

Newfield Primary School

Action plan - Gold Level

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.

The leadership group must:

Please confirm that you will complete both of these mandatory actions

- * 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

Gold - Extend your leadership group by:

Please confirm that you will complete the below mandatory action

- * Inviting families or partners from within the community to join your leadership group, e.g. local public librarian, local bookshop staff, local religious figure, etc

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.

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

Please select a maximum of three of the below actions

- Talking about reading materials they've read in assembly / at whole-school occasions

- Making learner-led shelf labels or signs

Silver – Learners should support one another in more formal ways in one of the below ways, or in another way that suits their setting:

Please select a maximum of three of the below actions

- Acting as reading mentors

Gold – 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:

Please select a maximum of three of the below actions

- Communicating through community media, eg. local newspaper, radio etc.

- Creating reading podcasts or videos to share with the community via social media

1.2.3 Staff being seen as readers themselves

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.

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

Please select a maximum of three of the below actions

- Displaying signs**

- Having 'guess the reader' displays with photos of staff favourite reading materials / bookshelves**

1.2.4 Staff development

Ensuring staff across the school understand why reading for pleasure is important, building staff skill in supporting reading for pleasure initiatives.

Schools should support staff development by completing both of the below mandatory actions:

Please confirm that you will complete both of these mandatory actions

- * Key contact attending a Reading Schools CLPL session / webinar**

- * Staff are using Scottish Book Trust resources to widen knowledge around reading for pleasure**

Silver – Schools should extend staff development by completing the below three mandatory actions:

Please confirm that you will complete these three mandatory actions

- * Involving the staff team / teachers of other subjects / support staff in training around reading for pleasure**

- * Reading more widely about the pedagogy and research around reading for pleasure**

- * Engaging with colleagues and sharing work via social media or face-to-face meetings etc.**

Gold – Schools should extend staff development further by completing the below three mandatory actions:

Please confirm that you will complete these three mandatory actions

- * Working in partnership with other schools
- * Being an ambassador school and welcoming visitors to share practice
- * Leading a CLPL within your local authority / area or presenting at a shared practice showcase event / Scottish Book Trust webinar

1.2.5 Staff knowledge of contemporary children's literature

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.

Schools should make staff aware of contemporary children's literature by completing the below mandatory action:

Please confirm that you will complete this mandatory action

- * Making staff aware of contemporary children's literature through signposting to new book lists and other appropriate resources

Silver – Schools should ensure that staff have access to contemporary children's literature to read in one of the below ways, or in another way that suits their setting:

Please select a maximum of three of the below actions

- Inviting your local librarian in to talk to staff about new reading materials available to them and ensuring they have a library card
- Having a 'borrow box' in the staff room with regularly updated contemporary children's reading materials

Gold – 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:

Please select a maximum of three of the below actions

Providing physical areas for discussion eg. an interactive display board in the staff room

Taking part in local authority staff book clubs

1.3 Leadership of change

1.3.1 Whole-school action plan

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.

The action plan must:

Please confirm that you will complete these three mandatory actions

- * Be agreed by the reading leadership group
- * Confirm that reading for pleasure is a school wide priority, e.g. adding it to the school improvement plan
- * Include plans to check progress

1.3.2 School environment

Creating pleasurable and relaxed areas for reading enjoyment in partnership with learners, demonstrating visually that reading for pleasure has high status in the school.

Schools should provide appealing and relaxing reading areas in collaboration with learners, and use displays to promote reading in one of the below ways, or in another way that suits their setting:

Please select a maximum of three of the below actions

- Having appealing reading areas throughout the school, eg. in shared spaces / corridors / within your school library area
- Displaying new reading material suggestions, e.g. 'Hot Books' / 'Bookflix'

Silver – Schools should create opportunities for learners to read outside the classroom in one of the below ways, or in another way that suits their setting:

Please select a maximum of three of the below actions

- Having reading sessions outdoors

- Incorporating reading into breakfast clubs / after-school clubs

Gold - Schools should make reading visible in their community in one of the below ways, or in another way that suits their setting:

Please select a maximum of three of the below actions

- Introducing a Book Fairies project

1.3.3 National events and celebrations

Build on reading routines to generate excitement around reading by taking part in national reading celebrations and prizes.

Schools should generate excitement around reading by taking part in one of the below initiatives, or in another that suits their setting:

Please select a maximum of three of the below actions

- Book Week Scotland

- World Book Day / Night

1.5 Management of resources to promote equity

1.5.1 Access to high-quality reading materials

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.

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:

Please confirm that you will complete these four mandatory actions

- * 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
- * Involving learners in the auditing and selection of books and other reading materials
- * Regularly updating reading materials to ensure they are contemporary, diverse and relevant to the needs, interests, languages, cultural identity and experiences of learners
- * Encouraging learners to broaden their reading experience through a wide variety of genres (you could use Bookzilla App on ipads)

Silver – Schools should extend access to contemporary reading materials by completing the below mandatory action:

Please confirm that you will complete this mandatory action

- * Providing all learners with the opportunity to join the local public library for access to books, other reading materials, eBooks and audiobooks

2.2 Curriculum

2.2.1 Regular opportunities to read for pleasure

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.

Schools should ensure that all learners have regular time to read texts of their own choosing in one of the below ways, or in another way that suits their setting:

Please select a maximum of three of the below actions

- Having regular reading at registration / transition times / other times as appropriate**

2.2.2 Interdisciplinary book projects

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.

Schools should use book projects to inspire classes to read by completing the below mandatory action:

Please confirm you will adhere to the mandatory action matching your school

- Primary - Ensuring every learner does one interdisciplinary project per year**

Silver – Schools should extend their book projects by completing the below mandatory action:

Please confirm you will adhere to the mandatory action matching your school

- Primary – providing an opportunity for classes to share their book projects across the school**

2.3 Learning, Teaching and Assessment

2.3.1 Modelling reading behaviours

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.

At primary level schools should complete the below mandatory action:

If you are a Primary School, please confirm that you will complete the below mandatory action

Class teachers routinely reading aloud to their class

At secondary level we recognise that it may be logistically difficult for staff to routinely read aloud to learners, but would like to see evidence of staff supporting learners to access the joy of reading and stories in one of the below ways, or in another way that suits their setting:

If you are a Secondary School, please confirm that you will complete up to three of the below actions

Silver - we will widen learner's experiences of hearing stories read aloud by:

Primary only – we expect schools to be inviting members of the community in to read, e.g. mystery readers, public library staff, sportspeople, local figures, other role models etc.

2.3.2 Staff led meaningful conversations around books

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.

Staff should ensure they know about learners' interests and have regular conversations with them about their personal reading in one of the below ways, or in another way that suits their setting:

Please select a maximum of three of the below actions

- Providing regular reading recommendations for individual learners in line with their interests**

2.3.3 Creating learner social networks

Developing peer-to-peer reading chat, encouraging learners to discuss and evaluate texts amongst themselves, developing individual reading identities and helping learners to share reading materials they enjoy.

Schools should allocate time for all learners to chat about reading materials with each other in one of the below ways, or in another way that suits their setting:

Please select a maximum of three of the below actions

- Pairing up learners to chat about what they are currently reading – this could include famous character duo cards to randomise pairings**

Silver – Schools should give learner social networks more formal structures in one of the below ways, or in another way that suits their setting:

Please select a maximum of three of the below actions

- 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.**

2.3.4 Opportunities for learners to respond to what they're reading

Allowing learners to express and share what they think about their reading and creative expression of individual reading identities.

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 in one of the below ways, or in another way that suits their setting:

Please select a maximum of three of the below actions

- Reading journals / drawings
- Book reviews / recommendations for school newspaper / website
- Use of expressive arts, e.g. drama, music, dance etc.

2.3.5 Access to authors

Giving all learners the opportunity to engage with authors (writers, illustrators or storytellers).

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:

Please select a maximum of three of the below actions

- Watching Authors Live (Live or On Demand)

2.5 Family Learning

2.5.1 Raising the profile of reading with families

Family engagement, encouraging reading at home, helping parents to see the value of reading for pleasure, offering access to books at home.

Schools should engage with learners' families to promote reading for pleasure by completing the below three mandatory actions:

Please confirm that you will complete the below mandatory actions

- * 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

- * Engaging with families about the school's reading projects and incorporating fun reading activities into home learning as appropriate

At primary level schools should also complete the below mandatory action:

Please confirm that you will complete this mandatory action

- 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.

Silver – 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:

Please select a maximum of three of the below actions

- Involving families in reading celebrations

Silver - At primary level schools should also complete the below mandatory action:

Please confirm that you will complete this mandatory action

- Primary only – Inviting families into school for P1 Bookbug Family Bag and Read Write Count gifting events.**

Gold – Schools should actively 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:

Please select a maximum of three of the below actions

- Having lending libraries for adults, eg. in the reception area**
- Creating recommended reading lists for families, consulting with them on the types of reading materials they would like to try**

2.7 Partnerships

2.7.1 Partnerships within local community

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.

Schools should build sustainable partnerships within their community, sharing expertise in one of the below ways, or in another way that suits their setting:

Please select a maximum of three of the below actions

- Working with a third sector organisation on a joint project, e.g. a reading pen-pal initiative with a local care home**

3.2 Raising Attainment and Achievement

3.2.1 Rewarding progress and recognising personal achievements

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.

Schools should reward the progress of individual learners in one of the below ways, or in another way that suits their setting:

Please select a maximum of three of the below actions

Presenting certificates

Silver – 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:

Please select a maximum of three of the below actions

Holding a prize-giving assembly

Gold – Schools should widen celebrations to include the community in one of the below ways, or in another way that suits their setting:

Please select a maximum of three of the below actions

Inviting members of the community to take part in celebrations in school

3.2.2 Monitoring progress

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.

Schools should track their progress by completing the below three mandatory actions:

Please confirm that you will complete these four mandatory actions

- * Using the Reading Schools attitude surveys to assess and monitor learners' interests, engagement and confidence within reading for pleasure
- * Monitoring the impact of your Reading Schools programme in ways most suited to your setting and activities
- * Taking part in Scottish Book Trust evaluation, which will be sent to you once your accreditation has been confirmed