

The notes below provide four steps that will help you to set up your self-managed reading groups. You may need to modify these steps depending on the size of your school and the resources available to you.

The tables are provided as examples to demonstrate how you might plan, organise and communicate your ideas. You can print, copy or adapt the blank tables as needed.



### Step 1: Secure permission

Begin by discussing and agreeing all the considerations below with the school management team and staff.

1. How many students will included overall?
  - It may be a good idea to start with a small number of groups initially. You could try one school level at a time and then expand.
2. How much time is going to be available?
  - Most schools find that having each group meet once every two weeks is both practical and effective. Sessions should be about 30 minutes each.
3. Where will sessions take place?
  - Students will need access to books to complete the activities. Will they meet in the library or resource centre, or in a classroom?
4. When will the sessions take place?
  - Will students meet during lesson time or in their own time?
5. How many students will be in each group?
  - Between five and eight students per group is a good number.

### Step 2: Create the groups

Allocate students to groups then choose a Reading Champion for each group.

The Reading Champion will be the group leader. Ideally, this should be a student who shows good leadership skills and is enthusiastic about reading. See the Unit 1 presentation for further guidance on choosing a Reading Champion.

Think carefully about who you allocate to each group.

Consider:

- ability
- age
- maturity
- personality
- shared interests.



You can now print or copy out **Table 1** and fill it in.

It is a good idea to pin this up where all pupils can see it, for example outside the library, so that students don't forget who is in their group.

Alternatively, copy out the details on to a white board or a chalk board.

Table 1 is a suggestion and can be changed to suit your needs if you have a larger number of students.

After a few weeks, groups that are made up of students of similar age and ability might benefit from alternating the role of Reading Champion. Younger students, however, would benefit from having an established older student to lead each session.



### Step 3: Allocate time slots

Allocate each group a **day** and **time** to meet. How frequently and for how long the groups meet depends on the decisions that you made in Step 1.

**Table 2** is a planning tool. It provides enough space to plan out four weeks' worth of sessions. It is flexible so that you can include as much or as little information as you need. Printing or drawing it out larger will enable you to include more information if necessary. Alternatively, you could use a teacher planner or school calendar.

You may wish to allocate a staff member or other adult to each session if you do not want your students to be alone in the library. The staff member does not need to run the session, but could ensure that students behave appropriately.



### Step 4: Share your plan

It is important that everyone knows where they are supposed to be and when. **Table 3** provides a suggested framework for doing this. It is, however, only a suggestion and can be copied out or changed to suit your needs.

If you have a large number of reading groups you will need to print out more than one copy.

Pin **Table 3** up where all pupils and staff can see it. Alternatively, copy out the details on to a white board or a chalk board.

We wish you every success with setting up your school reading programme.

All of our worksheets and presentations are available for download at:  
[www.library-nepal.com](http://www.library-nepal.com).

If you have any questions or ideas that you would like to share with us please feel free to contact us on: [info@library-nepal.com](mailto:info@library-nepal.com)



# Table 2: Planning tool

Unit 1 Introduction



Write the letter or name of each group and the designated time slot, on the correct day of the week.



Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Group A: 9 – 9.30am Group B: 11.30 – 12pm				
2					
3					
4					

This table allows you to plan for sessions as many as four weeks apart. However, meeting every week, or fortnight, is suggested.



This table is flexible so that you can include as much or as little information as you need. Printing or drawing it out larger will enable you to include even more information if necessary.





# Table 1: Reading groups

Unit 1 Introduction



Group	Reading Champion	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8

# Table 2: Planning tool

Unit 1 Introduction



Week	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					

