

WHOLE SCHOOL READING PROMOTION EVALUATION PLAN

Please tick the box that is closer to describing reading promotion in your school. You can only tick one box in each row.

Reading Promotion Area	Not yet initiated	At initial stage	At developed stage	At enhanced stage
Whole-school strategy	Does not apply to our school. <input type="checkbox"/>	Reading promotion is sometimes discussed during staff meetings and through staff communication. <input type="checkbox"/>	Promoting reading for pleasure is part of the School Improvement Plan. One staff member leads on this and all staff members are aware of this priority. <input type="checkbox"/>	A staff team leads reading promotion. A whole-school reading promotion plan is in place. Promoting reading for pleasure is central to the school's culture, policies and practices. <input type="checkbox"/>
Whole-staff engagement	Does not apply to our school. <input type="checkbox"/>	Some school staff members promote reading for pleasure. <input type="checkbox"/>	All staff members promote reading during class time. <input type="checkbox"/>	All school staff actively promotes reading in and out of class time. <input type="checkbox"/>
Visibility of reading	Does not apply to our school. <input type="checkbox"/>	The foyer, corridors, and classrooms celebrate reading to some extent. <input type="checkbox"/>	The foyer, corridors, and classrooms celebrate reading to some extent, and some reading promotion material is also circulated to students and parents. Some time is devoted during assemblies to reading promotion. <input type="checkbox"/>	The foyer, corridors, and classrooms celebrate all types of reading, including pupil recommendations. School publicity material, including websites and newsletters, promotes the importance of all types of reading. Substantial time is devoted during assemblies to reading promotion. <input type="checkbox"/>

Reading Promotion Area	Not yet initiated	At initial stage	At developed stage	At enhanced stage
Peer-to-peer recommendation	Does not apply to our school. <input type="checkbox"/>	Some peer-to-peer reading recommendation takes place between pupils. <input type="checkbox"/>	A system for peer-to-peer reading recommendation between pupils is established in most classes. <input type="checkbox"/>	Peer-to-peer reading recommendation and interaction between pupils take place in multiple, creative, and effective ways throughout the school community. <input type="checkbox"/>
ICT	Does not apply to our school. <input type="checkbox"/>	Pupils and staff use ICT to deliver book presentations and to perform other similar tasks. <input type="checkbox"/>	Pupils and staff use multimedia to promote reading activity in the school. They also read some digital texts. <input type="checkbox"/>	Peer-to-peer reading recommendation and interaction between pupils take place through the use of a technology-based system throughout the school community. Reading digital texts and ICT-based reading promotion take place on a regular basis. <input type="checkbox"/>
Reading events	Does not apply to our school. <input type="checkbox"/>	Reading is promoted during school events and in school assemblies. <input type="checkbox"/>	Several reading events are held each year, linking in with national events such as World Book Day. <input type="checkbox"/>	Several reading promotion events take place during every month of the school year, including a school book week/ reading focus week. <input type="checkbox"/>
School library accessibility and display	Does not apply to our school. <input type="checkbox"/>	Library is welcoming and resources are easily accessed. <input type="checkbox"/>	Clear signs and interesting displays encourage library use with promotions related to the curriculum. Library is open throughout the school day. <input type="checkbox"/>	All the previous boxes apply. In addition, school or class library is presented in bookshop style, and is also open beyond the school day. A school librarian is employed. <input type="checkbox"/>

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School library stock	Does not apply to our school. <input type="checkbox"/>	School library stocks some fiction and non-fiction titles. <input type="checkbox"/>	School library stocks a good range of fiction and non-fiction titles. <input type="checkbox"/>	In addition, the school library also stocks other genres of reading material such as magazines, newspapers, comics, etc. It has a well-stocked section for pupils' caregivers and family members who are emergent adult readers. <input type="checkbox"/>
Class libraries	Does not apply to our school. <input type="checkbox"/>	Classrooms have a class library corner. <input type="checkbox"/>	Classrooms have a class library corner which is well stocked. <input type="checkbox"/>	Classrooms have a class library corner that is well stocked, welcoming and regularly updated. It includes children's published work. <input type="checkbox"/>
Pupil involvement	Does not apply to our school. <input type="checkbox"/>	Pupils are involved in suggesting and selecting some of the school's reading resources. <input type="checkbox"/>	Pupils are involved in suggesting and selecting some of the school's reading resources, with pupils' choices clearly marked. <input type="checkbox"/>	Pupil involvement in selection of school reading resources and library management is integral to the system. Pupils take initiatives to organize reading-related activities, such as reading clubs. Buddying systems are in place. <input type="checkbox"/>
Involving organisations and adults from the community	Does not apply to our school. <input type="checkbox"/>	Some community members/ organisations support reading in school – for example, through a volunteer reading scheme. <input type="checkbox"/>	School works with community members and organisations on project(s) to promote reading among pupils. <input type="checkbox"/>	Community members and organisations are regularly involved through coordinating reading activities in joint projects in and out of school. <input type="checkbox"/>

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Boys	Does not apply to our school. <input type="checkbox"/>	School promotes reading materials and booklists targeted at boys. <input type="checkbox"/>	Boys' reading clubs are functioning. Reading events that apply to boys' interests take place at least once every three months. <input type="checkbox"/>	School runs an effective reading promotion plan that involves boys and male role models, addressing their needs and interests. Events take place at least once a month. <input type="checkbox"/>
Pupils and families from diverse cultures and backgrounds	Does not apply to our school. <input type="checkbox"/>	A range of dual language texts or appropriate materials reflecting pupils' diverse cultures and backgrounds is available for pupils to borrow. <input type="checkbox"/>	Previous box applies. In addition, school systems promoting reading for pleasure and reading groups are established to meet the needs of pupils from diverse cultures and backgrounds. <input type="checkbox"/>	Previous boxes apply. In addition, pupils and families from diverse cultures and backgrounds are involved in promoting reading to pupils. <input type="checkbox"/>
Communication with families	Does not apply to our school. <input type="checkbox"/>	All parents/caregivers are made aware of the importance of encouraging their children to read. The school supports them through materials like suggested booklists and reading tips. <input type="checkbox"/>	Previous box applies. In addition, communication methods are adapted to suit target group of parents/caregivers. Some parents/caregivers themselves are used as advocates. <input type="checkbox"/>	Previous boxes apply. In addition, parents/caregivers are offered regular support sessions on choosing reading materials and reading with children. Regular feedback from parents/caregivers and children is used to inform planning. <input type="checkbox"/>
Family events and activities	Does not apply to our school. <input type="checkbox"/>	Reading for pleasure is promoted during some school events and activities to which family members/ caregivers are invited. <input type="checkbox"/>	Family reading events/ activities are often run during the year and some parents/ caregivers are involved in the planning. <input type="checkbox"/>	Family reading events/activities take place at least once a month, including events for target groups – for example, dads, grandparents or families for whom English is an additional language. <input type="checkbox"/>