

Stromness Academy

Action plan - Core Level

1.2 Leadership of Learning

1.2.1 Reading Leadership Group

Form a reading leadership group who input into your action plan and meet regularly to discuss progress and ideas, ensuring learners are at the heart of your Reading Schools development, all year groups have some sort of representation, staff and learners work together to discuss and implement changes.

The leadership group must:

Please confirm that you will complete both of these mandatory actions

☐ * Include learners and the school librarian, if the school has one. It can also include teachers, support staff and Senior Management Team

☐ * Meet regularly to discuss and implement plans

1.2.2 Learner role modelling

Learners visibly sharing reading with each other, peers supporting each other to develop their reading identities, peers sharing reading recommendations.

Learners should act as reading role models in one of the below ways, or in another way that suits their setting:

Please select a maximum of three of the below actions

☐ Wearing 'Ask me what I'm reading' badges / lanyards

☐ Creating learner-led recommendation lists for display

☐ Making learner-led shelf labels or signs

1.2.3 Staff being seen as readers themselves

Staff sharing the things they enjoy reading, staff across the school demonstrate how they are readers themselves, the normalisation of reading for pleasure as an activity for everyone.

Staff should act as reading role models in one of the below ways, or in another way that suits their setting:

Please select a maximum of three of the below actions

☐ Displaying signs

☐ Wearing lanyards or badges

☐ Giving learners opportunities to see them reading

1.2.4 Staff development

Ensuring staff across the school understand why reading for pleasure is important, building staff skill in supporting reading for pleasure initiatives.

Schools should support staff development by completing both of the below mandatory actions:

Please confirm that you will complete both of these mandatory actions

☐ * Key contact attending a Reading Schools CLPL session / webinar

☐ * Staff are using Scottish Book Trust resources to widen knowledge around reading for pleasure

1.2.5 Staff knowledge of contemporary children's literature

Developing staff across the school's knowledge of contemporary children literature, helping staff to be able to recommend and discuss a range of reading materials relevant to the needs, interests and experiences of all their learners.

Schools should make staff aware of contemporary children's literature by completing the below mandatory action:

Please confirm that you will complete this mandatory action

- ☐ *** Making staff aware of contemporary children's literature through signposting to new book lists and other appropriate resources**

1.3 Leadership of change

1.3.1 Whole-school action plan

Submitting an action plan detailing the aims for progressing the reading culture, giving a structure to your Reading Schools development, ensuring learners are fully involved in the choices made, monitoring progress against chosen areas.

The action plan must:

*Please confirm that you will complete these three mandatory actions

- ☐ * Be agreed by the reading leadership group
- ☐ * Confirm that reading for pleasure is a school wide priority, e.g. adding it to the school improvement plan
- ☐ * Include plans to check progress

1.3.2 School environment

Creating pleasurable and relaxed areas for reading enjoyment in partnership with learners, demonstrating visually that reading for pleasure has high status in the school.

Schools should provide appealing and relaxing reading areas in collaboration with learners, and use displays to promote reading in one of the below ways, or in another way that suits their setting:

Please select a maximum of three of the below actions

- ☐ Creating themed displays of reading material
- ☐ Displaying new reading material suggestions, e.g. 'Hot Books' / 'Bookflix'
- ☐ Having displays about the power of reading

1.5 Management of resources to promote equity

1.5.1 Access to high-quality reading materials

Ensuring learners have access to a wide variety of up-to-date reading materials relevant to their needs, interests and experiences, encouraging learners to try new things and gathering learners' opinions about the types of reading materials they would like to see in the school.

Schools should make sure that learners have access to contemporary and diverse reading materials relevant to their needs, interests and experiences by completing the below four mandatory actions:

Please confirm that you will complete these four mandatory actions

- ☐ * Providing learners with access to a school or public library– this could take the form of class / group book boxes or a 'personal shopping experience' using library catalogues
- ☐ * Involving learners in the auditing and selection of books and other reading materials
- ☐ * Regularly updating reading materials to ensure they are contemporary, diverse and relevant to the needs, interests, languages, cultural identity and experiences of learners
- ☐ * Encouraging learners to broaden their reading experience through a wide variety of genres and themes, such as using Scottish Book Trust Book Lists to explore

2.2 Curriculum

2.2.1 Regular opportunities to read for pleasure

Ensuring that regular reading for pleasure takes place, reading is integrated into the school day/week and not just used to fill time or to reward good work, demonstrating that reading is considered important within the school.

Schools should ensure that all learners have regular time to read texts of their own choosing in one of the below ways, or in another way that suits their setting:

Please select a maximum of three of the below actions

☐ Having regular reading at registration / transition times / other times as appropriate

☐ Holding spontaneous DEAR time (Drop Everything and Read)

2.2.2 Interdisciplinary book projects

Ensuring that readers are able to respond to books in creative and cross-curricular ways and demonstrating to learners that reading for pleasure is relevant and useful outside of literacy / English.

Schools should use book projects to inspire classes to read by completing the below mandatory action:

Select the action that relates to your school

☐ Secondary – ensuring every learner in S1–3 does one project per year (this can be in English lessons)

2.3 Learning, Teaching and Assessment

2.3.1 Modelling reading behaviours

Facilitating opportunities for learners to hear stories being read aloud, modelling of reading mechanics for inexperienced readers and allowing access to texts currently beyond their reading level, group immersion in great stories/texts and opportunities for discussion and new book discovery.

At primary level schools should complete the below mandatory action:

Please confirm that you will complete this mandatory action

At secondary level we recognise that it may be logistically difficult for staff to routinely read aloud to learners, but would like to see evidence of staff supporting learners to access the joy of reading and stories in one of the below ways, or in another way that suits their setting:

Please confirm that you will complete up to 3 of the below actions

☐ Teachers reading aloud to learners when possible

☐ Providing access to audiobooks, videos etc.

☐ Holding special storytelling events

2.3.2 Staff led meaningful conversations around books

Getting to know learners reading habits and preferences, ensuring staff are able to recommend a range of relevant reading, developing staff-learner book-centred dialogue, encouraging learners to try new things.

Staff should ensure they know about learners' interests and have regular conversations with them about their personal reading in one of the below ways, or in another way that suits their setting:

Please select a maximum of three of the below actions

☐ Chatting with individual learners during whole-class reading time / other times as appropriate

—

- ☐ Supporting individual learners with strategies for choosing reading material they might like during library periods
- ☐ Providing regular reading recommendations for individual learners in line with their interests

2.3.3 Creating learner social networks

Developing peer-to-peer reading chat, encouraging learners to discuss and evaluate texts amongst themselves, developing individual reading identities and helping learners to share reading materials they enjoy.

Schools should allocate time for all learners to chat about reading materials with each other in one of the below ways, or in another way that suits their setting:

Please select a maximum of three of the below actions

- ☐ Introducing book speed-dating
- ☐ Playing Book Jenga to spark conversations around books
- ☐ User specified action.

Book Tasting

2.3.4 Opportunities for learners to respond to what they're reading

Allowing learners to express and share what they think about their reading and creative expression of individual reading identities.

Schools should allow all learners to respond to what they're reading in a variety of engaging and innovative / creative ways that best suit their needs in one of the below ways, or in another way that suits their setting:

Please select a maximum of three of the below actions

- ☐ Social media posts

 **Book review / recommendation for school newspaper / website**

2.5 Family Learning

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:

Please confirm that you will complete these mandatory actions

- ☐ * Providing access to reading materials 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

At primary level schools should also complete the below mandatory action:

Please confirm that you will complete this mandatory action

3.2 Raising Attainment and Achievement

3.2.1 Rewarding progress and recognising personal achievements

Generating excitement around reading for pleasure, demonstrating to learners that 'success' is different for each person, highlighting the quality and diversity rather than the quantity of reading, ensuring learners feel valued.

Schools should reward the progress of individual learners in one of the below ways, or in another way that suits their setting:

Please select a maximum of three of the below actions

- ☐ Presenting certificates
- ☐ Awarding points through the school's individual rewards system
- ☐ Having class / school awards to recognise effort, eg. 'reader of the week' or 'reader who has made the most recommendations' etc.

3.2.2 Monitoring progress

Generating excitement around reading for pleasure, demonstrating to learners that 'success' is different for each person, highlighting the quality and diversity rather than the quantity of reading, ensuring learners feel valued.

Schools should track their progress by completing the below three mandatory actions:

Please confirm that you will complete these four mandatory actions

- ☐ * Using the Reading Schools attitude surveys to assess and monitor learners' interests, engagement and confidence within reading for pleasure
- ☐ * Monitoring the impact of your Reading Schools programme in ways most suited to your setting and activities
- ☐ * Taking part in Scottish Book Trust evaluation, which will be sent to you once your accreditation has been confirmed