



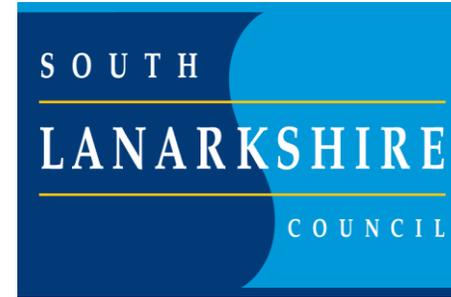
Winner of the Farshore Reading for Pleasure Award
In partnership with the OU and UKLA 2021
Community Reading Champion

Developing a Reading Community at Netherburn

Jill Queen

Netherburn Primary

South Lanarkshire Council



@jillmq80

Context: Netherburn Primary School and Nursery Class



Teacher and Literacy
Co-ordinator since 2015

Joined TRG in 2019

Small, rural school in South Lanarkshire,
Scotland with current roll of 130
including 37 in Nursery

94% Scottish Index of Multiple
Deprivation Level 2

49% Free School Meal Entitlement

OU Research Inspiration and Rationale

The Teachers as Readers research (Cremin et al, 2014) identified key areas that were pivotal in developing reading for pleasure:

1. Considerable knowledge of children's literature and other texts
2. Knowledge of children's reading practices
3. A reading for pleasure pedagogy which includes:
4. As Reading Teachers: teachers who read and readers who teach
5. Reading communities that are reciprocal and interactive.

OU Research Inspiration and Rationale

This was an important area for me to develop my understanding as, teaching in an area of high deprivation, I was aware of the gaps in literacy starting early: pupils from disadvantaged backgrounds, for example, start school aged 5 (in Scotland) with a vocabulary gap of 13 months and widens as they progress through school (Sosu and Ellis, 2014). The TARS research clarified for me the huge impact reading for pleasure can have on this, as described by Cremin (2019), “the will to read influences the skill and vice versa”. This is further exemplified by the fact that: “In England in the last PIRLS, children who reported liking reading the most, scored, on average, 45-points more than those who reported that they do not like it (McGrane, as cited in Cremin 2020). I understood, therefore that helping children to fall in love with reading was a moral imperative.

OU Research Inspiration and Rationale

Completing the Review your Practice audit initially helped me to identify the areas I would focus on and I identified that the area I needed to explore was developing reading communities that are reciprocal and interactive. The TARS research findings highlighted the huge importance on the socially constructed nature of reading however I identified that this was an area that had not yet expanded beyond ad hoc conversations within the classroom and I wanted to examine the further benefits that could be gained.

OU Research Inspiration and Rationale

The initial project began with running interviews for the position of school librarian in our refreshed library space to enable and empower the pupils in developing RfP within the school. The outstanding pupil responses and enthusiasm for the project meant that the initial, fairly small aims had to be expanded part way through the development work with the project becoming much larger than first anticipated. This reflects and exemplifies the TARS research findings that initially reluctant or disinterested readers become engaged by new social reading networks.

Using the TARS research findings as a framework for the development, the initial focus on “new social spaces that encourage choice and child ownership of their own reading for pleasure” , and the resultant newfound interest from the pupils, enabled me to “shift in the focus of control that fosters reader agency and independence”.

The Project Aims

Promote reading for pleasure as a worthwhile, social and enjoyable activity- create a buzz about reading!

Provide greater pupil ownership of reading for pleasure development within the school, ensuring pupil voice was central.

Develop social spaces that engage and encourage reading for pleasure.

Provide equitable access to reading for pleasure for parents and pupils alike.

Embed reading for pleasure within the school culture – enable it to become part of the identity of Netherburn!



Librarian Interviews

New library idea launched at Assembly and application forms given to the interested pupils from P5-7.

Interviews were carried out and successful applicants were notified.

First meeting took place in October 2019.

Organisation of School Library

Librarians were issued with a weekly timetable that outlined their shifts.

First responsibility was to sort through all of the books and label them.

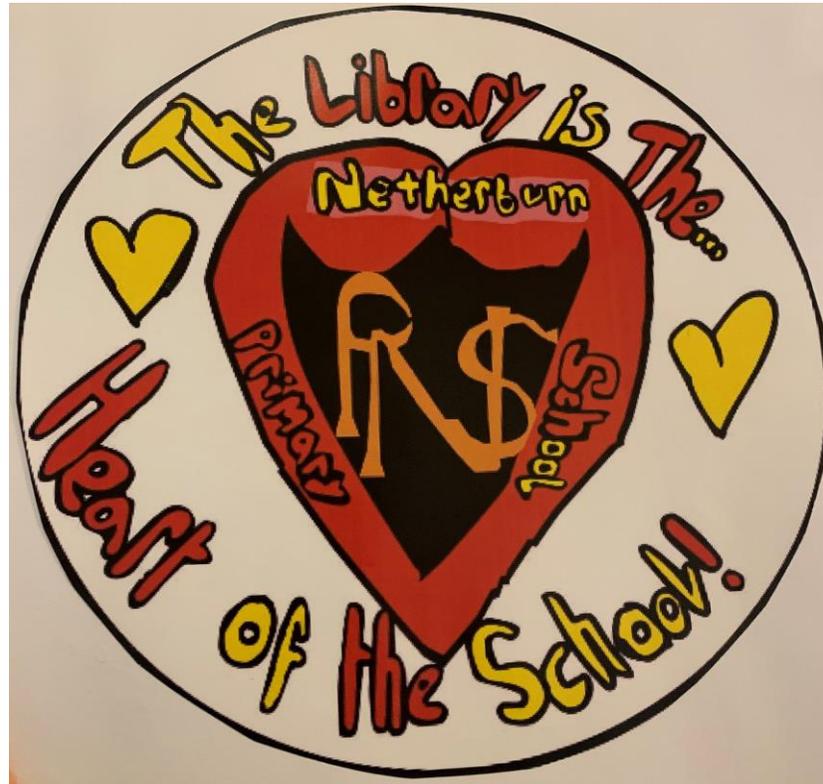
Had a book sale of older books during a Bring your Parent to School Event which raised funds for new books.

Books that weren't sold were upcycled and used in playground and at Forest Schools.



Logo Design

The Librarians decided to organise a whole school competition to design a logo for our new library.



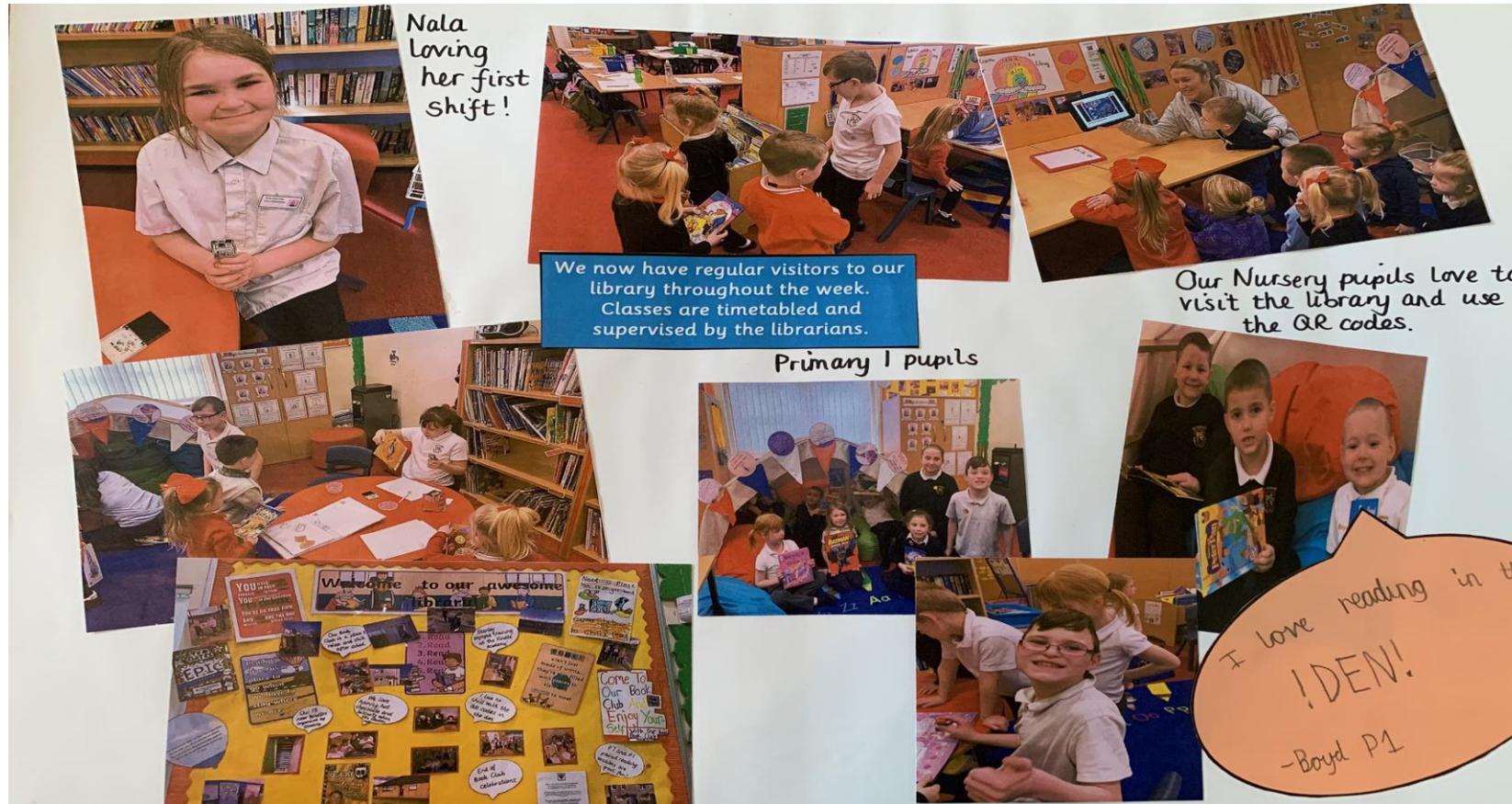
The competition created a real buzz around the school.

All entries were displayed in the library.

This was the winning design chosen by the Librarians and Head Teacher.

The Library is the Heart of the School.

Class Visits



Timetable issued to all classes including Nursery.

Librarians responsible for collecting classes on time, recommending stories, reading to younger pupils, stamping books, keeping records and tidying library at the end of each session.



Digital Library



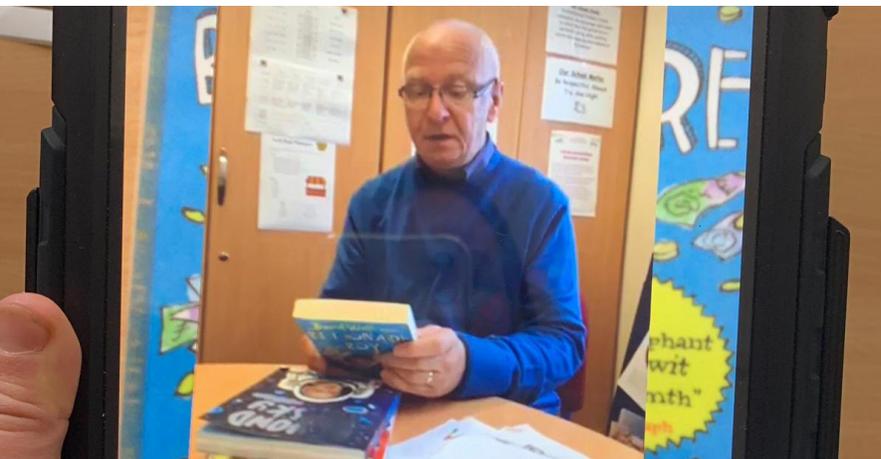
Digital reading resources were developed in collaboration with Specialist Support Teacher.

Ipads were purchased through Pupil Equity Funding for families to borrow to enable access the digital reading materials.

Hundreds of QR codes giving access to members of the community reading aloud were made.

Although titles were aimed at lower stages pupils throughout school loved using them.

This ensured all pupils had access to reading regardless of socio-economic status or reading ability.



Community Library

This was the biggest part of my project and the part that involved the greatest amount of work.

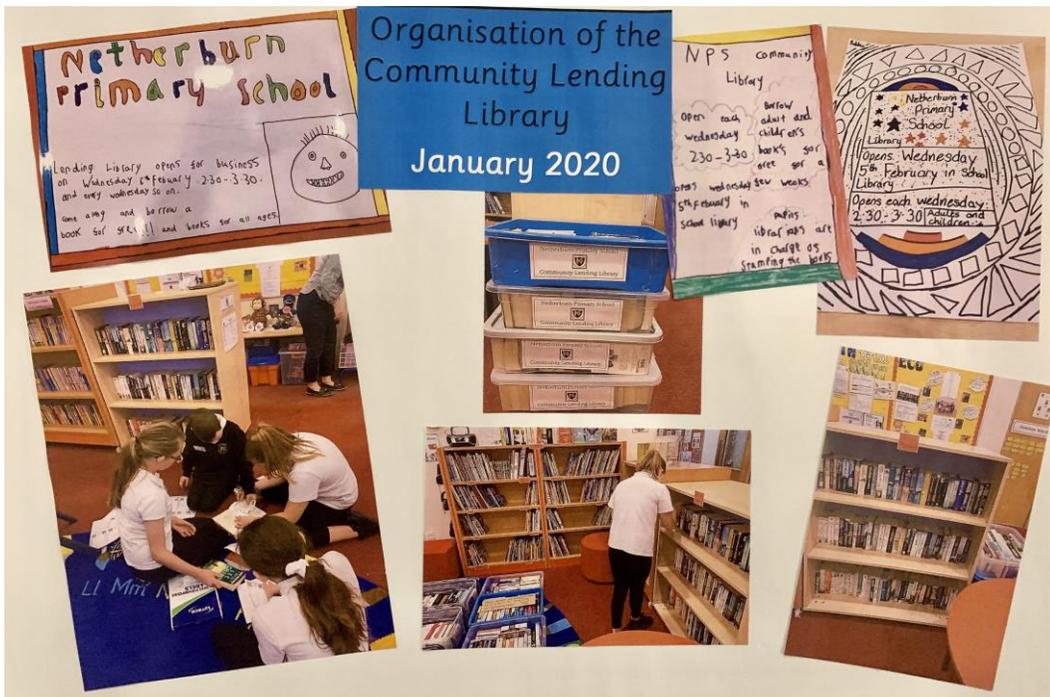
In order to establish a positive reading community, we had to try and get not just the school reading but the parents, carers and people of Netherburn reading too.

Questionnaires revealed that very few pupils witnessed their parents reading at home.

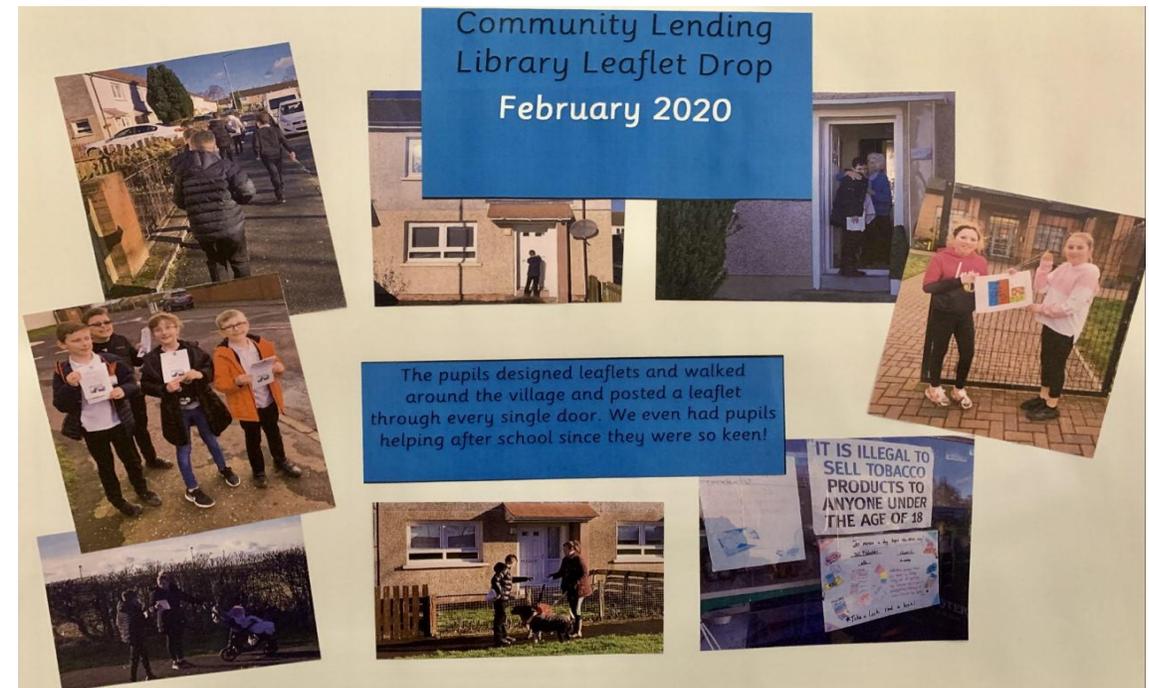
It also showed that only about 5% of our families visited the local library to borrow books.

This is why we decided to open a Community lending library in school. This library opened every Wednesday between 3 and 4pm.

Organisation of Community Lending Library



Over 400 donations of adult books. These were all labelled and stored in boxes that could be put away each week.



We embarked on a huge marketing campaign. Posters, leaflet drop, school Facebook page and information in local shop window.

Communication is Key

#getourvillagereading



The Grand Opening

to enable them to work with different age groups.

HEAD LIBRARIAN: Dylan

Librarian Shifts

Netherburn Primary School and Nursery Class
Library Timetable
Session 2019/2020 Wk16 24-2-20

	9.00-9.50	9.50-10.40	10.55-11.45	11.45-12.35	1.20-2.10	2.10-3.00	3.00-4.00
Monday	Breakfast Club				L Emma P6/7 U Deyni Nola Carson		
Tuesday			R Leona Nursery Dylan			Emma	
Wednesday			E Leona Nursery Carson			N Deyni P5 Loila Dylan Deyni	3.00-3.30 Community Library 3.00-3.30 Community Library Reading for Enjoyment Club (all stages over the course of the year)
			A K		C Nala P1 Dylan		

Golden Time echnology Zone

Head Librarian

Nicole Chalmers
Ma Dylan is over the moon he has his job... he preps himself for it n everything... come out to today to tell me he got head teacher award tod house points and made the target board.. all b telling me he got stamping his first book.. U thi he was givin the world... 🙌🙌🙌 what an abso lamb.. x

The Head Librarian is responsible for delivering the shifts and reminding the librarians when they are working.

14:13 facebook.com

Netherburn PS
Just now · 🗨️

It's only 20 minutes until the School Librarians officially open our Community Lending Library. It only takes a few minutes to pop in and borrow a book and the pupils would really appreciate your support. Tea, coffee, juice and biscuits are also on offer today. The library will be opened between 2.30 and 3.30 each Wednesday, feel free to come in at any point during that time.

#getourvillagereading
The School Librarians

Feedback from the Community

We think the Netherburn Primary Community Library is a great idea. It is handy to walk up the road to choose a book instead of having to travel to the nearest library in Larkhall. The pupils were very enthusiastic and helpful and there was a good selection of books - they were well displayed. We will definitely use this library again.

Signed

Letter - Jimmy Greenfields.

PS Grandparents

What the community thinks about our new lending library.

fantastic idea.
So proud of Murray winning the "Design a logo" for the library! 😊

Comments

Great idea! Fab way of getting the community involved and getting people reading. The children were great very friendly and informative, big thanks to Nala who gave me a very thorough show around and where to find the best books. The area was great with a fab range of books to choose from. Great advertising too seen lots of posters etc around netherburn.

Signed

Sharkie SHarkin

P4 parent

Comments

What a fantastic job all involved have done!
The appearance of Netherburn Community Library is very inviting, the bold bright mix of colours used, and with the great range of books gives off the feel of adventure.

Sure many people of Netherburn will benefit from this service, free books for loan on their door step

P4 parent

Signed

Donna Methieson

my visit I was made feel very welcome Librarians showed their enthusiasm to offer their help

Well done Librarians and all involved! 😊

Well done Librarians
Great service that
you are providing
to the community.
P2 Parent

Nicole Wallace
(parent)
P5
The Library
is a wonderful
Way to open up
New World to
kids

Great wee library
Very helpful librarians.
Keep up the good
work!

Comments

The library is a fantastic idea! Both boys brought home a book and were so excited to read them!

It is such a calm, relaxing area for the kids and gives everyone a good opportunity to borrow books!

The community library is a great idea. The pupils are clearly enjoying this experience and gaining many skills. It is good to give the local community the chance to come into the school and use this resource.

Signed Jaye Bailhe

P1 + P4 parent

Comments

I think the library is a great addition to the school. It gives everyone in the village access to a variety of books. Lucas really enjoyed having the QR codes to listen to the stories while he is still learning to read.

Signed

Lynell

den loves coming home and discussing all the book choices he has to choose from. He loves choosing a book and taking it to his nana's to read every week. n says "I love to read"

Comments

I enjoyed visiting the library alongside the librarians of Netherburn school. It has given me a great opportunity to lend a book at just a short walk away. Made it more fun for my younger child to choose a book from the school.

Signed

Kulida

Nursery + PG parent

Book Club

I looked at results of the Reading for Enjoyment questionnaires and identified the groups of pupils who I felt would benefit from engaging in different activities to promote reading for enjoyment and family reading time. These were pupils who could read, but chose not to.

I decided to start an afterschool reading club. The first group of children were from P4/5.

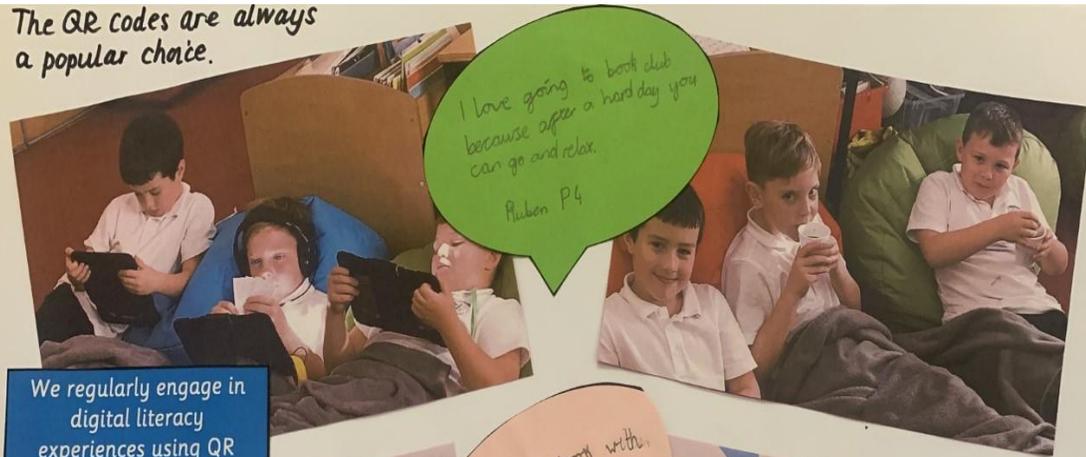
Format of club was similar to the TRG sessions.

- drink, snack and book blether
- shared reading
- free time to read books, comics/magazines, kindles
- hot chocolate, cake, covers etc. and story time
- opportunity to borrow books at the end

Consultation with parents showed that pupils were going home and talking about stories and asking if they could buy some books and magazines with their pocket money.

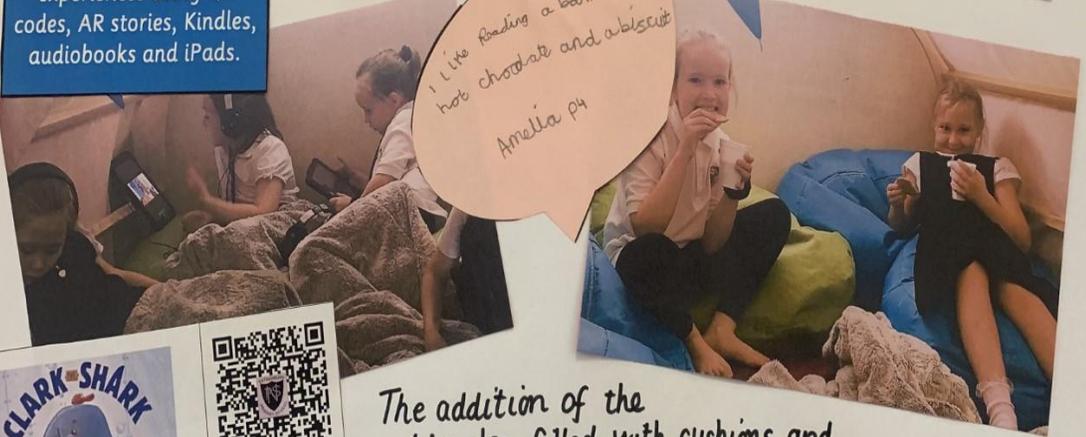
Feedback from Pupils

The QR codes are always a popular choice.



I love going to book club because after a hard day you can go and relax.
Ruben P4

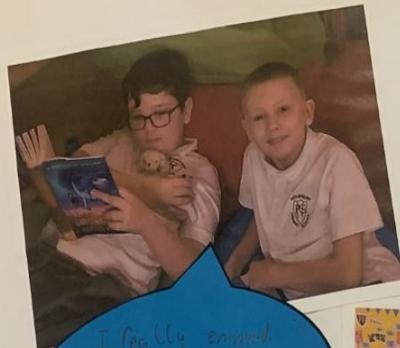
We regularly engage in digital literacy experiences using QR codes, AR stories, Kindles, audiobooks and iPads.



I like reading a book with hot chocolate and a biscuit.
Amelia P4



The addition of the reading den filled with cushions and blankets allows the children to be relaxed and comfortable when reading.



I really enjoyed book club, and it helped me read alot more books!
-Ben Martin P7

I like book club because there are lots of choices. You get lots more time to read books.
Madison P5.



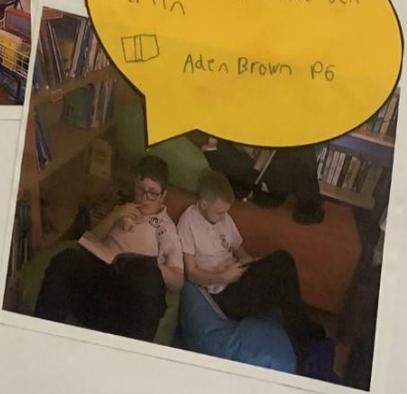
Comfy Reading
We use cushions, blankets, soft toys and bean bags to make our reading experience relaxed and comfortable.



I liked the snacks and reading with my friend Ben Martin.
Aden Brown P6



Our book club members and book club leaders love engaging in a book club with some treats.



When we read,
we relax. When
we are relaxed,
we read.



Huge focus of the club was on comfy reading and the pupils loved it.

Staff were also encouraged to adopt this approach in class during ERIC time. Staff modelled this and relax during this time too.

Pupil feedback was extremely positive.

“If I feel stressed during the day, I go to book club and feel better.”

“I love comfy reading because I get to bring covers and read with my friends.”

“It is important to be comfy whilst reading so that you can enjoy the experience to the max!”

Book Club Leaders and Family Reading Sessions

P7 book club members became book club leaders and would lead each session from start to finish.

In order to promote our reading community, parents, carers and siblings were invited to the final book club session of each block.



Our Book Club and reading for pleasure time encourages our pupils to relax whilst reading and listening to stories.

Attention all parents/carers/siblings of the P5 Book Club pupils!

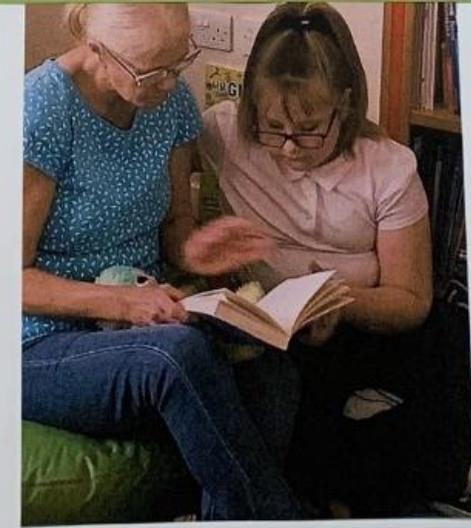


Please join us for the final Book Club of the year on
Thursday 28th November at 3.10 in the school library.

Don't forget to bring your book, magazine or newspaper to read whilst enjoying a cuppa and some treats with the pupils.

You can also bring a cosy cover, pillow and teddy to make this chilled out experience even better!

Hope to see you there,
Mrs Queen and the Book Club Leaders



Our book club leaders lead a book club at the beginning and end of each group. They also lead these sessions in class.

Teachers as Readers



Staff were involved in book blethers on in-service days and staff meetings.

A large display was developed in the library that showed staff reading for pleasure at home and with their families.

All staff placed a much greater focus on promoting Reading for Pleasure and noted a far greater engagement in class libraries.

Impact

Results from the Reading Communities Review your Practice questionnaire showed that the project, and other initiatives that were implemented as a result of this benefitted me as a teacher, pupils throughout the school, the staff, parents/carers and the village as a whole.

Knowledge gained from this course enabled me to lead a project that changed the profile of reading for pleasure in my school.

Positive relationships strongly influence this, and I truly believe that the relationships developed between all staff in school, between teachers and children, between children and families and relationships with the whole school community were key to this being such a success.

Developing a positive relationship with the TRG Leader was also a key component and something that undoubtedly supported me on my journey.

Reflections

I greatly development my knowledge of children as readers and engaged in regular, informal discussions about reading.

I learned about the importance of social reading environments and approaches such as comfy reading.

I became far more aware of 'Teachers as Readers' and the hugely positive impact this has on our pupils.

I developed my knowledge of children's literature and shared this knowledge with the whole school community.

I established very positive relationships with pupils, colleagues and parents/carers.

I grew in confidence and my passion for reading and encouraging reading for pleasure in school and with families became an integral part of my daily practice.

Reflections from my Head Teacher

“Jill taking part in the Teachers’ as Readers group had a huge impact across our whole school. Jill’s enthusiasm after attending each meeting was infectious, she fed back to the staff at staff meetings and when I entered the staffroom there was always informal discussion around what staff were reading with their classes and also personally at home with staff sharing ideas for class books and their own personal reading, a staff CPD library and a staff book exchange being established with Book Blethers becoming part of our staff meetings and In-service days.

The establishment of the School and Community Lending Library gave our new school librarians a chance to develop skills for life and for work. There was a real increase in pupil self-esteem and a noticeable increase in their confidence which was remarked upon by parents and various staff members within the school. The Community library was a welcome service for the local community and encouraged community links with some of the customers offering to come in and read stories for younger children. It also created a buzz amongst the community with people recommending books to each other and most importantly, these adults were then modelling reading at home.”

References

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