

Description of Reading Promotion Activity/ Action <b><u>READING ALOUD TO CHILDREN</u></b>	
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"> <li>• To engage boys and girls (especially reluctant readers) in reading.</li> <li>• To develop a reading culture, both on a personal and communal level.</li> </ul>
Age level (s)	6 – 12
Preferable number of participants	4 - 30
Duration	15' - 20'
Setting, materials, and preparation	Place: Classroom, library or elsewhere
Step -by-step description	<p>“What could be more pleasurable than a great book read aloud by a passionate reader? Add to that a terrific environment [...] and the lack of an assignment connected to the read-aloud experience [...] and you have fired up a plan for engaging your once-disinterested readers” (Layne, 2009: 53).</p> <ul style="list-style-type: none"> <li>• Early in the day, a 15-20-minute story time follows immediately form independent reading.</li> <li>• Teachers could collaborate, exchanging great ideas for reading aloud and dedicating a slot to “story-time” daily.</li> <li>• Reading aloud focuses on enjoyment and “letting the power of the story or other text come through to the children without interruption” (Lockwood, 2008: 25).</li> </ul>



Notes to reading promotion facilitator	<ul style="list-style-type: none"><li>• Lockwood (2008) stresses that reading aloud taking place in all classrooms and for all ages should be a vital part of any whole-school reading promotion approach.</li><li>• Teachers may also use read-alouds to introduce children to genres they are not aware of. Doing this in a powerful and exciting way, can nurture a desire in children to ask where they can find books similar to the one they just listened to.</li></ul>
Suggested follow-up actions/ activities	<ul style="list-style-type: none"><li>• Older students, famous visitors or parent-volunteers reading aloud to younger students is another useful activity.</li></ul>
Acknowledgements	Idea adapted from Lockwood (2008) and Layne (2009).
Sources	Layne, S. L. (2009). <i>Igniting a Passion for Reading: Successful Strategies for Building Lifetime Readers</i> . Portland, Maine: Stenhouse Publishers. Lockwood, M. (2008). <i>Promoting Reading for Pleasure in the Primary School</i> . London: Sage.