school to read texts of their own choosing</li> </ul>
<p><b>2.2.2 Interdisciplinary Book Projects</b></p> <p>Ensuring that readers are able to respond to books in creative and cross-curricular ways and demonstrating to learners that reading for pleasure is relevant and useful outside of literacy / English.</p>	<p>Write 'Core and Silver level sustained' in the comments box and very briefly describe the actions you have sustained.</p> <ul style="list-style-type: none"> <li>* Ensuring every learner does one interdisciplinary project per year</li> </ul> <p>Silver</p> <p>Schools should extend their book projects by completing the below mandatory action:</p> <ul style="list-style-type: none"> <li>* Providing an opportunity for classes to share their book projects across the School.</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Comments or observations</li> <li>• Upload photos or examples of learners' work from different classes</li> </ul>
<p><b>2.3.1 Modelling Reading Behaviours</b></p> <p>Facilitating opportunities for learners to hear stories being read aloud, modelling of reading mechanics for inexperienced readers and allowing access to texts currently beyond their reading level, group immersion in great stories/texts and opportunities for discussion and new book discovery.</p>	<p>Write 'Core and Silver level sustained' in the comments box and very briefly describe the actions you have sustained.</p> <p>At primary level schools should complete the below mandatory action:</p> <ul style="list-style-type: none"> <li>* Class teachers to be routinely reading aloud to their class</li> </ul> <p>Silver</p> <p>We will widen learner's experiences of hearing stories read aloud by:</p> <ul style="list-style-type: none"> <li>* We expect schools to be inviting members of the community in to read, e.g.</li> </ul>

	<p>mystery readers, public library staff, sportspeople, local figures, other role models etc. Make list of people who would be happy to come and read.</p> <p>* Classes continue to visit Asda monthly and read in café. Mary from Asda will read to classes.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• Comments or observations, including details of what is being provided to learners across the school</li> <li>• Upload photos of members of the community reading to learners</li> </ul>
<p><b>2.3.2 Staff Led Meaningful Conversations Around Books</b></p> <p>Getting to know learners reading habits and preferences, ensuring staff are able to recommend a range of relevant reading, developing staff-learner book-centred dialogue, encouraging learners to try new things.</p>	<p>Write 'Core and Silver level sustained' in the comments box and very briefly describe the actions you have sustained.</p> <p>Staff should ensure they know about learners' interests and have regular conversations with them about their personal reading by:</p> <p>* Chatting with individual learners during whole-class reading time / other times as appropriate. Discussion at reading time once a month.</p> <p>* Supporting individual learners with strategies for choosing reading material they might like during library time.</p> <p>* Learning conversation's: I have enjoyed reading ...</p> <p>* Providing regular reading recommendations for individual learners in line with their interests</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• Comments or observations, including details of how staff across the school are finding out about learners' interests, making book recommendations and encouraging them to try new things</li> <li>• Provide a few quotes from learners across the school around how conversations with staff have supported them to read for pleasure</li> <li>• comments from Learning Conversations I have enjoyed reading ...,</li> </ul>
<p><b>2.3.3 Creating Learner Social Networks</b></p> <p>Developing peer-to-peer reading chat, encouraging learners to discuss and evaluate texts amongst themselves, developing individual reading identities and helping learners to share</p>	<p>Write 'Core and Silver level sustained' in the comments box and very briefly describe the actions you have sustained.</p> <p>Schools should allocate time for all learners to chat about reading materials with each other by:</p> <p>* Having a set time for peer discussion following ERIC time / other times as</p>



<p>reading materials they enjoy.</p>	<p>appropriate</p> <ul style="list-style-type: none"> <li>* Pairing up learners to chat about what they are currently reading, this could include famous character duo cards to randomise pairings</li> </ul> <p>Silver</p> <p>Schools should give learner social networks more formal structures in one of the below ways, or in another way that suits their setting:</p> <ul style="list-style-type: none"> <li>* Offering interest-based clubs or groups during break times / free lessons / breakfast or after school clubs, e.g. reluctant readers, manga group, ASN, poetry groups, non-fiction, Sci-Fi, EAL etc.</li> <li>* Holding regular reading networking events for learners, e.g. a reading café or reading quiz</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• Comments or observations, including details of when and how often learners have the opportunity to chat about books and reading with each other</li> <li>• Upload photos of group / club meetings</li> </ul>
<p><b>2.3.4 Opportunities for Learners to Respond to What They're Reading</b></p> <p>Allowing learners to express and share what they think about their reading and creative expression of individual reading identities.</p>	<p>Write 'Core and Silver level sustained' in the comments box and very briefly describe the actions you have sustained.</p> <p>Schools should allow all learners to respond to what they're reading in a variety of engaging and innovative / creative ways that best suit their needs by:</p> <ul style="list-style-type: none"> <li>* Reading journals/drawings and creative writing pieces (Talk 4 Writing)</li> <li>* Use of expressive arts, e.g. drama, music, dance etc.</li> </ul>
<p><b>2.3.5 Access to Authors</b></p> <p>Giving all learners the opportunity to engage with authors (writers, illustrators or storytellers).</p>	<p>Schools should give all learners the opportunity to engage with authors (writers, illustrators or storytellers) in one of the below ways, or in another way that suits their setting:</p> <ul style="list-style-type: none"> <li>* We will continue to access Authors Live (Live or On Demand) and ask classes to access termly.</li> <li>* Book Week Scotland Author Visit</li> <li>* We hope to have an author visit during Book Week Scotland. Joanna and Gillian to contact Abi Elphinstone and/or Debi Gliori. If there is a cost ask Parent</li> </ul>

	<p>Council to help fund, apply for Book Trust grant</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Comments or observations, including details of the author events learners have engaged with</li> <li>• Upload photos of author events</li> </ul>
<p><b>2.5.1 Raising the Profile of Reading with Families</b></p> <p>Family engagement, encouraging reading at home, helping parents to see the value of reading for pleasure, offering access to books at home.</p>	<p>Schools should engage with learners' families to promote reading for pleasure by completing the below three mandatory actions:</p> <ul style="list-style-type: none"> <li>* Providing access to reading materials to take home / encouraging families to join their local library for access to books, other reading materials, eBooks and audiobooks</li> <li>* Engaging with families about the school's reading projects and incorporating fun reading activities into home learning as appropriate</li> <li>* Making the most of the P1 Bookbug Family Bag and Read Write Count ' initiatives by sharing resources and encouraging the use of the bags at home.</li> </ul> <p>Silver</p> <p>Schools should offer further opportunities to promote reading for pleasure to families in one of the below ways, or in another way that suits their setting:</p> <ul style="list-style-type: none"> <li>* Holding special events, eg. an evening reading by the campfire</li> <li>* Inviting families into school for P1 Bookbug Family Bag and Read Write Count gifting events</li> </ul> <p><b>Gold</b></p> <p>Schools should encourage learners' families to take part in reading for pleasure activities to build their confidence and skills in one of the below ways, or in another way that suits their setting:</p> <ul style="list-style-type: none"> <li>* Having lending libraries for adults, eg. in the reception area</li> <li>* Running workshops for families, eg. Read, Write, Count or other literacy initiatives</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Comments or observations, on at least one activity completed per</li> </ul>

	<p>accreditation level</p> <ul style="list-style-type: none"> <li>• Provide a few quotes from families that attended the events/ took part in the initiatives</li> <li>• Upload photos of family events / initiatives (Primary only)</li> </ul>
<p><b>2.7.1 Partnerships Within Local Community</b></p> <p>Building sustainable partnerships in the local community, sharing the benefits of reading for pleasure, sharing the expertise they have built over the course of their reading for pleasure journey.</p> <p><a href="#">Watch our webinar short on 2.7.1 Partnerships within local community</a></p>	<p>Schools should build sustainable partnerships within their community, sharing expertise in one of the below ways, or in another way that suits their setting:</p> <ul style="list-style-type: none"> <li>* Working with a local business to encourage customers to read, eg. a 'read while you wait' initiative at the hairdressers</li> <li>* Working with a third sector organisation on a joint project, eg. a reading pen-pal initiative with a local care home</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• Comments or observations on how you rewarded the progress of individual learners</li> <li>• Upload photos showing how you have celebrated the reading achievements of learners' across the school</li> </ul>
<p><b>3.2.1 Rewarding Progress and Recognising Personal Achievements</b></p> <p>Generating excitement around reading for pleasure, demonstrating to learners that 'success' is different for each person, highlighting the quality and diversity rather than the quantity of reading, ensuring learners feel valued.</p>	<p>Schools should engage with learners' families to promote reading for pleasure by completing the below three mandatory actions:</p> <p>Schools should reward the progress of individual learners by:</p> <ul style="list-style-type: none"> <li>* Presenting certificates</li> <li>* Awarding points through the school's individual rewards system</li> <li>* Having class / school awards to recognise effort, eg. 'reader of the week' or 'reader who has made the most recommendations' etc.</li> </ul> <p>Silver</p> <p>Schools should celebrate reading in wider groups or as a whole school in one of the below ways, or in another way that suits their setting:</p> <ul style="list-style-type: none"> <li>* Having a reading party</li> <li>* Inviting learners to a Book Bistro / other reading event</li> <li>* Gifting books, e.g. for Christmas or birthdays</li> </ul>

	<p><b>Gold</b></p> <p>Schools should widen celebrations to include the community in one of the below ways, or in another way that suits their setting:</p> <ul style="list-style-type: none"> <li>* Inviting members of the community to take part in celebrations in school</li> <li>* Holding an event in a community venue</li> <li>* Holding a joint event with a partner</li> <li>* Celebrating learner achievements in community spaces, eg. Social media / local paper etc.</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Comments or observations on how you rewarded the progress of individual learners</li> <li>• Upload photos showing how you have celebrated the reading achievements of learners' across the school</li> </ul>
<p><b>3.2.2 Monitoring Progress</b></p> <p>Generating excitement around reading for pleasure, demonstrating to learners that 'success' is different for each person, highlighting the quality and diversity rather than the quantity of reading, ensuring learners feel valued.</p>	<p>Schools should track their progress by completing the below three mandatory actions:</p> <ul style="list-style-type: none"> <li>* Using the Reading Schools attitude surveys to assess and monitor learners' interests, engagement and confidence within reading for pleasure</li> <li>* Monitoring the impact of your Reading Schools programme in ways most suited to your setting and activities</li> <li>* Taking part in Scottish Book Trust evaluation, which will be sent to you once your accreditation has been confirmed</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Confirm you have used the Reading Schools attitude surveys</li> <li>• Comments or observations on how you have monitored the impact of your Reading Schools programme</li> <li>• Confirm you will take part in the Scottish Book Trust evaluation you will receive once your accreditation has been confirmed</li> </ul>