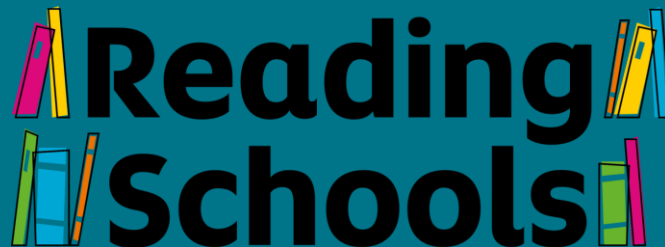


Introduction to Reading Schools

Thank you for joining us. The webinar will begin shortly.



Today's session

- Joining us today:
 - Clara Owen, Reading Schools Co-ordinator
 - Liam McCallum, Reading Schools Project Manager
 - Special guest: Trudi Palmer, Priorsford Primary School
- Session outline:
 - The importance of reading for pleasure
 - An introduction to the Reading Schools programme
 - Interview with our guest speaker on their Reading Schools journey
 - The impact of Reading Schools participation
 - Next steps to get involved
 - Questions



Scottish Book Trust

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

We believe books, reading and writing have the power to change lives. A love of reading **inspires creativity**, improves **employment opportunities**, **mental health** and **wellbeing** and is one of the most effective ways to help **break the poverty cycle**.



Reading for Pleasure

Reading for pleasure is the single most important indicator of a child's future success.

Reading offers:

- Comfort and connection
- Insight and understanding into other worlds and experiences
- Escapism
- Can reduce stress and anxiety
- Models of good social skills
- A soothing wind-down to help us to sleep better

Reading is a social and emotional investment, with the potential for invaluable returns.

Reading for Pleasure: attainment

The Organisation for Economic Co-operation and Development found that **whether or not a child enjoys reading is more important to their educational success than their family background**

OECD. (2002). *Reading for change: performance and engagement across countries: results from PISA 2000*. Paris: OECD Publishing.

The 2009 PISA survey (OECD, 2010) shows that increasing reading engagement could **mitigate 30% of the attainment gap** associated with socio-economic disadvantage.

Sosu, E., & Ellis, S. (2014). *Closing the attainment gap in Scottish education*. York: Joseph Rowntree Foundation.

It was found in one study of high school students in the USA that **those who said they read for pleasure showed higher grade averages in not only English, but also Mathematics and Science subjects**.

Whitten *et al.*, (2016)



Reading for Pleasure: empathy

A 2016 study found that **gaining an understanding of different people, countries and cultures** was seen to be the number one emotional benefit of reading, with as many as 57% of people agreeing that reading makes them **interested in the world outside their own**.

Billington, J. (2016). The untold power of the book. London: Reading Agency.

Two thirds of readers report **strong empathy** versus less than half of non-readers (48%). What's more, people who read for just 30 minutes a week are **23% more likely to understand other people's feelings**.

Billington, J. (2015). Reading between the lines: the benefits of reading for pleasure. Liverpool: University of Liverpool.



Reading for Pleasure: self-esteem and mental health

The Millennium Cohort Study found that reading for pleasure **increases self-esteem** at age 11, regardless of demographic, socioeconomic, and familial confounders.

Mak, H.W., & Fancourt, D. (2019). *Arts engagement and self-esteem in children: results from a propensity score matching analysis*. *Ann. N.Y. Acad. Sci.* 1449, 36-45.

Children who are the most engaged with literacy **are three times more likely to have higher levels of mental wellbeing** than children who are the least engaged

Clark, C., & Teravainen-Goff, A. (2018). *Mental wellbeing, reading and writing*. London: National Literacy Trust.



Recovery planning

“The majority of participants held the view that school building closures had a **negative effect on pupil progress and attainment**. Children and young people who were most negatively affected by school building closure included those adversely affected by poverty.” (Education Scotland, Pupil Equity Audit)

“There has been a massive gap for the pupils who were in P1, now in P2. They **missed that golden period of learning to read**.” (Education Scotland, Pupil Equity Audit)

“92% of teachers think school closures (due to Covid-19) have contributed to a **widening of the word gap**.” (Oxford Language Report)



What is Reading Schools?

An accreditation framework to recognise and reward schools for building and sustaining a whole-school reading culture in their setting.



- Easy
- Valuable
- Empowering
- Prestigious
- Community
- Fun

Reading Schools offers

- An **accreditation** for every school; at Core, Silver and Gold
- A **coherent structure** for all your reading initiatives
- A framework mapped to HGIOS 4 to support **school improvement** and HMIE inspections
- Scottish Book Trust **resources, training and support**
- Professional **development and leadership** opportunities
- Ways to champion **learner voice**, leadership and confidence
- Opportunities for **collaboration** within and across schools
- Pathways to engaging your **families and wider community**

The journey so far

- **2019:** Phase 1 pilot with 34 schools in FVWL
- **2020:** Phase 2 pilot in Stirling, Dundee, Perth + Kinross and Angus
- **2021:** Dedicated www.readingschools.scot website launches
- **2021-22:** Strategic roll-out in FVWL, Tayside and West Partnership
- **2022-23:** National roll-out to all schools in Scotland
- **2023:** 370+ accreditations (and counting!), 507 schools working towards accreditation

“Through engaging in the Reading Accreditation pilot, teachers and learners are supported to foster and develop that love of reading that we want for all our children, in a dynamic, structured and exciting way.”

- M. Cochrane, West Lothian

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How it works

- **Core:** the foundational work key to building a reading culture in school, focused on sustainable reading routines and the school environment
- **Silver:** additional opportunities for broadening learners' experiences, e.g., engaging with authors, visiting libraries, and bringing in outside expertise
- **Gold:** sharing your enthusiasm and expertise with your community through, for example, intergenerational book projects or local partnerships with other schools and businesses

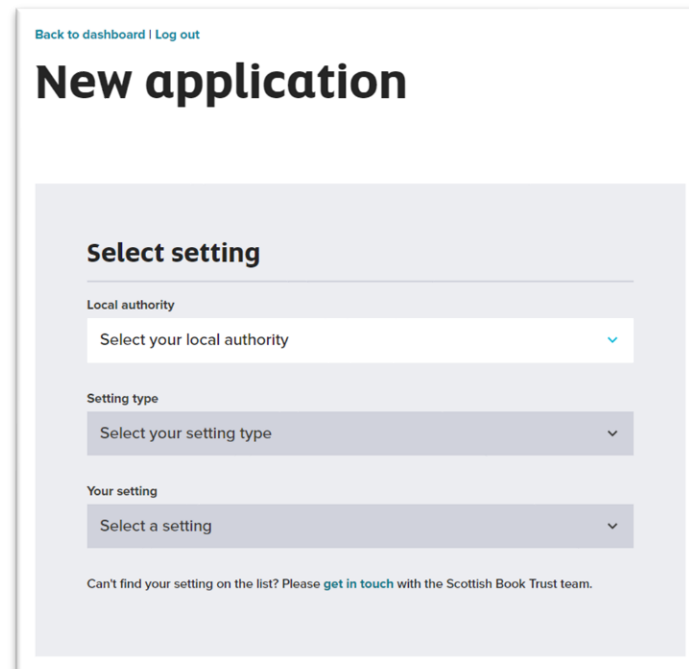
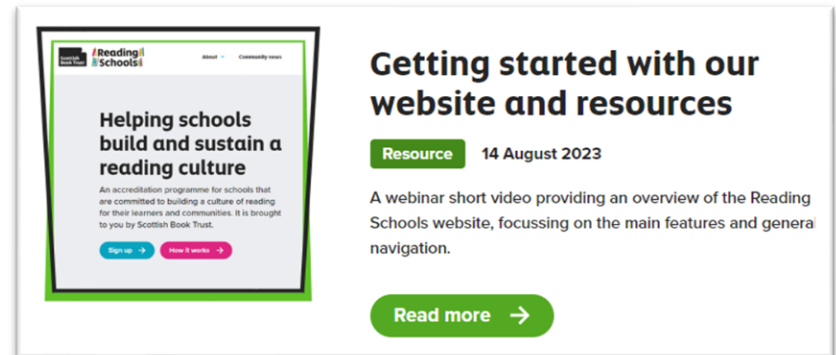
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What it looks like

- Website
- Dashboard
- Framework
- Action Plan
- Evidence Plan
 - Comment
 - Photos
 - Quotes
- Accreditation

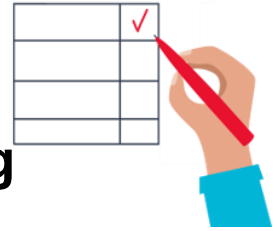
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The framework

- 1.2 Leadership of Learning
- 1.3 Leadership of Change
- 1.5 Management of resources to promote equity
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 2.5 Family Learning
- 2.7 Partnerships
- 3.2 Raising Attainment and Achievement

- Reader role modelling
- Staff development
- School environment
- Access to high quality books
- Interdisciplinary book projects
- Creating social networks
- Engaging with authors
- Responding to reading
- Raising the profile of reading with families
- Rewarding progress and recognising personal achievements



“The framework is robust and relevant – flexible enough to encompass a whole array of different approaches within individual schools and authorities”

– Dr Janet Adam, FVWL RIC

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The framework: how it works

Key Area 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.

Reading School	Reading School: Silver	Reading School: Gold
<p>Schools should make staff aware of contemporary children’s literature by completing the below mandatory action:</p> <ul style="list-style-type: none"> Making staff aware of contemporary children’s literature through signposting to new book lists and other appropriate resources 	<p>Sustain Core activity and:</p> <p>Schools should ensure that staff have access to contemporary children’s literature to read in one of the below ways, or in another way that suits their setting:</p> <ul style="list-style-type: none"> Inviting your local librarian in to talk to staff about new reading materials available to them and ensuring they have a library card Gifting contemporary children’s reading material to each staff member, encouraging them to share across the team Having a ‘borrow box’ in the staff room with regularly updated contemporary children’s reading materials Arranging a staff trip to a local bookshop to speak to booksellers about contemporary children’s titles 	<p>Sustain Core and silver-level activity and:</p> <p>Schools should create opportunities for staff to explore, share and discuss contemporary children’s literature in one of the below ways, or in another way that suits their setting:</p> <ul style="list-style-type: none"> Introducing a staff book club Providing physical areas for discussion, e.g., an interactive display board in the staff room Providing online spaces for discussion Taking part in local authority staff book clubs



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‘Teacher knowledge of children’s literature is the cornerstone of effective reading for pleasure practice in school’

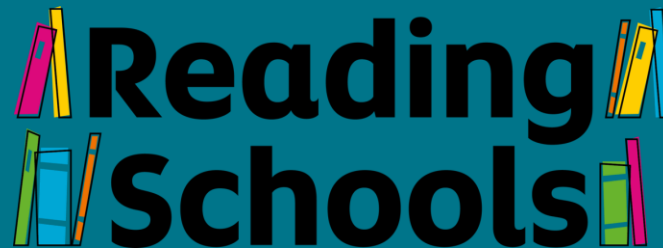
– Professor Teresa Cremin, OU

Interview Section

Special Guest

Trudi Palmer

Priorsford Primary School



Impact of participation

On staff:

'From making it the heart of our reading culture in each classroom, to encouraging and **sharing a love of reading with the community**, our work has underpinned our drive to make [our school] a Reading School. From working with individuals to whole stages across more than one school, we have all benefitted from being part of the programme. We have seen **improvements in attainment, attitudes and participation** which have meant not only has the work been successful, but **sustainable** too.'

- Head Teacher, Primary School

On learners:

'I have **gained so much confidence and become so proud** of the fact that I enjoy reading [. . .] I also **thoroughly enjoyed** the aspect of interacting with younger pupils, and **it felt empowering** to leave them with inspiration on what to read but also who to be when they are S6s themselves.'

- S6 Reading Leader, Secondary School



A clear map for improvement

“We were **recently inspected by HMIE** and they spent quite a significant amount of time talking to us about the Reading Schools programme and how **our young people, staff and community were benefitting** from it; they absolutely **loved the fact that the school was devoting so much time and energy to this project** and was reaping the benefits.”

- **Linda Nisbet, Whitburn Academy**



Evidence from Reading Schools evaluation: attainment

'A P7 boy, who lives in one of the more socially deprived areas of the village, **had very little interest in reading**. We have struggled throughout his primary years to engage him, and this has impacted his attainment and opportunities for success. The **drive to increase library membership** is what has impacted him. He lives near the library, so he now gets off the bus a stop early and visits the library regularly on his way home from school. He loves to show his latest new book and the increase in the amount he reads has been significant. He is "hooked"! This in turn has **increased his attainment** and he is now reading at expected levels and is in a **strong position for moving on to find success in high school.**'



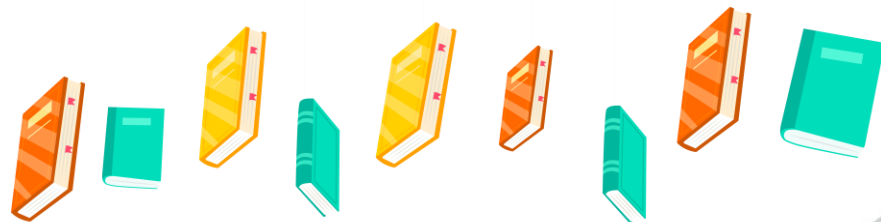
Evidence from Reading Schools evaluation: wellbeing

'They're consuming more than just the words. They're able to really understand the underlying message and they're learning that emotional language. **They're able to explain what they're feeling and why they're feeling it much more.**' – Parent



Evidence from Reading Schools evaluation: inclusion

'We have a boy who moved from overseas last year. Due to having EAL he can **struggle with literacy tasks**, and this can negatively impact on his behaviour. We have introduced lots of graphic novels and picture books to the class. Recently we were reading *The Arrival* by Shaun Tan. When we went on to discuss the book, **the insight this child had** and the inferences he had deduced were astute. Through discussion, **it was clear he was able to analyse the images and interpret the meanings on a relatively deep level**. His lived experience of moving to a strange land made him the expert. It was **wonderful to see him so engaged** and animated in this lesson.'



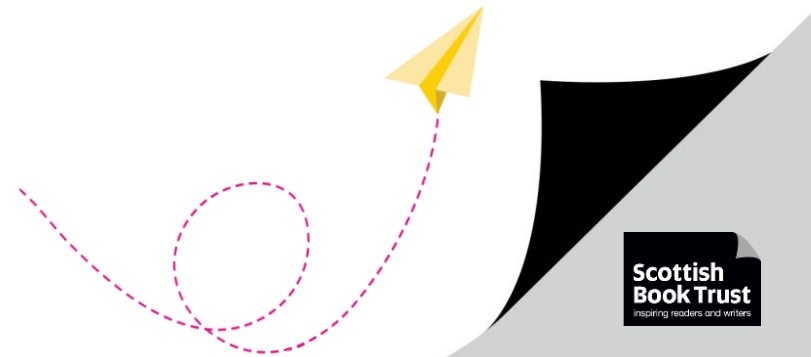
Evidence from Reading Schools evaluation: resilience

'One of our learners in P5 has ADHD and although she has well-developed reading skills she does not choose to read in school. During our 'softstart' she would often have disagreements with others and would not always make good choices with regards to behaviour. This often meant **she did not have a positive start to the day**. Through our '**Reading Volunteer project**' she now loves to read to younger pupils in the morning. She puts on her lanyard and goes off to classes to find others who would like to hear a story. She enjoys talking to the younger pupils, talking to them about book choices and organising them so they are ready to listen to the story. She has **a purpose to this time now and has a sense of responsibility**. Her class teacher noted she is more willing to read in class and is really **ready to begin her learning each day.**'



Next steps to get started

- Visit www.readingschools.scot
- Explore [the framework](#)
- Take our [level quiz](#) to decide which accreditation best suits your school
- Add 'Reading School accreditation' to your school improvement planning
- Form your Reading Leadership Group with students and staff
- Plan your CLPL calendar
- Start your accreditation journey!



Upcoming Reading Schools CLPL

- **The Reading Schools journey:**
 - [As it Happens](#) – Wednesday 6 September, 16.30-17.30
 - [Submitting your Evidence](#) – Thursday 28 September, 16.30-17.30
- **Shared practice events:**
 - [Paired reading projects with Read, Write, Count](#) – Monday 25 September, 16.30-17.30 and Monday 2 October, 16.30-17.30
 - [Interdisciplinary book projects](#) – Thursday 16 November, 16.30-18.00
- **[Drop-in sessions \(16.00-17.00\):](#)**
 - Thursday 21 September
 - Thursday 2 November
 - Thursday 30 November
- **Other [Scottish Book Trust CLPL:](#)**
 - [Building a reading culture in your classroom](#) – Tuesday 19 September, 16.30-17.30

Any questions..?

Pop them in the chat or unmute and speak with us!



We appreciate your feedback

Please take a second to complete our quick survey here:

<https://www.surveymonkey.co.uk/r/L73CYQV>



You can find details of [the recent changes we've made based on your feedback](#) on our website!

Callum has never shared a bedtime story with Mog



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 Callum.

scottishbooktrust.com/donate



Scottish charity, SC027609

Thank you

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