



Libraries Curriculum Summary

AIMS

The two libraries at St. John's College School serve the needs of children aged 4 to 13, and support the school's aims to foster the aptitudes and nurture the growth of each child. The libraries provide a welcoming and inclusive learning environment where pupils have access to diverse and engaging resources that support their academic, intellectual, and personal growth. Through collaboration with the school community, we aim to foster a love of reading, promote information literacy skills, and inspire lifelong learning among our pupils. The libraries will provide an inclusive, balanced and targeted collection of high-quality materials that support the school's curriculum, and which reflect varied experiences, perspectives, cultures and identities.

St. John's College School intends that the library will be a daily part of school life and that pupils will choose to read for pleasure. The library will make high-quality, diverse texts readily available; remove barriers such as cost and limited home access; and offer expert guidance to match pupils to books that stretch and engage them. The library will contribute to equitable outcomes by prioritising access and support for pupils who are disadvantaged or at risk of reading disengagement. It will provide a calm, safe study space that promotes respectful behaviour and concentration, while also hosting lively events that broaden horizons.

ACCESS

The SH library will be open daily before school, throughout break and lunch times and after school for Boarders. The BH library is open at timetabled break and lunchtimes. A member of staff will supervise whenever the library is open to pupils. During lessons, teachers may book the space for whole classes or small groups. Pupils sent for independent study must have permission and a clear task from a teacher. The room layout, signage and seating will support quiet study, browsing and small-group work, with visibility for staff supervision.

CURRICULUM

EYFS and KS1 (Kindergarten and T1/T2)

In the Pre-Prep phase, library lessons are delivered by the class teacher and are structured around two core elements: shared reading and independent book selection. Children are regularly read to from a range of high-quality texts, while also being given opportunities to explore the library environment and choose books independently. Independent choice is a key component of early reading development. It supports children in developing a sense of

identity as readers and fosters autonomy and ownership over their reading experiences. This, in turn, contributes to the development of reading for pleasure, which is recognised as distinct from, but complementary to, the acquisition of decoding skills. Cultivating positive attitudes towards reading at this stage is essential in establishing long-term engagement with books.

KS2 (Form 1 - Form 4)

In KS2, pupils take part in weekly library lessons led by the school librarian and the library assistant. These sessions continue to promote reading for pleasure while helping children develop their reading identities. Pupils also learn how the library is organised and how to use it to support their interests and school learning, including basic research skills. They are encouraged to browse books independently, explore a range of fiction and non-fiction, and engage with book awards and reading activities. As they progress, children gain confidence in using the library more independently and may take on responsibilities such as supporting library organisation or becoming pupil librarians. In Form 3, children move up to the Senior School site and therefore, spend time getting to know the new library.

KS3 (Form 5 and 6)

Although Key Stage 3 pupils no longer have timetabled weekly library lessons, they have a weekly EMA (Early Morning Activity) slot which is based in the Library. They are actively encouraged to make use of the library during break and lunchtime for independent study, research, and reading for pleasure. The library remains an integral part of the wider curriculum, with subject specialists able to book the space to support research-based learning. English teachers regularly bring pupils to the library to explore and select from the available fiction collection. A designated *Senior Fiction* section is accessible to KS3 pupils, enabling them to engage with a broader and more challenging range of texts. The librarian maintains ongoing engagement with KS3 pupils through regular interaction, offering guidance and recommendations to both students and staff regarding suitable reading materials.

The promotion of reading is further supported through both physical and digital displays, which highlight new and noteworthy titles. Pupils are encouraged to participate in library initiatives such as book clubs, national and regional book awards, and to contribute recommendations for future stock development, fostering a sense of ownership and enthusiasm for reading within the school community.

Whole-School Enrichment

The Library provides a vibrant programme of reading and literary enrichment, fostering a lifelong love of reading through Book Week, National Poetry Day, author, poet and illustrator visits, book fairs, recognised book awards, reading challenges, book clubs and peer-led initiatives such as buddy reading and book swaps. Pupils are encouraged to develop their own reading identities through book choice, book talk, recommendations and contributions to displays and the collection, while themed events and curriculum-linked displays introduce pupils to a diverse range of literature and wider topics. Opportunities such as pupil

librarianship further develop independence, teamwork and a sense of ownership, ensuring that the Library is a welcoming, inclusive and active part of school life.