

Description of Reading Promotion Activity/ Action <u>FREE VOLUNTARY READING (FVR)</u>	
Reaches disadvantaged pupils / families	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no <input checked="" type="checkbox"/> yes but not only
Multilingual activity	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
Action especially for	<input type="checkbox"/> girls <input type="checkbox"/> boys <input checked="" type="checkbox"/> both
Involves parents	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Utilizes ICT	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Objective (s)	<ul style="list-style-type: none"> • To develop reading communities and enhance the school's reading culture. • Children to interact within reading communities, discussing book- and reading-related issues. • To engage children in reading for pleasure and enhance their reading habits.
Age level (s)	6-12
Preferable number of participants	4 - 30
Duration	5 - 15 minutes per day
Setting, materials, and preparation	<ol style="list-style-type: none"> 1. Setting: School library, classroom 2. Materials: A wide selection of reading materials
Step -by-step description	<p>Free Voluntary Reading (FVR) “means reading because you want to: no book reports, no questions at the end of the chapter. In FVR, you don’t have to finish the book if you don’t like it. FVR is the kind of reading most of us do obsessively all the time. FVR is one of the most powerful tools we have in language education” (Krashen, 2004: 1).</p> <p>In-School Free Reading Programs are programs in which part of the school day is devoted to unrestricted FVR. Atwell describes such a program: “The K-6 teachers and I make time every day for our students to curl up with good books and engage in the single activity that consistently correlates with high levels of performance on standardized tests of reading ability. And that is <i>frequent</i>,</p>



	<p><i>voluminous reading</i>. A child sitting in a quiet room with a good book isn't a flashy or, more significantly, marketable teaching method. It just happens to be the only way anyone ever grew up to become a reader" (12).</p> <p>There are three types of FVR programs:</p> <p><u>SUSTAINED SILENT READING (SSR)</u>: Both teachers and students engage in free reading for short periods each day, from 5 -15 minutes. This may be implemented on a school-wide basis, meaning that at a predetermined time of the day all students and staff "Drop Everything And Read" (DEAR).</p> <p><u>SELF-SELECTED READING OR "THE READING WORKSHOP"</u>: Here, free reading makes a large part of language teaching and learning. Teachers hold frequent conferences with students to discuss what was read. Atwell describes this approach in an illustrative manner: "[R]eading workshop is not S.S.R. It's not a study hall, where we watch the clock with one eye as we Drop Everything And Read. Teachers in a reading workshop are creating readers for a lifetime. We introduce new books and old favorites, tell about authors and genres, read aloud authors and genres, and talk with kids about their reading rituals and plans. We teach the elements of fiction; how poems work; what efficient readers do—and don't do—when they come across an unfamiliar word; how punctuation gives voice to reading; when to speed up or slow down; who won this year's Newberry Award; how to keep useful reading records; what a sequel is; [...] that there are different purposes for reading that affect a reader's style and pace; how to identify a beach book or page-turner; how to tell if a book is too hard, too easy, or just right; and why the only way to become a strong, fluent reader is to read often and a lot" (18).</p> <p><u>EXTENSIVE READING</u>: Children are encouraged to do a lot of free reading, with a minimum amount of accountability (e.g. a short summary of what has been read).</p>
Notes to reading promotion facilitator	<ul style="list-style-type: none"> FVR should be the basis of every reading promotion program. Too often reading programs focus on all kinds of flashy activities, allowing for no in-school time for free reading and authentic reflection about



	<p>reading.</p> <ul style="list-style-type: none">• Research has shown that when educators and librarians also engage in free reading and function as role models, FVR programs are more effective.• FVR programs are also more effective when they are combined with meaningful interactions among readers (between students and between students and staff).• FVR programmes reach disadvantaged students who may not engage in frequent and sustained personal reading at home.
Suggested follow-up actions/ activities	<ul style="list-style-type: none">• “Book Talks” and peer-to-peer recommendations are easily and effectively combined with FVR programs.
Acknowledgements	Ideas adapted from Atwell (2007) and Krashen (2004).
Sources	<p>Atwell, N. (2007). <i>The Reading Zone: How to help kids become skilled, passionate, habitual, critical readers.</i> New York: Scholastic.</p> <p>Krashen, S.D. (2004). <i>The Power of Reading: Insights from the Research.</i> 2nd ed. Portsmouth, NH: Heinemann/ Libraries Unlimited.</p>