

The Library Project

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Hamilton Specialist Support Team

Supporting Success, Creating Confidence, Ensuring Equity

Context

- Hamilton Specialist Support Team
- South Lanarkshire Council, Scotland
- Raising attainment in literacy through reading for pleasure
- As part of a team of Specialist Support Teachers there is access to over 40 schools therefore as part of a team we can help facilitate the creation of a library that is enjoyable in every school.



OU Research inspiration and rationale

- Knowledge of children's reading practice

Why?

- A reader's attitude is the biggest determiner of how frequently a person reads.
- Nearly a third of P5-7 aged pupils say they are not encouraged to read.
- A child develops positive attitudes towards reading when they experience role models: modelling positive personal reading; sharing and discussing books with them; reading books to them; giving book recommendations; and giving access to books.

(Merga and Mat-Roni, 2018a).



OU Research inspiration and rationale

- **Knowledge of children's reading practice**

Shared reading at home

- As children get older they are read to less and have less opportunity to read to others yet they still want to be read to and miss reading to others.
- The benefits to shared reading are improved: language exposure; receptive language; spelling; and vocabulary comprehension.
- More than a third of P2-P7 aged children whose parents stopped reading to them wished they had not.

(Merga & Mat-Roni, 2018).



OU Research inspiration and rationale

- **Knowledge of children's reading practice**

Paper or digital? Or both?

- A key driver of reading for enjoyment is readers having free choice to choose their texts (Wilhelm, 2016).
- Technology removes barriers to reading. Digital library systems offer enormous opportunities to tap into children's interests and enhance teachers' skills as literacy mentors. (Cremin and Kucirkova, 2017).



OU Research inspiration and rationale

- Knowledge of children's reading practice

The role of technology

- Technology is great for removing barriers for learners with difficulties such as dyslexia or visual impairment as many devices read aloud the text (Merga and Mat-Roni, 2018a).
- Technology can make literacy more fun for learners and it can make a wider range of texts at all reading levels more easily accessible (Flanagan-Knapp, 2019).
- The European Union advises that 'all reading formats are equally valid, as long as they support children's reading for pleasure and are used in moderation alongside each other' (EU, 2012, as cited by Kucirkova, Littleton and Cremin, 2017)



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OU Research inspiration and rationale

- **Social Reading Environments**

Library spaces and places

- To make library areas a more richly engaging space for reading, both physically and socially.
- *'School libraries should be a focal point for a school. In a school library there should be the resources to support every aspect of school life: every project, books to support sport, dancing, art, music; and it should also be the place to go for stories and poems. It should be an unmissable, unavoidable place.'* Michael Rosen, Children's Laureate 2007– 2009



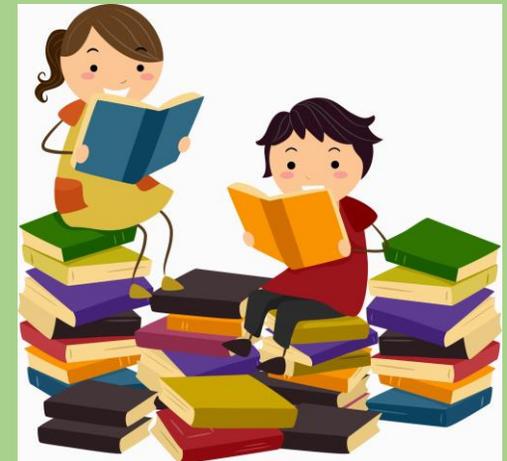
Aims

To encourage schools to allow pupils to read for pleasure

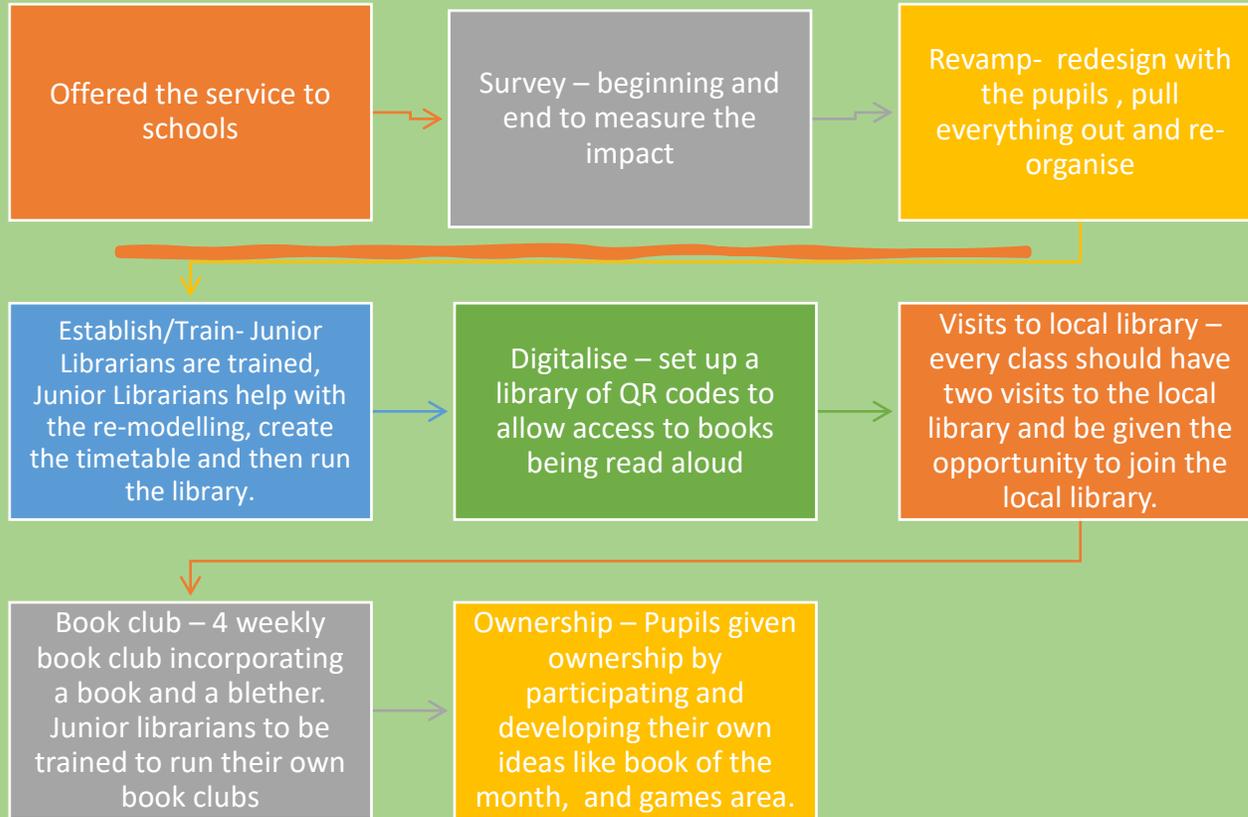
To provide space for pupils to read for pleasure

To provide access to books for pupils to read for pleasure

- ***“Reading for pleasure has myriad other benefits such as a wider vocabulary and general knowledge, an enriched imagination and more developed narrative writing.”***
- ***Professor Teresa Cremin***



Implementation



Implementation

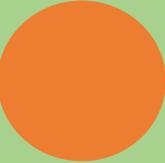
Careful consideration of social reading environments

- To best facilitate reading for pleasure, a library needs to: be comfortable; provide sustenance in the form of snacks and hot and cold beverages, with the majority seeing the provision of beverages as a requirement for a good library; quiet with instrumental music; a space which is either homely or makes you feel you are in nature; and well lit (Merga, 2017a).
- Therefore, we strive to provide comfy chairs and bean bags in libraries along with water for everyone. We try to make the library feel like a living room at home so that people feel at home in the library and can cosy up with a good book.



Top 10 Observations

1. Pupils get excited about the library and reading
2. Teachers are apprehensive
3. No money is a problem
4. Resistance to a mess
5. Pupils are great at organizing
6. Pupils love to chat about books
7. Pupils love to be read to by others
8. Pupils like a book to turn the pages and disappear into it
9. Pupils like audio books
10. Time consuming to start with, but the benefits are huge.



“The school library can be about many things – it can promote and support leisure-time reading, contribute to the social development of the students in the school and provide a place to study and do homework. Importantly, the library can be a learning resource centre to support all the predominant modes of teaching and learning in the school, ranging from teacher-led lessons to independent student learning and e-learning.”

(CILIP; Streatfield, Shaper & Rae-Scott, 2010)

Library Project timeline

May 2022

Introduce Junior Librarian and application form
Application forms to be submitted
Survey given to school, staff and parents
Application success and feedback
Survey returned

June 2022

Survey collated
Plan for ideal library
Reading training
Reading training
Reading to existing Primary 1

August/ September 2022

Organise library

February/March/April 2023

Check in with Junior Librarians

November 2022

Check in with Junior Librarians

October 2022

Classes to initial school library visit
Lunchtime pupil book club

May 2023

Junior Librarian and application form to existing Primary 5
Check in with library assistants
Survey given to school, staff and parents and returned
Application forms to be submitted
Application success and feedback
Reading training to existing P5

June 2023

Existing Junior librarians to train new librarians
Existing P5 reading to existing Primary 1
Tidy up library for summer

Positive impact in schools



3 schools completed over two years
New library area
Junior librarians trained



Pupils are engaged with books and authors and will frequently stop to chat about the book they are reading.



Class visits to school library have increased the number of pupils reading for pleasure.
Pupils are reading more frequently.



Increased participation in library

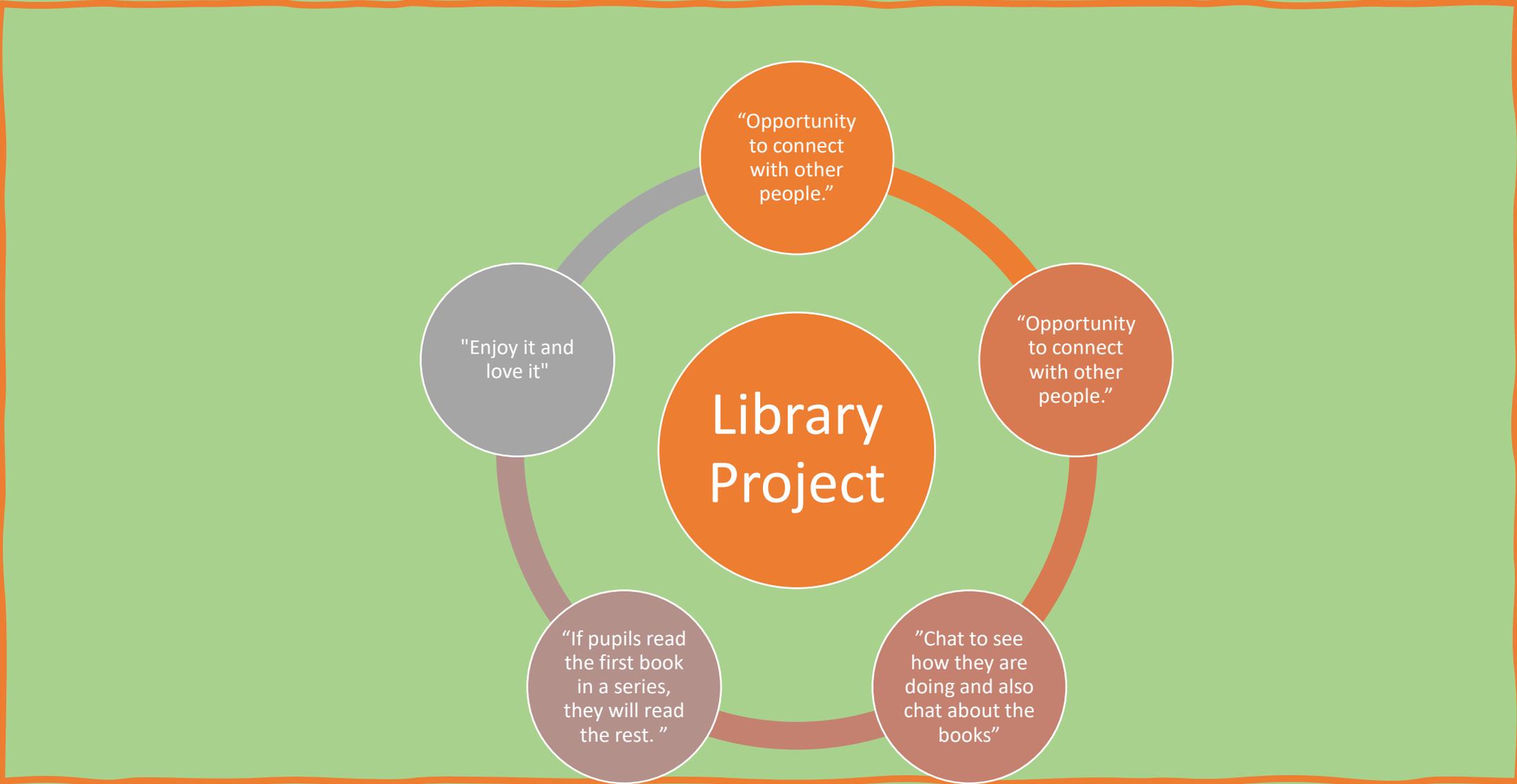


Within the community there will be pupils, staff, parents, families, extended families and adults who live locally that will be positive and nurturing about reading.



Digital literacy

Impact on pupils directly



Next Steps

- Training for Specialist Support Teachers so it can be offered to more schools.
- Help schools to gain their Reading for All Awards
- Expand the project into Secondary schools
- Part of enhanced transition from Primary to Secondary.
- Develop the Digital library by creating a library of first chapters for 8-12 year olds.
- Getting the National Librarian to visit

