

**Summary Sheet**

**Key Question 5: How well are pupils guided and supported?**

**Strand 5a: The LRC's role in promoting reading for enjoyment**

Reason for choice of key question and strand: \_\_\_\_\_

Indicator	Level awarded in last evaluation (if applicable)	Evidence collected	Level Awarded (1-5)	What should the LRC do to improve?
i. Does the LRC actively promote reading for enjoyment?				
ii. Do LRC staff take a key role in reader development work, encouraging pupils to read widely and confidently?				
iii. Is the role of the LRC in reading valued across the school?				
iv. Does the LRC provide support materials to encourage the full range of pupils to read? (e.g. booklists, bookmarked websites, Summer Reading Game)				

Support required to enable the LRC to improve:

**Overall level reached:**

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*5a: The LRC's role in promoting reading for enjoyment*

Indicator	Types of evidence	Ways to collect evidence
i. Does the LRC actively promote reading for enjoyment?	<ul style="list-style-type: none"> <li>→ Records of reading promotion events and activities in the LRC</li> <li>→ Records of pupil involvement in these activities</li> <li>→ LRC policy and planning documents</li> </ul>	<ul style="list-style-type: none"> <li>→ Keep examples of advertising, photos, planning documentation etc for book/reading clubs, storytelling, book weeks/author visits, competitions, special events (e.g. World Book Day, Carnegie Shadowing, Readathon etc), where LRC features</li> <li>→ Analyse numbers and range of pupils involved in activities</li> <li>→ Identify references to promotion in LRC policy/plan</li> </ul>
ii. Do LRC staff take a key role in reader development work, encouraging pupils to read widely and confidently?	<ul style="list-style-type: none"> <li>→ LRC planning and policy documentations</li> <li>→ Observed activities in the LRC</li> <li>→ Views of pupils</li> </ul>	<ul style="list-style-type: none"> <li>→ Identify references to reader development work in LRC plans</li> <li>→ Note examples of LRC activity</li> <li>→ Record pupil comments on the breadth of their reading</li> </ul>
iii. Is the role of the LRC in reading valued across the school?	<ul style="list-style-type: none"> <li>→ School and subject planning documents (e.g. school extra-curricular plans)</li> <li>→ Views of pupils</li> <li>→ Views of teachers</li> <li>→ Views of SMT</li> </ul>	<ul style="list-style-type: none"> <li>→ Identify references to LRC role in promoting reading for enjoyment in planning documents</li> <li>→ Interview using questions for pupils BB</li> <li>→ Ask teachers and SMT members about the role of the LRC in encouraging reading</li> </ul>
iv. Does the LRC provide support materials to encourage the full range of pupils to read? (e.g. booklists, bookmarked websites, Summer Reading Game)?	<ul style="list-style-type: none"> <li>→ the range of support materials available, (e.g. reading games, story/poetry tapes, pupils' book recommendations, screen savers promoting books).</li> </ul>	<ul style="list-style-type: none"> <li>→ Keep examples of reading lists produced to cover different reading interests and ability levels</li> <li>→ Keep examples of different types of support materials that LRC makes available</li> </ul>

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	<b>Description of a typical LRC at each level</b>
<b>Level 1 Excellent</b>	<ul style="list-style-type: none"> <li>▪ The LRC staff actively promote reading for enjoyment of both fiction and non fiction to groups of pupils and individuals, both on an informal day-to-day basis, for example through conversations about reading, posters, the LRC intranet site and through a programme of regular special events such as Book Weeks, author/illustrator visits, competitions, challenges and other activities.</li> <li>▪ There is a wide variety of ongoing activities such as book talks, book clubs and displays to encourage all pupils to read widely and confidently and to discuss books they have read.</li> <li>▪ The LRC staff work closely with teaching staff, in particular the Literacy Co-ordinator, to devise strategies to promote reading for enjoyment.</li> <li>▪ The contribution of the LRC in encouraging and promoting reading is valued throughout the school.</li> <li>▪ Support and extension materials, on-line and in printed form, are systematically provided for individuals and groups of pupils.</li> </ul>
<b>Level 2 Good</b>	<ul style="list-style-type: none"> <li>▪ The LRC staff actively promote reading for enjoyment of both fiction and non fiction to groups of pupils and individuals both on an informal day-to-day basis (conversations, posters etc.) and through regular special events such as Book Weeks, author/illustrator visits, competitions and other activities.</li> <li>▪ There are ongoing activities such as book clubs and displays to encourage pupils to read widely and to discuss books they have read.</li> <li>▪ The LRC staff regularly work together with teaching staff to devise strategies to promote reading for enjoyment.</li> <li>▪ Most teachers and pupils value the contribution of the LRC in encouraging and promoting reading.</li> <li>▪ Support and extension materials are usually provided for pupils where appropriate; many are available both on-line and in print.</li> </ul>
<b>Level 3 Intermediate</b>	<ul style="list-style-type: none"> <li>▪ The LRC staff actively promote reading for enjoyment, mainly of fiction, to individual pupils on an informal day-to-day basis although more creative approaches are not usually tried. There are a number of special events such as book weeks and author visits.</li> <li>▪ There are some ongoing activities such as book clubs and displays but these mainly appeal to specific groups of pupils.</li> <li>▪ The LRC staff regularly devise strategies to promote reading for enjoyment, sometimes working with individual teachers to do so.</li> <li>▪ The LRC is usually recognised as contributing to encouraging and promoting reading.</li> <li>▪ Support materials are provided for some groups of pupils e.g. reluctant boys, but are not routinely available to encourage all pupils to read.</li> </ul>

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<p><b>Level 4 Emergent</b></p>	<ul style="list-style-type: none"> <li>▪ The LRC staff promote reading for enjoyment to individual pupils on an informal day-to-day basis and there may be occasional special events such as Book Weeks. Overall, promotion tends to be sporadic.</li> <li>▪ There is a limited number of ongoing activities such as book clubs and displays for some groups of pupils</li> <li>▪ The LRC staff sometimes devise strategies to promote reading for enjoyment, but usually do so independently.</li> <li>▪ The LRC is sometimes recognised as contributing to encouraging and promoting reading</li> <li>▪ Support materials are provided for some groups of pupils on occasions and usually only in printed form.</li> </ul>
<p><b>Level 5 Needs development</b></p>	<ul style="list-style-type: none"> <li>▪ The LRC staff occasionally promote reading for enjoyment on an informal day-to-day basis and rarely through special events such as Book Weeks or reading clubs.</li> <li>▪ LRC staff do not usually attempt to devise strategies to promote reading for enjoyment either independently or with teaching staff.</li> <li>▪ The role of the LRC in encouraging and promoting reading is not usually recognised.</li> <li>▪ Support materials to encourage reading. are rarely provided.</li> </ul>

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<b>Suggested actions for improvement</b>	<b>Examples of good practice</b>
<p>Plan events to promote reading for enjoyment e.g. Book Weeks, author visits.</p> <p>Establish a reading club.</p> <p>Shadow the national book awards.</p> <p>Work with teaching staff to ensure the LRC plays a key role in the promotion of reading.</p> <p>Work on promoting reading for enjoyment using non fiction and a range of different formats, for example, electronic books</p>	<p><i>“A new aspect of library use this year has been to invite an author to come and talk about their writing and ideas, and answer questions. This year I invited Geraldine McCaughrean, writer of fiction for teenagers, to come and talk to Year 7 in February. In addition I also invited Year 6 pupils from the Junior School. The visit was a wholehearted success. We heard where she found some of her ideas for her books, and all the pupils enjoyed playing her story-telling games. Her visit ended with book signing, as I had invited staff from the Bookstore to attend, bringing some books for sale.”</i></p> <p><i>“Sixth formers are matched with pupils from lower down the school to help them with reading and encourage them to be more interested in books. It works both ways! The sixth formers gain confidence and become more aware of what the library has to offer.”</i></p> <p><i>“I run a Booktrack scheme, to encourage pupils to read and discuss books. They collect badges at 10, 25, 50, 75 and a gold at 100+ books. A gold badge is given at school assembly and they have their photo in the school newspaper.”</i></p>
<p><b>Further advice</b></p> <p>Birmingham Library and Information Services et al, <i>Stories from the Web</i>, <a href="http://www.storiesfromtheweb.org/sfwhomepage.htm">http://www.storiesfromtheweb.org/sfwhomepage.htm</a></p> <p>Book Trust, <i>Booktrusted.com website</i>, <a href="http://www.booktrusted.com">http://www.booktrusted.com</a></p> <p><i>Books for Keeps: The Children's Book Magazine</i>, Books for Keeps.</p> <p>BOOX, <i>YouthBOOX website</i>, <a href="http://www.boox.org.uk">http://www.boox.org.uk</a></p> <p>De Saez, Eileen Elliot, <i>Promoting the School Library</i>, SLA, 2000.</p> <p>Dubber, Elizabeth, and Yendall, David, <i>Display and Publicity for the School Library</i>, SLA, 1996.</p> <p>Dubber, Geoff, <i>Running a Successful School Library Book Event</i>, SLA, 2000.</p> <p>Irvin, Norah, and Cooper, Lesley, <i>Who Next? A Guide to Children's Authors</i>, LISU, 1999.</p> <p>Your local SLS or public library service may be able to provide advice on reading promotion and stock to encourage reading for enjoyment.</p>	

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**THE TOOLS**

**BB Interview questions for pupils**

Do you like reading?

*If no,*

- why is this?
- have you ever enjoyed reading?

*If yes,*

- how much reading do you do, apart from school work?
- what sorts of things do you like to read?
- does the LRC stock the types of books and other materials you like to read for enjoyment?
- does the LRC have the sorts of books and other material you like to read?
- how do you find out about the sorts of books or other materials you like to read? (*e.g. events, displays, friends recommend, LRC staff recommend*)
- do the LRC staff encourage you to read for enjoyment?
  - If so, in what ways?
- do you get books to read for enjoyment from anywhere else apart from the LRC? (*e.g. public library, bookshop, friends*)
- Have you been to any reading events in the LRC? (*e.g. Book Week, reading club*)
  - *If so, have these encouraged you to read anything new?*