

Description of Reading Promotion Activity/ Action	
<u>READING PARTNERS</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 engage children in reading through open and authentic activities. • Children to develop a reading culture and form reading communities. • Children to view themselves as readers.
Age level (s)	7 - 12
Preferable number of participants	10 - 20 children
Duration	Programme runs for between 6-8 weeks. Three 40' sessions a week
Setting, materials, and preparation	<p>Setting: classroom/ library</p> <p>Materials: Good quality books, learning Logs (to be completed after each session), results of reading assessment, Reading Room/Area.</p> <p>Preparation: Children are grouped based on reading assessment scores. Children-tutors (high reading skills) are paired with children-partners (low reading skills); the tutors will assist partners during reading.</p>
Step -by-step description	<ul style="list-style-type: none"> • A room (classroom or library) is prepared by the initiative co-ordinator with eight tables and two chairs at each table. • Tables should be kept a good distance apart. Books



	<p>are displayed on worktops in room. Guidelines are displayed in a prominent place on the wall.</p> <ul style="list-style-type: none">• Collect children and escort to reading room. All other children remain with their class teacher. This is very valuable time as the class teacher can move on with reading activities tailored to suit the remaining pupils.• Children-partners choose books. They very quickly find their comfort zone/ level. If the child-partner is very hesitant or the book-content is obviously too difficult, the child-tutor encourages her/his partner to choose from a lower reading skills box. Fluency and accuracy are the key indicators. Equally, if the book is too easy, the tutor encourages her/his partner to aim higher. Pupils find their level very quickly after the first session.• Reading begins. Throughout the session, the child-tutor may Pause, Prompt and Praise (the three P's) as required.• Each pair of students keeps a simple reading log.
Notes to reading promotion facilitator	<ul style="list-style-type: none">• Having high quality, suitable reading material is essential. There must be a decent quantity of books available also.
Acknowledgements	Adapted from an activity developed by staff and pupils of Our Lady of Mercy S.N.S., Military Rd., Waterford (Ireland).
Sources	PDST. (2011). "Our Story." Waterford.