

Reading Schools Pilot Phase 2 2020/21

Reading Schools framework

About Reading Schools

Research proves that reading for pleasure has positive impacts on learners' attainment across the curriculum, health and wellbeing, critical thinking, creativity, empathy and resilience.

Reading Schools aims to help every school in Scotland build and sustain the **whole-school reading cultures** that foster these impacts.

Reading Schools offers:

- An **accreditation for every school**, recognising the great work you're doing to support reading for pleasure
- A **coherent structure** for all your reading initiatives and activities, providing focused and clear direction
- A framework mapped to HGIOS 4, supporting **school improvement** and HMIE inspections
- Professional **development and leadership** opportunities for your staff
- A way to develop **learner voice**, leadership skills and confidence
- Opportunities for **collaboration** within and between schools
- Pathways to **engaging your families** and the **wider community**
- **Training and support** from Scottish Book Trust for all schools taking part



This framework

This framework details the Key Areas that we consider crucial to building and sustaining a whole-school reading culture. The Key Areas are mapped against [How Good is Our School? 4](#). Under each of the Key Areas we detail the actions necessary to become a Reading School and advance to silver and gold level.

- The core Reading School accreditation comprises the foundational work key to building a reading culture in school and is focused around reading routines and the school environment.
- Reading School: Silver is based around schools providing additional opportunities to broaden their learners' experiences, such as engaging with authors, visiting libraries, and bringing in other outside expertise.
- Reading School: Gold involves schools sharing the enthusiasm and expertise they have developed as a Reading School with their communities through, for example, working with other schools in their cluster, intergenerational projects in their communities, partnership with local businesses etc.

Accreditation process

In order to be accredited as a Reading School, a school must provide evidence of how they have achieved the standard described under each of the Key Areas.

- Schools applying for the core **Reading School** accreditation must provide evidence of how they have achieved the standard described under each of the Key Areas in the first column.
- Schools applying for **Reading School: Silver** must provide evidence of how they have achieved the standard described under each of the Key Areas in first **and** second columns.
- Schools applying for **Reading School: Gold** must provide evidence of how they have achieved the standard described under each of the Key Areas in **all three** columns.

Once awarded, a school's accreditation will last for three years. At the end of this period, schools will need to apply for re-accreditation. Following their core accreditation, schools may apply for silver or gold status at any time.

1.2 Leadership of Learning

Key Area 1.2.1 – Reading Leadership Group We expect Reading Schools to form a reading leadership group who input into your action plan and meet regularly to discuss progress and ideas.		
Reading School	Reading School: Silver	Reading School: Gold
The leadership group must: <ul style="list-style-type: none"> • 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 	Sustain core activity.	Sustain core activity and: <ul style="list-style-type: none"> • At gold level we expect Reading Schools to invite families or partners from within the community to join your leadership group
Key Area 1.2.2 – Learner role modelling We expect Reading Schools to show how learners visibly promote reading and recommend books to one another.		
Reading School	Reading School: Silver	Reading School: Gold
Learners should act as reading role models in one of the below ways, or in another way that suits their setting: <ul style="list-style-type: none"> • Wearing 'Ask me what I'm reading' badges / lanyards • Talking about books they've read in assembly / at whole-school occasions • Creating learner-led recommendation lists for display • Making learner-led shelf labels or signs • Putting recommendation notes / bookmarks in books • Making recommendation videos • Making book trailers / vlogs • Making learner-led book lists for staff 	Sustain core activity and: Learners should support one another in more formal ways in one of the below ways, or in another way that suits their setting: <ul style="list-style-type: none"> • Taking part in a paired reading project • Acting as reading mentors • Sharing storytelling videos / activities with reading buddies • Leading a reading club 	Sustain core and silver-level activity and: Learners should act as reading role models through interactions with members of the wider community in one of the below ways, or in another way that suits their setting: <ul style="list-style-type: none"> • Being Book Doctors and giving out recommendations • Participating in a reading flash mob • Communicating through community media, eg. local newspaper, radio etc. • Creating reading podcasts / videos to share with the community via social media • Displaying books they are currently reading / would recommend in their windows
Key Area 1.2.3 – Visible staff role modelling across the school We expect Reading Schools to demonstrate how all staff in the school show that they are readers.		
Reading School	Reading School: Silver	Reading School: Gold
Staff should act as reading role models in one of the below ways, or in another way that suits their setting: <ul style="list-style-type: none"> • Displaying signs • Wearing lanyards or badges • Talking about books they've read in assembly / at whole-school occasions • Giving learners opportunities to see them reading • Having 'guess the reader' displays with photos of staff favourite books / bookshelves 	Sustain core activity.	Sustain core activity.

<ul style="list-style-type: none"> • Taking part in social media reading challenges, eg. 'post a photo of your reading lunch' • Sharing book recommendation videos 		
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Key Area 1.2.4 – Staff development
We expect Reading Schools to show how staff have invested in their reading for pleasure culture.

Reading School	Reading School: Silver	Reading School: Gold
Schools should support staff development by completing both of the below mandatory actions: <ul style="list-style-type: none"> • Key contact attending a Reading Schools CLPL session / webinar • Staff are using Scottish Book Trust resources to widen knowledge around reading for pleasure 	Sustain core activity and: Schools should extend staff development by completing the below three mandatory actions: <ul style="list-style-type: none"> • Involving the staff team / teachers of other subjects / support staff in training around reading for pleasure • Reading more widely about the pedagogy and research around reading for pleasure • Engaging with colleagues and sharing work via social media or face-to-face meetings etc. 	Sustain core and silver-level activity and: Schools should extend staff development further by completing the below three mandatory actions: <ul style="list-style-type: none"> • Working in partnership with other schools • Being an ambassador school and welcoming visitors to share practice • Leading a CLPL session or taking part in a shared practice event / Scottish Book Trust webinar

Key Area 1.2.5 – Staff knowledge of contemporary children’s literature
We expect Reading Schools to support staff to develop their knowledge around reading for pleasure.

Reading School	Reading School: Silver	Reading School: Gold
Schools should make staff aware of contemporary children’s literature by completing the below mandatory action: <ul style="list-style-type: none"> • Making staff aware of contemporary children’s literature through signposting to new book lists and other appropriate resources 	Sustain core activity and: 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: <ul style="list-style-type: none"> • Inviting your local librarian in to talk to staff about new books available to them and ensuring they have a library card • Gifting a contemporary children's book to each staff member, encouraging them to share across the team • Having a 'book borrow box' in the staff room with regularly updated contemporary children's books • Arranging a staff trip to a local bookshop to speak to booksellers about contemporary children’s titles 	Sustain core and silver-level activity and: 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: <ul style="list-style-type: none"> • Introducing a staff book club • Providing physical areas for discussion, eg. an interactive display board in the staff room • Providing online spaces for discussion • Taking part in Scottish Book Trust Book Discovery sessions or Children’s Book Chat on Twitter • Taking part in local authority staff book clubs

1.3 Leadership of change

Key Area 1.3.1 – Whole-school action plan		
We expect Reading Schools to submit an action plan detailing their aims for progressing their reading culture.		
Reading School	Reading School: Silver	Reading School: Gold
The action plan must: <ul style="list-style-type: none"> • Be agreed by the reading leadership group • Confirm that reading for pleasure is included in the School Improvement Plan / detail how actions support it • Include plans to check progress 	Sustain core activity.	Sustain core activity.

Key Area 1.3.2 – School environment		
We expect Reading Schools to show how they have provided appealing and comfortable spaces to read in the school environment and make reading visible.		
Reading School	Reading School: Silver	Reading School: Gold
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: <ul style="list-style-type: none"> • Having appealing reading areas throughout the school, eg. in shared spaces / corridors / within your school library area • Creating classroom book corners / reading areas designed by learners (possibly as part of an enterprise project) • Providing learners with cushions / encouraging them to turn over their chairs and relax when they're reading • Creating themed book displays • Displaying new book suggestions, eg. 'Hot Books' / 'Bookflix' • Having displays about the power of reading 	Sustain core activity and: Schools should create opportunities for learners to read outside the classroom in one of the below ways, or in another way that suits their setting: <ul style="list-style-type: none"> • Having reading sessions outdoors • Having reading spaces in the playground, eg. a reading bench or storytelling chair • Having a playground library • Incorporating reading into breakfast clubs / after-school clubs • Incorporating reading into school events, eg. Christmas celebrations 	Sustain core and silver-level activity and: Schools should make reading visible in their community in one of the below ways, or in another way that suits their setting: <ul style="list-style-type: none"> • Creating displays in community spaces • Introducing a Book Fairies project • Creating book 'pavement quotes' or window signs • Introducing a community Book Trail • Creating a community reading area, eg. a reading bench or garden

Key Area 1.3.3 – National events and celebrations

At silver and gold levels, we expect Reading Schools to build on reading routines to generate excitement around reading by taking part in national reading celebrations and prizes.

Reading School	Reading School: Silver	Reading School: Gold
Not required for the core Reading School accreditation.	Schools should generate excitement around reading by taking part in one of the below initiatives, or in another that suits their setting: <ul data-bbox="1107 464 1605 716" style="list-style-type: none">• Book Week Scotland• World Book Day / Night• National Poetry Day• Bookbug Picture Book Prize• Scottish Teenage Book Prize• First Minister’s Reading Challenge• Other prizes	Sustain silver-level activity.

1.5 Management of resources to promote equity

Key Area 1.5.1 – Access to high-quality books		
We expect Reading Schools to provide up-to-date reading materials relevant to the needs, interests and experiences of all learners.		
Reading School	Reading School: Silver	Reading School: Gold
<p>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:</p> <ul style="list-style-type: none"> • 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 selection of books and other reading materials • Regularly updating books and other reading materials to ensure they are contemporary, diverse and relevant to the needs, interests and experiences of learners • Encouraging learners to broaden their reading experience through a wide variety of genres 	<p>Sustain core activity and:</p> <p>Schools should extend access to contemporary reading materials by completing the below mandatory action:</p> <ul style="list-style-type: none"> • Providing all learners with the opportunity to join the local public library for access to books, ebooks and audiobooks 	<p>Sustain core and silver-level activity.</p>

2.2 Curriculum

Key Area 2.2.1 – Regular opportunities to read for pleasure		
We expect Reading Schools to ensure all learners have regular time to read texts of their own choosing.		
Reading School	Reading School: Silver	Reading School: Gold
<p>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:</p> <ul style="list-style-type: none"> • Having regular reading at registration / transition times / other times as appropriate • Holding spontaneous DEAR time (Drop Everything and Read) • Including reading for pleasure time in home learning 	Sustain core activity.	Sustain core activity.
Key Area 2.2.2 – Interdisciplinary book projects		
We expect Reading Schools to offer exciting and engaging projects based around books that will inspire learners to read.		
Reading School	Reading School: Silver	Reading School: Gold
<p>Schools should use book projects to inspire classes to read by completing the below mandatory action:</p> <ul style="list-style-type: none"> • Primary – ensuring every learner does one interdisciplinary project per year • Secondary – ensuring every learner in S1–3 does one project per year (this can be in English lessons) 	<p>Sustain core activity and:</p> <p>Schools should extend their book projects by completing the below mandatory action:</p> <ul style="list-style-type: none"> • Primary – providing an opportunity for classes to share their book projects with each other • Secondary – introducing one cross-curricular project involving other subject departments (could involve creative practitioners) per year 	Sustain core and silver-level activity.

2.3 Learning, Teaching and Assessment

Key Area 2.3.1 – Modelling reading behaviours		
We expect Reading Schools to give all learners the opportunity to hear a text aloud to widen their experience of stories.		
Reading School	Reading School: Silver	Reading School: Gold
<p>At primary level schools should complete the below mandatory action:</p> <ul style="list-style-type: none"> • Class teachers to be routinely reading aloud to their class <p>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:</p> <ul style="list-style-type: none"> • Teachers reading aloud to learners when possible • Sharing stories / reading aloud to learners online • Providing access to audiobooks, videos etc. • Holding special storytelling events 	Sustain core activity.	Sustain core activity.

Key Area 2.3.2 – Meaningful conversations around books		
We expect staff at Reading Schools to engage with all learners individually to support reading for pleasure.		
Reading School	Reading School: Silver	Reading School: Gold
<p>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:</p> <ul style="list-style-type: none"> • Chatting with individual learners during whole-class reading time / other times as appropriate • Using interest-based activities and follow-up discussions, eg. book quizzes, book genre tasting sessions • Supporting individual learners with strategies for choosing a book they might like during library periods • Providing regular reading recommendations for individual learners in line with their interests 	Sustain core activity.	Sustain core activity.

Key Area 2.3.3 – Creating social networks		
We expect Reading Schools to facilitate learner social networks around reading to help them to discover their own reading identities.		
Reading School	Reading School: Silver	Reading School: Gold
<p>Schools should allocate time for all learners to chat about books with each other in one of the below ways, or in another way that suits their setting:</p> <ul style="list-style-type: none"> • Having a set time for peer discussion following ERIC time / other times as appropriate • Introducing book speed-dating • Playing Book Jenga to spark conversations around books • Pairing up learners to chat about what they are currently reading – this could include famous character duo cards to randomise pairings 	<p>Sustain core activity and:</p> <p>Schools should give learner social networks more formal structures in one of the below ways, or in another way that suits their setting:</p> <ul style="list-style-type: none"> • Offering interest-based clubs or groups • Creating groups designed for particular learners (eg. reluctant readers, ASN, EAL etc.) • Holding regular reading networking events for learners, eg. a reading café or reading quiz • Hosting online book club sessions – these could include learners from other schools • Providing book club boxes for learners to take home, including a shared notebook for comments / questions 	<p>Sustain core and silver-level activity.</p>

Key Area 2.3.4 – Opportunities for learners to respond to what they're reading		
We expect Reading Schools to allow all learners to respond to what they're reading in a variety of engaging ways that best suit their needs.		
Reading School	Reading School: Silver	Reading School: Gold
<p>Schools should allow all learners to respond to what they're reading in a variety of engaging ways that best suit their needs in one of the below ways, or in another way that suits their setting:</p> <ul style="list-style-type: none"> • Reading journal / drawing • Blog / vlog / book trailer • Social media post • Book review / recommendation for school newspaper / website • Creative writing piece • Use of expressive arts, eg. drama, music, dance etc. • Enterprise project, eg. creating a school recipe book based on favourite books 	<p>Sustain core activity.</p>	<p>Sustain core activity.</p>

Key Area 2.3.5 – Access to authors

At silver and gold levels, we expect schools to give all learners the opportunity to engage with authors (writers, illustrators or storytellers).

Reading School	Reading School: Silver	Reading School: Gold
Not required for the core Reading School accreditation.	<p>Schools should give all learners the opportunity to engage with authors (writers, illustrators or storytellers) in one of the below ways, or in another way that suits their setting:</p> <ul style="list-style-type: none">• Watching Authors Live• Arranging an author visit or residency• Attending / taking part in an online book festival or other book-related event eg. StoryCon• Hosting / watching online Scottish Children's Friendly Book Tour events• Taking part in an online book chat with an author / illustrator or storyteller	Sustain silver-level activity.

2.5 Family Learning

Key Area 2.5.1 – Raising the profile of reading with families We expect Reading Schools to involve learners' families in building their reading culture.		
Reading School	Reading School: Silver	Reading School: Gold
Schools should engage with learners' families to promote reading for pleasure by completing the below three mandatory actions: <ul style="list-style-type: none"> • Providing access to books to take home / encouraging families to join their local library for access to books, ebooks and audiobooks • Communicating with families about the school's reading projects and signposting to appropriate resources / setting fun reading challenges • Primary only – making the most of the P1 Bookbug Family Bag and Read, Write Count initiatives by inviting families into school for a gifting event / encouraging the use of the bags at home 	Sustain core activity and: Schools should offer further opportunities to promote reading for pleasure to families in one of the below ways, or in another way that suits their setting: <ul style="list-style-type: none"> • Holding special events, eg. an evening reading by the campfire • Involving families in reading celebrations • Inviting families to attend / take part in online author events, eg. Authors Live or virtual book festival 	Sustain core and silver-level activity and: Schools should encourage learners' families to take part in reading for pleasure activities to build their confidence and skills in one of the below ways, or in another way that suits their setting: <ul style="list-style-type: none"> • Holding book clubs for families in school / online • Having lending libraries for adults, eg. in the reception area • Running workshops for families, eg. Read, Write, Count or other literacy initiatives • Creating recommended reading lists for families, consulting with them on the types of books they would like to try • Encouraging families with EAL to contribute to reading lists in their own language

2.7 Partnerships

Key Area 2.7.1 – Partnerships within local community At gold level, we expect Reading Schools to build sustainable partnerships in the local community sharing the expertise they have built over the course of their journey.		
Reading School	Reading School: Silver	Reading School: Gold
Not required for the core Reading School accreditation.	Not required at silver level.	Schools should build sustainable partnerships within their community, sharing expertise in one of the below ways, or in another way that suits their setting: <ul style="list-style-type: none"> • Working with the local public library on a joint project, eg. a community reading club • Partnering with a local bookshop on a joint project, eg. community reading picnics • Working with a local business to encourage customers to read, eg. a 'read while you wait' initiative at the hairdressers • Partnering with a college / university on a joint project, eg. a reading outdoors campaign • Working with a third sector organisation on a joint project, eg. a reading pen-pal initiative with a local care home

3.2 Raising Attainment and Achievement

Key Area 3.2.1 – Rewarding progress and recognising personal achievements		
We expect Reading Schools to recognise and celebrate the reading achievements of all learners.		
Reading School	Reading School: Silver	Reading School: Gold
<p>Schools should reward the progress of individual learners in one of the below ways, or in another way that suits their setting:</p> <ul style="list-style-type: none"> • Presenting certificates • Awarding small prizes such as bookmarks, stickers etc. • 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. 	<p>Sustain core activity and:</p> <p>Schools should celebrate reading in wider groups or as a whole-school in one of the below ways, or in another way that suits their setting:</p> <ul style="list-style-type: none"> • Holding a prize-giving assembly • Having a reading party • Inviting learners to a Book Bistro / other reading event • Gifting books, eg. for Christmas 	<p>Sustain core and silver-level activity and:</p> <p>Schools should widen celebrations to include the community in one of the below ways, or in another way that suits their setting:</p> <ul style="list-style-type: none"> • Inviting members of the community to take part in celebrations in school • Holding an event in a community venue • Holding a joint event with a partner • Celebrating learner achievements in community spaces, eg. Twitter / local paper etc.

Key Area 3.2.2 – Monitoring progress		
We expect Reading Schools to use meaningful data to guide them and track progress.		
Reading School	Reading School: Silver	Reading School: Gold
<p>Schools should track their progress by completing the below four mandatory actions:</p> <ul style="list-style-type: none"> • Undertaking a baseline assessment of learners' interests, engagement and confidence within reading for pleasure • Regularly monitoring learners' interests, engagement and confidence within reading for pleasure and updating their action plan accordingly • Taking part in Scottish Book Trust evaluation • Monitoring the impact of their Reading Schools programme, eg. through tracking reading levels 	Sustain core activity.	Sustain core activity.