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| **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. | Reading promotion is sometimes discussed during staff meetings and through staff communication. | 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. | 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. |
| **Whole-staff**  **engagement** | Does not apply to our school. | Some school staff members promote reading for pleasure. | All staff members promote reading during class time. | All school staff actively promotes reading in and out of class time. |
| **Visibility of**  **reading** | Does not apply to our school. | The foyer, corridors, and classrooms celebrate reading to some extent. | 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. | 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. |
| **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. | Some peer-to-peer reading recommendation takes place between pupils. | A system for peer-to-peer reading recommendation between pupils is established in most classes. | Peer-to-peer reading recommendation and interaction between pupils take place in multiple, creative, and effective ways throughout the school community. |
| **ICT** | Does not apply to our school. | Pupils and staff use ICT to deliver book presentations and to perform other similar tasks. | Pupils and staff use multimedia to promote reading activity in the school. They also read some digital texts. | 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. |
| **Reading events** | Does not apply to our school. | Reading is promoted during school events and in school assemblies. | Several reading events are held each year, linking in with national events such as World Book Day. | Several reading promotion events take place during every month of the school year, including a school book week/ reading focus week. |
| **School**  **library**  **accessibility**  **and display** | Does not apply to our school. | Library is welcoming and resources are easily accessed. | Clear signs and interesting displays encourage library use with promotions related to the curriculum. Library is open throughout the school day. | 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. |
| **Reading Promotion Area** | **Not yet initiated** | **At initial stage** | **At developed stage** | **At enhanced stage** |
| **School library stock** | Does not apply to our school. | School library stocks some fiction and non-fiction titles. | School library stocks a good range of fiction and non-fiction titles. | 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. |
| **Class libraries** | Does not apply to our school. | Classrooms have a class library corner. | Classrooms have a class library corner which is well stocked. | Classrooms have a class library corner that is well stocked, welcoming and regularly updated.  It includes children’s published  work. |
| **Pupil**  **involvement** | Does not apply to our school. | Pupils are involved in suggesting and selecting some of the school’s reading resources. | Pupils are involved in suggesting and selecting some of the school’s reading resources, with pupils’ choices clearly marked. | 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. |
| **Involving**  **organisations**  **and adults from**  **the community** | Does not apply to our school. | Some community members/ organisations support reading in school – for example, through a volunteer reading scheme. | School works with community members and organisations on project(s) to promote reading among pupils. | Community members and organisations are regularly involved through coordinating reading activities in joint projects in  and out of school. |
| **Reading Promotion Area** | **Not yet initiated** | **At initial stage** | **At developed stage** | **At enhanced stage** |
| **Boys** | Does not apply to our school. | School promotes reading materials and booklists targeted at boys. | Boys’ reading clubs are functioning.  Reading events that apply to boys’ interests take place at least once every three months. | 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. |
| **Pupils and**  **families**  **from diverse**  **cultures and**  **backgrounds** | Does not apply to our school. | A range of dual language texts or appropriate materials reflecting pupils’ diverse cultures and backgrounds is available for pupils to borrow. | 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. | Previous boxes apply. In addition, pupils and families from diverse cultures and backgrounds are involved in promoting reading to pupils. |
| **Communication with families** | Does not apply to our school. | 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. | Previous box applies. In addition, communication methods are adapted to suit target group of parents/caregivers. Some parents/caregivers themselves are used as advocates. | 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. |
| **Family events**  **and activities** | Does not apply to our school. | Reading for pleasure is promoted during some school events and activities to which family members/ caregivers are invited. | Family reading events/ activities are often run during the year and some parents/ caregivers are involved in the planning. | 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. |