

**Scenarios 5: How well are pupils guided and supported?  
Promoting reading for enjoyment.**

**Scenarios 5: Evidence Gathering**

***Evidence collection activities and types of evidence used*** (tick appropriate boxes to show what you used)

**1 Examples of library support materials/activities**

- Kept examples of booklists, games, dated photos of guiding (as evidence).
- Kept planning documents/materials used in/photos\* of special events and regular library activities (as evidence).
- Kept examples of pupils' book reviews and reading logs/diaries to see range of reading and indications of enjoying reading.

**2 Discussion with teachers on role of library in encouraging reading** (keep a record of replies)

- Asked group of teachers about library role, using *Discussion topics for teaching staff* (see **Tools for gathering evidence** below).

**3 Library documents**

- Highlighted references to developing reading and to training pupils to use the library in *Library Development Plan*.
- Kept examples of activities and materials used in training pupils in different years to use the library (as evidence).

**4 Discussion with groups of pupils\*** (different years and levels of ability)

- Asked pupils about reading for enjoyment, using *Discussion questions for pupils* (see **Tools for gathering evidence** below).

**5 Other evidence gathered** (note anything else that you did instead of or as well as the above):

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\* Pupils should not be photographed without prior clearance.

\* You will probably want to get teaching colleagues to share the questioning. Make sure that everyone asks the same questions – and notes the replies.

## Scenarios 5: Tools for Gathering Evidence

### Scenarios 5: Discussion topics for teaching staff

- Where does the library fit into the school approach to developing reading?
- How well is the library organised to encourage pupils in reading for enjoyment?
  - What could be done to improve this?
- In general, is there enough fiction and non-fiction for the full range of ages and interests of pupils at the school?
  - Does the stock cater for all levels of reading ability as pupils progress from year to year?
  - Is there enough challenging reading material to stretch gifted and talented pupils?
  - Is there sufficient material to encourage reluctant readers?
  - Is there enough material to engage pupils from the different ethnic or cultural backgrounds currently at the school?

### Scenarios 5: Discussion questions for pupils

- Do you like reading?
- Do you borrow books from the library to read for enjoyment, apart from when you have to?
  - How often?
- Where else do you get books you like? (*e.g. public library, bookshop, friends*).
- What types of books do you like?
  - Does the library stock the types of books you like reading?
  - What other types of books would you like to see in the library?
- How do you decide which books to borrow? (*e.g. events, displays, friends recommend, teachers/library staff recommend*).
- How do you find out what new books are available in the library?
- Do you think the library has enough newer books available? If not, what titles would you particularly like to see?
- Have you been to any reading events in the library? (*e.g. Book Week events, reading clubs*).
  - Have these encouraged you to read any new books?