



Description of Reading Promotion Activity/ Action <u>CAPER-Children and Parents Enjoying Reading</u>	
Reaches disadvantaged pupils / families	<input type="checkbox"/> yes <input type="checkbox"/> no <input checked="" type="checkbox"/> yes but not only
Multilingual activity	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Action especially for	<input type="checkbox"/> girls <input type="checkbox"/> boys <input checked="" type="checkbox"/> both
Involves parents	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
Utilizes ICT	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Objective (s)	<ul style="list-style-type: none"> • To increase awareness of the essential parental contribution to children’s early reading development. • To develop positive parental attitudes towards school and to strengthen links between home and school. • To extend parents’ and teachers’ knowledge of good children’s literature. • To engage children in reading for pleasure and enhance their reading habits.
Age level (s)	6 - 10
Preferable number of participants	As many children and families possible
Duration	4 times a week (Monday-Thursday) for 10’ - 15’. (each child is listened to reading at least once in the week)
Setting, materials, and preparation	<p>Materials: Graded readers and bookmarks; a folder for each child to include the child’s book, reading log and prompt/tips for parents; a C.A.P.E.R. diary in each child’s folder</p> <p>Setting: classrooms and home</p>
Step -by-step description	<ol style="list-style-type: none"> 1. The activity takes place during a designated time each day, so that it becomes an automatic part of the daily routine. 2. Three baskets of books are prepared per class, based on 3 different reading levels. 3. Each child lines up at his/her basket and changes his/her book every day. This book is put into the



	<p>child's folder along with the CAPER diary.</p> <ol style="list-style-type: none"> 4. The system operates Monday to Thursday. No books are given to the children on Friday. 5. Each child reads the book for an adult in the classroom from Tuesday to Friday. To facilitate this, the class teacher is helped by other members of the school staff and adult volunteers. 6. At home, the parent chooses a suitable time and listens to, reads or shares this book with the child for ten to fifteen minutes and then signs the record sheet or the C.A.P.E.R. Diary. 7. One side of the diary records the name of the book, the day and date received and has a space for the parents to write a comment on that night's C.A.P.E.R. experience, along with a space for the teacher to sign to indicate that he/she has read the comment. The other side of the diary lists some prompts and tips for parents to aid the process. The diary is changed every six weeks. 8. Next morning, the teacher listens to the child reading the book, signs the record sheet, and provides encouragement and praise for the pupil, thus completing the three-way partnership. 9. During the course of a week each child may be heard reading by the teacher on at least one occasion.
<p>Notes to reading promotion facilitator</p>	<ul style="list-style-type: none"> • The school can apply to various bodies for funding. • The programme could start with first-graders. A gradual approach ensures a solid structured reading programme. • Have three baskets of books in each class and every basket should correspond to a different level. Start with caption books, proceed to repetitive language patterns, then more complex language patterns, more detailed stories etc. Make sure to include fact books, poetry books, plays etc. Avoid fact books in the first term for the weak reader. Use the knowledge of teachers to choose suitable reading material. Be aware of print size, illustrations, and repetition of words and phrases. • Sometimes the books can be quite long. Allow children a second night to complete these books and send home a note to that effect to avoid undue stress! • Meet the new parents at the beginning of each year



	<p>to explain how to engage in C.A.P.E.R. with their children. Stress the principle of enjoyment. Encourage parents to complete the daily comment.</p> <ul style="list-style-type: none">• Modify your choice of books or choice of groups based on observations of all the adults involved.• Finish C.A.P.E.R. at the end of May as June is a difficult month to sustain a structured time for C.A.P.E.R.	
Suggested follow-up actions/ activities	<ul style="list-style-type: none">• Focus groups with parents to discuss the successes of the programme.• Reading assessment at the end of the year to show progress.	
Acknowledgements	Adapted from an activity developed by staff and pupils of Crecora N.S., Crecora, Co. Limerick.	
Sources	Crecora N.S., Crecora, Co. Limerick	