

Description of Reading Promotion Activity/ Action <u>PEER-TO-PEER RECOMMENDATIONS</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 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 involve children in the choosing and recommending of books. • To motivate students to read books recommended by their peers. • To contribute to the development of a reading culture and the formation of a reading community.
Age level (s)	6-12
Preferable number of participants	The entire school population
Duration	Throughout the year
Setting, materials, and preparation	<ul style="list-style-type: none"> • Materials: PCs, printers, cardboard and paper in multiple colours and sizes, scissors, glue, colouring materials, markers, etc. • Setting: classroom, library or other school area
Step -by-step description	<p>The following ideas help create reading cultures and communities, through clever ways of displaying peer reader advice and recommendations; they are developed in the model of reading suggestions provided through on- and off-line bookstores and publishers.</p> <p><u>POSTERS AND CARDS:</u> Children produce reader advice and recommendations for their peers on posters and cards.</p> <p><u>LIST-MANIA:</u> Children compile suggested reading lists for their peers. Some examples provided by Lockwood (2008)</p>



	<p>are: “12 books to read before you are 12”; “top ten heroes”; “top five baddies”; and “reading top twenty.” Other lists could focus on specific genres or authors (e.g. “Top ten sci-fi stories” or “The best of Anthony Browne”). These lists could be turned into posters, bookmarks, or info pasted on library shelves; they might also be published in newsletters, brochures or on the school website.</p> <p><u>CHILDREN SUGGEST OR LEND BOOKS TO THE LIBRARY:</u> Students are asked to suggest new acquisitions or lend/donate new books to the classroom or school library. They share their suggestions/donations with their peers.</p> <p><u>“CONSUMER INFO” FOR BOOKS:</u> Students author “consumer info” about a book they have read. The info could include: genre the book belongs to; who might enjoy it; how, when, and where to best enjoy it; etc. This could be written on a label to stick on the back cover of the book, a bookmark, or an information card.</p> <p><u>“IF YOU LIKED THIS, TRY THIS” BOOKMARKS:</u> Children read a book and then produce a fancy bookmark to go with it. On the bookmark they also write suggestions about other similar books the reader might enjoy (e.g. “If you liked this book, then you might also enjoy its sequel: ...”).</p> <p><u>BELLY BANDS:</u> Children write short movie-review style comments about their recommended books. These are printed on belly bands (strips of paper), which are then wrapped around the books for a visual way to promote recommended reads.</p>
Notes to reading promotion facilitator	<ul style="list-style-type: none"> • Before guiding children through the above-mentioned activities, it would be useful to browse with them similar materials provided by publishers and bookstores both off- and on-line.
Suggested follow-up actions/ activities	<ul style="list-style-type: none"> • Having a real audience for the reviews they produce can be quite motivating for children. • To increase interest, different classes or schools could exchange books and reading recommendations; viewing other children’s reading preferences can prove quite inspiring.



	<ul style="list-style-type: none">• It is important to use other readers' reviews as a means to stimulate discussions about specific stories, genres, and authors, and help children discover themselves as readers with particular interests, sensibilities, and preferences.
Acknowledgements	Most ideas are adapted from Lockwood (2008) and Osborne (2008).
Sources	Lockwood, M. (2008). <i>Promoting Reading for Pleasure in the Primary School</i> . London: Sage Publications. Osborne, S. (2008). <i>Reading Connects Handbook</i> . London: National Literacy Trust.