

BUILDING BRIDGES IN LITERACY CASE STUDY BELL'S BRAE SCHOOL AND ANDERSON HIGH SCHOOL

Context of partner schools

Bell's Brae Primary School is the largest primary school in Shetland and is situated in the centre of Lerwick. The school's catchment area includes much of the town itself. There are 14 classes in the primary department and two nursery classes. A Special Department, which caters for pupils with a wide range of special educational needs, is attached to the school. The school roll is 425 (approximately) with a slight "bulge" at the top primary level, resulting in P7 classes of 31 and 29.

Anderson High School is a six year school, serving Lerwick and the immediate surrounding areas, with the associated primary schools of Bell's Brae, Sound, Quarff and Bressay. In addition, pupils from the small islands of Fair Isle, Foula, Fetlar and Papa Stour attend the school for up to six years. The school also serves all pupils in Shetland for fifth and sixth years, except for those attending Brae High School. Furthermore, Anderson High School annually attracts a number of additional pupils through placing requests. Halls of Residence accommodation is available for those pupils unable to travel each day. The school has a roll of approximately 890 pupils and is staffed by 86 teachers. The school has an integrated Additional Support Needs Unit and provision for pupils with social, emotional and behavioural difficulties. The school library has two Library Service staff.

Following initial information on the project, the depute head teacher and one Primary 7 teacher from Bell's Brae School agreed to take part, along with the Principal Teacher of English, a Class Teacher of English and the Librarian from the Anderson High School. Jim Reyner from the Education Service agreed to act as co-ordinator. The aim of the project was to develop an effective programme or "build a bridge" in literacy to meet the needs of all pupils between P6 and S2.

Starting Point

From preliminary discussion it was clear that both schools were interested in promoting personal reading. The Anderson High School had already included this in its Departmental Plan for session 2003 –2004.

After careful consideration and much discussion it was decided that the aims should be broad, allowing for the development of a wide range of strategies to take the project forward.

The mission statement for the project :

"To increase enthusiasm for personal and private reading in P6-S2 pupils"

Overall aims of the project

The desired outcomes for pupils by the end of the project were many and varied but included the following:

- more pupils would enjoy reading and reading would be seen as a pastime/hobby rather than a "chore".
- pupils would have a greater knowledge of genre, style and range of reading material
- pupils would be willing to undertake more challenging tasks in reading.
- there would be a "closing of the gap" in gender attitudes to reading
- pupils would confidently read a range of texts across the curriculum.

The desired outcomes for staff by the end of the project are, we feel, very important in the long term, in order to sustain the projected improvements, and are summarised as follows:

- Increased staff confidence and expertise in P6-S2 classes with regard to:
 - an interactive and structured approach to the teaching of reading
 - effective strategies for engagement with pupils and helping pupils to engage with texts
 - the ability to enthuse pupils with a desire to read
 - the ability to support pupils in their reading choices.
- Enhanced professional partnerships as a result of:
 - the development of professional dialogues across the school community with staff
 - working together to share understanding and develop good practice
 - sharing expertise with others undertaking similar projects (e.g. in other authorities)
 - sharing expertise with others in associated projects (e.g. Assessment is for Learning).

The desired outcomes for the learning community are significant in the long term, especially when viewed in terms of the National Priorities' aims for lifelong learning and are summarised as:

- The enhancement of learning community partnerships as a result of:
 - improved communication regarding learning and teaching in reading in both primary/secondary and across subject areas, including liaison with schools' librarians
 - continuity of a range of experiences for pupils in reading
 - increased understanding of common issues and possible strategies to address them
 - greater understanding by parents and carers of school teaching methods and strategies for support at home
- The development of the concept of a "reading community" as a result of:
 - promoting reading for pleasure in schools
 - enhancing school/home links through closer working between pupils, teachers and parents/carers
 - sharing good practice across school clusters and sharing good practice across the wider community.

Where does the story begin?

When the team joined the project, there was some apprehension about what would be expected of them. However, there was early agreement that the key focus should be the development of an active model to encourage and support reading for enjoyment.

It was felt that this could best be achieved in Bell's Brae by:

- baseline assessment of P7n pupils based on national test results
- questionnaire to pupils about their favourite authors
- teaching reading through a more holistic approach to Language focusing on listening and talking novels in ability groups
- using class novels which were read to pupils
- developing library resources
- co-ordinating and developing library skills
- the use of book reviews

It was felt that this could best be achieved in Anderson High School by:

- baseline assessment of how pupils feel about reading and about themselves as readers
- developing a Reading Project using multiple copies of novels with pupils reading one per term

- developing a range of post-reading activities as a means of monitoring reading, book reviews being regarded by pupils as a chore
- creating a Reading Room at Anderson High School
- increasing library stock

This plan was to be built on as the project progressed. Staff realised from an early stage that they should be confident in what they were doing and so it was best to develop one or two strategies at a time. Induction of pupils into new approaches to reading and changes of emphasis would require a period of transition to allow for self-assessment by pupils and familiarisation with resources and to encourage pupils to take on increased responsibility for their own reading choices.

A baseline audit was carried out in both schools as requested by the organisers of the project. The audit in Bell's Brae included questionnaires to pupils and a baseline assessment of P7n based on National Test results. (See Appendix 1 BB)

There were no major issues in attainment – however, concern was raised that, with boys especially, there was no real enjoyment of reading and that the teaching methods tended to focus on the mechanics of reading. It was felt that if pupils enjoyed reading, their levels of attainment would improve across the curriculum.

The audit in Anderson High took the form of a questionnaire adapted from the first Building Bridges pack and the 'thought bubble' exercise suggested by Kathryn Howells. Responses clearly highlighted the importance of where they read for both boys and girls. (See Appendix 1 AHS)

How does the Bell's Brae story develop?

In the early days of the project when the teachers involved tried out some new ideas pupil reaction was varied. It was agreed that the pupils would be divided into 5 ability groups – 2 groups would read twice weekly with the class teacher, 2 groups with the depute head teacher and one group with the special needs auxiliary who worked part time in the class. (See Appendix 2)

The pupils would work as a group agreeing how much they would read at home and how much would be read as a group in school. All the children indicated that they enjoyed reading aloud and being read to so this was included in the planning. The usual format was that each group read one chapter at home which was discussed with an adult, prior to reading the next chapter which was read aloud in class. Initially this was seen as a support to any pupil who did not read independently at home so that they could follow the storyline.

Each pupil was given a jotter to use as a reflective journal. It was explained to them that this was for them to record their thoughts, highlights of the story or any other information related to their reading. It was stressed from the start that this journal was personal to them and would not be collected in by teaching staff to be corrected. Over time this journal was used extensively, by the majority of pupils, to write summaries of chapters, information about favourite characters, observations from the story etc which could be shared orally with the rest of their group.

In their group reading time pupils came to value the level of discussion and the quality time they spent with their adult, whose role over the course of the year changed from teacher to facilitator. As a teacher it was sometimes very hard not to direct the discussion towards a particular theme or point view which would be significant to an adult reading the story but may not have been for the pupils. However it was interesting to listen to the level of understanding and knowledge pupils had about some very complex issues. More of this later.....

From a management point of view it was agreed that 3 adults couldn't work successfully in one room, so it was agreed that the special needs auxiliary would work in the open area outside the classroom, the class teacher would work in the classroom and the depute head teacher would work in the library. This seemed like a good idea, however it was soon realized that the class teacher did not have the same level of quality time with her group as the other two adults because she had to deal with the pupils who were not directly involved in reading, pupils who were needing help with work which they had been set to do independently etc. After some discussion it was agreed that the depute head teacher and the class teacher would work alternately in the classroom and in the library and this was better for all concerned.

Was there a turning point?

Through careful planning, in six weekly cycles, which linked reading, writing, talking and listening together, staff were able to develop the themes of genre and the writer's ideas and craft. They were also able to tailor the novels planned and additional resources used to meet the needs of the pupils involved. A great deal of discussion and learning about each other's preferences went on throughout the session and the evaluations at the end of each plan fed into the next cycle of planning. As teachers became more confident about the success of what they were doing they were able to give the pupils more responsibility for planning their own learning. Below are detailed some of the experiences of pupils and staff.

While the Purple Group was reading their second novel "The Machine Gunners" by Robert Westall, it became apparent that they were not enjoying reading it. This was in complete contrast to their first novel "Rags and Riches" by Joan Lingard, a novel with a contemporary theme, set in Edinburgh. The children in the group felt confident to voice their opinions and the teacher offered them the option of abandoning the story or listening to it being read on tape. The group decided that they would like to know what happens and so listened to the remainder of the story on tape. The children agreed, through discussion, that this greatly improved their understanding of the story, however it was not a story they particularly enjoyed as they felt it was told in a "very old fashioned way". In the past the teacher would have carried on with a novel after she had started it even if she was aware that the children were not particularly enjoying it.

The next novel for the Purple Group was "Cracker Jackson" by Betsy Byars, a novel set in America dealing with the theme of domestic abuse. This was a fairly adult theme but the pupils were able to discuss and empathize with the characters in the story. The discussion led on to pupils relating the experiences of the characters to their own experiences through other media e.g. T V soaps, newspapers and documentaries.

The Red Group read "Step by Wicked Step" by Anne Fine, a novel of short stories detailing experiences of step parents and relationships in families. Four out of six of the children indicated that they could empathize with the characters in the novel, who they felt were not stereotyped.

Their second novel "War Game" by Michael Forman was as much about discussing illustrations, charts etc as it was about reading. When they finished the novel they watched a video of the book and compared and contrasted their understanding and enjoyment of both.

The Yellow Group read the "The Turbulent Term of Tyke Tyler" by Gene Kemp. They all found this really interesting, but a bit old fashioned, with lots of characters they could identify with and empathise with. As there is a Special Department within our school, they felt that Danny should have had the same opportunities as pupils with learning difficulties would have in Bell's Brae – a split placement where he would join his mainstream peers for part of the week with support and spend the rest of the time in the Special Department. They felt they understood all the characters and part of our discussion was in developing character studies. At the end of the book when it was revealed who "Tyke" really was, the reaction for one pupil was.....

"That shouldn't have happened! It's ruined my whole reading of the book! He should have been a boy! I can't see him as anything else!"

..... and this from a girl who at the beginning of the year rarely did her homework regularly and got by through skimming through the pages prior to reading with her group.

The second novel for this group was "War Horse" by Michael Morpurgo and they all loved this book. There was one boy in the group who rarely spoke or joined in group discussion though he wrote a lot in his reflective journal. Towards the end of the novel when "Joey" the horse is about to be sold to a butcher at an auction in France, he could not contain himself and shouted out:

"Oh no! You know what's going to happen to the horse, don't you?"

Everyone else in the group looked mystified, it was obvious they didn't! But he persisted:

"You do, you do!"

He had realized what the consequences for the horse were and he didn't want it to happen! Luckily it didn't but you'll have to read the book to find out what did!

The first novel for the Orange Group was "The Wreck of the Zanzibar" by Michael Morpurgo. This novel was chosen because it is written in the form of a diary and so each chapter was fairly short, making it manageable for this group to read independently. All of the pupils enjoyed reading this and all apart from one, regularly prepared their reading at home. This was a huge breakthrough for this group who tended to find reading independently a challenge and they lacked motivation to do this.

For their second novel "The Last Polar Bears" by Harry Horse (who lives in Shetland) was chosen. They really enjoyed reading this and laughed a lot while discussing it. One of them said:

"It's not real reading because it's too much fun!"

The pupils in the Blue Group all have learning difficulties and felt left out because they were not getting to read a novel like the rest of the class. They started to read one but it quickly became evident that they were having difficulty decoding text and they were experiencing failure. It was decided that the special needs auxiliary would read the rest of the novel to them and after liaison with the additional support needs teacher, who discussed various options with the group, it was decided that they would read a book a day using Ginn Impact Readers. This was a decision made by the pupils and they thoroughly enjoyed these books.

Along with the group novels the pupils' independent reading programme was developed. The library for P6 and 7 had recently been catalogued using the database Junior Librarian and this meant that each pupil's independent reading could be monitored. (See Appendix 3)

However in order to raise attainment in reading, Star Reading was purchased. This programme is used to assess each pupil's reading level and to give information to teachers on areas of difficulty. At the same time the Accelerated Reading Programme was purchased. This programme assesses how well pupils understand what they are reading because after they have read a book they take a quiz on it. Points scored on each quiz are accumulated and added up to give pupils an aggregated score. This programme certainly encouraged the pupils to read more.

During the project there was no obvious turning point but each experience where pupils were more involved in their learning was a learning experience for all. Pupils and teachers gradually became more confident in the teaching and learning process. As a result there is an enthusiasm to become more involved with pupils' learning and to disseminate practice to other classes in the school. Next session the other P7 class is going to be involved in the project too.

Did we achieve our aims?

In some areas the project has achieved well beyond the initial plans drawn up. There have been areas which have been highly successful e.g. the work done in the reading groups and in the classroom with the pupils, teacher liaison and joint planning, teacher's and pupil's reflection on their work, closer links with the library service, learning new skills with the resources purchased. There are other areas where success has been limited e.g. visiting each other's school to observe the teaching and learning experiences of the pupils, sharing experiences and time to research and develop strategies linked to formative assessment. This was mainly due to staff shortages in both schools, but particularly in Anderson High School.

The quality of teaching in the groups has been acknowledged. This has given the teachers involved the confidence to recognise the good work they have done over the years and how they can develop this further. Experienced teachers have worked and planned together and have found renewed confidence and enthusiasm for teaching. In the short term they are already talking to other members of staff in the school and in other schools and sharing their experiences. In the longer term they would like to further develop the programme for pupils' independent reading and research other novels suitable for group reading. They would also like to increase the involvement of parents in the reading programme.

Have we made any changes to our practice?

It is sometimes difficult to see changes as they happen in small steps and often very subtly. However I would highlight the changing role of the teacher within the reading groups to being a facilitator as being a significant one. Through this there was a growing confidence among the pupils to be active learners, questioning what they were reading, discussing the background to the setting of the novels they were reading, sharing this with their teachers and parents to gain greater insight into the novels.

The confidence of the pupils to become critical and reflective readers and to question what they were reading and the confidence of the teachers to engage with the pupils to facilitate this created a closer working relationship between staff and pupils.

Instead of just discussing the chapter read at home to find out what happened in the story. Pupils were given a key question to reflect on. This increased pupil participation and led to a more open discussion rather than one or two pupils summarizing the main points of the story.

The positive ethos which developed between the teachers and the pupils was reflected in the way they participated in other areas of the curriculum.

Teachers have noticed that pupils are motivated to share experiences, to take part in assemblies sharing the books they have read, telling others about the project they were involved in, sharing skills to make up visual aids recommending books and becoming more confident communicators

How does the Bell's Brae story end?

This has been an excellent project to be involved in, despite a lot of trepidation and uncertainty at the start, it has enabled us to develop a structure for teaching reading, talking and listening in an interesting and stimulating way. It has helped develop pupils as active learners, taking responsibility for their learning at a critical time when they are about to transfer to secondary school. Attainment levels in Reading National Tests show significant improvement when compared to the other P7 class. It will be interesting to see how this affects their attainment in S1 and beyond. (See Appendix 4)

We have been fortunate to participate in national conferences and in seminars where we have had the opportunity to learn new strategies and network with staff from other areas of Scotland to share experiences and expertise.

For us this is not the end of the project but the beginning of the next stage, as we are now in a strong position to take learning and teaching forward. We will use the good practice we have developed over the past year to inform future planning and to further develop our programmes with the pupils we are teaching.

The work done so far has been recognised in the school's Standards and Quality Report. The project will be carried forward in a manageable way as part of the school's development plan. We have come a long way, achieved a lot but we still have a great deal we want to do.

The story in the Anderson High School

Prior to involvement with Building Bridges, the Anderson High School English department was already looking at ways of using library periods more productively and encouraging pupils to read extensively and to choose challenging texts. Although Anderson High School's levels of attainment at 5-14 had shown continuous improvement over the last four years and were currently at levels above those of Shetland and Scotland, the English department was concerned to narrow the gap between achievement in Reading and Writing. They believed that extending pupils' personal reading would improve the quality of their writing.

"The Collection"

The first strategy was to set up a bank of reading material for S1/2 to include

- a variety of genres
- more demanding literature, including a number of classics, twentieth century and pre-twentieth century

We called this "the collection" and all S1/2 pupils were required to borrow from the collection at least once a term. As each S1/2 pupil has two library tickets they were free to use the second for any book or video of their choice.

An important feature of “the collection” was that there were multiple copies of each title and one copy was always kept in the library. This ensured that pupils who habitually forgot or claimed to have forgotten their library book could continue reading in the library period. At the same time we took the decision to include a minimum of 1 hour’s reading a week as part of English homework. On parents’ evenings it quickly became clear that parents were very supportive of this. This scheme was adopted by other schools in the Authority on the recommendation of the Anderson High School librarian at that time.

It was also decided that pupils should always have the whole library period for personal reading. Previously this time had sometimes been used for other classwork. Pupils were also told that they should always have their library book with them and were allowed to read in other periods if they had finished the task set.

To monitor reading we decided to offer a range of tasks (See Appendix 5). We thought it important to make these fun and avoid the traditional book report which many pupils saw as a disincentive to reading.

Through group discussions in our present S2 we discovered that less keen readers found the length and level of difficulty of some of the novels daunting and did not finish them.

Accelerated Reader

Awareness of this problem made us particularly interested in the Accelerated Reader scheme which we first heard of at the first Building Bridges area seminar in Aberdeen. An L.E.O. from Moray gave us a contact telephone number for Renaissance Learning. Another attraction was the diagnostic element in the program, Star Reader. For some time the department had been looking for a reliable way of “taking a snapshot” of reading levels at the start of S1. The 5-14 results received from feeder primaries were not always current.

In February 2004 James Bell of Renaissance Learning met with all members of the project to demonstrate Star/Accelerated Readers programs. Both schools decided to use part of the Building Bridges funding to buy the programs. James Bell returned in April to address problems and gave a presentation at Building Bridges information evening for parents and staff on 28th April. Kathryn Ross of “Read Together” gave an interesting talk about current children’s fiction.

The Reading Room

At the start of the session 2002–2003 the English department had opened a classroom each day for quiet reading at lunchtime. The uptake was poor. One reason for this was revealed by the results of the questionnaire issued in November 2003: many S1/2 pupils stated that they preferred to read in the comfortable surroundings of their own rooms at home rather than in classrooms or the school library. This finding came at a time when the need to free library space for other subject areas’ use was being discussed. A reduction in English staff meant there was a classroom available. It was therefore agreed with the Shetland Building Bridges project leader and the Anderson High headteacher to use part of the Building Bridges funding and school funds to redecorate and furnish this room as the Reading Room. This was opened in August 2004. All classes use this room in their library period. There are plans to extend this use to lunchtimes this term.

Conclusions to date and next steps

The Reading Room has been our most successful innovation so far. As the results of our survey of S2 pupils (See Appendix 6) show, many find it a much better reading environment than the classroom or the library. It has increased their ability to concentrate on their books and their enjoyment of reading and has become a valuable and valued resource for staff and pupils.

Our experience with Accelerated Reader has been mixed. Its extension to the whole of S1/2 was slower than envisaged because of initial technical problems and the need to buy additional capacity to enrol the S1 2004 intake. The greatest obstacle to implementing all our ideas was the serious staff shortage in our department: three out of eight posts were unfilled for most of the session 2003-2004.

Now that the program is underway, it appears to be running smoothly and pupils are becoming increasingly enthusiastic about taking quizzes and often express disappointment when quizzes are not available for books they

have enjoyed. We intend to buy more quizzes as funds become available. The librarian reports increased interaction with S1/2 pupils who ask her advice on choosing interesting books within their range. She acknowledges the effectiveness of the quizzes in monitoring children's personal reading. However, she has some reservations about some of the levels allocated to texts. The allocation is done by computer program and having looked into this she is satisfied that it is based on reputable research into reading ages, but feels that it would be better if levels were crosschecked by a panel similar to those who compile the quizzes.

The diagnostic Star Reader program turned out to have an added advantage. Test results for one male S2 pupil indicated serious reading difficulties. (See appendix 8)

He had achieved level D in Reading in P7. However, his performance in English had been poor and he was disruptive to the point of having been threatened with suspension from school. Subsequent investigations by the Learning Support department confirmed the problem and he was taken out of class for a month of intensive help with reading. As a result he became more open about his reading problem, more confident and much more co-operative. He has settled well into S3.

We had decided to let the Accelerated Reader program eclipse "the collection". However, we have now become aware of specific advantages to "the collection". It had allowed us to address effectively the problem of the reluctant readers who had "forgotten" their library books. For the moment we are relying on the library supplying a number of books which are left in the Reading Room. This is less satisfactory than "the collection" because it leads to pupils browsing rather than reading books. Although Accelerated Reader quizzes are an excellent way of monitoring and tracking personal reading, we are aware that many pupils enjoyed the variety of the tasks we had devised for "the collection". We are therefore looking at ways of combining the two approaches.

We will continue to monitor the impact of the project on personal reading in S1/2 but have decided to give pupils and staff time to familiarise themselves with Accelerated Reader quizzes and reports before we issue the second questionnaire which focuses on Accelerated Reader (See Appendix 7).

In the first year of the project only two classes were involved with the Accelerated Reader program. This has now been extended to all S1/2 classes and will follow through into Standard Grade classes as pupils move up the school. Staff views will also be sought at this time through discussions at department meetings.

As part of the pupil profiling process in place for all pupils we will look regularly at the Accelerated Reader "pupil progress reports" which record what they have read and when and their performance in quizzes. We will also monitor progress in reading levels through the Star Reader diagnostic program. The expected impact on pupils' writing will be measured by 5-14 assessment bank material or whatever system our Authority opts for.

How did we build our bridges?

Stronger links were developed with the Library service and the staff in the library got a better insight into the methods used for improving attainment in literacy in the classroom. A stronger working partnership has been created between the library and teaching staff in both schools. Library staff have been encouraged to develop reading groups in the Public library. These were already well-established in the Anderson High School library. The transition of members from one group to the other has been made easier. The sharing of the Accelerated Reader program and the increased work on library skills has eased the transition of Bell's Brae pupils into S1.

A separate area in the Public library has been set up for pupils from P7 and above and they have been given a say in the stock selection for this area. The pupils' ICT skills have been developed by encouraging them to use desktop publisher to produce book reviews and submit these to websites such as "Cool Reads".

For the first time the librarian for Anderson High School has been able to visit P7 classes and introduce herself prior to the two day transition visit made by P7 pupils. The Young Person's Services librarian has also visited all classes in Bell's Brae Primary to promote reading activities at the Public library. The junior stock at the Public library now includes stock from the Accelerated Reading program.

The librarian from Anderson High School and the Young Person's Services librarian have been able to see at first hand what initiatives are being developed in other education authorities and use these ideas when developing their own programmes.

The decision to focus on personal reading narrowed the relevance to other secondary school subjects. However, meetings took place between members of the Anderson High School English and History departments to discuss issues arising from the Learning and Teaching Scotland questionnaires on reading and writing in a subject area other than English. We also agreed to extend to S1/2 the matching of English class texts with the History syllabus when possible. This is done in S3, for example with "Roll of Thunder, Hear My Cry" and the History topics "Slavery" and "Civil Rights".

Staff from Bell's Brae, Anderson High School and Shetland Library services have enjoyed and benefited from working together on the project and look forward to continuing co-operation.

Building Bridges in Literacy

Baseline Assessment Bell's Brae School P7n

Introduction : There are 31 pupils in the class; 14 girls and 16 boys. Their levels of achievement in reading range from Level C to Level D; and in writing range from Level B to Level D.

Support : A learning support teacher supports a group of pupils in language activities times per week. A special educational needs auxiliary is allocated to the class for 50% of the week. A classroom assistant takes groups from the class for library activities 1 session per week and for computing 1 session per week. Each session of these sessions lasts for approx 50 minutes.

National Test Results

Highest Level Achieved : Reading

Nos of pupils achieving Level D in P6 in reading	18	59%	Boys	6	20%	Girls	12	40%
Nos of pupils achieving Level C in P5 in reading	7	23%	Boys	6	20%	Girls	1	3%
Nos of pupils achieving Level C in P6 in reading	5	17%	Boys	4	13%	Girls	1	3%

Highest Level Achieved : Writing

Nos of pupils achieving Level D in P6 in writing	11	36%	Boys	2	7%	Girls	9	30%
Nos of pupils achieving Level C in P5 in writing	11	36%	Boys	7	23%	Girls	4	13%
Nos of pupils achieving Level C in P6 in writing	5	17%	Boys	4	13%	Girls	1	3%
Nos of pupils achieving Level B in P6 in writing	3	10%	Boys	3	10%	Girls	0	0

Appendix 1 BBS

P6 Reading and Library Questionnaire 6/03 (29 responses)

Name your top three fiction authors

Eoin Colfa	1
Roald Dahl	15
Anne Fine	2
Ted Hughes	2
Mollie Hunter	10
Dick King-Smith	2
Michael Morpurgo	18
Terry Prachett	1
J K Rowling	21
J R R Tolkein	2
Jacqueline Wilson	13

Which subject would you like to find books on in the School Library?

Fiction	4
Fact	5
Sport	3
War	7
Vikings	1
Music	5
Sport/Games	1
Skateboarding	8
Skiing	2
Adventure	4
Fantasy/Science fiction	9
Comedy/Humour	3
Mystery	6
Hockey	2
Rock music	1
Drums	3
Football	5
Dragons	1
Computers	1
Cookery	1
History	1
Basketball	2
Hospital	1
Guitar	2
Swimming	1
Magic	3

Appendix 1 BB

P6 Read Lib Questionnaire 03

P6 Reading and Library Questionnaire 6/03 (29 responses)

Do you use Shetland Library?

Yes	22
No	7

If yes, was it for (please tick all those which apply)

Shetland

- (a) borrowing books 21
- (b) borrowing CD's 08
- (c) using the Learning Centre 14

Have you ever looked up books on a computer catalogue?

Yes	8
No	21

Do you know how books are arranged on the library shelves?

Yes	23
No	6

JANUARY – JUNE 2004**READING GROUP RECORD****RED GROUP****PUPILS**

- SASHA
- NICOLA
- GEMMA
- LEANNE
- RICKY
- JUDITH

TITLE	AUTHOR
Flour Babies	Anne Fine
War Game	Michael Forman
Step by Wicked Step	Anne Fine
The Gas Fitter's Ball	Philip Pullman
The Twelfth Day of July	Joan Lingard

Appendix 2

JANUARY – JUNE 2004

READING GROUP RECORD

PURPLE GROUP

PUPILS

- LOUISE
- ASHLEA
- LORCAN
- ANDREW
- AIMEE
- SARAH

TITLE	AUTHOR
Rags and Riches	Joan Lingard
The Machine Gunners	Robert Westall
Cracker Jackson	Betsy Byars
The Peppermint Pig	Nina Bawden
Natasha's Will	Joan Lingard

Appendix 2

JANUARY – JUNE 2004

- (a) borrowing books 21
- (b) borrowing CD's 08
- (c) using the Learning Centre 14

Have you ever looked up books on a computer catalogue?

Yes	8
No	21

Do you know how books are arranged on the library shelves?

Yes	23
No	6

READING GROUP RECORD

YELLOW GROUP

PUPILS

- RHIANNON
- SELINA
- JAMES
- CHRISTINA
- CORINNE
- GRANT
- JOSHUA
- CLAIRE

TITLE	AUTHOR
The Turbulent Term of Tyke Tyler	Gene Kemp
War Horse	Michael Morpurgo
The Eighteenth Emergency	Betsy Byars
Bug Muldoon and the Garden of Fear	Paul Shipton

Appendix 2

JANUARY – JUNE 2004

READING GROUP RECORD

	To tal			P 7n			P 7n	
Nos of pupils achieving Level E in P7 in reading	17	55%	Boys	4	13%	Girls	13	42%
Nos of pupils achieving Level D in P7 in reading	9	29%	Boys	7	23%	Girls	2	6%
Nos of pupils achieving Level C in P7 in reading	5	16%	Boys	5	16%	Girls	0	0%

Highest Level Achieved: Reading P7s

	To tal			P 7s			P 7s	
Nos of pupils achieving Level E in P7 in reading	11	38%	Boys	5	17%	Girls	6	21%
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READING GROUP RECORD

YELLOW GROUP

PUPILS

- RHIANNON
- SELINA
- JAMES
- CHRISTINA
- CORINNE
- GRANT
- JOSHUA
- CLAIRE

TITLE	AUTHOR
The Turbulent Term of Tyke Tyler	Gene Kemp
War Horse	Michael Morpurgo
The Eighteenth Emergency	Betsy Byars
Bug Muldoon and the Garden of Fear	Paul Shipton

Appendix 2

JANUARY – JUNE 2004

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ORANGE GROUP

PUPILS

- JACOB
- KAL
- JONATHAN
- SEAN
- CONRAD
- AOIFE
- SAM

TITLE	AUTHOR
The Wreck of the Zanzibar	Michael Morpurgo
The Last Polar Bears	Harry Horse
Noah's Brother	Dick King-Smith
War Game	Michael Forman

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JANUARY – JUNE 2004

READING GROUP RECORD

BLUE GROUP

PUPILS

- STEVEN
- KEITH
- LIAM
- TYLER

TITLE	PUBLISHER/SERIES
The Beast under my Bed	Ginn Impact Readers
Diary of a Mega Hero	
You'd Better Believe It!	
Sophie's Secret Diary	
Fishing	
I was a Teenage Goldfish	
Nevis Big Day	
Double Take	
Motorcycling	

Appendix 2

Building Bridges in Literacy

Bell's Brae School P7n/7s June 2004

National Test Results

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