

Nurturing reading for pleasure with Scottish Book Trust

Pauline Bird and Jane Whitaker



Transforming lives through reading and writing

We are a national charity that has been bringing the benefits of reading and writing to everyone in Scotland since 1998.

[About us](#) →

[Visit our shop](#) →



Offering the best start with Bookbug for 0–5s

Discover the benefits of sharing stories, songs and rhymes with babies, toddlers and pre-schoolers.

[Explore Bookbug](#) →

Inspiring children and teens to become lifelong readers and writers

Support and ideas for teachers and librarians, including reading recommendations, author event broadcasts and curriculum-linked activities

[Discover our learning programmes](#) →

Popular

[Bookzilla Book of the Month](#) →

Win *The Whistlers in the Dark* by Victoria Williamson

[Sensory Stories Fund](#) →

A £500 grant for schools and groups working with children and young people with additional support needs

[Authors Live](#) →

Experience world class children's author and illustrator events brought directly to your classroom, library or home for free.

[Scottish Friendly Children's Book Tour](#) →

Bring authors, illustrators and other creative practitioners to your school, libraries or public venue

Popular

[Bookbug Hero Award 2024](#) →

Nominate someone you know is making a real difference!

[Bookbug Story Library](#) →

Our films of families enjoying books together show there's no right or wrong way to share books with your child

[Early years webinars](#) →

Live webinars for professionals keen to learn from leading experts and improve their practice

[Find your local Bookbug Session](#) →

Find out more about Bookbug Sessions and join in the fun

Supporting Scotland's writers

Tell the next part of your story. Access targeted support, inspirational writing tips, publishing advice and competitions.

[Explore our writing programmes](#) →

Popular

[Joining the Author Directory](#) →

Information for writers on how to join the Author Directory

[50 Word Fiction](#) →

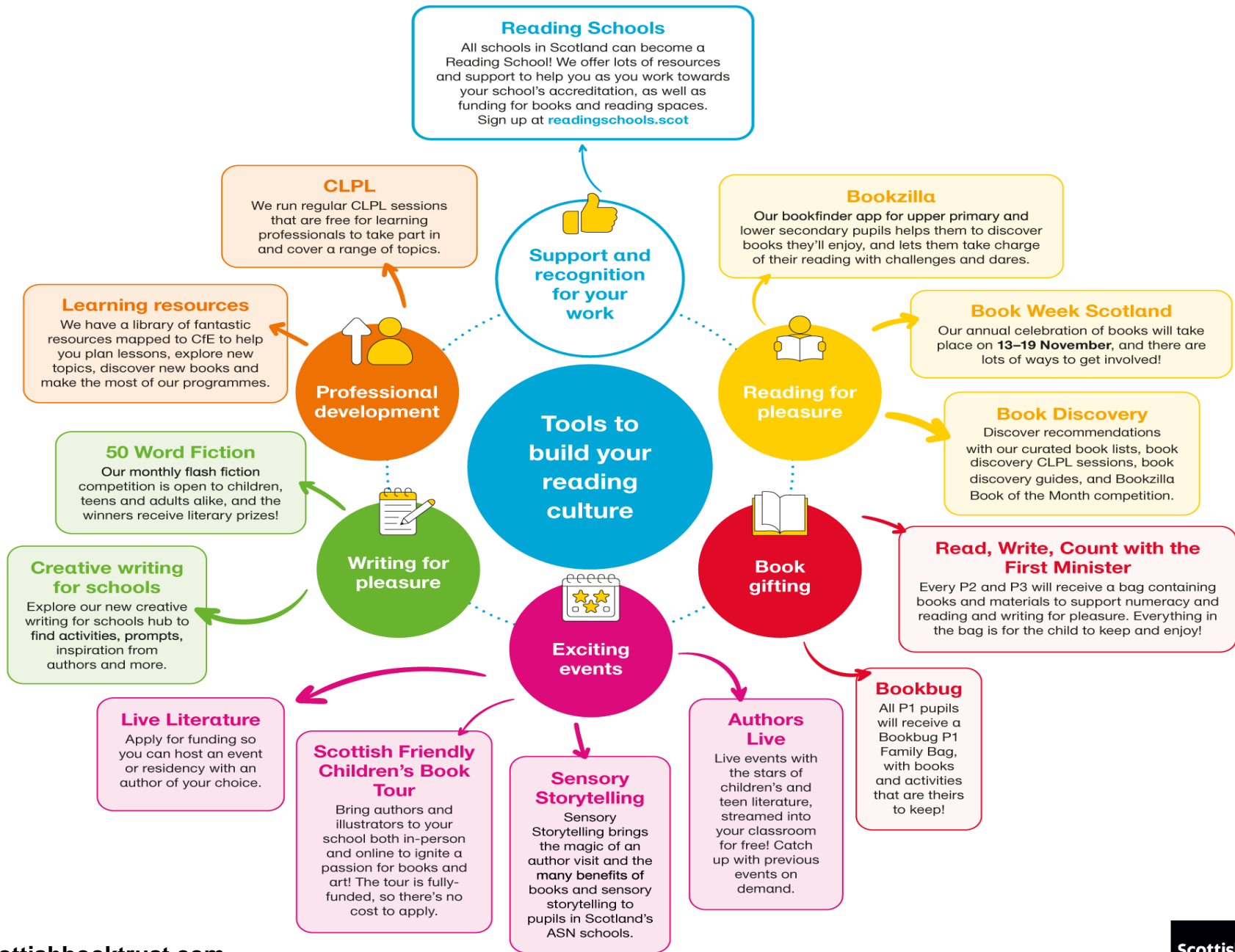
Can you write a story using just 50 words? Enter our monthly competition

[Book of the Month](#) →

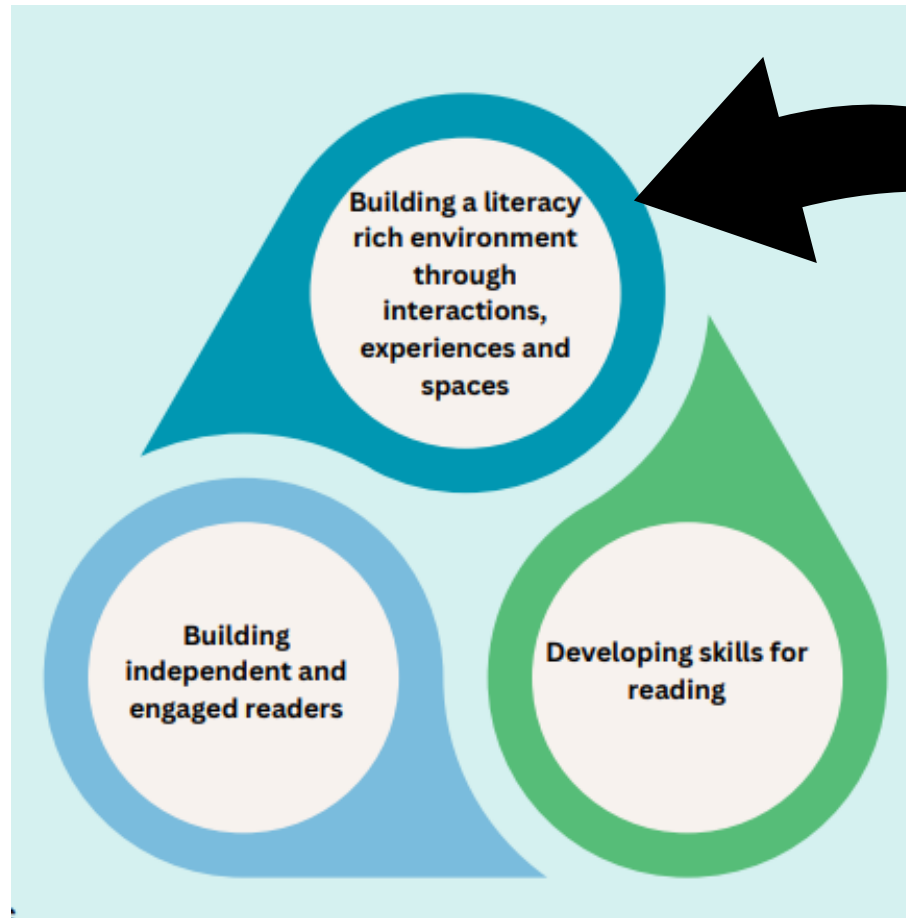
Win a copy of *The Bone Cave* by Dougie Strang

[Opportunities for writers](#) →

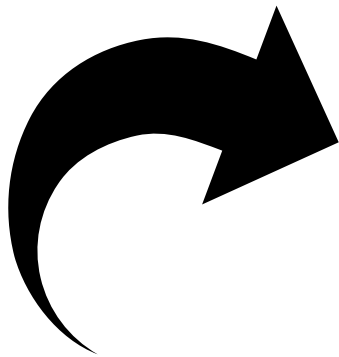
Competitions and calls for submissions for Scottish writers



Our focus:



Building a literacy rich environment through interactions, experiences and spaces	Developing skills for reading	Building independent and engaged readers
<p>Supporting children to develop a love of reading: Reading for pleasure has a significant positive impact on all outcomes.</p> <ul style="list-style-type: none"> Value and respond to the interests of the child to develop meaningful engagement with reading. Work together with families to nurture a love of reading. Develop a love of reading through consideration of the interactions, experiences and spaces on offer. <p>The importance of oral language for reading: The development of listening and talking underpins early reading progress.</p> <ul style="list-style-type: none"> The ongoing impact of children living in poverty and long-term effects of Covid on oral language development should be taken into account. Home language experiences should be valued and supported. Provide a physical and social environment to model, support and promote early listening and talking skills <p>Developing phonological awareness: Phonological awareness is a key component of early reading development.</p> <ul style="list-style-type: none"> Provide opportunities to hear, explore and play with the sounds and patterns of language Support children as they begin to make connections between sounds they hear and print in their 	<p>Considering the 5 components of reading (phonemic awareness, phonics, vocabulary, comprehension, fluency): Early reading success is built upon the 5 components of reading.</p> <ul style="list-style-type: none"> The 5 components of reading should all be explicitly modelled, based upon the child's current level of skill. Continually monitor progress across all five components in order to support learners to make meaning from texts. <p>Developing phonemic awareness: Phonemic awareness is key to reading development.</p> <ul style="list-style-type: none"> Phonemic awareness supports the learner to decode by hearing and identifying the individual sounds in words. Phonemic awareness should be developed through noticing, thinking about and playing with the individual sounds in spoken words and print. <p>Implementation of phonic approaches: Phonics involves the skills of hearing, identifying and using the patterns of sounds to read.</p> <ul style="list-style-type: none"> The explicit and systematic teaching of phonics should develop understanding of the sounds (phonemes) and corresponding letter/s (graphemes) which represent them. Phonics instruction should provide opportunities to blend, segment and manipulate sounds using children's 	<p>Building knowledge of the child as a reader: Knowledge of the child, their interests, context and range of skills should be used to identify strengths and potential barriers to reading and engagement.</p> <ul style="list-style-type: none"> Work in partnership with children, families and colleagues to explore, understand and identify interests, strengths, needs, barriers and wider experiences. Build knowledge of the child as a reader in relation to their language development and the five components, considering how they might impact each other. Strengthen the child's identity as a reader, valuing their motivations and choices. <p>Responsive planning of universal approaches: Learning and teaching should be planned in response to the identified strengths and barriers for all learners.</p> <ul style="list-style-type: none"> Use what you know about the learners to identify the pedagogical approaches needed to support progress. Adapt practice to ensure that children experience success as a reader, building on their strengths in order to overcome barriers. <p>Considering interventions The rationale for chosen interventions should be based upon the context and needs of the child.</p>



Building a literacy rich environment through interactions, experiences and spaces

Supporting children to develop a love of reading:

Reading for pleasure has a significant positive impact on all outcomes.

- Value and respond to the interests of the child to develop meaningful engagement with reading.
- Work together with families to nurture a love of reading.
- Develop a love of reading through consideration of the interactions, experiences and spaces on offer.

Why is developing a love of reading important?

‘Reading for pleasure is the single most important indicator of a child’s success.’

([Scottish Book Trust, 2023](#))

Value and respond to interests of the child to develop meaningful engagement with reading



Value and respond to interests of the child to develop meaningful engagement with reading

- Wide range of texts
- Professional knowledge of texts
- How children like to read

Wide range of texts

- Texts which reflect children's intersecting identities and lived experiences
- Texts which are relevant to children's interests

How we can support (1)



[Keeping your library up to date resource page](#)

How we can support (2)

- [Article – Promoting BPOC representation and diversity in children’s books](#)
- [Article – Why representation of diverse ethnicities is important on your bookshelves](#)
- [Article – Why representation of neurodiverse and disabled characters is important on your bookshelves](#)

Professional Knowledge of texts

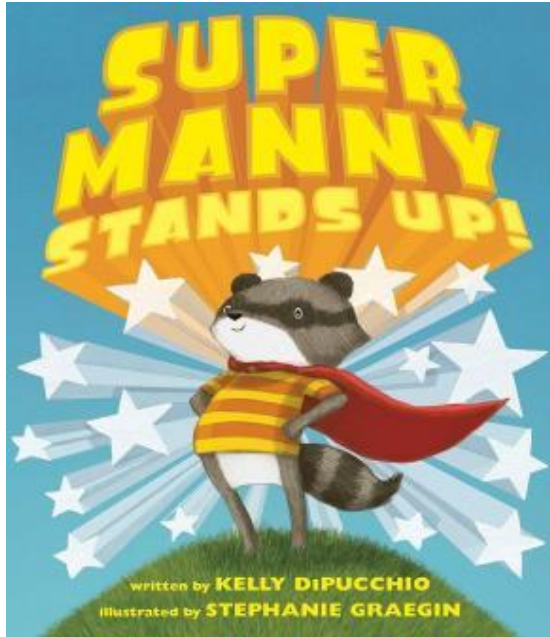
‘Teachers have a professional, social and moral responsibility to keep up to date with contemporary children’s books and need a strong working knowledge of the ‘old and gold’ from yesteryear as well.’

(Cremin, 2021)

How we can support (3)

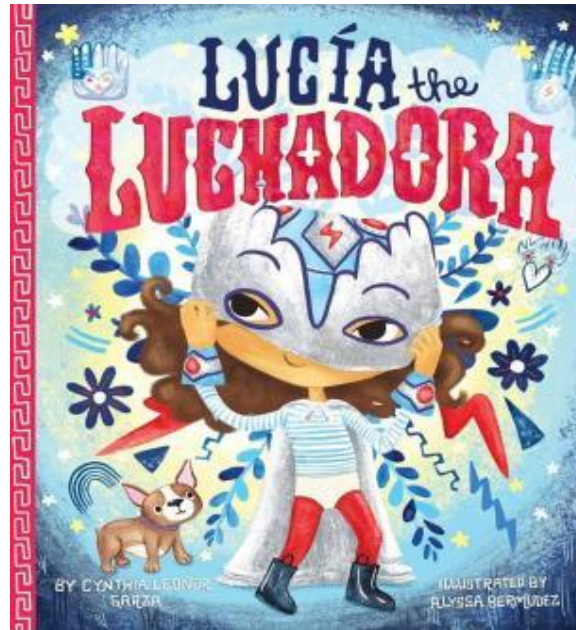


What to read if they like... superheroes!



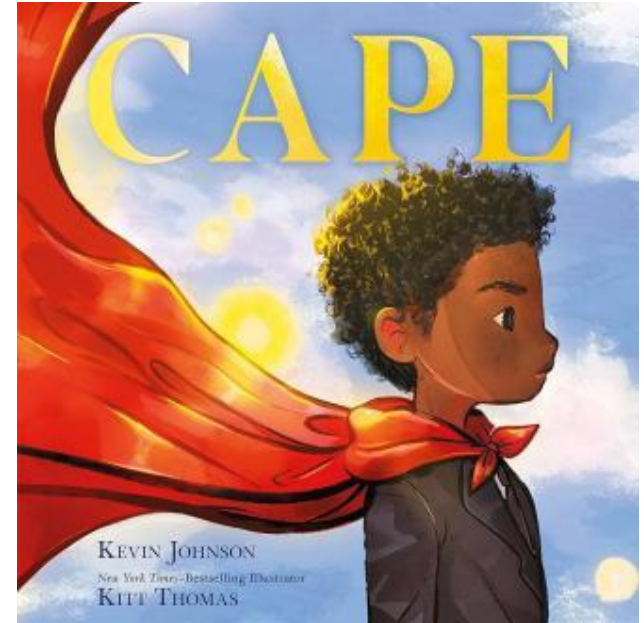
P1-3

See *Super Manny Stands Up!* on Browns books



P1-4

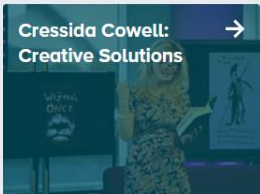
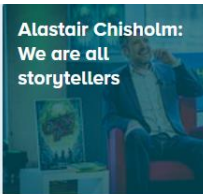
See *Lucia the Luchadora* on Browns books



P2-5

See *Cape on Browns books*

Authors Live



Authors Live On Demand

Bookbug Song and Rhyme Library



[Bookbug Song and Rhyme Library](#)

[Bookbug app](#)

scottishbooktrust.com



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Professional Learning Sessions

- [Book Discovery for Primary Schools – Non-Fiction](#) – Thursday 16th May, 16.30-17.30
- [Book Discovery+](#)
- [Unit 1 – Global Citizenship](#) – Wednesday 24th April, 16.00-17.30
- [Unit 2 – Sustainable Development Education](#) – Wednesday 1st May, 16.00-17.30
- [Unit 3 – Outdoor Learning](#) – Wednesday 8th May, 16.00-17.30
- [Webinar – Liz Pemberton: Why anti-racist practice is important in the early years](#)

How children like to read

- All reading is good reading – variety of modes
- Discovering why they want to read is important – escapism, relax, for information. Having texts available to support this.
- *Space they like to read in – covered later in this session*

Work together with families to nurture a love of reading



Work together with families to nurture a love of reading

- Book Gifting
- Bridging gap between settings and home literacy practices

Book Gifting

READ
WRITE
COUNT
with the First Minister



How we can support (5)

- Gifting webinars for [Baby and Toddler](#) bags and [Explorer](#) bag
- [Gifting Webinar](#) for Bookbug and P2, P3 RWC with the First Minister bags
- [Read, Write, Count with the First Minister landing page](#)

How we can support (6)



Core framework

The Core Reading Schools accreditation comprises foundational work key to building a reading culture in school and focuses on reading routines and the school environment.

Key areas

1.2 Leadership of Learning

1.3 Leadership of change

1.5 Management of resources to promote equity

2.2 Curriculum

2.3 Learning and Assessment

2.5 Family Learning

3 Raising Attainment and Achievement

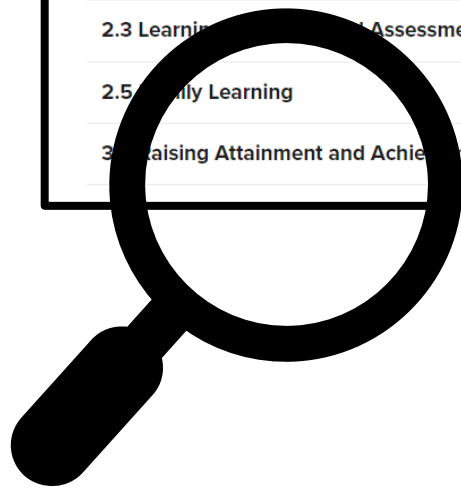
2.5 Family Learning

Key Area 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:

- > Providing access to books 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
- > **Primary only** – 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



How we can support (7)

- [Engaging families and communities webinar](#)
- [Family learning and partnerships webinar](#)
- [Raising the profile of reading with families video short](#)
- [Community success story – how to involve families in your Reading Schools journey](#)
- [Landing page for families sharing books with children of all ages.](#)

Develop a love of reading through consideration of the interactions, experiences and spaces on offer



Develop a love of reading through...

- Interactions – sharing books together; modelling storytelling and reading aloud; exploring range of modes e.g. wordless texts
- Experiences – exploring stories through play; choosing texts that children will enjoy and connect with; promoting individual and group story time opportunities. *Tailor to context.*
- Spaces – Notice when children are interacting with texts; develop spaces to explore texts; promote reading outdoors

How we can support - Sharing books together



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We are a Reading School

Running a paired reading project

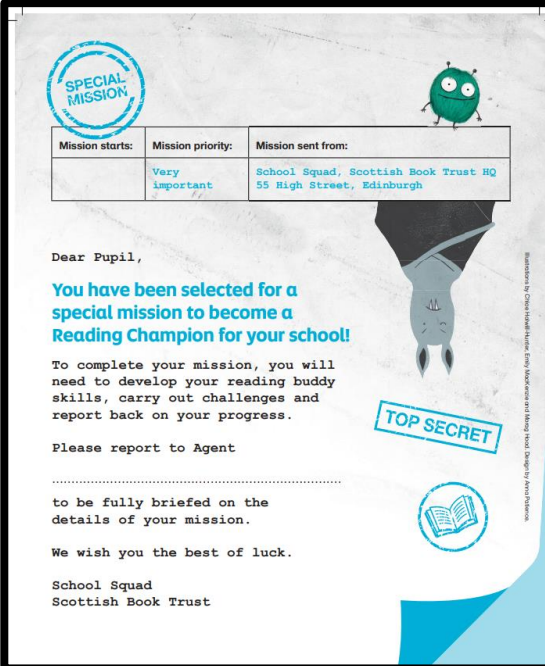
A resource to help you run a paired reading project in your school

Age: 3-18
CFE Levels Early to Senior Phase
Resource created by Scottish Book Trust

scottishbooktrust.com

Scottish Book Trust is a registered company (SC184248) and a Scottish charity (SC027669).



SPECIAL MISSION

Mission starts:	Mission priority:	Mission sent from:
	Very important	School Squad, Scottish Book Trust HQ 55 High Street, Edinburgh

Dear Pupil,

You have been selected for a special mission to become a Reading Champion for your school!

To complete your mission, you will need to develop your reading buddy skills, carry out challenges and report back on your progress.

Please report to Agent

.....

to be fully briefed on the details of your mission.

We wish you the best of luck.

School Squad
Scottish Book Trust

TOP SECRET



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Storytelling learning activities

Ideas and activities to help you use storytelling with your class

Age 3-13
CFE Early to Third Level
Resource created by storyteller Mara Menzies

scottishbooktrust.com

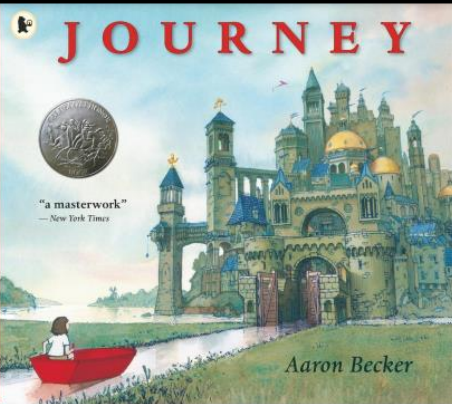
  

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- How book sharing gives children a voice

scottishbooktrust.com

How we can support – Range of modes



JOURNEY

"a masterwork"
— *New York Times*

Aaron Becker

Journey multi-disciplinary project

Whole school activities inspired by the picture book *Journey* by Aaron Becker

Age 5-12

CFE Levels Early, First, Second

Resource created by Scottish Book Trust

scottishbooktrust.com

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[How to access tactile and braille books for children](#)

scottishbooktrust.com



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Using wordless picture books

Ideas for using wordless picture books in reading, writing and talking activities in schools and libraries

Age 3-16

CFE Levels Early to Fourth

Resource created by Scottish Book Trust

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[Sensory Storytelling project landing page](#)



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Supporting children with English as an additional language

Advice for finding texts and using them in your classroom, school or library

Resource created by Scottish Book Trust

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How we can support – Babies and younger children

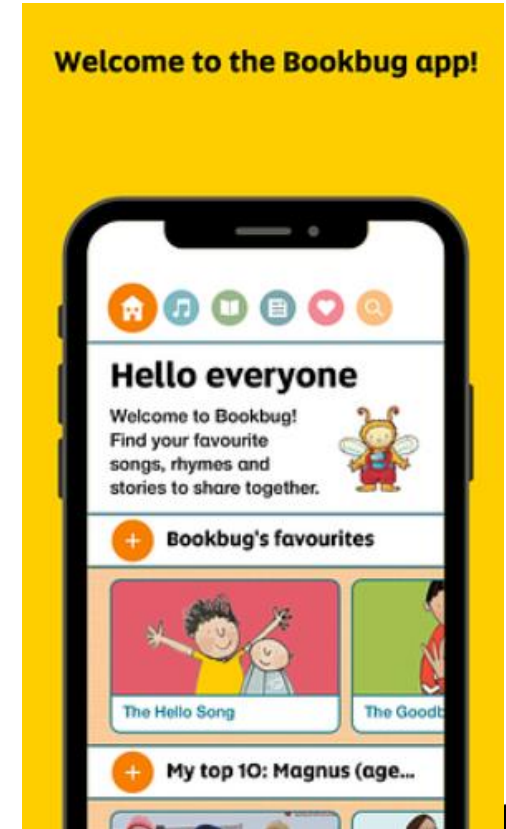


[Sensory books for children](#)

scottishbooktrust.com




[CALL Scotland symbol resources](#)



[The Bookbug app](#)

How we can support - Exploring stories through play





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Quick drama activities for performing picture books
Quick activities and ideas to help you bring picture books to life

Age 3–8
CFE Levels Early to First
Resource created by Amy Hall Gibson, freelance theatre practitioner

scottishbooktrust.com

Scottish Book Trust is a registered company (SC184248) and a Scottish charity (SC027069).

- Keep calm and play: how we can help our little ones during unsettling times
- Book Jenga

How we can support – Developing Spaces (1)



Landing page for reading environments

Creating a book corner in your early years setting

How we can support – Developing Spaces (2)

Scottish Book Trust

Reading Schools

Name: _____

Is currently reading:

Smarter Scotland
Scottish Government

This form is designed for students to record their current reading. It features a 'Name' field at the top, followed by a large rectangular area for the book title. The form is decorated with colorful stars and a sunburst background.



Scottish Book Trust

Reading Schools

What's the best thing you have ever read?
Write or draw a review in the space below.

Pupil Name: _____ Date: _____

readingschools.scot

f t @

This form asks students to write or draw a review of their favorite book. It includes a large white space for the review, a 'Pupil Name' field, and a 'Date' field. The form is decorated with colorful stars and a sunburst background. Social media icons for Facebook, Twitter, and Instagram are at the bottom.

How we can support - Reading Outdoors



The joy of reading outside

Educational consultant Juliet Robertson explores the many benefits of sharing books outside.

Topics: Bookbug, Heading outdoors
Last updated: 11 July 2022



10 things to do with any book outdoors

Outdoors activities you can use with any book.

Suitable for primary schools, secondary schools, libraries and community groups

Resource created by Scottish Book Trust



[Landing page –
Heading Outdoors](#)

What is Book Tasting?

A chance to spend time with a lot of books, talk them through with other people, and decide you might like to read.



What are the benefits?

- Encounter new books
- Makes books exciting and fresh
- Creates social spaces to talk about books
- Develop sense of personal preferences and habits

Book Tasting

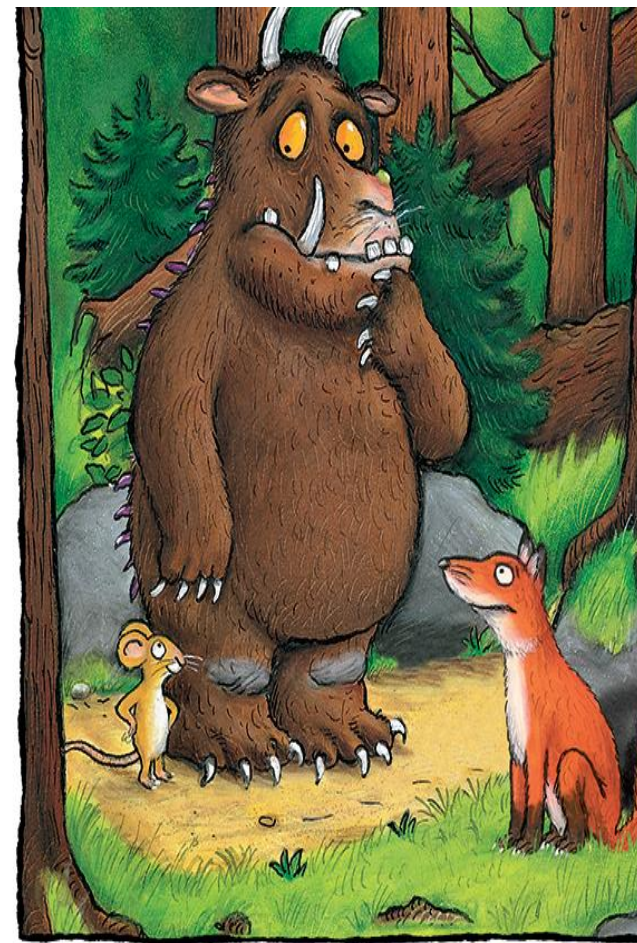
Please make a note of –

- What books you would consider reading (take a photo!)
- What attracted you to them?
 - Cover
 - Blurb
 - Reviews
 - Author

Book Tasting Feedback

- Any thoughts or feedback?

To Emily, there really is no such thing as a Gruffalo



**Too many children in Scotland do not have books at home.
Books bring families together, comfort children and inspire joy.**

Donate now to give the life-changing magic of books to a child like Emily.

scottishbooktrust.com/donate



25

**Scottish
Book Tru**

Thank you

scottishbooktrust.com



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Registered company SC184248 | Scottish charity SC027669

