



Description of Reading Promotion Activity/ Action <u>MULTILINGUAL MONTH/ WEEK</u>	
Reaches disadvantaged pupils / families	<input 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 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 demonstrate the value of reading materials in other languages. • To motivate and engage multilingual families in reading. • To enhance the school's reading culture and develop reading communities.
Age level (s)	6-12
Preferable number of participants	All students and families
Duration	1-4 weeks
Setting, materials, and preparation	<ul style="list-style-type: none"> • Setting: All school premises
Step -by-step description	<ol style="list-style-type: none"> 1. Every week/ day of the "Multilingual Month/ Week," a different language that is relevant to the school is highlighted and celebrated through reading in this language. 2. The school encourages families to help run the events and sends a programme home to raise cultural awareness among all families. 3. Extracts of popular books, posters, newspapers and magazines in diverse languages are displayed in the reception area, in classrooms, the school library and elsewhere in school. 4. The school library creates special reading corners with multilingual materials and organizes relevant activities. 5. Families help translate reading-promotion slogans



	<p>into as many languages as are spoken at the school; these are displayed prominently.</p> <ol style="list-style-type: none">6. Bilingual speakers in school set up a reading club using books in other languages.7. Authors, storytellers and members of the community from ethnic minorities narrate stories and talk to families about the importance of reading in the home.
Notes to reading promotion facilitator	<ul style="list-style-type: none">• Many of the activities described above could take place throughout the year; not just for the purposes of the “Multilingual Week/ Month.”
Suggested follow-up actions/ activities	<ul style="list-style-type: none">• Additionally, multilingual children who enjoy reading may be encouraged to become “Reading Ambassadors,” assuming the responsibility to encourage other children who speak the same languages as them to read.• Multilingual students and their families can also create Top Reading lists, which provide reading suggestions in their languages.
Acknowledgements	<ul style="list-style-type: none">• Ideas adapted from Osborne et al (2008).
Sources	Osborne, S., Strong, J. & Torsi, S. (2008). <i>Reading Connects Family Involvement Toolkit</i> . London: National Literacy Trust.