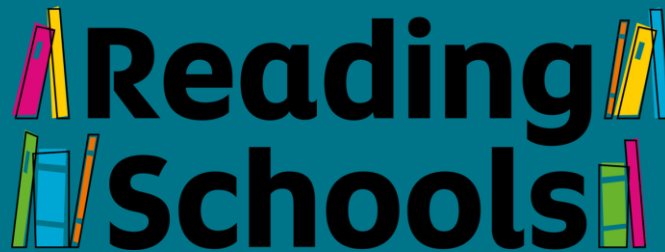


# Introduction to Reading Schools

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:** Emma Jane Rendall, Firth 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 (1)

Reading for pleasure is the single most important indicator of a child's future success (OECD, 2002).

## 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 (2)

Reading for pleasure has been shown to have **benefits on reading skills, spelling, general knowledge and school achievement** (Mol and Bus, 2011). Children also report numerous social benefits including **helping them relax, escape reality and develop empathy for others** (McGeown et al, 2020).

Reading for pleasure is **strongly influenced by relationships between teachers and children and children and families** (Cremin et al, 2009).

Reading for pleasure in all children may support the best possible chance for **good cognitive development and mental health** (Sun Y-J, Sahakian BJ, Langley C, et al., 2024)



# 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.

“Empathy can be discussed through texts and it is often easier to identify with character's feelings rather than their own.” **Primary class teacher, 2023/24 Evaluation**



# 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.



# What is Reading Schools?

A national 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** that champions the **reading culture** for every school
- A **coherent structure** for all your reading initiatives, through a framework mapped to HGIOS 4 to support **school improvement** and HMIE inspections
- **Resources, training and support** from Scottish Book Trust
- **Professional development and leadership** opportunities for staff
- Ways to champion **learner voice**, leadership and confidence
- **Opportunities to connect** within and across schools, and engage **families and your wider community**

“Links to HGIOS4 make it much easier to gain buy in from other staff and Senior Leadership Team.” **Secondary class teacher, 2023/24 Evaluation**

# 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


[scottishbooktrust.com](http://scottishbooktrust.com)



# What it looks like

- [Website](#)
- [Dashboard](#)
- [Framework](#)
- [How It Works](#)
- Action Plan
- Evidence Plan
  - Comment
  - Photos
  - Quotes
- Accreditation

scottishbooktrust.com



The screenshot shows the Reading Schools website dashboard. It features a header with the Reading Schools logo and navigation links. The main content area has a title 'Helping schools build and sustain a reading culture' and a sub-header 'An accreditation programme for schools that are committed to building a culture of reading for their learners and communities. It is brought to you by Scottish Book Trust.' Below this are two buttons: 'Sign up' and 'How it works'.

## Getting started with our website and resources

**Resource** 14 August 2023

A webinar short video providing an overview of the Reading Schools website, focussing on the main features and general navigation.

[Read more →](#)

Home | Accreditation | Log out

## New application

**Select setting**

Local authority

Select your local authority

Setting type

Select your setting type

Your setting

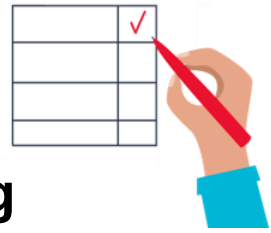
Select a setting

Can't find your setting on the list? Please [get in touch](#) with the Scottish Book Trust team.

## E-learning Module 2 – Gathering and submitting your evidence

A short, e-learning module supporting the gathering and submitting of evidence for your Reading Schools accreditation

# 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

[scottishbooktrust.com](http://scottishbooktrust.com)

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



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***‘Teacher knowledge of children's literature is the cornerstone of effective reading for pleasure practice in school’***  
**– Professor Teresa Cremin, Open University**

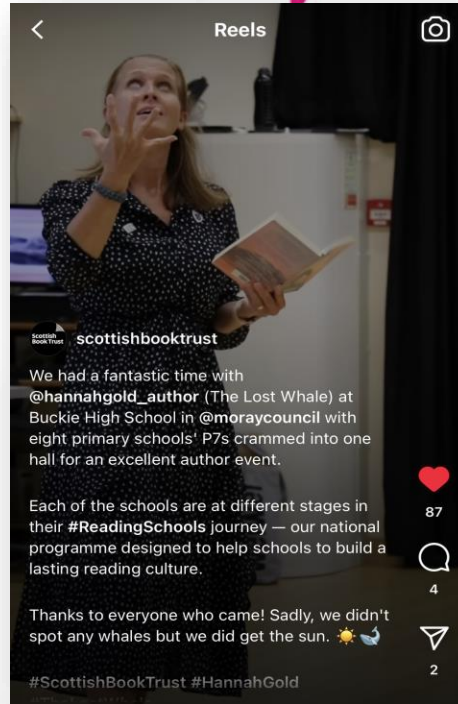
# Opportunities

- Links with local schools
- Community events
- Author engagement
- Prizegiving's
- Funding opportunities



**scottishbooktrust.com**

**Join the  
#ReadingSchools  
Community**



**Total accredited Reading Schools:**

502

★  
Early Years  
7

★  
Core  
**245**

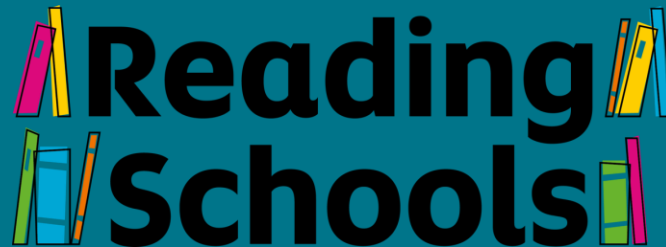
★  
Silver  
139

★  
Gold  
111

656 schools are currently working towards their first accreditation.

# Interview Section

Special Guest  
Emma Jane Rendall  
Firth Primary School



# Impact of participation (1)

## 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 **inspected by HMIE** and they spent 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 reaping the benefits.”

- Linda Nisbet, Whitburn Academy



# Impact of Reading Schools: attainment

'A P7 boy, who lives in one of the more socially deprived areas of the village, **had very little interest in reading**. We struggled throughout his primary years to engage him, which has impacted his opportunities for success. The **drive to increase library membership** is what impacted him. He lives near the library and now gets off the bus a stop early to visit the library regularly on his way home from school, and the increase in the amount he reads has been significant. 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.**'

“Reading for pleasure has greatly increased as a result of our Reading Schools journey. This has a massive impact on reading attainment across the whole school which is evidenced by our attainment data.”

**Principal Teacher, 2023/24 Evaluation**

“I feel like it’s helped me process information for my other subjects. I’ve got a longer attention span. I’m able to think about things for longer.”

**Secondary school pupil, 2023/24 Evaluation**

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# Impact of Reading Schools: family engagement

*[Schools in the 2023/24 Evaluation]* found that having **Reading Schools as a focus helped contribute to the parental engagement priority within their School Improvement Plan**. Through Reading Schools they have invited parents to read-along sessions, held sharing sessions on reading and writing, ran workshops around gifting the Bookbug and Read, Write, Count bags, asked for parent/carers volunteers to share stories about their work and their culture, and shared bedtime stories for parents to read with their children.

“Our Family Engagement has increased this session from 7% to 28%.” **Head/**  
**depute head teacher, primary, 2023/24 Evaluation**

“It has given me the confidence to like read out loud to my family and stuff.”  
**Primary school pupil, 2023/24 Evaluation**



# Impact of Reading Schools: inclusion

‘One of our learners with EAL can **struggle with literacy tasks**, and this can negatively impact on behaviour. Recently we read *The Arrival* by Shaun Tan, and in discussion **the insight this child had** and the inferences they had deduced were astute. **It was clear they were able to analyse the images and interpret the meanings on a relatively deep level.** This lived experience of moving to a strange land made them the expert, and it was **wonderful to see them so engaged** and animated in this lesson.’

‘They’re consuming more than just the words – they really understand the underlying message. **They’re able to explain what they’re feeling and why they’re feeling it** much more.’ **Parent feedback, 2022/23 Evaluation**

“We have enjoyed a wonderful Paired Reading Project with P2 at one of our feeder primary schools. This has been of huge benefit to all involved.”  
**Secondary school librarian, 2023/24 Evaluation**

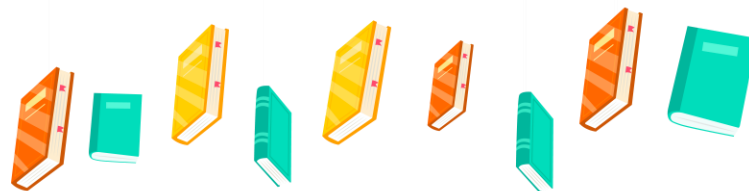


# Impact of Reading Schools: wellbeing

“Reading for pleasure has been beneficial to our learners in a low SIMD area specifically. It has supported their wellbeing and allowed them to become more resilient, by having extended opportunities for down time and to escape into their own world.” **Class teacher, 2023/24 Evaluation**

“It has had a significant impact on the health and wellbeing of our learners, adding a different dimension to their lives and our library areas provide them with a safe and supportive space to learn and relax.” **Class teacher, 2023/24 Evaluation**

“Reading Schools helps to break down stereotypes and some of the bad connotations of reading in school, like that it’s a chore or a job and not fun at all.” **Secondary school pupil, 2023/24 Evaluation**



# Why take part?

Most of all it can bring a school together around the power of stories.

*'It's changed the mindset for a lot of children and now they share a love of reading. That's the project's legacy. The impact will be long-term.'* **Principal teacher, primary school**



# Next steps to get started



- **Who?** Decide who will [create your online Reading Schools account](#) – they'll be responsible for creating an Action Plan and uploading evidence. You can have as many contributors as you like, so it's worth sharing the load!
  - **What level?** Take the [Level quiz](#) to get a sense of what level of [the Framework](#) you should work towards.
  - **Which pupils?** Start pulling together your **Reading Leadership Group** of pupils and staff from across your school who can shape your delivery. You can use our [Assembly resource to talk to your pupils about Reading Schools](#) and see who is interested in joining and [collaborating on the Action Planning](#).
  - **When?** Decide when you'd next like to meet to discuss what you'd like to deliver, and plan your [CLPL calendar](#) for any sessions you'd like to join.
  - **Wider community** – [Add "Reading Schools accreditation" to your School Improvement Plan](#), and let families know you're starting this journey and why! You'll need to get them involved.
  - **And we're off..!** – Submit your Action Plan to receive your Welcome Pack and start [evidence collecting for your accreditation](#) journey!
- scottishbooktrust.com

# Reading Schools Community

- Visit [www.readingschools.scot/community](http://www.readingschools.scot/community)

Explore ideas from across our community



## Check out our themed community highlights

Explore these great examples of activities from Secondary Reading Schools across the country who built great relationships with their school and public library service.

Discover our community highlights →

## Catch up with community interviews

Meet some of the Reading Schools team and find out how two of our community members from Primary and Secondary education successfully engaged families in their settings.

Watch our community interviews →

## Explore actions for every Framework Key Area

Find resources and examples from accredited Primary, Secondary and ASN settings for every Key Area at Core, Silver and Gold level.

Explore our webinar shorts →

## Get involved

### Follow #ReadingSchools

Check out all the fun, creative ways our community members are promoting reading for pleasure in their settings and share your own activities with us using the #ReadingSchools hashtag on X!

### Get inspired by our community case studies

#### Hillhead Primary School, East Dunbartonshire

Explore ideas for setting up and maintaining a successful Reading Leadership Group.

Read a Core case study →

#### Forfar Academy, Angus

Find out how one school approached ways for learners to respond to what they were reading.

Read a Silver case study →

#### Barsail Primary School, Renfrewshire

Discover the impact of staff development and family engagement in building a sustainable reading culture.

Read a Gold case study →

“

My Reading Leadership Group really appreciated the chance to share what they have been doing – it made my group feel like they had a bigger worth than just being a school group, because they are a part of a bigger picture across Scotland! It created a buzz in school and others are starting to prick their ears up and wanting to get involved.

CLASS TEACHER, PRIMARY SCHOOL

Have an idea of your own to share?

Get in touch →

## How do you become a part of our Reading Schools community?

That's easy – register with Reading Schools to get your application started, and explore the website or join our [live and recorded webinars](#) to meet other schools. Look out for opportunities to get involved in fun events with your Reading Leadership Group throughout the term, too!

Ready to sign up?

Register here →

# Reading Schools Fund

- Visit [www.readingschools.scot/funding](http://www.readingschools.scot/funding)
- Open to all state funded schools and grant-aided specialist provisions in Scotland, with a **submitted and approved action plan**, and be actively working towards **Reading School accreditation** at **Core, Silver** or **Gold** level.
- **Application** plus input from your **Reading Leadership Group**
- Competitive grants of up to £500 to be spent on **books or reading materials for your school** and **furnishings for reading spaces**
- Open **now**, application deadline **1 November 2024**

# Upcoming Reading Schools CLPL

- The Reading Schools journey e-learning modules:
  - [Introduction to Reading Schools](#)
  - [Gathering and submitting your evidence](#)
- Shared practice events:
  - [Staff as readers](#) – Tuesday 19 November, 16.30-18.00
- [Drop-in sessions \(16.00-17.00\):](#)
  - Wednesday 4 September
  - Wednesday 2 October ASN/Specialist Setting focus
  - Wednesday 6 November Gaelic/GME focus
- Other [Scottish Book Trust CLPL](#):
  - [The power of sensory stories](#) – Tuesday 1 October, 15.30-16.30
  - [Book Discovery: a rights-based approach using picture books](#) -  
Wednesday 2 October, 16:00-17:00

# 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.com/r/ZZ7XNVW>



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

# Thank you

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