



FACULTAD DE EDUCACIÓN DE PALENCIA  
UNIVERSIDAD DE VALLADOLID

# READING PLAN PROPOSAL FOR A STARTING CLIC SCHOOL

TRABAJO FIN DE GRADO  
MAESTRA EN EDUCACIÓN PRIMARIA  
MENCIÓN LENGUA EXTRANJERA INGLÉS

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*“Los libros me enseñaron a pensar, y el pensamiento me hizo libre”* Ricardo León

*“The greatest gift is a passion for reading”* Elizabeth Hardwick

## ABSTRACT

Reading is an essential tool in every learning process, academic as much as cultural and social. So, some of the main goals in the Primary Education must be awakening the reading interest, creating a reading habit and achieving competent readers.

With this project, it is expected that children discover the pleasure of reading by means of drawing closer to reading in a voluntary way. In this sense, activities proposed in this Reading Plan will be bent on promoting the reading and the pleasure for reading.

In CLIC Schools, this competence must be developed in Spanish and English. This proposal has been carried out attending to this bilingual reality and to every factors of the Educative Community: school, families and environment.

**Key words:** CLIC School, Reading Plan, reading skill, reading promotion, reading habit, reading for pleasure.

## RESUMEN

La lectura es una herramienta fundamental para cualquier proceso de aprendizaje, tanto académico como cultural y social. Por lo que entre los objetivos fundamentales de la Educación Primaria debe estar despertar el interés por la lectura, crear en los niños un hábito lector y conseguir lectores competentes.

Con el presente proyecto, se pretende que los niños descubran el placer por la lectura, mediante el acercamiento voluntario a ella. En este sentido, las actividades reflejadas en la presente propuesta de Plan de Lectura irán encaminadas a fomentar la lectura y el gusto por la misma.

En el caso de las escuelas bilingües, esta competencia debe darse tanto en castellano como en inglés. Atendiendo a esta realidad bilingüe y a todos los factores de la comunidad educativa: centro, familias y entorno, se ha realizado esta propuesta de Plan Lector.

**Palabras clave:** escuela bilingüe, Plan Lector, competencia lectora, animación a la lectura, hábito lector, placer por la lectura.

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# INTRODUCTION

The act of reading is a human capacity which needs of some biologic, psychological and social processes to give a sense to writing. Then, this meaning goes to the mind, without the need of an oral process.

In a broad sense, the comprehension about what we read is an essential element in the reading act. Gray (1957. p.69) says that the good readers focus their attention on the meaning of what they read. In each pause, readers recognise a word or a group of words by their distinctive aspects. And they go along the line of text so fast as they could understand its meaning.

Reading has got a great influence in the development of the children, from an educative, social and communicative point of view.

Nowadays, in Spain, almost the whole of the population can read at least in a social way (Peroni, 2004). This is very important for the country because reading is a powerful social and cultural tool.

But at school this idea of literacy as a simple decoding is not enough, we have to get readers who are able to handle different kinds of readings according to our society. Actual readers have to manage verbal and nonverbal models, different kinds of texts and readings.

As teachers, we have to bring the books closer to the children, encourage them to read and making reading for pleasure possible. If students approach reading as an enjoyable activity, the future development of a good reading habit will be easier. Besides, in this proposal reading will be done both in English and Spanish as the school is a bilingual one; and because language learning is essential in education and the whole life in this global world.

But the brain only activates its areas of comprehension facing a significant reading, and it creates a favourable situation to anticipate the text's contents, so a significant reading encourages children through the reading.

Besides, we have to consider the importance of the whole school community in this proposal. Teachers, families and the environment are important to achieve the best development of reading skills in the students, so they must be involved in the project and cooperate.

# OBJECTIVES

First, we have to consider the importance of the Reading Plan in the school and its consequences for the students, and the need of implementing it because of a new reality, bilingualism and the need to adapt the Reading Plan to the objectives of bilingual schools.

The objectives of this proposal are:

- Analyse the importance of reading for personal, social and cultural development.
- Recognize the adaptation of the Reading Plan to the bilingual school as necessary.
- Consider reading an essential skill in the acquisition of culture, knowledge and a second language.

On the other hand, we have to bear in mind the Sagrado Corazón School, its context and school policy; this project will suggest the guidelines to achieve these objectives. It has to include proposals to get an effective reading practice and to encourage children to become efficient readers. The objectives are:

- Develop a Reading Plan proposal to improve reading skills like a bilingual school.
- Integrate the reading in all the areas of the curriculum, as an important part of the learning process.
- Promote the involvement of the families and the whole school community in the Reading Plan development.
- Make the most of the amount of cultural possibilities that the environment offers.

# JUSTIFICATION

Fluency in reading is one of the main competences for the Europe Council, which everybody has to achieve at the end of the Compulsory Education.

Reading is a basic tool in the learning process. A person who has achieved the reading habit will be able to learn his/herself during the whole life. In the same way, reading is considered an essential tool to strengthen the democracy and the freedom, but as a source of pleasure, too.

For all of that, any educative system has to supply with this basic tool to the students and the Spanish one is not an exception.

The Organic Law of Education 2/2006, of 3<sup>rd</sup> May, mentions these aspects in different points:

- “e) Conocer y utilizar de manera apropiada la lengua castellana y, [...] desarrollar hábitos de lectura” y “f) Adquirir en, al menos, una lengua extranjera la competencia comunicativa básica[...].” (Title I, Chapter II, Article 17. Objectives of Primary Education)
- “2. [...] A fin de promover el hábito de la lectura, se dedicará un tiempo a la misma en la práctica docente de todas las materias” (Title I, Chapter II, Article 26. Pedagogical Principles).

At a regional level, in the Decree 40/2007, of 3<sup>rd</sup> May, which establishes the curriculum of Primary Education in Castilla y León, we can find some references, one of them in the first paragraphs says:

“Precisamente, los retos de los cambios tecnológicos y sociales a los que habrán de enfrentarse son los que hacen más necesario, en esta etapa de Educación Primaria, disponer de anclajes sólidos sobre los que fundamentar toda actuación posterior, [...] De ahí, la trascendencia de alentar el interés por la lectura, el dominio de la escritura y, en general, de los lenguajes esenciales (lingüístico, matemático, tecnológico), incluyendo el conocimiento



de al menos una lengua extranjera, fundamental si tenemos en cuenta el contexto europeo y la comunicación universalizada del mundo en el que vivimos”.

In this paragraph there are references to the main lines to be developed in this proposal, the importance of reading in the learning process and in the training of the children as citizen of the current society. Thus, it is mentioned the need of interpreting different languages, essential at this moment as technological, for example and a foreign language, which makes reference to the bilingual situation in the school.

Following at a regional level, in the ORDER 1045/2007, of 12<sup>th</sup> June, it is said: “4. Con el fin de fomentar el hábito y el gusto por la lectura, y el desarrollo de la competencia comunicativa, se dedicará diariamente un tiempo curricular de lectura no inferior a treinta minutos en todos los cursos. Este tiempo de lectura se realizará, preferentemente, en las áreas impartidas por el maestro tutor del grupo” (Article 5). It provides our proposal the needed time to carry it out.

These are some of the references about reading habit in the official papers, although up this moment there is not a document relating reading and bilingual education. But it is reasonable think about the implementation of the Reading Plans in these schools.

### **Links with the Grade Competences.**

With the development of this Grade Final Work and its subsequent defence, I try to show the achievement of the goals of the Primary Education Degree.

The thirteen objectives of this Degree, set in the guide of Valladolid University Primary Education Degree have been analysed. And I have selected three of them like those which are more related with this work.

“1.-Conocer las áreas curriculares de la Educación Primaria, la relación interdisciplinar entre ellas, los criterios de evaluación y el cuerpo de conocimientos didácticos en torno a los procedimientos de enseñanza y aprendizaje respectivos”.

“4.-Abordar con eficacia situaciones de aprendizaje de lenguas en contextos multiculturales y plurilingües. Fomentar la lectura y el comentario crítico de textos de los diversos dominios científicos y culturales contenidos en el currículo escolar”.

“12.- Conocer y aplicar en las aulas las tecnologías de la información y de la comunicación. Discernir selectivamente la información audiovisual que contribuya a los aprendizajes, a la formación cívica y a la riqueza cultural”.

Finally, the importance of this Final Grade Work in the Primary Education Degree will conclude the theoretical and practical knowledge to practise as teacher and help students in their learning process. Although a continuous learning and implementing of the knowledge is necessary, from my point of view, all along the teacher’s life.

# THEORETICAL FOUNDATIONS

## What's reading?

We can find lots of definitions for the verb “to read”.

- The Royal Academy of the Spanish Language defines it as “1- To go through something written or printed, understanding the meaning of the characters used” and “2- To understand the meaning of any other kind of graphic representation”<sup>1</sup>
- Thus, as much Kleiman (2002) as Goodman (1995) understand reading as an interactive process among people. This interaction includes two different knowledges: the previous one, with the knowledge about linguistic and textual nature and the second one, related with our memory about situations and events traditional of our culture. This interactive process includes three components: the text, the reader and the text/reader.
- In the same direction, Serrano Peña et al. (2002) understand reading as the presence of an active reader who interacts with the text to give it a whole sense and to bring into play the previous knowledge and the language skills.
- Solé (1992. p. 21) says that “Reading is an interactive process between the reader and the text, where the reader tries to satisfy the objectives that lead their reading”<sup>2</sup>

These authors and **some others** have got a similar understanding about what reading **means**. It is no longer understood as a written code's decoding.

Regarding the purpose of the reading, Cantón (1997, p. 298-299) says that there are different kinds of reading: reading to learn, reading to enjoy, reading to read, reading to create and reading to search or exploratory reading.

On the other hand, Foucambert (1989) classifies the reading depending on the reader's attitude and the objectives that he/she pursues: silent comprehensive reading, slow reading, selective reading, informative reading and exploratory reading. So, the comprehension is the final aim of a reading.

Only with a good reading and a comprehension of the linguistic code, the reader may relate the text with his/her living experiences. From this moment, the reader would feel the pleasure of reading, because no one likes what he/she does not understand.

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<sup>1</sup> <http://www.rae.es> (Consulted on 21<sup>st</sup> May, 2014). Quote translated by the authoress of this Final Grade Work

<sup>2</sup> Quote translated by the authoress of this Final Grade Work.

It must not be forgotten this importance of reading as a source of pleasure and enjoyment, that we can observe in the Reading Plan Pisa Report (2009) and in a lot of other articles about reading. Students must learn about the importance of reading in their learning process apart from the possibilities of reading for pleasure, too.

At school, teachers try to collaborate with students to get competent readers, but what do we mean by a competent reader?

Pérez A. (2011) in his book “Learning is fun” defines a competent reader as a versatile reader, who manages to have a good command of different competences, as reading in the different modalities, every kind of texts, in several formats and so on.

Mendoza (1998) says that a competent reader is someone who is able to establish the meaning and the interpretation of the text.

Finally, the importance of reading at schools cannot be restricted to the Literacy subjects (Spanish and English languages). Reading is a very useful tool in every learning process. So, it is necessary to help students to develop reading skills in the different areas and to know about its advantages for their whole life. They must not consider reading as a compulsory activity but a very interesting and pleasant one.

### **What do we mean by reading habit?**

Awakening the pleasure of reading is one of the main pedagogic purposes of the Primary Education. This is because the reading habit is a basic tool that children will use all along their lives.

Acquiring a good reading habit is useful and very important because:

- It will improve their culture
- It will let students gain access to every kind of knowledge and information in the future.
- It will encourage the development of their creativity, imagination and so on.

## **What are the reading needs in a bilingual school?**

Training competent readers from school is very important in our society, but it is equally important to form bilingual readers, especially in the bilingual schools.

So, developing reading skills in both languages, English and Spanish, should be a must. In the Communicative approach, we find that the development of learning skills comes through involving learners in a real communication which allows students to use the language in a practical way.

The challenge of becoming bilingual competent readers is not an easy project because the learning is sometimes focused on those areas taught in English and their contents, more than other aspect of the bilingual school as the Reading Plan adaptation. One of the first steps that most of schools implement is buying some English books for the school library, which is a good action but it is not enough to carry out a real bilingual Reading Plan. Activities related with the encouragement of reading in both languages, English and Spanish have to be planned. Besides, the whole educative community must know about the possibilities that the environment provides and that can be used in the bilingual learning process of these students.

# METHODOLOGY

Regarding that reading is not only getting information from a text or a document, but a tool for the enjoyment school must provide students with the development of the reading skills, the reading habit and the pleasure of reading, too.

In order to achieve these challenges, in this work, I have used a combination of several methodologies.

- Observational methodology. It was carried out especially at the beginning of my internship in the Sagrado Corazón School but also all through the time in the school. According to Sarriá Sánchez and Brioso Díez (2001), there is not an intervention of the researcher; the objective is to study the generated behaviour.
- Meaningful learning. Following the words of Ausubel (2000), this method refers to a learning process where the new knowledge acquisition is related with the previous knowledge. In this new knowledge, language is used as a tool of communication and of social mediation to achieve the aims.
- The Ludic Methodology, because playing is a natural activity for children but it can be used as an educative resource with a lot of advantages in its development.
- Collaborative learning. It tries the students to become the centre of his/her learning process. The collaborative learning tries to strengthen the relationships among all the components of the group as the empathy, the solidarity... It is said that the biggest amount of learning is that one which is carried out between equals.
- Social learning. According to Bandura (1977) most of the behaviours that we learn along the life are acquired through the observation of the environment and because we are a part of a society. So, in this project, we have tries to involve all the social factors, students, teachers, parents, families and the whole environment in the activities. Then, the reading pleasure and the reading habit are promoted by all the whole educational community.

To achieve an active reader, tasks proposed must be motivating for the children and close to their interests.

Thus, some activities of this project are planned, other activities are not planned but all the teacher staff and families have to take advantage of the different daily situations that can be used in the learning process of reading.

# PROJECT DESIGN: READING PLAN PROPOSAL FOR A NEW BILINGUAL SCHOOL

## INTRODUCTION

This Reading Plan proposal has been created to implement the currently Reading Plan in the School CEIP Sagrado Corazón, that is in the process of becoming a bilingual school. It tries to adapt the Plan to the new situation because the only reference to English is the last general objective of the Plan: “*Introduce English reading*”.

This project is based on the reality I found in the school during my internship period and it has been developed bearing in mind what I observed there. Up to this moment, only the first cycle of Primary Education belongs to the bilingual section and there is an English teacher in charge of the English learning for the rest of classes. But it is a temporary situation, so I am going to develop the Reading Plan proposal for a whole bilingual school in order for it to be used in the future.

Becoming a bilingual school implies quite a few changes and adaptation they are going through at the moment, plus the new changes in the Law. The reading Plan has not been modified yet so no special actions are suggested up to now.

In the current Reading Plan, the school situation is analyzed and it is said that the students need to develop a reading habit and the pleasure for reading because it is related with the academic progress but they have detected that children lose the reading pleasure when they grow and that they used most of time watching TV and with the PC, playing computer games, chatting...

One of the Plan’s objectives is related with new technologies and it is said that “computer and audiovisual equipment will be used like support, improvement and search for the reading in all the areas of the curriculum”, so in my proposal, I am trying to take the most of the new technologies in order to read and learn, too.



Reading Plan is based on some questions, and they are mainly related with creating reading pleasure in the students or programming and developing actions to encourage the comprehension and motivation. In this way, we are implementing the actions, along the same lines.

It is also mentioned the lack of familiar, social or personal incitements and the need of introducing some values through the reading. Thus, I will keep in mind all these questions to develop my proposal.

## **PROJECT CONTEXT**

I have analyzed the context in the school from three points of view that the Reading Plan's development is considered important: the school, families and the environment. It is important to know about the context in which the education is taking place because it influences a lot in the habits, values and the possibilities for a suitable bilingual learning.

### **School**

Sagrado Corazón School is a small religious school in a rural area between Palencia and Valladolid. It has been in the town for more than forty years, as a private school some years ago and as a settled school at this moment.

The school is dedicated to Infant (0-6) and Primary Education, with one only line and about 20 pupils per class. It is a recently CLIC school, the project was set only two years ago, so the bilingual education is only introduced in the First Cycle.

Specific actions in the school to develop reading skills and reading for pleasure:

- In the classroom, they play games and do activities in which reading or working with letters or words is necessary. For example, crosswords, hieroglyphs...
- Reading interesting news in the newspaper and talk about it.
- Participating in cinema and theatre's campaigns in coordination with public and private organizations.
- Decoration and setting of the class and the corridors with displays that encourage reading.
- Development of the cultural week with activities around the books and a special theme; for example this year the story was "Beast and Beauty".
- Jumble sale of used books on 23<sup>th</sup> April, to celebrate the Book's Day.

### Specific actions for the Third Cycle of Primary Education<sup>3</sup>.

- Do summaries of written texts.
- Underline the main ideas in a text.
- Make schemas of the unit or a text done.
- Do exercises to increase the visual field, reduce fixations, increase the vocabulary and improve the memory.
- Communicative activities, reading texts written by the partners and write messages.
- Reading out loud and silently.
- Comprehensive reading aimed at mathematical problems, reading followed by a questionnaire, doing summaries, changing the end of a story...
- Reading and commentary of different literary texts, adapted to their level.
- Enquiry several written sources to produce monographic works.
- Reading the press and distinguish among the different kind of texts.

The main slogan in the school is “*Living together, human and Christian values*”. The living together is a very important program; they have got a lot of activities related with it along the year, with pupils from one classroom, or pupils from different courses and even with children from the associated Secondary School (Padres Reparadores) in Venta de Baños, too. They create a sense of community. This living together plan is shown in the corridors, in several displays and it is made clear in the attitudes of children, they share plays, materials... even with pupils from other classrooms, so I have to consider these characteristics in the activities of the Reading Plan proposal.

Material resources connected with the reading matter:

- Classroom Library. All classrooms have got a library, with books adapted to the students’ age and likes. This library area should be a comfortable and inviting place for students to explore and read books. Students can take a book whenever they want, writing his/her name in a logbook and filling in a reading-sheet about the

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<sup>3</sup> Quote translated by the authoress of this Project.

reading. It is a volunteer activity and they can take as many books as they want. These books are only in Spanish language.

- Compulsory books. Each term, pupils have to buy a Spanish book that they use to read in class and do several activities, individually and in group.
- There is a computer in each classroom, which is used by the teacher, mainly. Only the First Cycle's classrooms have got interactive whiteboard; the rest of classrooms would be provided with one in the close future. Students from the 6th year take their own laptops to the school to search for information and work in some areas, according with the Net XXI Plan development.
- Computer room: there is a classroom with a dozen of computers with internet connection which can be used to read eBooks, listen to audiobooks or carry out other activities proposed in this project.
- School library: it is not used as library for the children at this moment. It is currently used as multipurpose room and library for teachers who carry books to the classroom.

## **Families**

In the Justification section of the current Reading Plan we can find some information about the families. It is said that a high percentage of the families don't read at home or regularly, so it doesn't create a good reading environment for the children. Besides it is mentioned the need of implementing steps to implicate the whole educative community in the development of the reading plan, so it must be one of my objectives with this project because the reading habit has to start at home, and to achieve this objective, I will design different activities in which families are involved.

On the other hand, I have observed that a lot of parents don't speak English fluently which have to be considered in the design of the Reading Plan proposal. The activities mustn't be a problem for the families; they must be something interesting, funny but educative and useful at the same time.

## **Environment**

This is the only bilingual school in the village, but there are some municipal activities which can be included in our project.

In the current Reading Plan, one of the general objectives is *getting in touch with social institutions which can collaborate with the centre in the development of the Reading Plan.*

According to this objective and trying to optimize all the free resources we have in the school environment, I have think to open this project to the village so children could benefit from the opportunities that the township offers to improve reading competence, promote the reading pleasure and the development of readers, even bilingual readers.

There is a municipal library, which opens from Monday to Friday in the afternoon (17:00 - 20:00 h). In the library are two different areas, one for children and another for adult people.

In the infant area, we can find a lot of infant and youth literature, both Spanish and English language. There are some tables for four or six people, with chairs; all of that in a small size, so they can read, paint or do some homework there. The woman in charge of the library provides all the needed material to the children and makes their stay in the library a funny and comfortable moment.

In this infant section, we can find audiovisual resources in the two languages, with videos and DVDs (films, cartoons, documentaries...), and some audiobooks, too. It is an interesting section to our children because it gives them the opportunity of listening to spoken English.

There are two computers with internet connection and earphones that children can use if they want.

On the other hand, in the adult section, there are the same sections and a press section, too. Besides, there is a section of e-books but we cannot find any title for children.

Specific actions in the municipal library to develop reading skills and reading pleasure in children:

- Storytelling. Every Friday afternoon, there is a storytelling activity in the municipal library. The librarian tells a story from the library's books and then, children speak about it, draw and colour about the story and so on. There are two levels, at 17:00 for children between 3 and 6 years old, and at 18:00 for children between 6 and 9 years old.

Specific actions in the village to promote reading and improve reading and cultural competence:

- Other storytelling activities. Along the year there are several storytellings carried through other people or theatre companies, financed for the village council or for the provincial council.
- Theatre. Along the year, around once a month, normally on Sunday morning there is a performance for children in the cultural centre. Sometimes it is in English language or it has got some English linguistic immersion.
- Short story competition. Once a year, people can write a very short story to participate in a competition. There are different levels depending on the age and the theme is sometimes free and other times set by the organization. Last year, it was about sport. Prizes are related with reading, they are books, school material and gift checks to spend in the village bookshops.
- Book Day (23<sup>th</sup> April). There are different activities in the village, in occasion of this date. People from the village can donate used books during some days, in the village council and they get a ticket for each donated book which they can exchange for another book in the subsequent jumble sale that is celebrated on 22<sup>th</sup> and 23<sup>th</sup> April, if they want to. The rest of people can buy the donated books for a symbolic

price and the collected money is dedicated to buy books for needed children in the council.

- Reading workshop. It is organized and imparted by the village council workers to promote reading undertaken. It takes an hour per week, during the school year and it takes place in one of the public schools of the village. All children between 3 and 7 years can assist and it is a free activity. They work with the same story along a whole month; they make crafts related with the story, performances...
- Urban campsite. During the month of July, children between three and fourteen years old can assist to this activity in one of the public school of the village. The schedule is from 8 a.m. to 15 p.m. it is planned to reconcile family life with working life in the council. There are workshops to encourage reading, to promote values, English activities with a communicative approach, and activities in the municipal swimming pools and so on.
- This year, village council has promoted English Reading Activities. Some theatre plays have been performed in the morning, and children from the three schools in the village have assisted with their teachers.

There are a lot of activities, performed by the village council or by the provincial council, that are not reflected explicitly in this project because they are not programmed every year, it depends on the budgets and priority activities of each moment. These activities can be aimed to adult people, too but we have not mentioned them in the proposal, but they are useful to see the possibilities about reading when children finish school time. In this way, there are some groups of readers who meet once a week in the library to speak about books they are reading and share their experiences.

The advertising of all these activities is through the website of the village council, the email service of news in the council and a lot of posters hung up on specific information boards all along the village and on the doors of the schools.

## **OBJECTIVES OF THE PROPOSAL**

According to the LOE, reading is “an essential factor in the development of the basic competences”. If we train competent readers, we’ll get that reading becomes a fundamental tool in their learning, in the development of their personality and in their training like a citizen in our society, in which a lot of information is available and a critical thinking is needed.

Besides learning to read and reading correctly, I want to include in this proposal the wish of reading and the pleasure of reading because these readers achieve a bigger development of the reading competence and who benefit from the reading.

For all of that, this proposal collects different actions to develop the reading competence as to promote the reading interest.

We can start fixing the objectives of the Reading Plan, associating reading with creating a reading habit and with the improvement of the reading competence, but it is needed to be related with the rest of areas and with the social and cultural context of the school. Up to now, in most of schools, English reading is associated with amplifying vocabulary and with improving written comprehension. But in bilingual schools, the second language is not a separated area; it must be integrated in the different areas and in the sociocultural educative context.

The main objective of the present Grade Final Work is implementing the Reading Plan of the Sagrado Corazón School that is changing into a bilingual school, thus I will try to include the part of reading in English and do it not only introducing English books or readings in the classes to improve the knowledge of this language and the reading comprehension but we’ll use the reading in a cross curricular way, to strengthen the learning in all the subjects, Sciences, Literacy, Arts & Crafts, following the new perspective in the methodologies in the foreign languages, betting on the improvement of language learning, communicative skills and cultural competence.



We will plan activities in order to create a reading habit and to achieve students like reading, but we need to be close to their centres of interest and make reading a pleasant and valorous activity for them. Besides, we are associating reading with the training of the reading comprehension and the reading habit, but not like a different activity, independently of the rest of areas, but like a reference objective in the school and in the life.

So, the general objectives for this proposal are:

- Encourage interest in reading in English and Spanish.
- Promote reading like a way of achieving not only academic but cultural knowledge.
- Encourage reluctant readers and engage avid readers.
- Train readers who can get on successfully in the school environment.
- Introduce literature through readings that student can understand, that students like, which are related with other subjects' contents and which make children reflect about principles and values.
- Enhance the critical and rational sense in the students by reading.

Specific objectives of the proposal:

- Associated to all curricular areas in Primary Education.
- Keep the reading interest that children have in their first years.
- Help no-readers students to discover the wealth of books and their diversity.
- Motivate different kinds of reading, out loud, silent and interactive reading, helping them to anticipate contents, advance and step back in the reading...
- Make students can express their ideas in a second language through reading.
- Improve reading speed.
- Associated to extracurricular activities.
- Create a story workshop.
- Build up creativity by texts.
- Develop listening skills.
- Associated with the school library.

- Strengthen the borrowing service of the school library.
- Encourage the use of the space of the library, in and out of the school schedule, like a place of reading encouragement.
- Provide it with English books.
- Associated with school families and the environment.
- Make families take part in some activities included in the Reading Plan.
- Take advantage of all the resources that the cultural calendar of the village offers.

Associated with students with special needs.

- Promote the pleasure for reading like a thrust of their cognitive development.

## **INTERVENTION PROPOSAL**

The activities proposed in this project are based on the importance of Reading in the learning process of the students in both languages, English and Spanish. Most of them have been performed during my period of internship and others have been selected because I considered them interesting for the proposal.

First of all, to achieve the best development of reading competence in our students is not enough giving books or reading materials to children. It is necessary that teachers in the school are coordinated and share the same objectives and similar ways of work from all the areas in activities related with reading. It can't be an individual proposal for English learning.

### **Activities proposed for the intervention**

- **Activities from curricular areas.**

#### **SPECIFIC FOR PRIMARY EDUCATION**

- Our year story.

Up this moment, one story is chosen each year to read in the different levels of Primary Education and all the school community (students, parents and teachers) for make disguises for carnival like the characters of this story. This year, the story was "Beast and the Beauty"

My proposal is implementing activities connected with the story. Decorate the library school like a scene of the story and use it to performance some little plays relates with the story all along the year, by the different cycles in the school and it could be showed to the rest of school students and families.

Otherwise, school staff must involve themselves and their students. Each class reads several versions of the story, adapted to its level and chooses one character to illustrate and display on the classroom door.

All school children watch the film of the story, once at the beginning of the school year and another time at the end, and after the activity, they do a debate about the story, divided by cycles. Teacher must listen and manage the debate paying special attention to the differences between the appraisals in the two different moments.

Parents would be encouraged to read the story book themselves and to read short story's versions to their children, if they are from Infant Education or from the First cycle of Primary Education to promote reading. Thus, they could watch at home the film about the book, too.

- Reading related with the development of the units.

School staff may consider planning all-school reading celebrations during the year, so each teacher has to prepare different reading for each unit, interesting for the students and adapted to their ages.

Reading materials should cover the different levels in the classroom and the different genres, so Classroom's library should include books, magazines, stories or works written by the students... It should encourage students to self-select reading materials, read aloud and/or silently....

Having in mind the intention of promoting the reading habit, teacher must select the books depending on a lot of variables: age, personal interests, level of reading competence, the cognitive maturity of the students, the school policy and so on. Each tutor has to make a great selection and define the reading biography for his/her students.

Just as much important it is the planning before during and after the reading and it must be different for the different ages and for the different students, because each child has his/her own reading competence, he/she has got a different view of the book, has got his/her own interests and experiences to start the reading in a different way. So the tutor has to organize the reading proposal for his/her class taking in mind of these variables. Cerrillo (1996) proposes six different readings depending on the age, based on the theoretical postulates of Piaget.

In the [Attachment 1](#), I show my proposal of readings for the different units of the Third cycle, according with the Beep Book, from Richmond that they currently use in the school.

- Reading, writing and show and tell related with special dates.

Special dates are usually only moments or a whole day represented by an Art and Crafts' activity. To give a real sense to these dates they must be prepared before and integrated in our year planning. Teacher has to select readings (books, news, articles...) related with the main theme of the celebration.

In this proposal, some festivities have been chosen, according with those celebrated in the school and some news to introduce English culture bearing in mind that children, in a bilingual school, must learn about English, not only the language but the culture.

Some of these special dates will be linked to the contents in the units but other will be worked in one of the lessons of the unit, separately. From this proposal, some texts or books will be given to the students in the days before the special day. Thus they know more about this festivity. See all these activities in the [Attachment 2](#).

Students from each classroom have to read about the celebration and then, they will do some activities to show them to the rest of school (pictures, stories, performances...).

For the third cycle students, a special activity will be done. "*We are writers*", a creative workshop At the beginning of the year, teacher proposes students to chose two special dates, two books, subjects... one in the first and the other in the last term. Students has to read about this subject and then write a text related with this theme and do a "Show and tell" activity in front of the rest of the classroom.

It must be done twice, in the first and in the last term, to see the evolution.

- Reading comprehension in different areas.

Teachers must include the reading comprehension in the different subjects they are in charge. At the beginning of the unit, teachers will provide classroom with readings: news, articles, interviews, biographies, curiosities and so on. They must be read, analysed and commentated in the classroom. .

For example, in Maths class, reading comprehension is related with solving problems and reading statistical graphics. In Art and Crafts, children must read different musical expressions and didactic concerts are a good options for learning. English/Literacy, we use reading techniques because reading and writing in a second language is important to manage in a better way in this current global world.

- Reading exposition.

Sharing books, from their houses or from the library related with the unit developed in class.

- English Tree.

Along the third cycle, specially, the following proposal will be worked: Our pupils can carry some books from the library, they have two weeks maximum to read it. After reading they have to fill a worksheet where they write a summary and a valuation about why they like and dislike this book

On the wall there is a display with a trunk shape, made with brown cardboard. There, children hold a green cardboard, with a leaf shape, in green colour. In these “leaves”, they write his/her name, the title of the book, the author and draw between 1 and 5 stars, depending on the valuation they do about the reading. This display encourages students to be interested and motivated to continue reading. See [Attachment 3](#).

- Travelling suitcase.

A suitcase full of different things and a notebook are necessities for this activity.

Each student takes this suitcase during some days to his/her house. He/she observes the objects and he/she can introduce some new objects. Then, he/she starts a story in the notebook and the rest of students have to continue this story to make their own book.

- Blog.

A blog has been created during my internship. In this blog, there is a section called *Reading Plan*, where some books have been recommended for the different levels in the school.

It can be used for the different teachers to put readings, stories, interactive tales, audio-books, videos and so on.

<http://scenglishventa.blogspot.com.es/>

- Videoforum and audio forum.

Teachers select some videos or CDs related with the contents or interesting for the students in different moments of the year. They are shown to the students in the ICT classroom and after that, they talk about it.

Some of this videos or listening material will be hold in the blog, so students can accede to them from their houses.

- **Specific Activities for the Third Cycle.**
- Reading Roulette.

The reading roulette is a strategy to achieve encouraging children to read. They have freedom to choose their reading and how much they read.

Each child buys a book, in English or in Spanish, which is left in the classroom during the year. He/she will read explain why he/she has chosen this book and why he/she will recommend it, so they practice oral expression. Besides, students have got more than twenty books to share, read and enjoy during this year. See [Attachment 4](#), a list with my proposal of books for the Third Cycle.

Teachers leave some free time a week to read, generally silent reading or to share about their reading experiences, to fill in the Reading Tree...

The number of books reading each year is different for each student. It is ideal to read two or three books each term, but It is only compulsory to read three books a year, one each term and a bigger number of them is volunteer.

For the three compulsory books, students have to fill a worksheet, a little work, with the title, author, a summary, an opinion...

- Reading Record.

The reading itinerary of each pupil will be expressed in a file. It must be an individual plan of reading in order to follow the reading evolution of the student. See [Attachment 5](#).

This file will be used by the teacher to get information about the books read by a student, his/her interests and opinion about the different readings that a student has, and make a study about it with the information from all the students.

- Reading Sponsorship

At this moment there is a sponsorship activity, between students from the third cycle and Infant Education. So, this activity can be implemented to do a reading sponsorship and introduce little students in the reading habit.

Each fortnight, the older students have a reading session in which they read a story, both in English and Spanish, suitable for the Infant Education children. Thus, they go to the school library and tell the story to these children and little children draw about this tale for the next session, like a gift for their godparents.

The storytelling can be changed for a video or a little performance.

After these sessions, students from the third cycle do a self-assessment activity about the development of the session and the work done. It will be, in big group, with a teacher. They will get attention to the planning, the main activity and the achievements.

At the end of the year, it will be a final thank you activity. Students from Infant Education will make an Art and Crafts' work for their godparents to thank them for their help. And students from Third Cycle will do a greeting-certificate for the children.

The exchange of gifts will take place in a final party, where everybody will celebrate the goals. There will be a performance and a storytelling, in which both younger and older children will take part.



- **Extracurricular Activities**

- a. Kamishibai workshop.
- b. Theatre performance.
- c. Storytelling.(break)
- d. Classical stories and *different ones*.
- e. Words workshop.
- f. Quizzes.
- g. Activities in the Book's Week (23<sup>th</sup> April).
- h. Visit the municipal library on *The library's Day* (24<sup>th</sup> October)
- i. Celebrate the cultural week on May, with

- **Activities in the School Library.**

- Activities destined to decorate the space and turn it into a real school library which motivates its use. It can be related with the book worked along this year like I have mentioned before. This library area should be a comfortable and inviting place for students to explore and read books.
- Activities to know the use of the library, how to look for a book, how to search for information...
- Make a library card and visit the library once fortnightly to encourage students to borrow books.

- **Activities to benefit the family - school relationship.**

Parents should be informed about the school's reading goals and the Reading Plan activities, and about how they can support their children's learning.

- Reading coffee.

At the beginning of the trimester, the tutors of each cycle should meet with parents, in a volunteer activity, in the staff room of the school, in the early hours in the afternoon to take a coffee or tea and some biscuits, It should be an informal meeting where parents and teachers talk about children reading and their own readings.

- The travelling suitcase (activity explained before).
- Celebration of “Grandparents’ day” (10<sup>th</sup> June, although is the 26<sup>th</sup> July) with storytelling about their experiences, their lives, stories and plays from their youth.
- Take part of the different activities related with the plan, like storytelling or workshop. School may suggest reading materials to be accessible at home or from the school or municipal library, so parents can help students to support their learning.
  
- **Activities for pupils with specific needs.**
  - . Activities in different levels, to improve their competences through reading, work with letters, words and texts.
  
- **Activities out of school.**
  - . Inform about activities promoted by the council, interesting for our proposal, and encourage students and families to participate in them.

### **Necessary resources to implement the Reading Plan**

#### Human resources

The proposal’s development needs the collaboration of different people:

- Teaching staff’s implication.
- Parents and other relatives who take part of the activities of the Reading Plan.
- Municipal librarian.
- Storytellers, entertainers, performers...

#### Material resources

The materials which support our proposal to achieve an optimum development:

- School library.
- Classroom’s libraries.
- Municipal library.

- Books provided by the readers.
- School materials and Art & Crafts materials like crayons, cardboards...
- Computers and internet connection.
- CD- ROMs
- Press

#### Organizational resources of the school

The coordination among the teachers in the school is necessary. One teacher must be the Reading Plan Coordinator but the rest of teaching staff must be involved in its development. Another teacher must be responsible of the school library. His / her roles are:

- Deal with children who assist to the library in a certain schedule.
- Register borrowed books.
- Proposed new books purchase to the managerial team.
- Keep the shelves organized.
- Control the correct books return and the care of these books.
- Promote library use.

The assessments criteria to keep in mind in the realization of the proposal are:

- Reading skills.
- The reading capacity.
- Reading speed.
- Reading comprehension in different levels: previous knowledge, literal comprehension, interactive reading and creation of texts.
- Strategies development before, during and after reading.
- Correct use of TIC in the reading process.

Instruments for the assessment.

- Reading aloud.
- Literary creations.
- Written evaluations.
- Comments about the readings in the blog.

- Direct observation.

## **PROPOSAL EVALUATION**

During my internship in the School Sagrado Corazón, I had the chance of implementing some of the Plan's activities with several groups.

From the first moment, when reading in English has been proposed to the students from all the classroom groups, they did show a certain resistance. They have given for not reading as much several excuses, the lack of time or the lack of internet connexion at home to read the eBooks proposed, for example. But I observed a good evolution, mainly in the group of 5<sup>th</sup> year, where there were English books in paper and not only eBooks. I have analyzed this fact, and I think that the physical presence has been decisive. They took the books and brought them to the classroom; they exchange the books with the partners and share their opinion in a natural way.

It has been different with the rest of groups, they can not touch the eBooks or bring them to the school, and they are not used to read eBooks, so I think there have been too many changes in a short period of time, and they have not got used to them.

If I had the chance of implementing this plan, I would try to read in class, with tablets or laptops and share our reading experiences in the same moment.

The reading tree has been implemented in two classes in a different way. With the children of the 4<sup>th</sup> year, this activity has been proposed like a part of their current reading plan with their tutor. He liked the idea and we thought it could be done about the book that all the students were finishing those days, and it could be an assessment activity and a new way of sharing their opinions about the book.

With the children of the 5<sup>th</sup> year, this activity has been carried out with the books and the eBooks they have read. It has been a suitable experience that has encouraged children to read more and has helped them to choose the books. I observed they were proud of their readings, because each pupil put their leaves in the same branch, so anyone could see how many books he/she had read.

About the blog which has been created, children embraced the idea with much enthusiasm. There is a Reading Plan section, where they can find some eBooks selected for each age. But it is not the only use of the blog. Some videos related with the unit were uploaded and they might watch them at home. In addition, there are different activities in order to improve their learning along the units. Some students have done comments in the blog and personally during the class about what they have seen in the blog. I think it would be a valorous tool for their learning.

# CONCLUSIONS

Along the development of this Final Grade Work, I have realised the great importance of the reading activities in the learning process carried through a bilingual school. Reading is a basic tool to get language, knowledge and culture.

Thanks to the search of information about reading, mainly in Primary Education, I have implemented different methods of working and I have been aware of Reading encouragement is not an activity specific for an age. Discovering the pleasure of reading can happen at any time along the life. There is not an only way to achieve it. It depends on finding the appropriate book in the key moment. The reader is one of the protagonists in this selection, in the process of becoming a reading lover but he/she is not the only one. Teachers and parents, or other close relatives, have the chance of proposing readings to reach this challenge. There are different kinds of books appropriated for each age. Among them, there are stories that may be the starting point to the imagination, feeling, reflection... characters, lives and magical situations that will find the good way to reach the heart of the students. We have to offer them a varied selection of books, different topics and various levels and they have the freedom to choose and read some of them.

Perhaps a day, they will become excited with one of those readings and get interested in reading another, and if not, we must continue with our task, discover new books that children could love and we must always be enthusiastic and transmit it to our pupils.

New technologies are very important nowadays, and this project development has taken advantage of them as an appropriate and necessary resource. New reading strategies have to be developed in the i-phones, tablets, buying through a machine... Current students do not search for information in paper-books or encyclopedias; they can find a big amount of it on the net.

Although this proposal has got different kinds of activities, each year teachers have to consider the group they are working with. And depending on these specific students, they must do the necessary modifications in order to achieve the main goals of the Reading Plan.

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- Ley Orgánica 2/2006, de 3 de mayo, de Educación.
- Decreto 40/2007, de 3 de mayo.
- ORDEN EDU 1045/2007, de 12 de junio

# ATTACHMENTS

## Attachment 1.

5 <sup>th</sup>	Topic	Text	Reading Plan Proposal
1	Home time	Narrative	E-books : A Dog's Day and Toad swims for his life <a href="http://www.oxfordowl.co.uk/">http://www.oxfordowl.co.uk/</a>
2	Kids can cook	Instructive	E.book: Fruit salad by Richard Swam <a href="http://www.magickeys.com">http://www.magickeys.com</a> Recipes: <a href="http://www.childrensrecipes.com/">http://www.childrensrecipes.com/</a>
3	Keep healthy!	Descriptive Instructive	Healthy Habits, articles and videos. <a href="http://preventcancer.org/prevention/reduce-cancer-risk/healthy-habits-for-children-and-families/">http://preventcancer.org/prevention/reduce-cancer-risk/healthy-habits-for-children-and-families/</a> <a href="http://www.sesamestreet.org/parents/topicsandactivities/toolkits/healthyhabits">http://www.sesamestreet.org/parents/topicsandactivities/toolkits/healthyhabits</a> <a href="http://www.sesameworkshop.org/what-we-do/our-initiatives/healthy-habits-for-life/">http://www.sesameworkshop.org/what-we-do/our-initiatives/healthy-habits-for-life/</a>
4	Let's go shopping!	Descriptive	Maps, supermarket leaflets, advertisements
5	Ocean Life	Descriptive Narrative	E-book: The Journey of the Noble Gnarble by Daniel Errico. <a href="http://www.magickeys.com">http://www.magickeys.com</a> E-book: McFeeglebee's Pond by Carol Moore. <a href="http://www.magickeys.com">http://www.magickeys.com</a> Articles, news, games... <a href="http://kids.nationalgeographic.com/">http://kids.nationalgeographic.com/</a>
6	Wonderful World	Descriptive Narrative	National Geographic Kids. Articles, videos, magazine... <a href="http://kids.nationalgeographic.com/">http://kids.nationalgeographic.com/</a>
7	A great Day Out!	Descriptive Narrative	Planning a special day in London. <a href="http://www.visitlondon.com/things-to-do/sightseeing/one-day-itineraries">http://www.visitlondon.com/things-to-do/sightseeing/one-day-itineraries</a>
8	Adventure Island	Narrative	Treasure Hunt Reading Game. <a href="http://www.rochedalss.eq.edu.au/mapp.htm">http://www.rochedalss.eq.edu.au/mapp.htm</a> E-books from <a href="http://www.oxfordowl.co.uk/">http://www.oxfordowl.co.uk/</a> Pirate poems and Viking Adventure



6 <sup>th</sup>	Topic	Text	Reading Plan Proposal
1	On line!	Narrative	Create a class blog. <a href="http://kidblog.org/home/">http://kidblog.org/home/</a> <a href="https://www.blogger.com">https://www.blogger.com</a> <a href="http://startbloggingonline.com/">http://startbloggingonline.com/</a>
2	What's on TV?	Descriptive	Healthy habits for TV. <a href="http://kidshealth.org/parent/positive/family/tv_habits.html?tracking=P_RelatedArticle">http://kidshealth.org/parent/positive/family/tv_habits.html?tracking=P_RelatedArticle</a> <a href="http://edition.cnn.com/2010/HEALTH/05/03/kids.tv.school/">http://edition.cnn.com/2010/HEALTH/05/03/kids.tv.school/</a>
3	Think green!	Descriptive	Recycling Booklet <a href="http://www.northburnett.qld.gov.au/res/file/NRM/RECYCLING%20ACTIVITY%20BOOKLETfinal.pdf">http://www.northburnett.qld.gov.au/res/file/NRM/RECYCLING%20ACTIVITY%20BOOKLETfinal.pdf</a>
4	What do you want to be?	Descriptive	A big decision. <a href="http://www.englishexercises.org/makeagame/viewgame.asp?id=7601">http://www.englishexercises.org/makeagame/viewgame.asp?id=7601</a> E-book: The Master Artist by Carol Moore. Sliver Peter by Carol Moore <a href="http://www.magickeys.com">http://www.magickeys.com</a>
5	Making history	Descriptive Narrative	Biographies. Famous leaders for Young Readers. <a href="http://gardenofpraise.com/leaders.htm">http://gardenofpraise.com/leaders.htm</a>
6	A busy weekend!	Descriptive Narrative	Reading and writing. <a href="http://www.shortparagraph.com/holiday/short-paragraph-on-my-weekend-370-words/668">http://www.shortparagraph.com/holiday/short-paragraph-on-my-weekend-370-words/668</a> <a href="http://www.eslsite.com/rd/Younger_Learners/my_weekend.html">http://www.eslsite.com/rd/Younger_Learners/my_weekend.html</a>
7	Animal experts	Descriptive	National Geographic Kids. Articles, videos, magazine... <a href="http://kids.nationalgeographic.com/">http://kids.nationalgeographic.com/</a> E-book: It could happen... by Carol Moore. <a href="http://www.magickeys.com">http://www.magickeys.com</a> E-books from <a href="http://www.oxfordowl.co.uk/">http://www.oxfordowl.co.uk/</a> Clever Monkey and Animal Magic.
8	Virtual reality	Narrative	Virtual World Game. <a href="http://www.eslsite.com/rd/Younger_Learners/my_weekend.html">http://www.eslsite.com/rd/Younger_Learners/my_weekend.html</a>

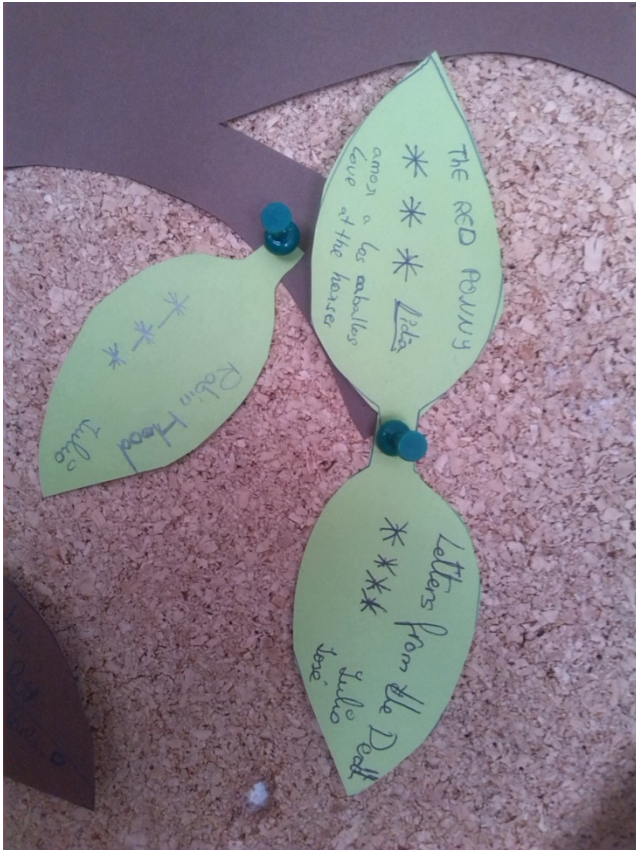
## Attachment 2.

Date	Unit	Special Date	Tasks for the Reading Plan
26 <sup>th</sup> September	1	European Day of languages	-World maps, globe. - Play Tapquiz Maps. <a href="https://itunes.apple.com/us/app/tapquiz-maps/id424151065?mt=8&amp;ls=1">https://itunes.apple.com/us/app/tapquiz-maps/id424151065?mt=8&amp;ls=1</a> -Say "hello" in different languages.
12 <sup>th</sup> October	2	Columbus Day	-The story of Columbus Day. Reading, video and activities. <a href="https://www.teachervision.com/columbus-day/printable/51897.html">https://www.teachervision.com/columbus-day/printable/51897.html</a>
31 <sup>st</sup> October	3	Halloween Day	-Books recommended for the 3 <sup>rd</sup> cycle: The witches by Roald Dahl The Haunted House <a href="http://learnenglishkids.britishcouncil.org/es/short-stories/the-haunted-house">http://learnenglishkids.britishcouncil.org/es/short-stories/the-haunted-house</a> Skeleton's party. Animated story. <a href="http://learnenglishkids.britishcouncil.org/es/jokes/skeleton-party">http://learnenglishkids.britishcouncil.org/es/jokes/skeleton-party</a>
20 <sup>th</sup> November	4	Childhood's Rights Day	- <i>What are Children's Rights?</i> <a href="http://www.earlychildhoodireland.ie/advocacy-research-and-campaigns/advocacy/childrens-rights/childrens-rights-explained-2/">http://www.earlychildhoodireland.ie/advocacy-research-and-campaigns/advocacy/childrens-rights/childrens-rights-explained-2/</a>  -Reading real stories. <a href="http://www.childrenscancer.org/main/kids_stories/">http://www.childrenscancer.org/main/kids_stories/</a>  - Debate.
22 <sup>nd</sup> November	4	Thanksgiving Day	-History of Thanksgiving Day. <a href="http://www.hellokids.com/c_9041/reading-online/stories-for-children/thanksgiving-facts/history-of-thanksgiving-day">http://www.hellokids.com/c_9041/reading-online/stories-for-children/thanksgiving-facts/history-of-thanksgiving-day</a> -The First Thanksgiving. By Nora Smith. -A Thanksgiving Dinner That Flew Away. By H. Butterworth.
15 <sup>th</sup> -20 <sup>th</sup> December	5	Christmas Time	-Song: Rudolph, The Red Nose Reindeer -Write e-cards -Christmas cards' competition

Date	Unit	Special Date	Tasks for the Reading Plan
30 <sup>th</sup> January	6	Peace and non-violence Day	<ul style="list-style-type: none"> <li>- Online newspapers: a look at the world through different eyes</li> <li>-Stories, poems and articles.</li> <li>-Class discussion.</li> </ul> <a href="http://www.teacherplanet.com/links/redirect.php?url=http://www.racismnoway.com.au/classroom/lesson_ideas/20030822_60.html">http://www.teacherplanet.com/links/redirect.php?url=http://www.racismnoway.com.au/classroom/lesson_ideas/20030822_60.html</a>
2 <sup>nd</sup> February	7	Groundhog Day	<ul style="list-style-type: none"> <li>- Groundhog Day Word Scramble.</li> </ul> <a href="http://worksheets.theteacherscorner.net/make-your-own/word-scramble/43/groundhog-day/">http://worksheets.theteacherscorner.net/make-your-own/word-scramble/43/groundhog-day/</a> <ul style="list-style-type: none"> <li>- History, articles and stories.</li> </ul>
14 <sup>th</sup> February	8	St. Valentine's Day	<ul style="list-style-type: none"> <li>- Love letters.</li> <li>- Comprehension quiz.</li> </ul> <a href="http://www.5minuteenglish.com/feb14.htm">http://www.5minuteenglish.com/feb14.htm</a>
4 <sup>th</sup> – 5 <sup>th</sup> March	9	Carnival	<ul style="list-style-type: none"> <li>- Performance and disguises of "Our year story"</li> </ul>
19 <sup>th</sup> March	10	Father's Day	<ul style="list-style-type: none"> <li>-Articles. Tradition and different date in UK.</li> </ul> <a href="http://www.timeanddate.com/holidays/uk/father-day">http://www.timeanddate.com/holidays/uk/father-day</a> <ul style="list-style-type: none"> <li>- Art &amp; Crafts Activity. Father's Gift. (Tradition in the school).</li> <li>- Fathers' Story Day, celebration of the power of dads' reading with their children in the classroom.</li> </ul>
21 <sup>st</sup> March	10	Easter Time	<ul style="list-style-type: none"> <li>- Easer Bunny Mistery Picture. Play with the words.</li> </ul> <a href="http://www.teacherspayteachers.com/Product/FREE-Easter-Bunny-Hundreds-Chart-Mystery-Picture-1167375">http://www.teacherspayteachers.com/Product/FREE-Easter-Bunny-Hundreds-Chart-Mystery-Picture-1167375</a>
March-April		Holy Week	<ul style="list-style-type: none"> <li>- Prayers</li> <li>- Bible and different readings about this special week for the Christendom.</li> </ul>
1 <sup>st</sup> April	11	Fools' Day (28 <sup>th</sup> December in Spain)	<ul style="list-style-type: none"> <li>- Jokes. Read and write.</li> <li>- Reading about origin and history.</li> </ul> <a href="http://www.infoplease.com/spot/aprilfools1.html">http://www.infoplease.com/spot/aprilfools1.html</a> <a href="http://people.howstuffworks.com/culture-traditions/holidays-other/question604.htm">http://people.howstuffworks.com/culture-traditions/holidays-other/question604.htm</a>

Date	Unit	Special Date	Tasks for the Reading Plan
23 <sup>rd</sup> April (A whole week)	12	Book's Day	-Library Pretend Play. <a href="http://fileserver.booktrust.org.uk/usr/resources/959/15_early-years-activities.pdf">http://fileserver.booktrust.org.uk/usr/resources/959/15_early-years-activities.pdf</a> - Workshops aimed at encouraging children to enjoy reading for pleasure. - Explore libraries and bookshops. Books recommended for 3 <sup>rd</sup> cycle: The Little Prince by Antoine Saint-Exupery, The Adventures of Tintin by Hergé and Matilda by Roald Dahl and Quentin Blake.
1 <sup>st</sup> May	13	Workers' Day	- Short stories about this festivity. <a href="http://www.apples4theteacher.com/holidays/labor-day/short-stories/">http://www.apples4theteacher.com/holidays/labor-day/short-stories/</a> -Let's celebrate. <a href="http://www.usconsulate.org.hk/pas/kids/ld.htm">http://www.usconsulate.org.hk/pas/kids/ld.htm</a>
4 <sup>th</sup> May	13	Mother's Day	History of Mother's Day. Videos, articles, pictures... <a href="http://www.history.com/topics/holidays/mothers-day">http://www.history.com/topics/holidays/mothers-day</a> Write a poem for their mums.
9 <sup>th</sup> May	13	Europe Day	Information, articles, videos... <a href="http://www.educationscotland.gov.uk/resources/e/europeday.asp">http://www.educationscotland.gov.uk/resources/e/europeday.asp</a> Children made comics and mini-books based on their topic work. The finished comics were displayed in the hall and the children were given the chance to read each other's comics.
28 <sup>th</sup> May	24	Grand parents' Day	Traditional stories and games. Sharing experiences and love words with their grandparents.

**Attachment 3.**







## Attachment 4

Books list for the Third Cycle of Primary Education.

1. The witches, by Roald Dahl.
2. Matilda, By Roald Dahl and Quentin Blake.
3. The Fantastic Mr. Fox, by Roald Dahl.
4. Millions, by Frank Cottrell Boyce.
5. Floor Babies, by Anne Fine.
6. Once, by Morris Gleitzman.
7. Journey to the River Sea, by Eva Ibbotson.
8. Stig of the Dump, by Clive King.
9. The Lion, the Witch and the Wardrobe, by C.S. Lewis.
10. Goodnight Mr. Tom, by Michelle Magorian.
11. The Borrowers, by Mary Norton.
12. A Monster Calls, by Patrick Ness.
13. Private Peaceful, by Michael Morpurgo.
14. Truckers, by Terry Pratchett.
15. Swallows and Amazons, by Arthur Ransome.
16. The Little Prince, by Antoine Saint Exupery
17. Holes, by Louis Sachar.
18. The Story of Tracy Becker, by Jacqueline Wilson.
19. The adventures of Tintin, by Hergé.
20. Tiny, the Invisible World of Microbes, by Nicole Davies.
21. Diary of a Wimpy Kid, by Jeff Kinne. (Different books)
22. The Giver, by Lois Lowry.
23. Bud, not Buddy, by Chistopher Paul Curtis.

Attachment 5.

\* Characters: 

\* Setting: 

\* Time: **past** **present** **future**


\* Plot: *what happens?* *the main event?*

\* Ending: **happy** **sad**

[www.communication4all.co.uk](http://www.communication4all.co.uk)



# My Reading Record



Name: \_\_\_\_\_



Title:	Title:
Author:	Author:
Characters.	Characters.
Setting.	Setting.
Time.	Time.
Plot.	Plot.
Ending.	Ending.
Other notes.	Other notes.