

# Reading for Enjoyment

## Creating a Reading Culture



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# Rationale

Studies have found a significant link between reading for enjoyment and educational achievement; there is evidence that reading for enjoyment has a greater impact on a child's educational success than the family's socio-economic status and could be an important way to help combat social exclusion and raise educational standards (OECD 2002). In addition to raising attainment, research proves that literacy has a significant relationship with happiness and success in adult life (Clark and Rumbold 2006).

The Rose Review (2008) states that *'a deep engagement with storytelling and great literature links directly to the emotional development of children in the primary school.'*

The Department for Education report 'Reading: The next steps', published in March 2015, states, *'The best way to promote development (in reading) is by instilling in children a passion for reading. Children who love reading will read more and, over time, choose literature which is more demanding and suitably stretching. It creates a virtuous circle: as the amount a child reads increases, their reading attainment improves, which in turn encourages them to read more. All reading makes a difference, but evidence suggests that reading for pleasure makes the most.'*

However, research is accumulating that suggests that a growing number of children do not enjoy reading. If this is the case, then schools should do everything possible to ensure that all children are encouraged and motivated to read for pleasure.

The purpose of this guide is to provide strategies and ideas to encourage reading for enjoyment, and to highlight the role of the school in this process. Much of the work was developed during the City of Edinburgh's leadership of the South of Scotland Literacy Hub, funded by the Scottish Government. Reading for Enjoyment was seen as a priority, and funding for development in primary schools was allocated.

The guidelines show how children can be provided with reading material which motivates and challenges. The creation of a whole-school reading culture involving pupils, parents and staff will be discussed, based on an award-winning project in one school, and the importance of the school library will be emphasised. Making reading an enjoyable experience for all our children is well worth the effort.

## **Curriculum for Excellence**

Enjoyment and Choice is one of the organisers in the Curriculum for Excellence Literacy and English Experiences and Outcomes for Reading. This places importance on children having an element of choice in what they read and on enjoyment of their reading, as well as enabling them to justify these choices and discuss why they have made them. In order to do this and to increase motivation, children should be presented with a range of stimulating reading materials at an appropriate level of challenge.

## How to create a reading culture

If children are to view reading as a worthwhile and, more importantly, desirable activity it will be necessary to ensure that they have access to a range of engaging materials. This can be achieved in several key ways:

- \* By ensuring that all classrooms have a bright and attractive library corner with a range of current reading materials in it. This is particularly important as a library corner can serve as a focal point for discussions with the children about the value of reading.
- \* By successfully maintaining a school library; this means doing regular audits of reading materials, removing old and damaged books each year and regularly ordering in new stock in light of discussions with children, teachers and parents.
- \* By thinking about how best to engage reluctant readers; it is very important to have a range of high-interest, low reading-level books in school and to provide these children with further support when selecting materials.
- \* By listening to the children; the beginning-of-year reading survey should offer a significant insight into the kinds of books that children are interested in. Use this information to find and suggest books for each child. This can be time consuming but it is very engaging for the children and shows them that their choice of reading material is valued. It should be made clear to the children that they are under no obligation to read suggested books.
- \* By involving parents; if children are to view reading as something which transcends the classroom, it is important to make meaningful links between reading at home and at school. By completing questionnaires, parents can be invited to discuss the books that their children like to read at home and this information can be used when selecting reading materials for the school/classroom.
- \* By keeping materials current; websites such as the Scottish Book Trust ([www.scottishbooktrust.com](http://www.scottishbooktrust.com)) and Love Reading 4 Kids ([www.lovereadings4kids.co.uk/](http://www.lovereadings4kids.co.uk/)) offer a wealth of information about new and popular reading materials.

## Creating a good school library

*'School libraries should be a focal point for a school. In a school library there should be the resources to support every aspect of school life: every project, books to support sport, dancing, art, music; and it should also be the place to go for stories and poems. It should be an unmissable, unavoidable place.'* Michael Rosen, Children's Laureate 2007–2009

Every primary school should have a well-resourced library as a focus for learning and literacy development. This should be a dedicated, well furnished space with a wide range of up-to-date fiction and information books to read for pleasure, including good-quality picture books for early years. The school library should promote equality, diversity and inclusion. It is important that the school library is at the heart of developing a whole-school reading culture.

There should be clear aims for the school library in line with the school's overall aims, but it must have the development and promotion of reading for enjoyment as its main focus. Responsibility for the development of the library will ultimately rest with the head teacher; fiscal responsibility will rest with the head teacher or the business manager if delegated.

Volunteers might help with the operational running, but an overview of the library and its curricular use should rest with the SMT and teaching staff. There has to be a commitment from management re staff time, whether from PSAs or teachers.

Creating a well-run, dynamic school library takes organisation, time and money. The library should be an exciting place where children want to be. Author visits, competitions, themed events and attractive, regularly changing displays will encourage children use the library regularly. A comment box, a board to display pupils' recommendations and a pupils' wish-list keeps the library interactive and helps children feel involved in the choice of books bought.

Information and Learning Resources provide advice and support to all schools. They will help with editing stock and will work with school staff rather than undertake this work on their own.

Excellent advice on all areas of school libraries is available online at <http://primaryschoollibraryguidelines.org.uk>



## Curriculum

Learning to use the school library covers a range of the Literacy across Learning experiences and outcomes.

Reading for enjoyment:

*I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes*  
LIT 0-01b/LIT 0-11b

*I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors.*  
LIT 1-11a

*I regularly select and read listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors.*  
LIT 2-11a

Reading for information:

*I can use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things.*  
LIT 0-14a

*Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.*  
LIT 1-14a

*Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.*  
LIT 2-14a

## Creating classroom collections

As well as having access to the school library on a regular basis, each classroom should also have its own collection of books or class library. This area should provide a focus for reading within the classroom. Research consistently shows that the creation of a classroom library is one of the best ways to foster a love of reading in school, as children have constant access to books and can find something to read at any suitable time in the school day.

According to researchers, there are at least five important functions of a well designed classroom library: supporting literacy instruction; helping students learn about books; providing a central location for classroom resources; providing opportunities for independent reading and curricular extensions; and serving as a place for children to talk about and interact with books.



In order to fulfil all these functions, there needs to be a wide range of categories of reading materials within a classroom library, for example:

- \* stories and narrative accounts, eg fairy tales, folk tales, and biographies
- \* picture books with thought-provoking images and examples of artistic talent
- \* information books
- \* computers with bookmarked web pages, including major reference sources
- \* popular magazines, newspapers, catalogues, recipe books, encyclopaedias, maps, reports, captioned photographs, posters, diaries and letters
- \* joke books, comic books, word-puzzle books
- \* pupil-authored books and stories

If possible it is good practice to get children to help choose books for the class library, to include high-interest books and quick reads. The class library should be a subset of the main library and books should be changed on a regular basis.

The class library also has to be maintained and it is useful to teach children how to choose books and keep it tidy. They could also be taught how to select and take care of books, before going on to use these skills in the school library.

The class library should be comfortable and relaxed, colourful and attractively decorated, possibly as a genre or theme of book – an underwater cave, a forest, a magic grotto. There should be a good choice of material, but not too much, well displayed and easy to access.



## **Library activities**

It is important that children are taught how to use the school library. For this to be possible, the library must be well organised. Fiction should be organised in approximate age or Curriculum for Excellence levels and, except for the picture books, should be kept in alphabetical order. Information stock should be kept in Dewey order.

This means that children will have to learn the basics of alphabetical and numerical order. As well as being able to find the book on the shelf, they should be able to think about why they may want to choose particular books dependent on their wants and needs. Children should also be taught to put books back in the correct place so that the next user will be able to find the book that they are looking for. They could design and make their own markers to mark the place from which they took a particular book, in order to help them replace it correctly. This could be run as a competition for the best design of marker, with children voting for their favourite, and a small, library-related prize awarded.

There should be lessons on:

- \* how the library is organised
- \* how to find and return books
- \* how to choose books

These lessons should introduce the different sections of the library, including Fiction, Information and any other sub-categories. Activities could include preparing a map of the library, alphabetical exercises, putting fiction books into alphabetical order by author names or getting the children to put themselves into alphabetical order. The Dewey Decimal System puts books into numerical order and there are lots of activities which can help children to learn about the Dewey system in a fun way.

Other activities could include:

- \* Treasure hunts – pupils work in teams of three or four to find certain items in the library using clues that range in number and level of difficulty according to the age of the pupils.
- \* Scavenger hunts – these encourage children to visit all areas of the library. Questions can be written by the teacher, or by pupils for other classes.

Treasure hunt templates can be found on the National Literacy Trust's website [www.literacytrust.org.uk](http://www.literacytrust.org.uk)

## **How to choose fiction and information books**

Lessons should include how to choose a fiction book, and discuss the blurb, skimming, authors, covers, genre and enjoyment and choice. These should also teach how to choose an information book, as well as reading information books for enjoyment, finding relevant information for a task and getting the right information for your purpose.

Pupils could be set challenges in groups, designed to help them find relevant information for given tasks. They could be given a list of Dewey numbers and asked to find the topic they relate to, or a list of topic questions and asked to find the Dewey number for that topic.

Connect Four is an activity based on the popular game, when children have to read four books of different genres on a four by four grid, and colour the boxes to show the connection.

Children could be read the opening paragraphs for a selection of books, decide which they would like to read, and be able to justify their choice. This also encourages them to talk about books and to think about preferences.

### ***Teachers and other adults as role models***

When developing a whole-school reading culture, it is important to ensure that all adults in and around the school are also involved. When children have been given time for individual reading, adults should be seen to be reading too and talk enthusiastically about what they are reading, why they like it and what they may want to read next. It is helpful for teachers to have a good knowledge of children's books. Children will enjoy seeing what adults around them have read and recommend, but they will also like to recommend books to adults and other children.

Good practice has been developed in some authorities, where all the adults in the school and the wider community wear brightly coloured lanyards with the name of the book that they are reading. Other good practice includes taking photographs of teachers' and other adults' favourite children's books, where children have to guess which favourite book matches a known adult. Talking in class time about reading, books, authors, television or film tie-ins are all good ways of creating a reading culture. Adults cannot be seen to say that reading is the most important way to help learning while not doing it themselves. Getting the wider school community reading and ready to discuss this, and involving support staff and adults that the children may not associate with reading, is also a positive way to encourage reading.

Photos could be taken of school staff reading, with the book covering their faces, and the children could be asked to guess who is reading each book as a competition. Extreme reading is another fun activity, when children could be asked to take photos of themselves reading in unusual places and post them on an Extreme Reading Board in the school. Each class could have a Top Ten board or 'Book of the Month' to display favourite titles and recommendations.



Screen savers of favourite quotations or poems could be prepared and changed on a daily basis and children could be encouraged to provide examples to add to the collection.

It is important parents/carers are brought on board with the reading culture. They should be informed of what is happening in the school and be encouraged to support their children. They may also be invited to come along to some of the events, or the school could arrange special events for parents and carers. Story sessions and author events for children and parents are a good way to get parents to come into the library. Some libraries may want to invest in a small section for adults.

## ***Budgets***

The library needs an annual budget to be able to maintain the quality of the stock. There is not a dedicated budget line which comes into schools marked for library or books and it should therefore come out of the mainstream school budget.

The annual budget should be trying to replace about 10% of stock; this means that a school should never have to spend huge amounts of money in restocking their library as it should be replaced over a ten-year period.

CILIP (Chartered Institute of Library and Information Professionals) recommends that there are between 10 and 13 books per pupil per school. This would mean that in a school of 300 there should be a stock of at least 3,000 books. Smaller schools will need proportionately more items per pupils; CILIP recommends that schools of under 100 pupils should aim for 1300 quality books.

10% replacement costs work out at about £8.00 per book and about £2,000 worth of stock annually.

## ***Funding sources***

In addition to a dedicated library and reading for enjoyment budget, there are a number of possible sources of funding for the school library, to include funding for furniture and fittings, resources and events.

Scottish Book Trust Live Literature funding provides matched funding for author/illustrator/storyteller events. The total cost of an event is £150 and SBT will match-fund half (£75) of the fee and any travel expenses incurred by the author.

The Foyle Foundation, which runs the Foyle's School Library scheme, provides funds from £3,000 to £10,000 for books and library projects.

Education Scotland administers the Access to Education Fund. This fund targets children and young people from deprived backgrounds, eg the 20% most deprived in the Scottish Index of Multiple Deprivation. In addition, there are many other charitable trusts and foundations which can be applied to for funding.

There are other possible options for funding:

- \* fundraising, eg school fairs, sponsored events
- \* parents could be asked to donate a new book at Christmas or when their child leaves at the end of P7 – this could be done with a pop-up shop in the school

## **Sourcing books**

The City of Edinburgh Council is part of the Scotland Excel Contract, which means that Edinburgh schools are limited in whom they can buy from. There are discounts of up to 40% and often other benefits are offered, eg making sure that the books come with plastic jackets to prolong their shelf life. Schools and Early Years establishments should register with the suppliers and inform them that they are part of the Scotland Excel Contract to ensure that they get the best discounts. See the 'Easy guide to book purchase' section for more guidance.

Local bookshops like Blackwell's and Waterstones are able to host visits by staff and pupils if given enough notice. You may want to do this if you are buying single copies of books or have a small number of children.

CEC Information and Learning Resources (ILR) also hosts book selection visits from establishments, and will look out good, contemporary books. Children can choose from this wide range; ILR will then type up the list of books and send them on to the school so that the books can be ordered from a supplier who gives the best discounts.

Most books are able to be bought from the Scotland Excel Contract, although there may be issues with sourcing more obscure or foreign books.

## **Recommended reads**

Information and Learning Resources keep and update a number of recommended reading lists. There is a generic list which provides 20 to 30 titles at each Curriculum for Excellence level and includes some of the best new books to buy for your school or class library. We also produce a Scottish Authors list and a range of themed lists. These are now all available from Information and Learning Resources.

Booktrust have a range of themed booklists on their website which are useful in helping children to select what to read next, based on their current preferences.

<http://www.booktrust.org.uk/books/children/booklists/>

Scottish Booktrust also have a great booklist for kids, often based on themes

[www.scottishbooktrust.com/reading/book-lists/kids](http://www.scottishbooktrust.com/reading/book-lists/kids)

Websites such as <http://www.lovereadings4kids.com> and <http://www.lovereadingsforschools.com> produce monthly updates on new titles for subscribers. This is free upon registration, and includes the opportunity for children to join their readers' review panel, when advance copies of new titles are sent for children to review.

## **Bookshops and book fairs**

Some suppliers are able to offer additional services eg Blackwell's offer a pop-up book shop in schools. They also provide books for an author's session on a sale or return basis.

Scholastic Book Fairs are very easy to run and offer a good discount to schools, but they only sell Scholastic books which limits the choice.

### **What next?**

It is useful to be able to recommend to children what they might read next after finishing a book that they really enjoyed. Children could be encouraged to share their recommendations; this could be done in a variety of ways, eg having a recommendations wall, holding a book auction where children sell books to one another or having a shared area that they can all access through ICT. Word of mouth is still very important in recommending books, and children could prepare book talks to be filmed.

The public library offers an online service called Who Next? The user types in the name of an author whose books they have enjoyed and they get a list of authors whom they may want to try next. This can be accessed at <http://yourlibrary.edinburgh.gov.uk/whonext>. Teachers should try and ensure that they are familiar with current children's books, and there are several websites which provide up to date information about new books (see the 'Further reading and websites' section).

## Patrons of reading

A patron of reading is a school's special, designated children's author with whom the school forms a personal attachment. The author might be a writer of fiction, a writer of non-fiction, a poet, a storyteller, a graphic novelist or an illustrator. They will work with the school for a period of approximately three years to raise the profile of reading for pleasure with pupils, parents and staff.



### ***What does a patron do?***

The role is extremely flexible to suit each school and each patron, but here are a few possible ideas:

- \* Visit the school regularly (at least once every year).
- \* Write a blog or newsletter about books they are reading, their own work, book awards etc.
- \* Support the Summer Reading Challenge (or any other reading challenge).
- \* Donate one or two copies of any new books to the school library.
- \* Share any new ideas they hear regarding reading, books and libraries.
- \* Interact with pupils and parents on the school's website or the author's website.
- \* Occasionally write to pupils who do something outstanding in terms of reading (eg make amazing progress or win a competition) .

### ***What does the school do?***

Again, this varies from school to school, but suggestions include:

- \* Book the author for a school visit (at least once a year).
- \* Add a link to the author's website on the school site.
- \* Promote the scheme in school newsletters, online and to the local media.
- \* Read the author's books and send them feedback.
- \* Put up a display about the author in the school.
- \* Have a special area in the library displaying the author's work.

It is important to stress that there is no 'correct way' to be a Patron of Reading or to be a school involved with the initiative. All schools and all writers are completely different. If your objective is to get as many children as possible reading for pleasure as often as possible, then you're doing it right! The simplest way to find ideas on getting started is to have a look at some of the Patron of Reading blogs that have already been set up. Before getting involved, it is important for all schools and patrons read the PDF guide (<http://patronofreading.co.uk/patron-of-reading-guideline.pdf>) which answers many frequently asked questions.

### ***Who can be a patron of reading?***

A patron of reading should be a professional children's writer (which includes illustrator, poet or non-fiction writer) with a catalogue of traditionally published (not self-published) material, ideally consisting of at least three titles. In addition, at least two years' experience of undertaking school visits, residencies or workshops would be preferable. Having an accessible and user-friendly website is a bonus. Professional and experienced storytellers are also encouraged to become patrons.

### ***How to choose the right patron for your school***

Any school thinking of having a patron of reading should ideally consider choosing one with whom there is already some connection, although this is obviously not always possible. It is really important for all parties to meet and discuss how you each view the role before making any firm commitments. Making contact with a school where the scheme is already up and running can also be very useful. Most important of all, having a patron of reading should be fun for everybody involved.

The patron of reading idea works most successfully when the school takes the initiative and goes out to recruit their own patron. However, occasionally a bit of help might be needed. Further information can be found on the patron of reading website, link below.

### ***PVG checks and patrons***

Schools need to discuss and clarify their safeguarding policies with the patrons beforehand. Please note that authors do not require PVG checks for one-off visits as they are never left unsupervised with children.

### ***Financial cost to the school***

The school would be expected to pay for any visit the patron makes in the usual way. A visit at least once a year is advisable, so that each class can build up a relationship with the patron. Schools can apply for Scottish Book Trust Live Literature funding, which pays for half the cost of the visit.

<http://www.scottishbooktrust.com/learning/live-literature-funding/apply-for-funding->

Further information about the Patron of Reading scheme can be found on the Patron of Reading website:

<http://www.patronofreading.co.uk/>



# Case study

We know why we should promote reading for enjoyment. This is how it was done in one City of Edinburgh school in a project involving staff, pupils and parents.

## ***Necessary ingredients***

- \* commitment
- \* time to read
- \* high-quality books
- \* a hook into reading
- \* good role models
- \* advice on authors and genres

## ***Commitment***

This can only happen if the senior leadership/management are committed to the project as it requires investment of time, space and money. With strong and direct leadership teachers are quick to adapt their practice to allow reading for pleasure to be the main form of reading. It is easy to slot in, children quickly rise to the challenges set and the impact on their writing as well as reading becomes apparent very quickly.

## ***Time to read***

Every child needs to be given dedicated reading time every day in school. This is actually quite easy. If children know they pick up a book as soon as they come into the classroom in the morning, after break and after lunch, as well as whenever the class teacher is interrupted by a visitor, then you quickly have more than half an hour a day for reading. They also need to be encouraged to read at home, on the bus, in fact whenever there is 'dead' time. They soon want more and more time for reading.

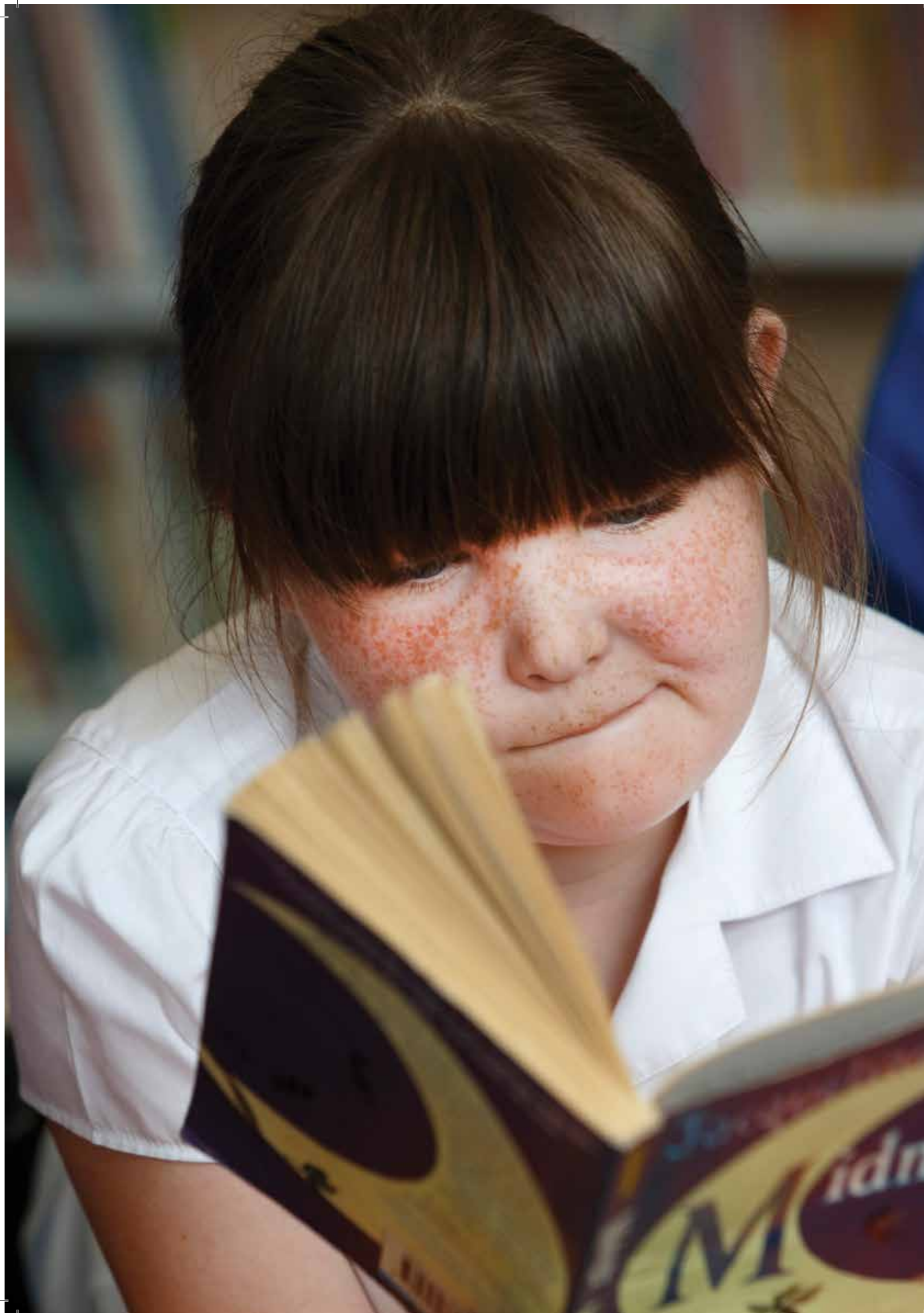
## ***High-quality books***

No-one wants to read a tatty book with a broken spine and browned pages. High-quality books are an invitation to read, so school and class libraries should reflect this. Invest from the school budget every session to keep the stock fresh, attractive and current. This money needs to come from the per capita budget but, of course, you can also apply for grants and undertake fund-raising activities. See 'Creating a good school library' for advice on how to choose the best books for your library.

The library itself also has to be an attractive, welcoming and inspiring place. Children and teachers need to learn how to use the space properly, keeping it tidy and treating the books with respect.

## ***A hook into reading***

It is essential that children want to read. Some of them want to do so naturally, but others need to be hooked in. Reading Round Scotland is a programme that draws the children into reading and into building up their stamina for reading. The targets of reading at least 10, 20, 30 or 40 books a session are set and the journey takes them around the country. They read with enthusiasm, collect stickers and learn about different parts of Scotland.



### **Good role models**

Not every child will have someone at home modelling good reading habits, so it is up to staff to model choosing and reading books. Teachers should let children see them reading and should discuss their reading habits with them. It is good to get the children to recommend books to one another and to make reading for pleasure an active part of every day.

### **Advice on authors and genres**

It is really important to offer a wide range of genres and high-quality authors. See 'Creating a good school library' for guidance on this.

## **West Pilton Reads: Developing a community reading culture**

*A radical approach to encourage and develop reading for enjoyment across a disadvantaged community.*

The impetus for this project came from Edinburgh's leadership of the South-east Scotland Literacy Hub, funded by the Scottish Government and involving City of Edinburgh, East Lothian, West Lothian, Midlothian, Scottish Borders and Dumfries and Galloway Councils. One of the workstreams for 2013–14 was creating a reading culture.

Research shows that we only get better at reading by reading, and that we will only read if we want to read. After looking at this research and considering best practice, we investigated ways in which we could create a reading culture around Forthview Primary. The teaching of reading has been unchanged for decades with no significant improvement in achievement, especially in areas of disadvantage. We decided that it was time for a radical change of approach to fostering the enjoyment of reading.



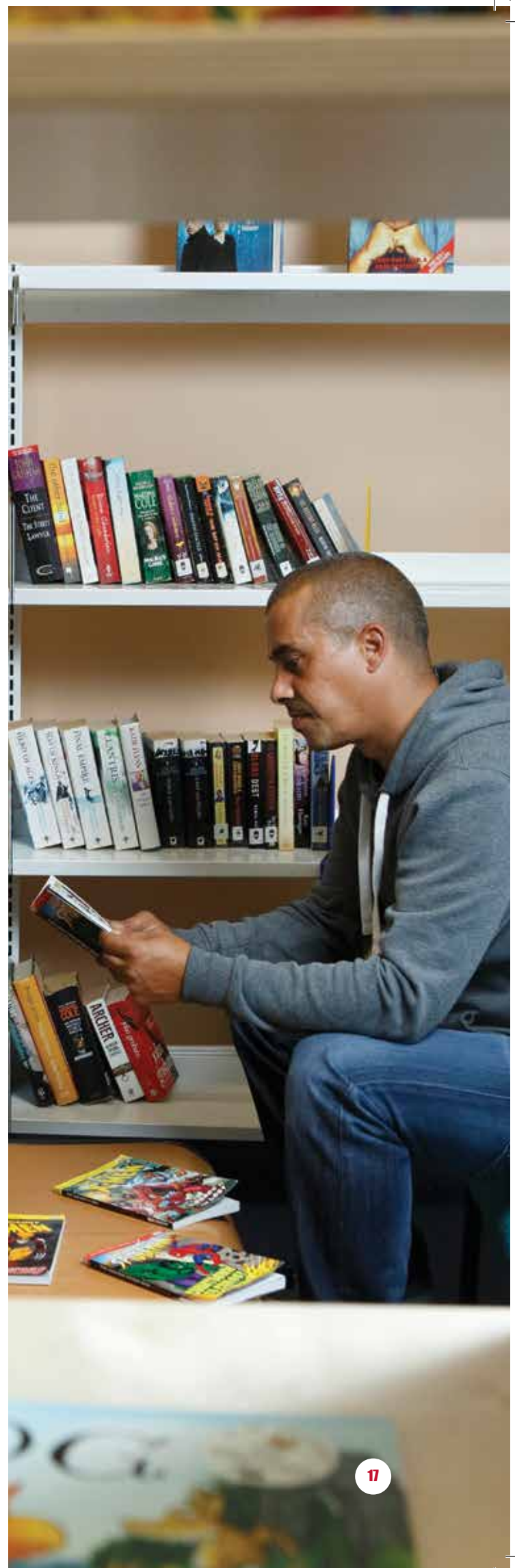


The operational group for this workstream brought a range of skills to the planning process. We worked together to develop an action plan, and implementation began immediately with additional input from a Development Officer for English and Literacy, a Field Officer for School Libraries, and the Forthview Family Support Teacher. We aimed to involve all staff at Forthview from the outset, so, to enthuse the staff and bring them on board, we began with an inspirational in-service day.

It was important for us to establish a literacy baseline and so all P2–P7 pupils were tested using the SWRT. Staff from nursery to P7 were given the opportunity to order a selection of books for class libraries, and a set of books for shared class reading for P4–P7, paid from the school budget.

Literacy and reading are all about stories, so we began our project with story-telling sessions for all stages. We invited parents into the sessions and conducted attitudinal surveys on reading with them. We also invited parents to join our adult reading group, the Forthview Book Café. Using the school budget, the family support teacher purchased 24 short reads. Approximately six adults joined our group and it is intended to build on this. Adults in the group do not read the same book but try different books and genres and then discuss and recommend as appropriate.

At Forthview there is a dads' group which meets with the family support teacher every week. The School were keen to get them involved, both for their own learning and also as positive role models for their children. The head teacher purchased suitable comic books and asked the group if they would review them for our senior classes. Again, we started with our basic attitudinal survey on reading with them. They were very eager to do this and all borrowed and returned books.





Local author Lari Don's agent was contacted to ask if she would be interested in becoming Patron of Reading at Forthview, in order to further raise the profile of literacy and reading and demonstrate Forthview's commitment to being a reading school and community. Lari visited and was extremely keen to do this. Lari spent the day at Forthview, working with all stages of pupils. Parents were invited to attend and many did. Parents and pupils were given the opportunity to buy books which Lari signed. Lari's involvement with the school continues, with regular visits planned.



We applied for Live Literature Funding and gained funding for eight author sessions. Every stage was visited by a different author, who talked to the children about the writing process and shared stories, illustrations and songs with them. Parents were invited and some attended. Copies of all authors' books were available for purchase, and sets of all books were bought for the school, which the authors signed. Julia Donaldson's visit was reported in the Edinburgh *Evening News* and on STV news, where children were filmed commenting very positively about their enjoyment of the session and of reading in general.

In addition, John Fardell talked to the dads' group about his time working on the satirical comic *Viz* and about his work as a writer, and this was also positively reported in the *Evening News*.



Another exciting development was the publication of a book of war poems written by P6 and P7 pupils following a visit to the Festival Theatre in February to see the play *War Horse*, based on Michael Morpurgo's novel. Local author Mary Turner Thomson visited the school twice to talk to the children about the publication process. The Illustration tutor at the Edinburgh College of Art was contacted and he provided a PhD student and four third-year students to work with the children on illustrating their poems for the book. The students spent two mornings in school working with all the P6 and P7 pupils, producing illustrations to complement the poetry. The launch of the book, *Stolen Lives*, took place at the War Museum in Edinburgh Castle. The Scottish Poetry Library was involved and the Festival Theatre organised an event following the launch, where actors read the poems.

The finished book showed the names of all children involved, allowing them to say that they were published authors, and also giving them an insight into the publication process, which in turn helped to further engage them in books and reading. The children asked that some of any profit from the book should be donated to a soldiers' charity.

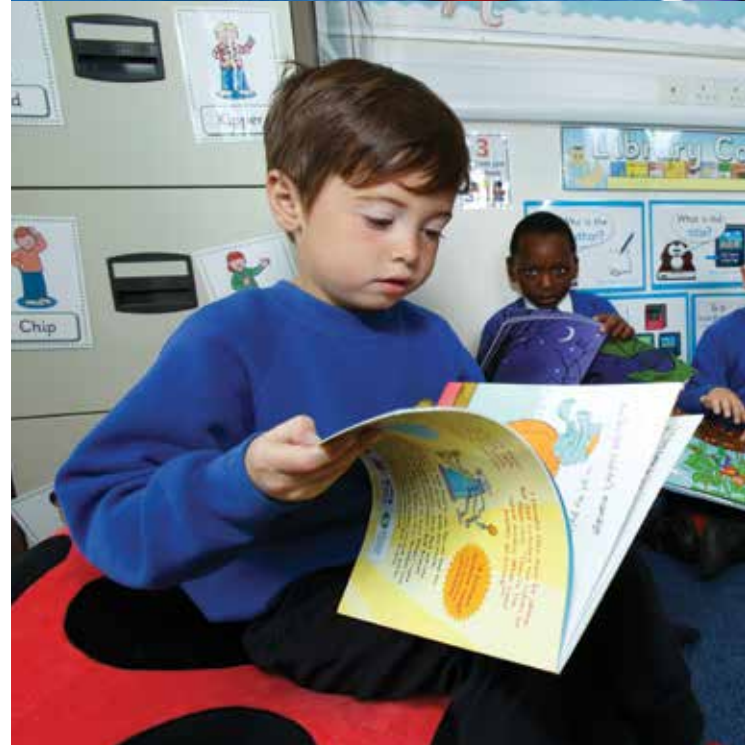
Visits to the Edinburgh Book Festival in August were arranged for all P4-P7 classes; a new set of quick reads for the adults' group was bought, and it is hoped to move on from this to longer novels.

There is a real buzz in the school about all the reading-related activities that have taken place. The children's confidence has been raised and the school community is really enjoying being part of a wider world of literacy. Following on from the work in Forthview, Craigroyston cluster schools intend to establish a whole-cluster reading culture, as part of the development plan. The operational group met with the high school librarian to discuss how he could work with primary pupils, and visits for P6 took place.

SWRT and NGR tests were carried out before the end of the session and the results reflected the positive effects that the project has had on pupil attitudes to reading for enjoyment. However, it should be stressed that the project is still in its early stages and its full impact may not be shown till it has had more time to embed.

This project cost money, but it was not substantial, and the main focus was to mainstream reading for enjoyment, throughout the curriculum and beyond. Everyone linked to the school had a chance to be involved in exciting events and it gave the teachers permission to spend time on reading for enjoyment in the classroom. More is planned, and it is hoped that as time goes on, the school will be a shining example of how reading for enjoyment can extend to all parts of the community and can improve life chances for all.

**Eileen Littlewood**  
Head Teacher



# Easy guide to book purchase

The aim of this guide is to provide you with an overview of the discounts available from suppliers who are part of the Scotland Excel Framework.

Discounts listed run from 1 November 2013 until 31 October 2015.

All books bought with council funding must be purchased through this contract.

Information provided includes:

- \* Supplier contact details and information on how to order
- \* Discounts applied
- \* Servicing charges (eg books covered with jackets)
- \* Any additional services (eg pop-up book shops)

Some suppliers may provide additional discounts which have not been included. Please see the dashboard for full details.

## ***How to use this guide***

All suppliers are listed in alphabetical order but we have listed the suppliers below under two groups:

- \* suppliers who provide resources from multiple publishers
- \* single publisher providers (ie only sell books they publish)

## ***Further information***

If you need any further information about the contract or have any questions you can contact:

Cleo Jones, Manager, Information and Learning Resources.

Email: [cleo.jones@ea.edin.sch.uk](mailto:cleo.jones@ea.edin.sch.uk)

Telephone: 0131 469 2963

## ***Multiple providers***

- \* Bertram
- \* Blackwell
- \* Browns Books for Schools
- \* Glowworm Books and Gifts Limited
- \* John Smith and Group
- \* Kelvin Books
- \* Peters Bookselling Services
- \* Scotia & Chameleon Books Ltd
- \* Tomlinsons Books
- \* Waterstones



### **Single publisher providers**

- \* Hodder & Stoughton
- \* Pearson Education Ltd
- \* Prim-Ed Publishing Limited
- \* Teejay Publishers

### **Bertram Library Services**

Website: <http://libraryservices.bertrams.com/BertramLibraryServices/>

Telephone: 01274 853 500

Fax: 01274 853 529

Email: [library.enquiries@bertrams.com](mailto:library.enquiries@bertrams.com)

Address: 1 Peachman Way, Norwich NR7 0WF

Register to order: Yes

How to order: Telephone, fax, email, post or internet

Delivery: Free of charge (FOC)

### **Discounts**

<b>Type/publisher</b>	<b>Discount</b>
General books	46%
Bright Red Publishing	27%
HarperCollins Publishers Ltd	18%
Heinemann Library and Raintree	33%
Hodder Gibson	13%
Jolly Learning Ltd	16.5%
McGraw Hill International UK Ltd	16.5%
Nelson Thornes Ltd	16.5%
Oxford University Press	15%
Pearson Education Ltd	22.5%
Pegasys Educational Publishing	16.5%
Perfect Papers	16.5%
Prim-Ed UK Publishing Ltd	13%
Rising Stars UK Ltd	16.5%
Teejay Publishers	18%

### **Servicing charges**

Supply of jackets	£0.14 per item
Supply and affix of jackets	£0.14 per item

## **Blackwell**

Website: <http://bookshop.blackwell.co.uk/jsp/welcome.jsp>

Telephone: 0131 622 8258/8283

Fax: 0131 557 8149

Email: [business.edinburgh@blackwell.co.uk](mailto:business.edinburgh@blackwell.co.uk)

Address: Blackwell Limited, Blackwell's, 50 Broad Street, Oxford OX1 3BQ

Register to order: Yes, if not using Punchout

How to order: Punchout (via Oracle), telephone, fax, email, post or internet

Delivery: FOC – however, charges may occur if books have to be sourced from small or specialist publishers.

## **Discounts**

Type/publisher	Discount
General books	20%
Bright Red Publishing	20%
HarperCollins Publishers Ltd	20%
Heinemann Library and Raintree	20%
Hodder Gibson	20%
Jolly Learning Ltd	20%
McGraw Hill International UK Ltd	20%
Nelson Thornes Ltd	20%
Oxford University Press	20%
Pearson Education Ltd	20%
Prim-Ed UK Publishing Ltd	20%
Rising Stars UK Ltd	20%
Teejay Publishers	20%

## **Servicing charges**

Supply of jackets	£0.25 per item
Supply and affix of jackets	£0.18 per item

## **Additional services**

- \* Pupil visits to store to pick stock
- \* Pop-up book shop available for schools
- \* Book sales in school
- \* Additional discounts available, please see dashboard for full details

## **Browns Books for Schools**

Website: <http://www.brownsbfs.co.uk/>

Telephone: 01482 384 660

Fax: 01482 384 677

Email: [enquiries@brownsbfs.co.uk](mailto:enquiries@brownsbfs.co.uk)

Address: A T Little & Sons Ltd t/a Browns Books for Students, 22–28 George Street, Kingston-upon-Hull HU1 3AP

Register to order: Yes

How to order: Telephone, fax, email, post or internet

Delivery: FOC

## **Discounts**

Type/publisher	Discount
General books	42%
Bright Red Publishing	22%
HarperCollins Publishers Ltd	40%
Heinemann Library and Raintree	42%
Hodder Gibson	20%
Jolly Learning Ltd	40%
McGraw Hill International UK Ltd	25%
Nelson Thornes Ltd	22%
Oxford University Press	25%
P&N Publications	5%
Pearson Education Ltd	25%
Prim-Ed UK Publishing Ltd	22%
Rising Stars UK Ltd	35%

## **Servicing charges**

Supply of jackets	£0.25 per item
Supply and affix of jackets	£0.14 per item

Additional servicing charges for placing of labels (eg Accelerated Reader) are available on request.

## **Glowworm Books and Gifts Limited**

Website: <http://www.glowwormbooks.co.uk>

Telephone: 01506 857570

Fax: 01506 858100

Email: [gmail.box@glowwormbooks.co.uk](mailto:gmail.box@glowwormbooks.co.uk)

Address: 5 Youngs Road, East Mains Industrial Estate, Broxburn EH52 5LY

Register to order: Yes

How to order: Telephone, fax, email, post

Order forms available from: <http://www.glowwormbooks.co.uk/schools.htm>

Delivery: FOC

### **Discounts**

Type/publisher	Discount
General books	34%
Bright Red publishing Ltd	25%
HarperCollins Publishers Ltd	25%
Heinemann Library and Raintree	30%
Hodder Gibson	17.5%
Jolly Learning Ltd	25%
McGraw Hill International UK Ltd	15%
Oxford University Press	17.5%
Pearson Education Ltd	18%
Prim-Ed UK Publishing Ltd	25%
Rising Stars UK Ltd	30%
Teejay Publishers	15.5%

### **Servicing charges**

Supply of jacketing	£0.26
Supply and affix of jacketing	£0.26

### **Additional services**

Book fairs for school

Provides help and advises schools about author visits

Additional discounts available, please see dashboard for full details

## **Hodder & Stoughton Limited**

Website: <http://www.hoddergibson.co.uk>

Telephone: 0141 848 1609

Fax: 0141 889 6315

Email: [education@bookpoint.co.uk](mailto:education@bookpoint.co.uk)

Address: 2A Christie Street, Paisley PA7 5HR

Register to order: No

How to order: Telephone, fax, email, post, internet

Delivery: £3.50

### **Discounts**

Type/publisher	Discount
Hodder Gibson	17.5%

## **John Smith & Son Group Ltd**

Website: <http://www.johnsmith.co.uk/strath>

Tel: 0141 552 3377

Fax: 0141 552 7454

Email: [rc@johnsmith.co.uk](mailto:rc@johnsmith.co.uk)

Address: University of Strathclyde, Curran Building, 100 Cathedral Street, Glasgow G4 0RD

Register to order: Yes

How to order: Telephone, fax, email, post, internet

Delivery: FOC

### **Discounts**

Type/publisher	Discount
General Books	22%
Hodder Gibson	15%
McGraw Hill International UK Ltd	15%
Pegasys Educational Publishing	15%
Perfect Papers	15%
Prim-Ed UK Publishing Ltd	15%

### **Servicing charges**

Supply of jacketing	£0.30
Supply and affix of jacketing	£0.50

## ***Kelvin Books Limited***

Website: [www.kelvinbooks.co.uk](http://www.kelvinbooks.co.uk)

Tel: 0141 945 5006

Fax: 0141 945 6464

Email: [kelvin.books@btopenworld.com](mailto:kelvin.books@btopenworld.com)

Address: Unit 57, Chapel Street Industrial Estate, Maryhill, Glasgow G20 9BD

Register to order: Yes

How to order: Telephone, fax, email, post, internet

Delivery: FOC

## ***Discounts***

Type/publisher	Discount
General Books	30%
Bright Red Publishing Ltd	27%
HarperCollins	20%
Heinemann Library and Raintree	35%
Hodder Gibson	27%
Jolly Learning Ltd	30%
McGraw Hill International UK Ltd	16%
Nelson Thornes Ltd	20%
Oxford University Press	16%
Pearson Education Ltd	20%
Prim-Ed UK Publishing Ltd	21%
Rising Stars UK Ltd	35%

## ***Servicing charges***

Supply of jacketing	£0.25
Supply and affix of jacketing	£0.25

## ***Additional services***

Additional discounts available, please see dashboard for full details

## **Pearson Education Ltd**

Website: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Telephone: 0845 630 1111

Fax: 0845 313 7777

Email: [enquiries@pearson.com](mailto:enquiries@pearson.com)

Address: Pearson Education Ltd, Edinburgh Gate, Harlow, Essex CM20 2JE

Register to order: Yes

How to order: Telephone, fax, email, post, internet

Delivery: £3.50

### **Discounts**

Type/publisher	Discount
Pearson Education Ltd	22%

### **Servicing charges**

Supply of jackets	£0.43 per item
Supply and affix of jackets	£0.60 per item

## **Peters Limited t/a Peters Bookselling Services**

Website: [www.peters-books.co.uk](http://www.peters-books.co.uk)

Telephone: 0121 666 6646

Fax: 0121 666 7033

Email: Use contact form on website: <http://petersbooks.co.uk/contact/>

Address: Peters Books & Furniture, 120 Bromsgrove Street, Birmingham B5 6RJ

Register to order: Yes

How to order: Telephone, fax, email, post, internet

Delivery: FOC

### **Discounts**

Type/publisher	Discount
General books	25%
HarperCollins Publishers Ltd	30%
Jolly Learning Ltd	25%
Pearson Education Ltd	15%
Rising Stars UK Ltd	30%

### **Servicing charges**

Supply of jackets	£0.20 per item
Supply and affix of jackets	£0.25 per item

## **Prim-Ed Publishing Limited**

Website: [www.prim-ed.com](http://www.prim-ed.com)

Telephone: 0870 876 0151

Fax: 0870 876 0152

Email: [sales@prim-ed.com](mailto:sales@prim-ed.com)

Address: Bosheen, New Ross, Co Wexford, Ireland

Register to order: Yes

How to order: Telephone, fax, email, post, internet

Delivery: FOC

### **Discounts**

Type/publisher	Discount
Prim-Ed UK Publishing Ltd	15%

## **Scotia & Chameleon Books**

Website: [www.scotiabooksonline.co.uk](http://www.scotiabooksonline.co.uk)

Telephone: 01236 826 041

Fax: 01236 826 031

Email: [info@scotiaandchameleon.com](mailto:info@scotiaandchameleon.com)

Address: 17 Register Road, Kilsyth G65 0DS

Register to order: Yes

How to order: Telephone, fax, email, post, internet

Delivery: FOC

### **Discounts**

Type/publisher	Discount
General books	20%
Bright Red Publishing	20%
Heinemann Library and Raintree	20%
Nelson Thornes Ltd	20%
Oxford University Press	20%
Pegasys Educational Publishing	10%
Perfect Papers	10%
Prim-Ed UK Publishing Ltd	10%
Rising Stars UK Ltd	10%

### **Servicing charges**

Supply of jackets £0.60 per item

Supply and affix of jackets £0.60 per item



## **Teejay Publishers**

Website: [www.teejaypublishers.co.uk](http://www.teejaypublishers.co.uk)

Telephone: 0141 880 6839

Fax: 0870 124 9189

Email: [teejaypublishers@btinternet.com](mailto:teejaypublishers@btinternet.com)

Address: 13 Gorse Drive, Barrhead, Glasgow G78 1JH

Register to order: Yes

How to order: Telephone, fax, email, post

Delivery: Orders up to £100 – a maximum of £5

Orders £100 to £1000 – a maximum of £10

Orders over £1000 – FOC

## **Discounts**

Type/publisher	Discount
Teejay Publishers	25%

## **Tomlinsons Medical Services t/a Tomlinsons Books**

Website: <http://www.tomlinsons-online.com/>

Telephone: 01732 884 455

Fax: 01732 884 669

Email: [books@tomlinsons.net](mailto:books@tomlinsons.net)

Address: Unit 1 Invicta Business Park, London Road, Wrotham, Kent TN15 7RJ

Register to order: Yes

How to order: Telephone, fax, email, post, internet

Delivery: FOC

## **Discounts**

Type/publisher	Discount
General books	30%
HarperCollins Publishers Ltd	25%
Heinemann Library and Raintree	25%
Jolly Learning Ltd	25%
McGraw Hill International UK Ltd	20%
Nelson Thornes Ltd	25%
Oxford University Press	25%
Prim-Ed UK Publishing Ltd	15%
Rising Stars UK Ltd	25%

## **Servicing charges**

Supply of jackets £0.25 per item

Supply and affix of jackets £0.30 per item

## **Additional services**

Additional discounts available, please see dashboard for full details

## **Waterstones Booksellers Limited**

Website: [www.waterstones.com](http://www.waterstones.com)

<http://waterstonesaccountsales.com>

Telephone: 0131 225 8959

Email: [accounts.edinburgh-westend@waterstones.com](mailto:accounts.edinburgh-westend@waterstones.com)

Address: 203/206 Piccadilly, London W1J 9HD

Register to order: Yes

How to order: Telephone, email, post, internet

Delivery: Orders under £100 – £4.99

Orders over £100 – FOC

### **Discounts**

Type/publisher	Discount
General books	25%
McGraw Hill International UK Ltd	20%
Nelson Thornes Ltd	20%
Rising Stars UK Ltd	20%
Teejay Publishers	20%

### **Servicing charges**

Supply of jackets	£0.50 per item
Supply and affix of jackets	£0.75 per item

# Resources and references

## Edinburgh public libraries services for primary pupils

### *Summer Reading Challenge*

- \* For P1 to P7
- \* Runs from late June to late August (nine weeks) in all libraries
- \* Children are asked to read six books and are rewarded with incentives as they progress, gaining a 'gold' medal, a certificate and a small prize when they have completed
- \* Complimentary events, author visits and storytellers are available during this period in most libraries

### *Chatterbooks*

- \* Age range can vary, but generally for P3 to P7
- \* Available in many of our libraries (please see [www.edinburgh.gov.uk/libraries](http://www.edinburgh.gov.uk/libraries) for details, or ask in your local library)
- \* Book groups for children, with reading and discussing books as the main focus, but also sometimes supplemented with an appropriate craft event

### *Tiger Tales*

- \* For Nursery to P3
- \* Available in some libraries (please see [www.edinburgh.gov.uk/libraries](http://www.edinburgh.gov.uk/libraries) for details, or ask in your local library)
- \* A parent and child story and craft session with stickers and other incentives, aimed to bridge the gap between Bookbug sessions and Chatterbooks

### *Green Pencil Award*

- \* For P4 to P7
- \* An annual creative writing competition that runs in all libraries and is open to all Edinburgh school children in the appropriate age range (please see <http://www.edinburgh.gov.uk/greenpencilaward> for full details)

### *Dyslexic Chatterbooks*

- \* For P4 to P7
- \* In Central Children's Library on the last Tuesday of each month
- \* A supportive group for any children with dyslexia that uses words, stories, drama music and games to encourage confidence and the enjoyment of reading (for more information please email [eclis@edinburgh.gov.uk](mailto:eclis@edinburgh.gov.uk))

### *Authors, storytellers, performers*

- \* P1 to P7
- \* In various libraries at different times of year. Please check with your local library for details

# LEITH PUBLIC LIBRARY





### **General**

- \* Library membership is free
- \* Children can borrow up to 12 items
- \* Books, audio books, DVDs, eBooks and downloadable audio books are all free of charge for children
- \* Children do not pay fines

Children have free, filtered internet access with parental permission. Lots of special interest sites are available to them free at <http://yourlibrary.edinburgh.gov.uk/kidszone> (Mathletics, Homework Help, Who Next etc)

## Reading events calendar

<p><b>January</b></p>	<p>Burns Night (25th)</p> <p>Costa Book Award (<a href="http://www.costa.co.uk/costa-book-awards/">www.costa.co.uk/costa-book-awards/</a>)</p>
<p><b>February</b></p> <p>5th Feb</p> <p>First Sat in Feb</p> <p>First full week in Feb</p>	<p>Voting Deadline for Scottish Book Award</p> <p>Harry Potter Book Night</p> <p>National Libraries Day</p> <p>National Storytelling Week (<a href="http://www.sfs.org.uk">www.sfs.org.uk</a>)</p> <p>The Carnegie and Kate Greenaway Children's Book Awards longlist announced (<a href="http://www.carnegiegreenaway.org.uk">www.carnegiegreenaway.org.uk</a>)</p>
<p><b>March</b></p> <p>First Wednesday of the month</p> <p>First Thursday of the month</p> <p>Spring equinox</p>	<p>Winner announced for Scottish Book Award</p> <p>Blue Peter Book Awards announced (<a href="http://www.booktrust.org.uk">www.booktrust.org.uk</a>)</p> <p>World Read Aloud Day (<a href="http://worldreadaloudday.org/">http://worldreadaloudday.org/</a>)</p> <p>World Book Day (<a href="http://www.worldbookday.com">www.worldbookday.com</a>)</p> <p>World Storytelling Day (<a href="http://www.freewebs.com/worldstorytellingday/index.htm">www.freewebs.com/worldstorytellingday/index.htm</a>)</p> <p>The Carnegie and Kate Greenaway Children's Book Awards shortlist announced (<a href="http://www.carnegiegreenaway.org.uk">www.carnegiegreenaway.org.uk</a>)</p>
<p><b>April</b></p> <p>2nd April</p> <p>End of the month</p>	<p>International Children's Book Day (<a href="http://globaldimension.org.uk/calendar/event/4690">http://globaldimension.org.uk/calendar/event/4690</a>)</p> <p>Bookings open for the EIBF Schools Programme (30th)</p>
<p><b>May</b></p> <p>Third week in May</p>	<p>National Share a Story Month (<a href="http://www.fcbg.org.uk">www.fcbg.org.uk</a>)</p> <p>Bookbug Week (<a href="http://www.scottishbooktrust.com/bookbug/bookbug-sessions/bookbug-week">www.scottishbooktrust.com/bookbug/bookbug-sessions/bookbug-week</a>)</p>
<p><b>June</b></p>	<p>The Carnegie and Kate Greenaway Children's Book Awards winners announced (<a href="http://www.carnegiegreenaway.org.uk">www.carnegiegreenaway.org.uk</a>)</p>

<b>July</b>	
Throughout school holidays	National Summer Reading Challenge in Libraries ( <a href="http://www.summerreadingchallenge.org.uk">www.summerreadingchallenge.org.uk</a> )
First full week of the month	National Children's Book Week ( <a href="http://www.booktrust.org.uk">www.booktrust.org.uk</a> )
<b>August</b>	
Last two weeks in August	Edinburgh International Book Festival School Programme ( <a href="http://www.edbookfest.co.uk">www.edbookfest.co.uk</a> )
<b>September</b>	
	Scottish Children's Book Award shortlist announced
8th September	International Literacy Day
13th September	Roald Dahl Day ( <a href="http://www.roalddahlday.info">www.roalddahlday.info</a> )
<b>October</b>	
Throughout the month	International School Library Month  National Schools' Film Week ( <a href="http://www.filmeducation.org">www.filmeducation.org</a> )
Thursday of first full week of the month	National Poetry Day ( <a href="http://www.nationalpoetryday.org.uk">www.nationalpoetryday.org.uk</a> )
End of the month	Everybody Writes Day
Last week in the month	Scottish International Storytelling Festival
27th October	National Tell-a-Story Day ( <a href="http://www.tracscotland.org/festivals">www.tracscotland.org/festivals</a> )
<b>November</b>	
	The Guardian Children's Fiction Prize announced ( <a href="http://www.guardian.co.uk/books/guardianchildrensfictionprize">www.guardian.co.uk/books/guardianchildrensfictionprize</a> )
The third week in November	National Short Story Week
Throughout the month	National Non-Fiction November ( <a href="http://www.fcbg.org.uk/national-non-fiction-november/">www.fcbg.org.uk/national-non-fiction-november/</a> )
First full week of the month	Dyslexia Awareness Week ( <a href="http://www.bdadyslexia.org.uk">www.bdadyslexia.org.uk</a> )
Last week of the month	Scottish Book Week ( <a href="http://www.scottishbooktrust.com">www.scottishbooktrust.com</a> )
<b>December</b>	
	Blue Peter Book Awards Shortlist announced

## Auditing provision in your school

The audit tool below will help you to consider your provision for reading against the strategies outlined in this resource. Evidence for your judgements can come from a range of different sources:

- \* Surveys – collecting the views of children, parents and staff about various aspects of reading can provide useful information
- \* Observations from the classroom
- \* Audits of environment and resource – observing how the library and other reading areas are used, and monitoring books and other reading resources

<b>Becoming a reading school – audit of practice</b>	
<b>Teaching reading</b>	<p><b>Key question: Does every child leave your class able to read well?</b></p> <ul style="list-style-type: none"> <li>* Do all children develop strong word-reading skills?</li> <li>* Do most children (80 per cent) meet or exceed age-appropriate requirements?</li> <li>* Do all children make good progress in reading?</li> <li>* Do all children develop a love of reading?</li> </ul>
	<p><b>Key question: How effective are you as a teacher of reading?</b></p> <ul style="list-style-type: none"> <li>* Do you understand how to develop children’s word-reading through phonics and teaching ‘tricky’ words, eg through use of the Literacy Rich Edinburgh P1 and 2 Phonics Programme?</li> <li>* Do you have effective strategies for teaching comprehension?</li> <li>* Are you – teachers and pupil support assistants – advocates for reading, promoting a love of reading in all children?</li> <li>* Do you have a good knowledge of children’s books and literature?</li> </ul>
	<p><b>Key question: How effective are the following activities in supporting children to become readers?</b></p> <ul style="list-style-type: none"> <li>* Whole-class lessons, structured reading, independent reading, reading aloud, phonics and reading across learning?</li> <li>* Word Boost</li> <li>* Is there a strategic overview in place to ensure these programmes are effective?</li> <li>* Do you make time in the school day for all pupils to read independently, read aloud and be read to?</li> </ul>
<b>Engaging parents</b>	<p><b>Key question: How do you support parents to develop their own and their children’s reading?</b></p> <ul style="list-style-type: none"> <li>* Do you give support and advice to parents to help their child become a reader?</li> <li>* How do you encourage reading with all families?</li> <li>* Is there a policy for home-school reading?</li> <li>* What kinds of resources do you provide to support parents with reading at home?</li> <li>* Are parents invited into school for events connected with reading?</li> </ul>
<b>Developing the reading environment</b>	<p><b>Key question: How effective are your library, class book areas and displays in promoting a culture of reading for enjoyment?</b></p> <ul style="list-style-type: none"> <li>* Vibrant displays across school to promote wide and varied choice of culture of reading</li> <li>* Reading materials</li> <li>* Storytelling sessions</li> <li>* Independent reading</li> <li>* An adult reading aloud</li> </ul>



<b>Targeting resources</b>	<p><b>Key question: How effective are books and other resources in ensuring every child becomes a reader?</b></p> <ul style="list-style-type: none"> <li>* How do you ensure you have a broad range of texts in school?</li> <li>* Do you have specific expertise or is there access to children's reading material at your school? How are you involved in choosing, buying and developing reading resources?</li> <li>* How are electronic texts such as eBooks or online texts used to teach children to read?</li> <li>* How effectively are levelled books or reading schemes used to teach children to read?</li> <li>* How well do you use resources other than books to support reading?</li> </ul>
<b>Celebrating reading</b>	<p><b>Key question: How is the importance of reading celebrated and promoted in your school?</b></p> <ul style="list-style-type: none"> <li>* How do you promote reading at your school?</li> <li>* What are the special things that you do to help children to love books?</li> <li>* How do you celebrate children as readers?</li> <li>* How do you mark national events or initiatives such as World Book Day or National Poetry Day?</li> <li>* Do you host visits by authors or illustrators? How does this develop children as readers?</li> </ul>

## Further reading and websites

### Books

- \* *The Book Whisperer* Donalyn Miller (Scholastic Incorporated, 2009)
- \* *The Power of Reading* Stephen Krashen (Paw Prints, 2008)
- \* *Readicide* Kelly Gallagher (Stenhouse Publishers)
- \* *Raise a Reader: 25 Effective Ways to Get Kids Reading* Lisa Dalesandro (Create Space Independent Publishing Platform, 2012)

### Research

- \* Reading For Pleasure: A research overview – National Literacy Trust  
[http://www.literacytrust.org.uk/assets/0000/0562/Reading\\_pleasure\\_2006.pdf](http://www.literacytrust.org.uk/assets/0000/0562/Reading_pleasure_2006.pdf)
- \* Research Evidence on Reading For Pleasure  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/284286/reading\\_for\\_pleasure.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf)
- \* What Kids Are Reading – Keith Topping  
<http://whatkidsarereading.co.uk/>
- \* Attitudes to Reading at Ages 9 and 11 – NFER  
<http://www.nfer.ac.uk/publications/RAQ01/RAQ01.pdf>
- \* Social Inclusion and Reading: An exploration – Clark and Akerman  
<http://files.eric.ed.gov/fulltext/ED496345.pdf>
- \* Teachers As Readers – UKLA  
[http://www.ukla.org/downloads/teachers\\_as\\_readers.pdf](http://www.ukla.org/downloads/teachers_as_readers.pdf)
- \* Reading: The next steps – Department for Education  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/409409/Reading\\_the\\_next\\_steps.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/409409/Reading_the_next_steps.pdf)
- \* Mapping the Interrelationships of Reading Enjoyment, Attitudes, Behaviour and Attainment: An exploratory investigation – National Literacy Trust  
[http://www.literacytrust.org.uk/assets/0001/0025/Attainment\\_attitudes\\_behaviour\\_enjoyment-Final.pdf](http://www.literacytrust.org.uk/assets/0001/0025/Attainment_attitudes_behaviour_enjoyment-Final.pdf)

### Ideas and strategies

- \* A Practical Guide to Reading For Pleasure – Pearson  
<http://www.pearsonschoolsandcolleges.co.uk/AssetsLibrary/PDFs/S046PracticalGuideRFP.pdf>
- \* Reading For Pleasure – National Union of Teachers  
<http://www.teachers.org.uk/files/active/1/Reading-4-Pleasure-7225.pdf>
- \* Building an Outstanding Reading School – OUP  
<http://fdslive.oup.com/www.oup.com/oxed/primary/literacy/reading-for-pleasure-report.pdf?region=uk>

## Websites

- \* Love Reading 4 Kids  
[www.lovereadings4kids.co.uk](http://www.lovereadings4kids.co.uk)
- \* Love Reading 4 Schools  
[www.lovereadings4schools.co.uk](http://www.lovereadings4schools.co.uk)
- \* Scottish Book Trust  
[www.scottishbooktrust.com/](http://www.scottishbooktrust.com/)
- \* booktrust  
<http://www.booktrust.org.uk/books/children>
- \* The Reading Agency  
<http://readingagency.org.uk/children>
- \* James Patterson's Read Kiddo Read  
<http://www.readkiddoread.com>
- \* The Guardian Children's Books  
<http://www.theguardian.com/childrens-books-site>
- \* The Story Museum  
<http://www.storymuseum.org.uk/>
- \* Scottish Storytelling Centre  
<http://www.tracscotland.org/scottish-storytelling-centre>
- \* Picture Book Plays – an interactive website designed to help act out picture-book stories  
<http://www.picturebookplays.co.uk/home/>
- \* The Federation of Children's Book Groups  
<http://www.fcbg.org.uk/readingliteracy-organizations/>
- \* Free printable bookmarks with different themes  
[http://www.dltk-kids.com/type/printable\\_bookmarks.htm](http://www.dltk-kids.com/type/printable_bookmarks.htm)
- \* Website run by Anne Fine, with bookplates to download to personalise books. Includes a section on recommended reading  
<http://www.myhomelibrary.org/>
- \* Official website of the Children's Laureate  
<http://www.childrenslaureate.org.uk/>
- \* Recommended books for teens  
<http://www.teenreads.com>
- \* Goodreads is the world's largest site for readers and book recommendations. Their mission is to help people find and share books they love  
[www.goodreads.com](http://www.goodreads.com)
- \* Website for girls' fiction  
<http://girlsheartbooks.com/>
- \* Book reviews and recommendations for children and adults  
<http://www.readingmatters.co.uk/>
- \* Recommended picture books to help children deal with challenging situations  
<http://www.littleparachutes.com/>
- \* A not-for-profit site to promote English teaching in primary schools  
[www.shakespeareandmore.com](http://www.shakespeareandmore.com)
- \* Website with printable library activities  
<https://www.teachervision.com/libraries/teacher-resources/55273.html>

In addition, individual publishers and authors often have their own websites which are worth looking at.

