

# **BUILDING BETTER READERS TOOLKIT**

**SLiC** Scottish Library & Information Council

This Project is supported by the Scottish Government School Library Improvement Fund.

Building Better Readers is a dynamic and creative initiative undertaken by North Ayrshire Libraries, Education Resource Service. Confident reading is the basis of the learning experience. Having access to a range of suitable reading materials at every step of the school journey is so important for all pupils regardless of their age, ability, home circumstances or health. Partnership and teamwork can ensure that reading and literacy remains at the heart of the school. Building Better Readers has involved a whole school approach through the expertise of the Education Resource Service. Using this toolkit librarians, school staff, readers and volunteers can support reading in a fun and imaginative way. Building Better Readers establishes a reading culture within Primary and ASN schools which in turn improves literacy and boosts confidence. Developing a love of reading for pleasure not only improves attainment and life chances, it's a gift and paves the way for improved health and wellbeing and develops empathy and understanding throughout life. It's no surprise that reading is Scotland's favourite pastime. One of the best things that we can do for our young people is to smooth the path to confident reading. Building Better Readers does just that!

I would like to wish everyone using the Building Better Readers toolkit every success with supporting children and young people on their reading voyage.

**Pamela Tulloch**

Chief Executive Officer

Scottish Library and Information Council



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## **HOW TO USE THIS TOOLKIT**

The purpose of this Building Better Readers Toolkit is to support staff who aim to build a reading culture in their school. It contains tools to help you audit the current culture; practical advice on developing paired reading schemes and book groups; and resources to enable libraries and reading areas to be enhanced.

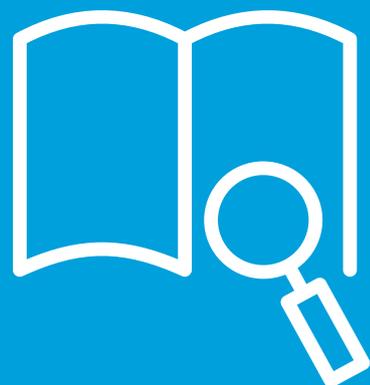
This toolkit should be used in conjunction with various digital resources including:

- [Education Scotland](#)
- [Scottish Book Trust \(SBT\)](#)
- [Scottish Library and Information Council \(SLIC\)](#)
- [The Chartered Institute of Librarians and Information Professionals in Scotland \(CILIPS\)](#)

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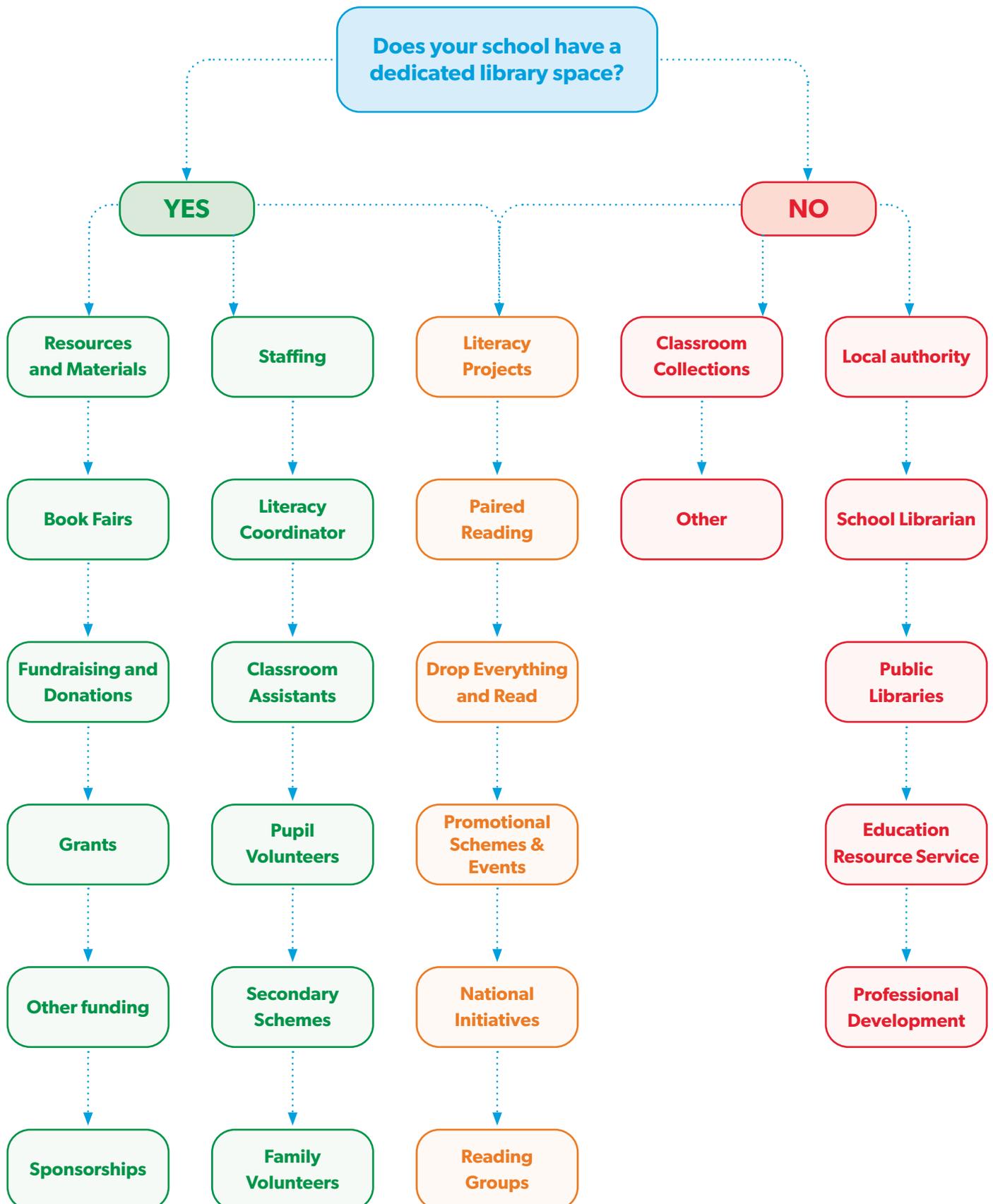
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# 1. AUDIT OF THE SCHOOL'S READING CULTURE



# READING CULTURE

## ESSENTIAL ELEMENTS FOR PRIMARY SCHOOLS



# PRIMARY SCHOOL VISITS

School.....

## Staff and Pupils or Volunteers

- Library or reading council
- Pupil Library Assistants
- Training or refreshers
- Family volunteers

## Library and Location

- Furniture and fittings
- Stock - new and enhanced
- Décor/visuals/artwork
- Issue system
- Special collections
- Labelling and classification

## Project, Initiatives, Events

- Paired Reading Schemes
- Author visits
- Reading games/contests
- Reading mentors/role models
- Reading groups
- DEAR
- National book celebrations

## Outreach and Development

- Reading buddies in school
- Grants and fundraising
- Reading schemes, e.g., FMRC
- Changes/refurbishment
- Public library events and visits
- Large scale events

# READING FOR PLEASURE

## PRIMARY SCHOOLS

- Quiet solo reading time
- Teacher reads aloud to pupils
- Reading games and competitions
- Rating books and writing reviews
- Author visits
- Reading groups or clubs
- Whole school reading initiatives
- Take reading into the outdoor classroom
- School trips and visits, including local library
- Special events and workshops
- Families/carers involvement in reading
  - Children's book groups for teachers,
  - families and carers
  - Forum for detailed book
  - recommendations for all

# READING FOR PLEASURE

## PRIMARY SCHOOLS

- Reading role models and mentors
- Promote book ownership
- Reading for rewards
- Engaging students in reading promotion
  - Reading in new places,
  - e.g. a “den” under your desk
- Choral reading
- Echo reading
- Jigsaw-jumbles
- Predictions
- Visualising
- Real-time response tools

# LIBRARY AND READING SURVEY

## PRIMARY SCHOOLS

This survey is to help staff review the reading culture in the school.

1. Primary School.....
2. Your name.....
3. Your job title .....
4. What's your school roll? .....
5. Do you have a dedicated library space? YES / NO  
If you do NOT, did your school have one previously? Why does it not exist anymore?  
.....  
.....
6. Do you have individual classroom library space(s)? YES / NO
7. How is your library stock replenished?  
Book Fairs    School Budget    Donations  
Other .....
8. Do you have a library committee? YES / NO
9. Is your library a multi-use space? (clubs, music lessons, individual tutoring etc) YES/NO
10. Does the Literacy Coordinator have overall responsibility for the library functions at the school or another staff member (e.g. Classroom Assistant) .....
11. Do you currently have pupils assisting as Library Volunteers? YES / NO
12. Do you have families or carers who volunteer in the library? YES / NO
13. Do you have pupil paired reading schemes? YES / NO  
.....  
.....
14. Do you have Accelerated Reader? YES / NO
15. Are you currently running an automated library management system? YES / NO
16. Are you using an alternative system? .....
17. Do you celebrate World Book Day, Roald Dahl Day, or Harry Potter Night as a whole-school initiative? .....
18. Do your classes regularly visit your local public library ? How often? .....

- .....
19. Do you have author visits at your school? .....
- .....
20. Do you apply for Live Literature funding to assist with this? YES / NO
21. Do you, or have you in the past, used the Authors Live service from the Scottish Book Trust?  
YES / NO
22. Do you CURRENTLY participate in the First Minister's Reading Challenge? YES / NO
23. Have you participated in previous years? .....
- .....
24. Have you applied for library or literacy funding in the past? YES / NO
25. Have you been successful? Please describe the project .....
- .....
26. Other funding: Has other funding been spent on your library or literacy initiatives? .....
- .....
27. ERIC or DEAR: Does your school practise regular personal reading time as a whole-school initiative? How often, and when? .....
- .....
28. In what ways have you collaborated with your School Library Service/Secondary School Librarian in the past year? .....
- .....
29. E-books: Are these used to promote reading? .....
- .....
30. Audiobooks: Are these used to promote reading? .....
- .....

**Collection**

31. Do you classify your fiction books by genre? (fantasy, mystery, sports fiction, funny fiction) ....
- .....
32. Do you label your non-fiction books clearly by Dewey Decimal number?.....
- .....
33. Do you use shelf signs to assist with locating books? .....
- .....
34. Do you have any other collections? .....
- .....
35. Additional Information: Please tell us anything else you would like us to know about the reading culture within your school, and your aspirations for the future. ....
- .....
- .....

**Thank you for your time completing this survey.**

## 2. PAIRED READING TIPS



# PAIRED READING TIPS FOR PRIMARY SCHOOLS - A GUIDE



## **How long?**

Up to 30 minutes for primary schools

## **Tip 1 Be friendly**

## **Tip 2 Offer praise**

## **Tip 3 Offer advice ("feedback")**

## **Tip 4 Monitor progress**

## **Tip 5 Help**

## **Tip 6 Readability**

## **Tip 7 Comprehension**

## **Tip 8 Check understanding**

### **Tip 1 Be friendly**

#### **Trust is important**

- Showing an interest in their partner
- Sharing likes and dislikes regarding interests and hobbies
- Finding things which they have in common

*Suggested training activity: Split the group into two. Half of the tutors will play the role of readers and half the role of tutors.*

*Ask the role-play readers to think about how they might feel at the start of the scheme - any worries and questions they may have.*

*Ask role-play tutors to think of questions they could ask and information about themselves they could share with the readers.*

### **Tip 2 Offer praise**

#### **Encourage the reader**

*Discuss with your tutors which phrases and expressions they think would work well.*

- "Well done for getting X or Y word right"
- "You managed that word all by yourself, I'm really pleased with you"
- "Brilliant, you have really shown me that you that you understood what was happening in that chapter/story"

### **Tip 3 Offer advice ("feedback")**

#### **Give positive feedback**

- Make sure you have eye contact
- Talk about their reading
- Try and use a soft voice
- Smile
- Compliment Sandwich

*Discuss with your tutors which phrases and expressions they think would work well.*

- That was good but try reading a bit slower. I also liked your pronunciation.

#### Tip 4 Monitor progress

##### Look for progress – that the reader is getting better

- Is the reader enjoying the sessions more? Is the reader talking to you more (about reading)?
- Is the reader reading more fluently?
- Is the reader better at reading longer words now?
- Does the reader seem to understand the story/text more than they used to?
- Can the reader read for longer than they used to be able to?
- Is the reader more confident?
- Is the reader happier when reading than before?

#### Tip 5 Help

##### Help the reader with their reading – give advice

As reading role models, tutors should:

- Talk about reading
- Recommend reading materials
- Show an interest in reading

*Training activity. Finish the sentence, "I think you would enjoy this book because....." The aim of this exercise is to get them to practise recommending books to each other.*

#### Tip 6 Readability

Can your partner read the book ok? Try the "Five finger method". The pupil chooses a page to read in the book with one hand, with the other hand open. Each time an unknown word is encountered, the pupil puts one finger down. If the pupil encounters five unknown words on a page, and all five fingers are down, then that book is probably too difficult for them.

#### Tip 7 Comprehension

Helping with the definition of words If readers get stuck reading words, or come across new words, tutors should check that their partner understands what the word means.

They should ask readers what they think it means before they offer an explanation. The reader may be able to find clues around the word which help with this so it is important that tutors do give them this opportunity. Tutors should make a note of new words learnt.

#### Tip 8 Check understanding

*Reading pairs should have a recap on their last session before they start reading together.*

- What do you remember from when we read together last week?
- What do you think is going to happen next in the story?
- Have you managed to read any more of the story since then?

## REMEMBER

*Praise!*

*Check Understanding!*

*Read with expression!*

*Give examples!*



# PAIRED READING TIPS

## TEACHING GUIDE



### Training

#### Ongoing support

Organise a catch-up session for tutors every month or half termly. It is important to talk to the tutors regularly and to check that they continue to be fully confident in their role.

#### Offer a reward for participating in the scheme

Some recognition linked to your school's reward point system, or system of recognising achievement.

1. 'Do it small and well'
2. Pairing students
  - cross-age tutoring
  - highest attaining to lowest
3. Training is essential and should be carried out with both tutor and reader present.

#### Verbal Visual Written Demonstration

1. First the teacher introduces the method to the children.
2. The teacher demonstrates paired reading to the class.
3. Students practise doing paired reading straight away.
4. Pairs start by reading aloud together.
5. When the reader is confident to read alone the reader signals to the tutor to stop reading.
6. If an error is made when reading, the tutor allows five seconds to self-correct.
7. If needed, the tutor will read the word correctly and ask the reader to repeat the word. The pair then continue to read together.
8. Discussion is also important to support and check on comprehension.
9. Monitoring progress

Emphasise self-checking. Some simple form of self-recording is desirable, and both members of the pair should participate in this. Periodic checking of these records by the coordinating professional takes relatively little professional time but is very valuable in making everyone feel as if they are working together.

# Tip 1

# Be friendly



# Tip 2

# Offer

# praise



# Tip3 Offer advice



# Tip 4

# Monitor

# progress



# Tip 5

# Help



# Tip 6

# Readability



# Tip7

# Comprehension



# Tip 8

## Check

### understanding!



### 3. PAGE TURNERS BOOK GROUP



# PAGE TURNERS BOOK GROUP



Book Group

---

Our School Name

---

## Rules

- Read ANY book you want! (even a comic)
- Talk about your book in the group.
- Take turns leading the group and asking the questions.

# PAGE TURNERS BOOK GROUP



## **Who?**

Single year group?  
Mixed year groups?  
Volunteers?

## **When?**

Once every two weeks at lunchtime, or after school.  
Run a staff book club 4 times a year (in parallel); consider support from local library staff.  
Keep the meetings regular and schedule dates in your diary.

## **Where?**

Library, if possible as ambience is important, or reading corner in a classroom.

## **What?**

What's your goal?

### DIFFERENT BOOKS

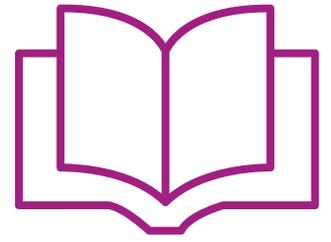
Pupils review and bring to the group, thus widening the reading repertoire through peer recommendation.

### SAME BOOK

- developing greater breadth
- enticing 'reluctant readers'
- develop greater reader independence
- a discussion about a shared experience

# PAGE TURNERS

## BOOK GROUP - QUESTIONS



**This week's group leader is** .....

1. *What book did you read that you are going to talk about?*
2. *Did you enjoy the book? Why? Why not?*
3. *Is it a fiction book or a non-fiction book? Another type of book?*
4. *What did you NOT like about the book? What would you have changed?*
5. *Tell us about the characters. Who are they? Who did you like best? Who did you like least?*
6. *Would you recommend this book to a friend?*
7. *Read some of the opening lines of your book.  
Does it make the rest of the group want to read the book too?*
8. *If you could change the title of your book: what would you change it to?*
9. *What do you think of the cover of your book? Is it a good cover?*
10. *Is your book part of a series? If not, do you wish it was?  
If it is, will you read the other books in the series?*
11. *Would this book make a good film or computer game? Why? Why not?*
12. *Imagine you have an interview with the author.  
What question would you like to ask them most?*
13. *Why did you choose to read this book?*
14. *What made you want to keep reading this book? Is there anything unique about it?*
15. *How did the book make you feel while you were reading it?*
16. *Was there anything that put you off reading this book?*
17. *Did this book remind you of any other books you have read or films that you have seen?*
18. *Did it remind you of anything that you have heard about or something that has happened to you?*
19. *Which character is most like you? Why?*
20. *Would you like to have been a character in this story?*

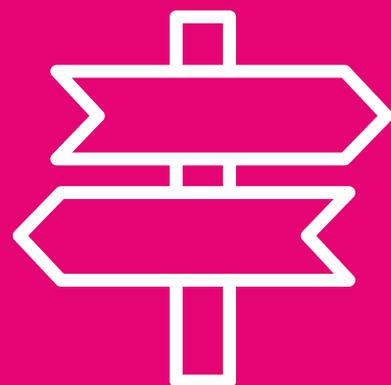
# PAGE TURNERS

## BOOK GROUP - QUESTIONS



21. *Do any of the characters change during this story?  
Which character changes most during the story?*
22. *Does the author tell you what the characters are thinking or feeling?  
Or just some of the characters?*
23. *Do you think the characters are portrayed realistically?*
24. *If you were casting a film version of this story who would you get to play the main character? Why?*
25. *Who tells or narrates the story? Is the narrator one of the characters?*
26. *What do you think the narrator thinks about the things that happen in this story?  
Or about the characters in this story?*
27. *Were you able to predict what would happen in the story?*
28. *What do the main characters learn in the story?*
29. *Does the narrator tell you more about one character than the others?*
30. *How vividly does the author create the setting for this story?*
31. *Was the setting important or could this story have happened anywhere at any time?*
32. *Did you like the way the story ended? Why/why not?*
33. *If you were writing the blurb for this story, what would you say?*
34. *Did the book change your opinion or ideas, or give you a new way of looking at things?*
35. *Did you learn any lessons?*
36. *Do you think there are any important messages in this book?  
Are there any big ideas (themes)?*
37. *Would you recommend this book to a friend? Why/why not?*
38. *Have you heard anyone say anything about this book today that has made you change your mind about your first thoughts?*
39. *Now that we have finished our discussion, what do you think were the most important things that we said about this book?*
40. *Have you read any other books by this author? Would you recommend them to a friend?*

## 4. SIGNAGE AND DISPLAY





# ANIMAL MAGIC



**AWARD  
WINNING  
BOOKS**

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# AUTHOR OF THE MONTH



# PUPIL PICKS

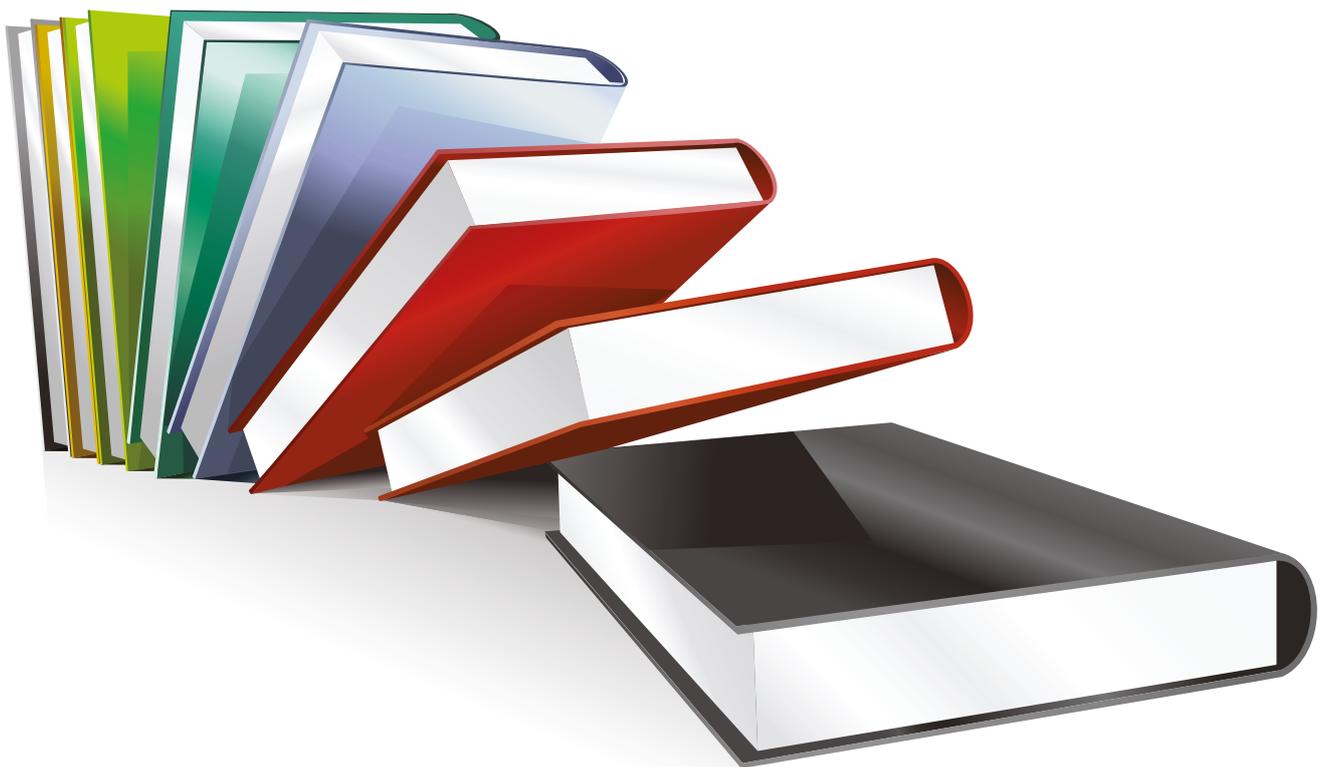


The page is decorated with stylized book spines in orange, yellow, blue, and green, arranged in groups at the top-left, top-right, bottom-left, and bottom-right. Small, colorful rectangular pieces of confetti are scattered throughout the white background.

# Our Favourite Books

The ones we love the  
most!

# LIBRARY BOOK RETURN



# YOUNG & EARLY READERS



**General  
Information**

**000-099**



**Thoughts &  
Feelings**

**100-199**



**Religion**  
**200-299**



**Community**  
**300-399**



**Language**  
**400-499**



**Nature**  
**500-599**



**Technology**  
**600-699**



**Arts &  
Sports**  
**700-799**



**Literature  
& Poetry**

**800-899**



**History &  
Geography**

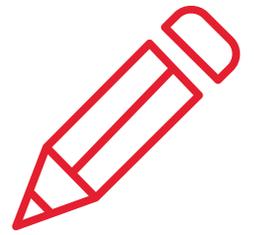
**900-999**



## 5. LIBRARY SKILLS



# LIBRARY SKILLS



## Parts of a book

Did you know a book has 'body parts'?

Match the picture to the book part with an arrow



COVER

BLURB

SUBTITLE

ILLUSTRATION

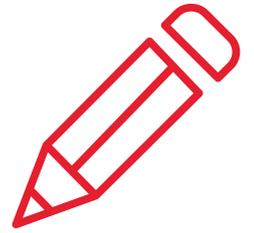
AUTHOR

PUBLISHER

TITLE

SPINE

# LIBRARY SKILLS



## Glossary

### What is a glossary?

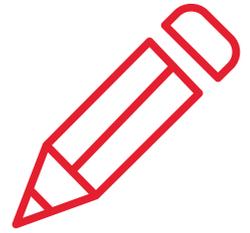
A list of the special or unusual words or expressions found in a book, usually at the end. A description is included.

**See if you can find a glossary in a book.  
Make a glossary for this passage and remember  
to put the words in alphabetical order.**

Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it, and burning with curiosity, she ran across the field after it, and fortunately was just in time to see it pop down a large rabbit-hole under the hedge.

-From Alice's Adventures in Wonderland  
by Lewis Carroll

# LIBRARY SKILLS



## Definition

### What's a definition?

The meaning of a word or phrase.

1. Find a definition in a dictionary for: **bicycle**
2. Now you understand what a definition is, write your own definitions for these two words

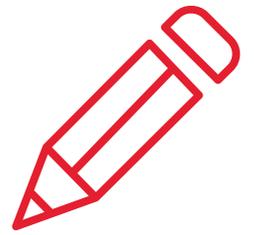
Item	What does it look like?	What's it made of?	What's its purpose?
Umbrella			

Definition:.....  
.....  
.....

Item	What does it look like?	What's it made of?	What's its purpose?
Lamp			

Definition:.....  
.....  
.....

# LIBRARY SKILLS



## Acronyms

### What is an acronym?

An abbreviation formed from the initial letters of other words and pronounced as a word.

### What do the letters stand for in these acronyms?

Important acronyms we use in everyday life

**NHS**

**UK**

**Mph**

**A&E**

**B&B**

**BBC**

**RSPCA**

**PC**

**MP**

**DIY**

**DJ**

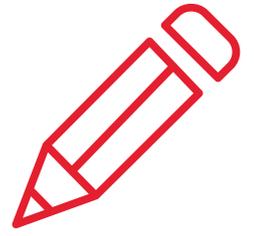
**OAP**

**GBP**

**HGV**

**HRH**

# LIBRARY SKILLS



## Synonyms

### What is a synonym?

A word having the same or nearly the same meaning as another word of the same language.

Word      Synonym(s)

Example:      *Small*      *Little, tiny, miniature, petite, compact*

### Think of as many synonyms as you can -

Word      Synonyms

big .....

thin .....

happy .....

hot .....

nice .....

cold .....

scared .....

good .....

bad .....

sad .....

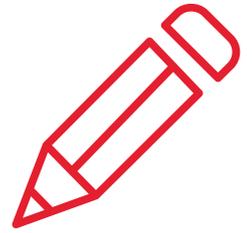
hungry .....

difficult .....

old .....

tasty .....

# LIBRARY SKILLS



## Homonyms

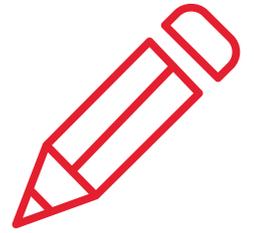
### What's a homonym?

Words spelled the same but different in meaning.

Look at this list of homonyms and try to determine the alternate meanings

<u>HOMONYM</u>	<u>OTHER MEANING 1</u>	<u>OTHER MEANING 2</u>
record	.....	.....
train	.....	.....
bear	.....	.....
fair	.....	.....
lie	.....	.....
bat	.....	.....
refuse	.....	.....
project	.....	.....
second	.....	.....
fine	.....	.....

# LIBRARY SKILLS



## Punctuation

### What is punctuation?

The use of question marks, commas, full stops, and other marks in writing to help make the meaning.

Question mark ?

Colon :

Exclamation mark !

Comma ,

Apostrophe ’

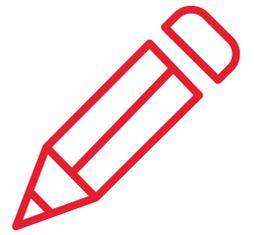
“Quotation marks”

Full stop .

**Put in all the punctuation marks in this passage**  
(It needs some capital letters too)

yesterday was the first day of the school holidays my family and i travelled to portsmouth in the south of england we went there with my aunty jill my uncle albert and my two cousins we stayed in a guest house next to the sea we sailed almost every day it was amazing although it was busy with other boats it was fantastic would you like to go and get some ice-cream said my cousin

# LIBRARY SKILLS



## Planning

A method of action or doing something for the future.

Plan an (imaginary!) recipe for a meal for four people.

Write the recipe, including ingredients and give your dish a name.

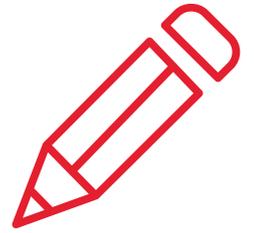


**Step 1.** Name your dish! What will it be?

**Step 2.** Write down all the ingredients you will need.

**Step 3.** Write down the instructions for the recipe. Imagine every step of the process.

# LIBRARY SKILLS



## Interview

### What is an interview?

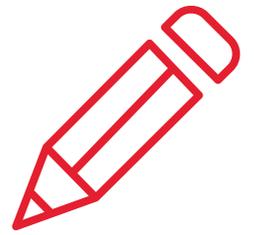
A meeting where information is obtained from a person by someone else.

### Who is the person you would like to interview most? Why? What would you ask them?

Develop a list of the 5 most important questions to ask someone in an interview. Interview someone at home. (Can be done by phone, text, or email too)

1. ....  
.....?
2. ....  
.....?
3. ....  
.....?
4. ....  
.....?
5. ....  
.....?

# LIBRARY SKILLS



## Biographies

### What's a biography?

A biography is written facts about a person's life.

### Choose a character



← OR →



## Write their Biography!

What's their name?

Where were they born?

Tell us about their family....

What's their job?

What's special about them?

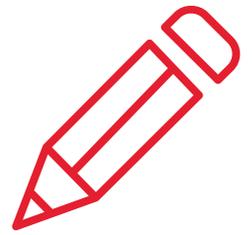
Do they have any secrets?

Where do they live?

Where do they like to go on holiday, and why?

What is their special skill?

# LIBRARY SKILLS



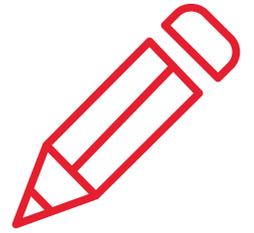
## Critical Thinking

The analysis and evaluation of an issue in order to form a judgement.

Look at the following list and decide whether it is **FACT** or an **OPINION**. Explain **WHY**.

<b>Statement</b>	<b>FACT or OPINION?</b>	<b>Why?</b>
Card games are boring.		
Scotland has hundreds of islands.		
Football is a sport.		
Mobile phones are expensive.		
Edinburgh is the capital of Scotland.		

# LIBRARY SKILLS



## Positives and Negatives

Debating an issue.

There are two sides to everything.....

**Example:**

**Pets**

**Positive**  
they are loving

**Negative**  
they can be expensive

Find the positives AND negatives for each subject

**Positive**

**Negative**

**Homework**

.....

.....

**Exercise**

.....

.....

**Government**

.....

.....

**Cars**

.....

.....

**Travelling**

.....

.....

**Zoos**

.....

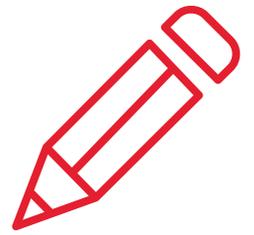
.....

**Internet**

.....

.....

# LIBRARY SKILLS



## Interpret

To understand the meaning of information.

### Change these sayings into everyday English

"It knocked my socks off! .....

"I'll give you a bell" .....

"He's mega minted" .....

"She's well skint" .....

"This table's a bit wonky" .....

"It's not my cup of tea" .....

"It's completely chocablock" .....

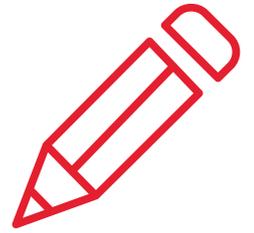
"Put a sock in it" .....

"It's a total shambles" .....

"That's the bees' knees" .....



# LIBRARY SKILLS



## Prioritise

### What is a priority?

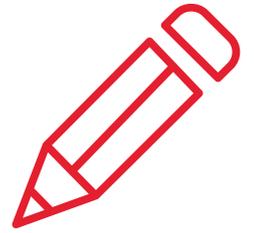
A priority is something of maximum importance to someone.

Imagine you have to go and live on a deserted island for one year. You can bring 5 things. Prioritise what you will bring with you and explain why.



1. ....  
.....
2. ....  
.....
3. ....  
.....
4. ....  
.....
5. ....  
.....

# LIBRARY SKILLS



## Ranking

**What does ranking mean?**

Placing items in a list in order of importance.

Rank the following things in order of importance and say why! (Answers can differ)

**Recycling**

1. ....  
.....

**Manners**

2. ....  
.....

**Friends**

3. ....  
.....

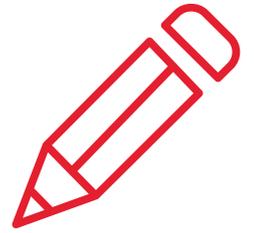
**Sleep**

4. ....  
.....

**Internet**

5. ....  
.....

# LIBRARY SKILLS



## Recommendations

### What's a recommendation?

A suggestion about something good to someone else.

### If you were talking to a friend...

#### Recommend a place



I recommend.....

I'm recommending it to you because .....

.....

#### Recommend a film

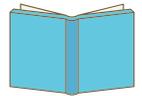


I recommend.....

I'm recommending it to you because .....

.....

#### Recommend a book



I recommend.....

I'm recommending it to you because .....

.....

#### Recommend a food

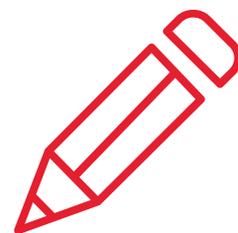


I recommend.....

I'm recommending it to you because .....

.....

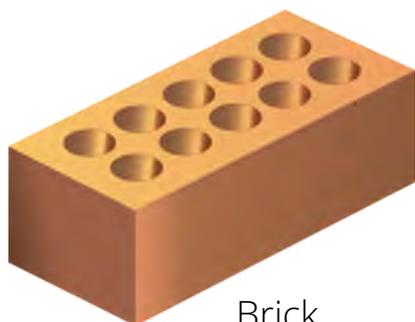
# LIBRARY SKILLS



## Lateral Thinking

Problem solving and creative ideas.

Think of alternative uses for all of these items.



Brick



Paperclip



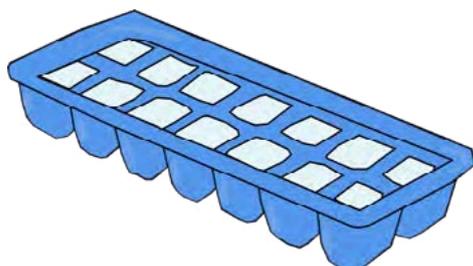
Mug



Suitcase



DVDs

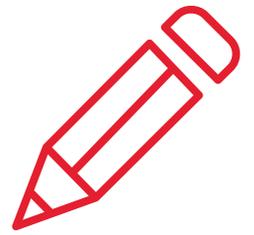


Ice-cube tray



Shredded paper

# LIBRARY SKILLS



## Acrostic Poems

### What's an acrostic poem?

A sequence of written lines in which the first letter of every line forms another word or phrase.

*Example:*

**D***evoted*

**O***utstanding friend*

**G***uards the house*

**R***eally important*

**E***ducational*

**A***lways fun*

**D***aily habit*

**Write an acrostic poem for these words!**

**L**

**I**

**B**

**R**

**A**

**R**

**Y**

**F**

**R**

**I**

**E**

**N**

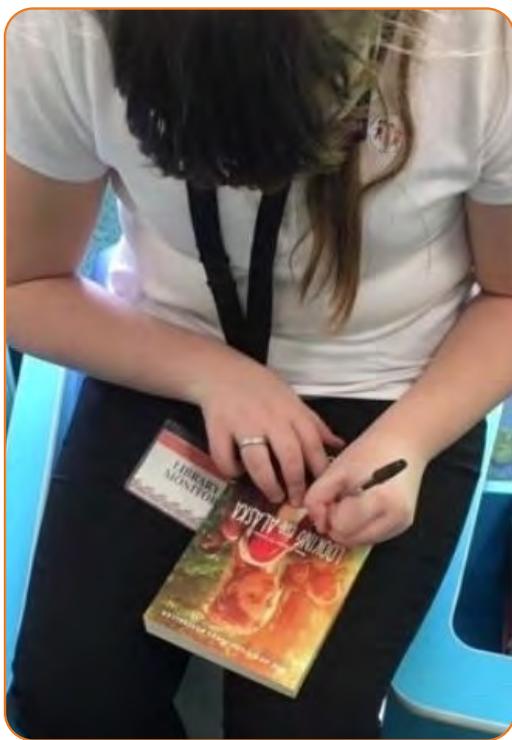
**D**

**tip:** *make sure the words and phrases connect to the original word*

## 6. PUPIL LIBRARY ASSISTANTS



# PUPIL LIBRARY ASSISTANTS



## **Fiction and Non-Fiction**

Provide a detailed explanation of each category and its place in the library. Have a discussion of classification within non-fiction by number. Test the pupils to find books by subject and then another test re-shelving random books in both fiction and non-fiction.

## **Timetabling and attendance**

Develop a timetable with the assistant's participation that allows for library care at break and lunchtimes throughout the pupil's day on an assigned day. Allow the pupils the chance to develop and produce a copy of the timetable themselves.

## **Discussion of the role and its importance**

Discuss why a Pupil Library Assistant system exists and take time to instil in the pupil the importance of a tidy and well-ordered library. You may also wish to mention the potential for their work to be included in any class awards system as an incentive for participating.

## **Collection Management**

Walk the pupils through each element of the collection, how it is labelled and catalogued.

Discuss the difference between items in different formats, for example, if the library has a picture book collection, comics or other items. Make it clear how those items are to be shelved.

## Displays

Involve the Library Assistants in creating themed display signage and rotating the stock to suit the theme on a regular basis (to be decided among themselves). Pupils should then plan out a calendar for their displays, according to theme.

## Problem solving

Instil an awareness in Library Assistants of potential problems or issues that could arise and how to deal with them. Damaged Books, books needing labels, requests from pupils for specific titles are common issues. Other pupils mistreating library items or the library space can be problematic. Develop policies and procedures for these. Assistants can develop a Library Charter to tackle this.

## Role-play situations

The training leader should develop a list of mock situations for the pupils to deal with and talk through. Suggestions: books left in the wrong place; books donated by someone; books damaged by another pupil; and pupils looking for recommendations.

## Monitors training successors

Policy of departing Primary 7 Library Assistants participating in training for incoming replacements who will be recruited in the same way that they were.



## KEEPING THE LIBRARY FUN, SMART AND EFFICIENT

Support the Pupil Library Assistants.  
Check in on their progress  
and development regularly.



# PUPIL LIBRARY ASSISTANTS

## JOB DESCRIPTION

**Job title: Library Assistants**

**Job role: To assist with library tasks which help towards a welcoming and efficient library.**

*Duties:*

- *To generally keep the library tidy and welcoming*
- *To shelve fiction books (A-Z)*
- *To shelve non-fiction books (by subject using the Dewey system)*
- *To attend as best as possible on the days and times agreed*
- *To assist with displays of books*
- *Other tasks as requested by staff such as issuing and returning resources*

*Job requirements:*

- *To be interested in books*
- *To like helping people*
- *Reliable*
- *Hardworking*



# PUPIL LIBRARY ASSISTANTS APPLICATION FORM



*Please read the form first and then fill it in as carefully as you can.*

**Name:** .....

**Class:** .....

Why do you want to help in the library?

.....  
.....  
.....

What do you think you can do to help in the library?

.....  
.....  
.....

Why should we choose you to work in the library?

.....  
.....  
.....

What do you like reading?

.....  
.....  
.....

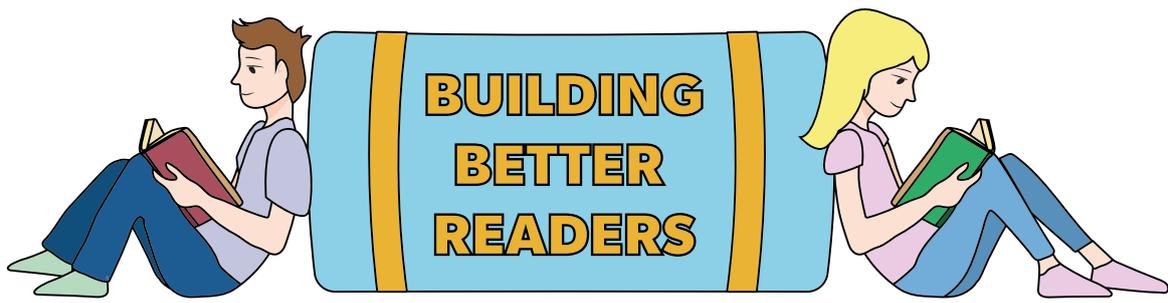
What do you like doing out of school?

.....  
.....  
.....

When are you available to help in the library? *(please circle)*

Monday Tuesday Wednesday Thursday Friday

*Thank you for applying to work in the library. We will contact you soon.*



# WANTED!

## Pupil Library Assistants to help in the school library

Days:

Times:

*Ask your teacher for a  
Library Assistants form*



**LIBRARY  
ASSISTANT**



**LIBRARY  
ASSISTANT**



**LIBRARY  
ASSISTANT**



**LIBRARY  
ASSISTANT**



**LIBRARY  
ASSISTANT**



**LIBRARY  
ASSISTANT**

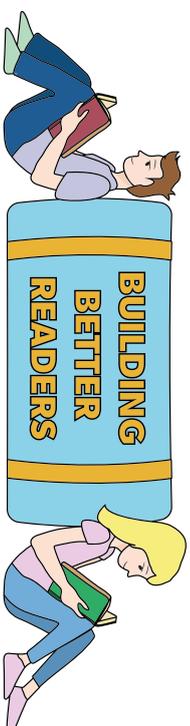


**LIBRARY  
ASSISTANT**



**LIBRARY  
ASSISTANT**





# CERTIFICATE OF COMPLETION

This is awarded to

.....  
for completing the .....

Date .....

## 7. PEOPLE WHO HELP US READING ROLE MODELS



# A READING ROLE MODEL INITIATIVE FOR PRIMARY SCHOOLS



## PEOPLE WHO HELP US

**Raise awareness of community members  
in helping professions and have your own  
special guest to read to pupils in one  
school visit!**

Would you like a story read to your class by a  
Police Officer, Firefighter, Doctor or Nurse?  
Contact:



# PEOPLE WHO HELP US LETTER



Dear future Reading Role Model,

Thank you for your interest in supporting this programme in our local schools.

This promises to be a fun opportunity to read to young children in schools, discuss your job and promote reading as a fun experience! 'People who Help Us' is a topic that is frequently taught to younger primary school children. This will be such a fun way to promote both concepts at once.

I have your name on file and will contact you as the scheme takes a definitive shape (we're finalising a list of primary schools that would like to have readers come to their locations).

The time commitment would be minimal: a short brief story would be all that was required. We are looking to operate a simple model to operate this programme:

*A group of interested readers will exist in a 'bank', that will be emailed by primary schools to ask if there are any readers available on a particular date, (on an as needed basis).*

We'll be in touch with a plan as it takes shape! Thank you so much for your interest.

Yours sincerely,

**"The more that you read,  
the more things you will know.  
The more you learn,  
the more places you'll go."  
— Dr. Seuss**

# PEOPLE WHO HELP US OUTLINE



## **A proposed literacy initiative combining assistive professions acting as reading role models for Primary School children**

### **People Who Help Us**

Active Schools Co-ordinator	Firefighter	School Caterer
Builder	Librarian	School Crossing Patroller
Bus Driver	Lifeguard	Social Worker
Cleaner	Nurse	Soldier
Coastguard	Optician	Supermarket staff
Country Park Ranger	Paramedic	Teacher
Dentist	Police	Vet
Doctor	Postal Worker	Waste Collector
Early Years Practitioner	School Caretaker	

There are lots of people who help us in the community and it's great to learn about how they help us in our day-to-day lives.

By educating young children about these people, we are showing children the systems in place within our society to ensure that we live in a safe and supportive community.

The topic 'People Who Help Us' encourages children to notice places and people at work and show them that they are part of a wider community.

### **Reading Role Models**

Reading Role Models will combine the concepts of 'People Who Help Us' with reading promotion within primary schools. Community members in these professions will act as role models and mentors (surprise guests) who appear at the school, and read to the children (in uniform, if applicable, would be a bonus) perhaps even a story that incorporates an element of their profession: to be determined by class teachers.

### **When?**

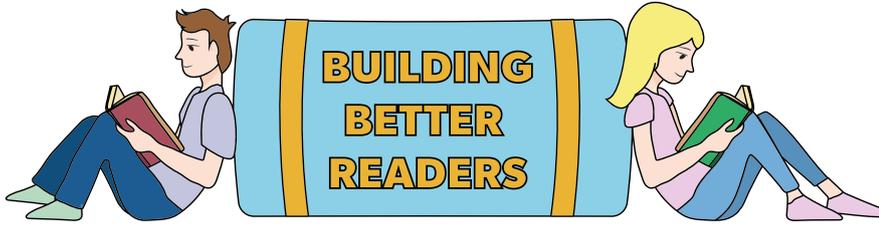
Once a week for any of the professions. 10-15 minutes reading time for Primary 1 or 2 age-group pupils.

### **Where?**

A cluster of schools geographically is a good idea, then the guest speaker(s) can rotate within the cluster.

### **Who?**

A designated member of staff could act as a conduit between the community reading mentors and the primary schools once a bank of participants was established. Timing could be organised monthly in advance, and schools assigned.



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**SLiC** Scottish Library & Information Council

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