

**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):

* 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?

Scenarios 5: Actions for Improvement

- Work on developing the school as a reading community, by engaging teachers and other staff, parents and pupils in reading and supporting reading.
- Ensure that a range of out-of-hours activities is provided in the library to meet the needs of all pupils (e.g. Homework Club or Breakfast Club, reading club). Ensure that out-of-hours activities are effectively promoted.
- Plan events to promote reading for pleasure e.g. Book Weeks, author visits, Carnegie and Greenaway Shadowing, readathons, World Book Day and Children's Book Week events.
- Display book reviews written by pupils in the library.
- Establish a reading club or provide other opportunities for pupils to discuss books they have read.
- Organise visits to the local public library to introduce pupils to a wider range of books and an alternative source of reading materials. Promote public library reading activities such as the Summer Reading Scheme.
- Work with all staff to ensure the library plays a key role in the promotion of reading.
- Identify gaps through a stock audit and prioritise the purchase of resources which promote reading for pleasure to all levels of reading interest and ability.
- If the library has a computerized library management system, use its capacity for data generation to monitor the range and breadth of reading.

Further advice

Birmingham Library and Information Services et al, Stories from the Web,

<http://www.storiesfromtheweb.org/sfwhomepage.htm>

Book Trust, Booktrusted.com website, <http://www.booktrusted.com>

Carousel Magazine and Website: The Guide to Children's Books, <http://www.carouselguide.co.uk>

Department for Education and Skills, The Study Support Toolkit, 2000,

<http://www.standards.dfes.gov.uk/studysupport/howdo/toolkit>

Department for Education and Skills, Code of Practice for the Primary Sector, 2000,

http://www.standards.dfes.gov.uk/studysupport/howdo/cofp_primary

De Saez, Eileen Elliot, Promoting the School Library, SLA, 2000.

Dubber, Elizabeth, and Yendall, David, Display and Publicity for the School Library, SLA, 1996; new edition due 2004.

Dubber, Geoff, Running a Successful School Library Book Event, SLA, 2000.

Gawith, Gwen, Reading Alive!, A&C Black, 1999.

Irvin, Norah, and Cooper, Lesley, Who Next? A Guide to Children's Authors, LISU, 1999.

Library Association, The Primary School Library Guidelines Library, Library Association, 2000, p. 12.

McGonagle, Janet, Promoting Literacy Through the Primary School Library, SLA, 1998).

School Bookshop Association, Books for Keeps: The Children's Book Magazine, School Bookshop Association.

Your local SLS (if available) may be able to provide advice on reading promotion, stock to encourage reading for pleasure, homework club provision and resources to support pupils' leisure needs.