



Library Policy

The library at Glenmere Langmoor Academy Trust are located off the Hall /corridor leading from KS1. The library is supported by the PSA / PTA with support from parental volunteers. The school uses an electronic system called 'Junior Librarian', which was introduced in 2011.

Aims:

- To foster a positive attitude towards books and literature.
- To ensure children become library members in and out of school.
- To present books and reading material in an attractive way.
- To provide a stimulating resource for pupils and staff.

Objectives:

- To support, enhance and encourage both specific and cross-curricular work in line with NC and school policies.
- To provide an inviting, well ordered range of up-to-date books in suitable number and condition.

Skills:

- Knowledge and understanding of the Dewey system.
- Research skills and retrieving information.
- Developing appropriate behaviour for a library situation.

Organisation:

- The Library will be timetabled so that each class/year group has an allocated time that can be used to support core and foundation subjects.
- Children will be accompanied by a Teaching Assistant if going to the library during lesson time (Reception to Year 3).
- Clear labelling and resource organisation ensures that children, staff and visitors know how to use the library.
- Year 5 children will be trained in the organisation of the returned books and be able to put them back into the correct places on the shelves.

Monitoring and Evaluation:

This is to be done in consultation between:

Librarian

Literacy Subject Leader

Efforts will be made to get other members of the school community involved in the use of the library and the monitoring and evaluation process.

Questions that will be considered in the M&E of the Library:

1. How is the library used by pupils and staff?
2. How can resources be up-dated and re-stocked?
3. What books and reading materials do children want our library to stock and provide?
4. How can the library improve its environment for its users?
5. How can the library better support the pupils and staff at Glenmere Langmoor Academy Trust?
6. How can or does the library contribute to the raising of Literacy standards across the school?
7. Are library books used effectively in all classrooms to support units of work?
8. How is the library supported through the school improvement plan?

Recording Progress:

- There is no expectation that teachers are required to keep records of the progress being made.
- The emphasis of the policy is for teachers to provide children with entitlement and teach the necessary library skills and use them.

The school uses commission funding from book fairs to update and add to library stock.

Programme of Study for the use of the Library

Glenmere Langmoor Academy Trust

The programme of study aims to direct each year group to specific work and activities involving the use of the Library.

Teachers need to consider these questions:

- How far does the library affect the children's attainment as well as teaching and learning?
- Do the books in our library support the curriculum?
- Are the books suitable for the age range of our pupils and their competence as readers?
- Does the library support and compliment the reading scheme?

The following suggested outlines for a programme of study should develop the necessary skills to access information from the library, both for enjoyment and research purposes. The library (alongside the ICT suite) should be viewed as an extension of the classroom. You will notice that some elements have a similar theme/strand to the Literacy strategy and this is intended.

PROGRAMME OF STUDY:

FOUNDATION STAGE

Children should be introduced to the library. They should know that books are kept on shelves in a neat order. They should realise that the library provides people with all sorts of books to enjoy and learn things from.

There are 3 main targets for Foundation Stage children to achieve:

1. To be able to look after and care for books.
2. To have visited the library regularly to listen to books being read out aloud.
3. To have looked at book covers and decided what the contents may be about.

YEAR 1

Children in Year 1 should be allowed to choose books with an adult and to talk about the book that they look at. They should have regular access to the library and be taught the difference between a story book and a picture

book. They should be able to pick up a book and examine the cover and be able to answer simple questions about it.

There are 5 main targets for Year 1 children to achieve:

1. To be able to find the right page number in a book.
2. To be able to find a story book.
3. To be able to find a picture book.
4. To be able to find an information book.
5. To be able to answer simple questions about the cover of a book.

YEAR 2

Year 2 children should be allowed to select their choice of book from the library and then give simple reasons for that choice. Children should have weekly access to the library. They should be taught how to share information from the cover of a book (including – the author, title, illustrator etc.). They should know the alphabet and know generally whereabouts the letters in the alphabet are.

There are 5 main targets for Year 2 children to achieve:

1. To know that the person who writes a book is called an author.
2. To know that the person who draws the pictures for the book is called an illustrator.
3. To know that the title of the book is printed on the front cover and on the spine of larger/thicker books.
4. To be able to retell a story.
5. To know all the letters of the alphabet.

YEAR 3

Year 3 children should show confidence in using and moving around the library. They should visit the library at least once a week (maybe during a whole group session) and get used to changing and selecting books for themselves. They should be aware that the library is split into fiction and non-fiction. Children should know that FICTION is sorted alphabetically and that NON-FICTION is arranged according to subject under the Dewey System. Year 3 children should possess a good knowledge and understanding of alphabetical order.

There are 6 main targets for Year 3 children to achieve:

1. To be able to pick up a dictionary and be able to sensibly guess where a particular letter may be situated.

2. To be able to select a favourite author and to be able to give preferences for their choice.
3. To be able to select 2 or 3 books about an area of study (from a foundation subject: i.e. The Vikings).
4. To be able to order fictional authors in alphabetical order.
5. To find non-fiction texts according to their Dewey system number.

YEAR 4

The children in Year 4 should be taught how to use the library resources to develop their own work and study. They should be shown how to find books that are of particular interest to them. Children in Year 4 should display ease with alphabetical order and with the Dewey system. All children should be taught (preferably through Literacy and Literacy across the Curriculum) how to use a contents page, Index and Glossary to access the information they require.

There are 7 main targets for Year 4 children to achieve:

1. To be able to put a list of any words into alphabetical order.
2. To be able to use a dictionary and thesaurus effectively to find the meaning of a word.
3. To be able to assimilate a list of numbers and put them in ascending and descending order.
4. To be able to use and locate the contents page.
5. To be able to use the index to locate information.
6. To refer to a glossary to find detailed information about the meaning of particular topic key words.
7. To be able to find any group of books using the Dewey system

YEAR 5

Children in Year 5 should be given opportunities to plan simple topics on curriculum associated subjects or on areas of interest they may have as homework based project. They should easily use the Dewey system. Children in Year 5 should be introduced to encyclopaedias.

There are 4 main targets for Year 5 children to achieve:

1. To know that the Dewey system represents the subject of that book.
2. To be able to use the library subject index to find out the Dewey system number for a book.

3. To be able to use the index in an encyclopaedia.
4. To be able to plan topics for themselves from given titles related to work undertaken in class.

YEAR 4/5 More Able, Gifted & Talented Pupils

The more able, gifted and talented children build upon all the previous skills developed throughout our school. They should develop skills associated with the accessing of information from non-fiction sources. Children should be confident in the use of content and index pages. They should be able to demonstrate a clear awareness of the difference between fact and opinion. Children in Year 4/5 should practice the art of skimming and scanning for information.

These are the main targets for MAG&T children to achieve:

1. To be able to select the text most suitable for the information they wish to access.
2. To differentiate between fact and opinion.
3. To include a contents and index page in project work they do.
4. To be able to skim and scan a text for relevant information.
5. To keep a personal record of the time spent in and the books borrowed from the library.
6. To be able to review a text and give reasons for their opinions of it.