



FACULTAD DE EDUCACIÓN DE PALENCIA

UNIVERSIDAD DE VALLADOLID

TITLE

“The Reading Storm”: proposal for the implementation
of a reading workshop in 5 to 6 years old English
classrooms

TRABAJO FIN DE GRADO

GRADO EN EDUCACIÓN INFANTIL. MENCIÓN EN LENGUA EXTRANJERA:

INGLÉS

AUTOR:

Gabriel Mateos-Aparicio Azpitarte

TUTORA:

Patricia San José Rico

“The more that you READ, the more THINGS you will KNOW. The MORE you learn, the more PLACES you’ll GO!” Dr. Seuss

“If you are going to get anywhere in life, you have to read a lot of books” Roald Dahl

ABSTRACT

In this Project, I justify why I am designing a reading workshop proposal to be carried out with 5-6 years old English students, teaching the different literary genres and subgenres. I explain different theories, methods and concepts linked to the workshop. Then, I suggest different activities, aims, materials, a methodology and an evaluation. Finally, I carry out a session and talk about the aims reached and conclusions of the project.

I have designed this project with the aims of designing a reading workshop to encourage students to read more and improve their reading level; designing motivating activities and materials; designing a workshop that would help to introduce reading at early stages; planning a lesson, carrying out the lesson and analyzing it.

Thanks to all the information that I have used, I have learned the importance that reading at early stages has for students, the different motivation factors which can have an impact on the students' motivation, how to teach the different literary genres to encourage students to read, the reading aspects from the English General Curriculum and important theories and methods that have been very useful to design my project.

Keywords: animation to reading, animation strategies, English culture, English language, English literature, reading workshop.

RESUMEN

En este proyecto, justifico por qué estoy diseñando una propuesta de un taller de lectura para ser llevado a cabo con alumnos/as de 5-6 años, enseñando los diferentes géneros y subgéneros literarios. Explico diferentes teorías, métodos y conceptos unidos al taller. Después, propongo diferentes actividades, objetivos, materiales, una metodología y una evaluación. Finalmente, llevo a cabo una sesión y hablo sobre los objetivos alcanzados y las conclusiones del proyecto.

He diseñado este proyecto con los objetivos de diseñar un taller de lectura para animar a los/as estudiantes a leer más y mejorar sus niveles de lectura; diseñar actividades y materiales motivadores; diseñar un taller para introducir la lectura en edades tempranas; planificar una sesión, llevarla a cabo y analizarla.

Gracias a toda la información que he usado, he aprendido la importancia que tiene el leer en edades tempranas para los estudiantes, los diferentes factores que influyen en la motivación de los/as alumnos/as para leer, aspectos de lectura del "English General Curriculum" e importantes teorías, métodos y conceptos que han sido muy valiosos para diseñar mi proyecto.

Palabras clave: animación a la lectura, estrategias de animación, cultura inglesa, literatura inglesa, reading workshop.

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1. INTRODUCTION

Nowadays reading at early stages is very important for students to be active citizens and understand different texts. Students' reading skill is what most worries to every teacher and parent because of its importance. Taking into account the importance that reading has, I have decided to design a reading workshop proposal to be carried out with English students in England.

This is my final degree project of Infant Education and it is titled "The reading storm." This project is a reading workshop proposal and it is designed to encourage 5-6 years old English students to read, be motivated when reading, and learn about the different literary genres and subgenres.

This English reading workshop is designed to be carried out once a week in one hour long sessions with a group of 24 English students. Each term, I am going to teach three different literary genres such as lyric, dramatic and narrative genres. Furthermore, each term, students are going to learn about 2 different subgenres such as tales, comics, ditties, poems, tragic theater or comedy.

I have decided to do this project, due to the importance that reading at early stages has. It is very important to encourage young students to read and be interested in reading because reading is going to allow them to be active citizens in the future. Reading is also a very important skill that every student needs to have because of the importance of understanding different texts.

I am doing this reading workshop for English students due to my period in England and because I have been working with English students. As I have been working with English students, observing their reading level and asking them about their reading interests, I have planned motivating and interesting activities for the 5-6 years old English students that I have been working with during my time in England.

In this project one of my aims is to show how important reading is for students and that they can learn and improve their language through literature. There is no better way to encourage and motivate students to read than planning interesting and motivating activities. I am using many materials, resources and displays, so the reading workshop is going to be more interesting and encouraging for students. When evaluating students, I am going to observe students' progress, their motivation, interest and the activities that they do.

Due to my period as an "au pair" in England and working as a helper, I have learned many things about how to motivate students to read more, how to encourage students to read teaching different literary genres and what kind of activities to plan for students. All these things that I have learned at school have helped me design this project and be motivated to read different types of documents.

2. OBJECTIVES

In this project, I have designed a reading workshop proposal for 5-6 years old English students. One of the aims of this project is to design a reading workshop to encourage students to read more and improve their reading level, due to the importance that reading at early stages has. It is very important to motivate students, so they can read for their own pleasure.

Designing motivating activities and materials for the reading workshop is one of my most important aims. Thanks to planning motivating and interesting activities and materials, students can be more motivated and more interested in reading. Otherwise, they would be bored and the reading workshop would be a waste of time.

Another of this project's aims is to design a workshop that would help introduce reading at early stages as a continuous presence in their lives (hence, the once a week sessions). Reading at early stages is very important and the school needed a reading workshop proposal because it is essential to improve students reading level, encourage them to read more and improve their reading comprehension.

Apart from making this reading workshop proposal, I want to plan one lesson, carry out the lesson and analyze its outcome to comment on its development and suggest possible improvements.

3. JUSTIFICATION OF THE TOPIC

This final project is titled: “The reading storm.” As an Infant Education Degree student specialized in English language, I have chosen to design a reading workshop proposal because reading at early stages is very important in order to get a good comprehension level. Reading is one of the things that worries every teacher and family the most because reading comprehension is a very important skill that everyone needs to have to be an active citizen. I have also chosen these ages and English students because I have been working in England with these ages for a long time and I have also observed that some of these students are not very interested in reading.

I have decided to design this proposal about a reading workshop, due to the fact that in the school that I have been working at they did not have any. Designing this workshop, I want to encourage students to read in English, improve their reading level, learn about different literary genres, subgenres and be motivated.

Apart from that, I have observed that most students do not read for their own pleasure, they read because they have to read. I wanted to do this proposal not only because of the reasons mentioned above, but also because it is very important to plan good activities always considering the students’ interests. It is important for students to be motivated and have a good time while reading.

In this reading workshop it is expected to work on students’ reading skills through different types of activities that motivate students such as dramatizations, questions, authors’ visits... In this reading workshop every student will have fun, be motivated, encouraged to read and they are going to improve their reading level, with the activities designed. I am also teaching the following basic competences, which are very important for the development of students to be active citizens in the future.

In this reading workshop, I am teaching students the linguistic communication competence when they read and when they talk with each other, give their opinions and answer questions about the book that they have read. This competence is going to allow students to communicate with people and express what they think.

I am also developing the mathematical competence of students, when counting pages, animals, stars... Thanks to this competence students are going to be able to calculate prices, count different things or add.

Apart from that, I also develop the students’ competence in knowledge of and interaction with the physical world talking about different topics such as animals, the earth or the importance of recycling. This competence is going to allow students to have a better knowledge of the world.

Moreover, I develop the students’ competence in processing and use of ICT when we use the virtual library or other texts that we use from the internet. This competence is going to allow students to know how to use the technology.

On the other hand, I am going to develop the students’ competence of social skills and citizenship when students raise their hand to ask, listen to other students’

questions and respect each other. This competence is going to allow students to be nice citizens with good manners.

It is also important develop the cultural and artistic competence of students. In this reading workshop we develop this competence through the books that they learn about different aspects from the English culture and when students dramatize stories

One of the most important competences such as learning to learn is developed when students learn from their mistakes or when they learn from the questions that they have. This competence is going to allow students to learn by themselves.

The last competence that is developed in this reading workshop is the autonomy and personal initiative. This competence is developed when students have certain time to do an activity and when they take care of the school's materials. This competence is going to allow students to be autonomous.

I am going to mention the general and specific degree competences that I am reaching with this Final Degree Project. These are the following competences:

-The inclusion of subjects or activities in the different degrees that allow to reach a minimum command in a foreign language, preferably English. This competence is developed when I plan activities in English and I teach using the English language.

-The basic mastery of ICT by students. In the reading workshop designed in this Project, I use virtual libraries, digital board, the computer...

-The inclusion in all subjects of the curriculum of activities that serve to develop the profile for the professional exercise to which the degree gives access. In this sense, both external internships and last degree project must ensure in their designs and evaluation that the professional competences provided in the syllabus have been achieved. I cover this competence in the reading proposal that I have designed, thanks to every activity, methodology, objectives and evaluation of the reading proposal

GENERAL COMPETENCES:

G1.d. Principles and procedures used in educational practise. This general competence is developed when I am planning the reading workshop. For example, when planning the methodology that I am going to carry out in the reading workshop.

G2.a. Be able to recognize, plan, carry out and evaluate good teaching-learning practices. This general competence is developed when I am observing students to know their level and interests, planning the activities, carrying out the reading workshop and evaluating.

G2.b. To be able to analyze critically and argue the decision-making in educational contexts. I develop this competence when I talk about the necessity of carrying out this reading workshop and also when giving reasons of carrying out the reading workshop in certain way.

G3.c. Be able to use effective information search procedures, in primary and secondary information sources, including the use of computer resources for online

searches. I develop this competence, when using different information from google academic and books.

G4.b. Ability of oral and written communication, according to level B1, in one or more foreign languages, in accordance to the European Framework of Reference for Languages. I develop this competence designing and carrying out this Project in English.

G5.e. The promotion of the initiative, inovative and creative spirit while doing their profession. I develop this competence when taking the decision of designing a reading workshop for the school that I have been working at.

SPECIFIC COMPETENCES:

C1. Acquire practical knowledge of the classroom and the management of it. This specific competence is developed when carrying out the reading workshop.

C2. Be able to apply the processes of interaction and communication in the classroom, as well as master the skills and social skills necessary to foster a climate that facilitates learning and coexistence. This specific competence is developed when creating a reading interest and motivating environment, in which students read and do different activities.

C3. Tutoring and monitoring the educational process and, in particular, teaching and learning by mastering the necessary techniques and strategies. This specific competence is developed when considering the students' levels and interests.

C4. Be able to relate theory and practice to the reality of the classroom and the centre. This specific competence is developed when considering different methods and theories, I create my own reading workshop based in different authors' methods and theories such as Piaget, Montessori, Gardner...

C5. Participate in the teaching activity and learn to know how to do, act and reflect from the practice, with the perspective of innovating and improving the teaching work.

C7. Be able to regulate communication processes in groups of students from 0 to 3 years and from 3 to 6 years. This competence is developed every lesson. There are activities in which students have to wait for their turn, they have to raise their hand to talk, they have listen to other student.

C9. Acquire habits and skills for autonomous and cooperative learning and promote it in the students. This last specific competence is developed, when students have to do grupal and individual activities in the reading workshop.

4. THEORETICAL FRAMEWORK

In this part of the final degree project I am going to define some important concepts and talk about different theories to carry out the reading workshop. This way, every concept, method or theory is clearly defined and linked to the reading workshop.

All the theory that I am going to talk about in the theoretical framework is linked to the next part, in which I design and carry out my reading workshop. I am going to give different definitions of some concepts according to different authors, so everyone who reads this project can have a wider idea about some important concepts. I am also going to contrast these definitions given by the authors to get a general idea about what different authors say.

What is to read?

I want to introduce the definition of this general topic because this is the main topic of my project. It is important to know what “to read” means because nowadays reading is a word very commonly used by people in different contexts, this is why it is very necessary to understand what it means. I am going to give some definitions.

According to some authors such as Goodman (1995) and Kleiman (2002), the act of reading is understood as the interactive process among two or more people. This interactive process is known as an interaction among people who have two different types of knowledge. One of them is composed by linguistic, world knowledge and the nature of the message and the other is composed by the topic, the situation and the culture. In this same line is Mendoza (1998) who gives us the idea that reading is the experience that the reader gets through the interaction of the reader and the text. In that interaction the personality of the reader has a large relevance.

Apart from that, another author such as Daniel Cassany (2006, pp. 21-43) tries to define what is to read from some other concepts (psicolinguistic, pragmatic and linguistic). In summary, we understand that the act of reading requires the knowledge of the language's little units, rules and developing cognitive skills to understand the message. In this same line, reading Dris Ahmed, M (2011, pp. 1-9), we understand that reading is an activity that apart from receiving some information it creates some habits of reflexion, analysis, effort and concentration, which are very important to develop with students.

In conclusion, after reading all these definitions, I have to say that “to read” is a complex activity which requires knowing the little units of the language, the rules and developing some cognitive skills to understand the text or the message. Moreover, we understand the message according to our personality and experiences.

What we understand by a good reader

Once we know what reading means, it is important to clarify what we understand by a good reader. In the reading workshop, I want students to be good readers, who read for pleasure.

I want to mention Salinas (2002), whose book make me understand that a good reader is the person who reads for pleasure, because of the love that the reader feels towards books.

In conclusion, after I have read many definitions about what a good reader is, I have to say that a “good reader” is understood as the person who has got strategies, is able to adapt to the reading and interprets and understands the message that the writer is trying to give to the reader.

Reading promotion

One of the aims of this reading workshop is to promote reading and encourage students to read more to improve their reading skills. There is no doubt that reading is one of the most fundamental activities for the social, emotional and mental development of students. According to Cerrillo, Larrañaga and Yubero (2002), they say along their book that authors tell their experiences, give information and teach values in their books, so students can develop their imagination and learn new vocabulary thanks to every book they read.

Apart from the reading promotion, it is also very interesting to know what type of activities to design in the reading workshop to promote reading. According to Quintanal, J. (2005) I can understand from his book that there are different ways to work through reading activities in the classroom:

-The teacher is the one who designs some activities in order to work on texts. I consider this is the best technique to design motivating activities that students can enjoy, because the teacher can adapt and design different activities, according to the students interests and level.

-Reading by turns when reading time or whenever students are reading some text, as a routine. I consider that this routine can be beneficial for students to improve their reading skills, but it can be boring. Students get bored of routines.

From my point of view, I consider that the best way to promote reading in class is by designing motivating activities to encourage students to read more. As Alcántara Trapero says in his book (2009), the aim is to get the children to be motivated when they have to read a book or some other text.

After all the information mentioned above, I have to say that reading promotion is considered a way to encourage a social group towards reading books, announcements, comics... Always considering students’ interests and planning motivating activities.

Importance and benefits of reading

Before planing activities and designing a reading workshop, I want to talk about what the benefits and importance of reading are. The main reason why I have decided to design this reading workshop, it is because of its benefits and importance. Reading has

many benefits and I consider that it is one of the most useful skills that we learn at school.

After reading certain books and documents, I can directly appreciate all the benefits that reading has. For example, reading PISA (2009, pp. 34), I can conclude that “reading allows students to understand, use, reflect on and engage with written texts, in order to achieve the teacher’s goals, to develop the students’ knowledge and potential, and to participate in society.”

On the other hand, I can appreciate that teaching students to read at early stages has many benefits and it also has a big impact on their academic future. There are some benefits from learning to read at early stages such as neurological, educational, psychological, social and linguist reasons. These are the reasons why it is crucial to read at early stages. This is the following source of information (Benefits of Early Reading, s.f.)

Reading at early stages is beneficial for students because of neurological reasons. Reading is very helpful to develop young students’ brains. In their age of 0 to 6, they learn at their fastest pace. This is one of the main reasons why I want to carry out the reading workshop with these students.

Reading at early stages is also very important because of educational reasons. Early reading helps students to have an academic success, to be more interested in learning, get higher grades in the different subjects and it also improves the attention and the concentration. It is necessary to plan interesting activities, if students like the activities planned and enjoy their time while reading, they are going to have a good education and early academic success.

There is no doubt that there are many psychological reasons that affirm that reading at early stages is very useful to develop students’ imagination and creativity. When reading books to students and when students read books they become more creative and imaginative. The imagination and creativity is going to allow students to think beyond the reality and create new things.

There are also social reasons that reading at early stages increases the social status of students and also the self-confidence and self-image. Reading is going to make the students to be more confident.

Finally, there are linguist reasons that explain that reading at early stages is very helpful to improve students’ writing skills, learn new vocabulary, improve grammar and oral communication. Developing communication skills is going to allow students to be active citizens.

In conclusion, after reading all these documents and information, I can say that reading has a great importance on students’ education and it has many benefits for students such as neurological, educational, psychological, social and linguistic. There is no doubt that reading at early stages has many benefits and it is very important for their development.

Reading motivation factors

When planning activities for the students to be carried out at the reading workshop, it is necessary to think about the reading motivation factors. It is crucial to consider all factors that can influence students' motivation, because they improve their reading level and they are more interested in reading. According to Colomer (2002) These are the most important factors that can have influence on the motivation of students.

First, I have to talk about the topic and the format. It is very important that the topic is interesting for the students. Otherwise, students can be bored. The text format is also an aspect to consider when choosing what book to read. It is better if the book has many images and not too many words.

It is also very important to consider the context. Every student needs to participate while reading time and it is also necessary having a silent and relaxing moment so everyone can concentrate on their tasks.

I can not forget about the texts' length and level. These are one of the most relevant factors, but it is highly important that books' texts are not too long and appropriate to their level and interest.

Finally, it is very necessary to consider the type of activities, not to do always the same activities and changing activities to be more interesting.

Types of reading

I want to introduce different types of reading, because when planning the activities it is interesting to know what type of reading is expected from the students in each reading activity. There is not only one type of reading and the type of reading depends on readers' intention. Cantón (1997, pp. 293-338) says that there are 5 different types of reading and these types of reading depend on the reader's intention:

One of the most used reading types at school is "Read to learn." This type of reading is used when people want to learn something about some subject. People focus in different concepts and it is a slow reading, focusing in key words. This type of reading allows students to link concepts.

On the other hand, people "read to enjoy" and this type of reading is one of the aims of this reading workshop. I want students to read for pleasure. Depending on the moment, the reading can be quick or slow.

Another type of reading is "read to search or exploratory reading." This type of reading is used when people is looking for certain information in a text. For example, when students have to look for some answer in the text that they have read.

Students can also "read just for reading." I am not interested in this type of reading because it is very quick and they do not enjoy it.

Finally, the fifth type of reading is “reading to create.” This type of reading is done with the aim to create something. This reading is going to be used when students have to continue or create a story.

In conclusion, I have to say that it is interesting to know what type of reading is expected from students when planning reading activities. Depending on the aim of the activity, we are going to use one type of reading or another. In the reading workshop that I am going to carry out, I am mainly going to focus on “reading to search or exploratory reading,” “reading to create,” “reading to enjoy” and “reading to learn.”

Multiple intelligences theory

In the reading workshop, I am going to consider the different multiple intelligences when planning the activities. According to Gardner, H (1983) we are all able to know the world through language, logical-mathematical analysis, understanding of other individuals, and an understanding of ourselves. These are the following intelligences that Gardner talks about:

Students use the visual-spatial intelligence when they recognize and use the patterns of wide space and more confined areas. In the reading workshop I use many displays for children to learn to understand the knowledge through the simple view of a picture or a map.

Students use the bodily-kinesthetic competence when they use the body effectively. It entails the potential of using one’s whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate body movements. This intelligence is used in the reading workshop when students use the non-verbal language to express themselves through dramatization.

Students use the musical competence when they show sensitivity to rhythm and sound. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms. In the reading workshop students listen to different songs and rhymes appropriate to their age. Thanks to these songs they learn while they enjoy and foster the non verbal language.

Students use the interpersonal competence when understanding and interacting with others. It allows students to work effectively with others. This intelligence is carried out in the reading workshop when respecting turns, interacting with other students or sharing ideas. In the reading workshop, I propose activities to form groups, to be in contact with other children. Students are taught to be good citizens

Students use the intrapersonal competence when understanding one’s own goals. It entails the capacity to understand oneself, to appreciate one’s feelings, fears and motivations. In the reading workshop children learn to have a personal autonomy through making decisions and planning them.

Students use the linguistic competence when they use words effectively. This intelligence is carried out in the reading workshop when talking with each other, talking with the teacher or expressing themselves.

Students use the logical-mathematical competence when they reason and calculate. It entails the ability to detect patterns, reason deductively and think logically. This intelligence is used when students count animals, letters or pages on the books.

Montessori method

When thinking about a methodology to carry out the reading workshop, Maria Montessori is one of the references in my project. The Montessori method is an approach to education which emphasizes individuality and independence in learning. The Montessori method is based on a few main premises. Source of information: David L, "Montessori Method (Montessori)," *In Learning Theories*, February 1, 2016.

Respect for the child. The Montessori method allows the student to choose what to do. The students explore and discover the world around them, rather than receiving all the information from the teacher. When students discover, it develops students' enthusiasm and curiosity. In the reading workshop students have the chance to read every book they want from the classroom library, new books are brought to the classroom and authors come to the classroom, so it promotes their enthusiasm and curiosity.

The absorbent mind-children. Students are learning all the time in their every day life. What the students learn basically depends on what information they get and the experiences that they have. In Montessori classrooms the free exploration is very relevant, because students explore and learn through their experiences. In the reading workshop most activities are designed for the students to explore and create.

Sensitive periods. This period varies from one student to another. The teacher has to know when he/she needs to introduce each concept to the students. In the reading workshop every students' level is taken into account when planning the activities.

The prepared environment. Montessori believed that classrooms should be organized with the learning materials needed. These materials should be interesting for the students of different ages, characteristics, and interests. In the reading workshop, when choosing the classroom, materials, students' ages, characteristics and levels are taken into account.

Autoeducation-Montessori believed that students learn on their own and exploring by themselves. Autoeducation is one of the aims of the Montessori method. The student learns in groups of different ages to assist the learning process of each other. In the reading workshop classroom there are 5 and 6 years old students.

Infancy (birth-6years), In the Infancy the Absorbent Mind and Sensitive work together. From 3 to 6 years old students learn experimenting and thanks to their experiences. In the reading workshop I am going to teach 5-6 years old students, so these students are going to learn songs and some other things through their senses.

In the Montessori method, the teacher is an aid to the students' learning process, the teacher allows the student to explore and guides the student. The teacher uses the observation to decide how to organize the classroom, what learning materials use and

what to teach. In the reading workshop students are going to have materials to learn and the teacher is going to be an aid in the students' learning, but sometimes the teacher is going to be the first role.

Suggestopedia

Suggestopedia is another very interesting method developed by the Bulgarian psychologist, Georgy Lozanov that I have taken into account when designing the methodology of the reading workshop. According to Bancroft, W.J. (1972), The main features of this theory are the importance of the furniture, the decoration and the arrangement of the classroom. The teacher is the main authority, who plays a central role. The teacher is the source of all information.

The way to work in class is developed by the idea of making students feel comfortable and confident. Due to this idea, the ideal class that follows the suggestopedia theory starts when the teacher teaches the material in a playful way. Then in the active session, the teacher reads with special intonation while a specific music is being played (sometimes students read the text together with the teacher and sometimes they focus on the music). The next step is the elaboration, in this step students sing classical songs and play games and, in this case, the teacher acts like an advisor. Finally, students start to speak and interact in the target language and they are not interrupted or corrected. In the reading workshop students read texts in groups, individually, listen to the teacher, listen to the music, students do dramatizations, learn songs.

What students are learning through suggestopedia is to trust the power of their mind. The use of music is positive as well and like sometimes happens, teachers, need to adapt this theory to the different situations and moments during the class. In the reading workshop to change from one activity to another, students listen to music as a way to concentrate and relax.

In conclusion, suggestopedia is a very interesting method to carry out in the reading workshop because I give importance to the decoration of the room, the teacher is the source of information who teaches in a playful way, acts like an advisor to trust the power of the students' minds and when the teacher is reading, a song is being played, so students have to concentrate to listen to the teacher. I also use the music as a way to relax and concentrate students.

Jean Piaget

In the reading workshop, I want students to be active learners. For this reason, I have taken into account the Piagetian theory. According to Piaget (1987), the child is constantly seen interacting with the world around him/her, solving problems that are presented by the environment. When the student takes action to solve a problem this knowledge is actively constructed by the child. In the reading workshop students have many activities in which they have to solve problems and take action, so they build a knowledge.

For Piaget the cognitive development is fundamental. In Piagetian psychology there are two ways in which development can take place as a result of activity: assimilation and accommodation. Assimilation happens when we take new information or experiences and incorporate them into our knowledge base. Accommodation refers to part of the adaptation process. This process involves changing one's existing schemas or ideas, as a result of new information or new experiences. In the reading workshop students start doing simple activities of each genre and then they do more complex activities.

Daniel Goleman: Emotional Intelligence

In the reading workshop working with different tales and texts, I teach the emotional intelligence. I want to carry out this reading workshop using the multiple intelligences, because they are necessary to be developed at this age. Daniel Goleman (1995) in his book gives relevance to this type of intelligence. The emotional intelligence is needed to learn and behave. Goleman highlights that this intelligence is the base of the success and also observable and evaluable in students. This intelligence allows the teacher to understand everything about the students and this makes the teaching-learning process to be better.

Thanks to the time that I have been in an Infant Education classroom, I can say that the emotional intelligence is very useful. Even though in a classroom we are teachers or students, we are all people with emotions. Understanding these emotions helps to understand other people.

Literary genres

I consider it very necessary to define and talk about the different literary genres that I am going to carry out in the reading workshop such as narrative, dramatic and lyric genres. These are the different genres that I am going to teach each term in the reading workshop. I am also going to teach two different subgenres each term such as tales, comics, poems, ditties, comedy and tragic theatre.

In the first term, I am going to teach the lyric genre that is considered a verse or poem that is susceptible of being sung to the accompaniment of a musical instrument that expresses personal emotions and thoughts. (C, José Fernando Avalo, s.f.)

I am also going to teach two different subgenres of the lyric genre such as poems and ditties. Poems are known as an arrangement of different words which contain a meaning and musicality. It helps students to become creative writers and fluent readers (Using poetry to support literacy and language development, s.f.). On the other hand, ditties are known as those songs made with an aim. The lyrics of the ditties are usually simple to understand and repetitive to memorize them easily. Ditties have a great role in the development of students' language, it allows them to learn new vocabulary, develop memory and exercise phonetics. (Jaquiaime, s.f.)

In the second term, I am going to teach the dramatic genre that is characterised and known as drama. The dramatic genre is divided into unrealistic and realistic genres, depending on the topic. It represents itself in front of an audience, through a group of people who represent the story. It can tackle any type of topic and the main area of action is the theater. (Características del Género dramático, s.f.)

I am also going to teach two different subgenres of the dramatic genre such as the comedy that is “a play characterised by its humorous or satirical tone and its depiction of amusing people or incidents, in which the character ultimately triumphs over adversity” (Oxford Living Dictionaries). The tragic theater is an episode of conflict in the life of a person. The protagonists of the tragedy are people represent values of their society. The main objective of the tragedy is to provoke in the spectators compassion and fear. Thanks to the tragic theater, the teacher can tackle many topics and the main area of action is the theater. (Principales características: Tragedia, comedia, drama, s.f.)

In the third term, I am going to teach the narrative genre that is known as one of the literary expressions made in prose. Through the narrative genre, real or fictional stories are told. The narrative genre is used in novels, stories, fables, myth to describe events and the order in which they occur. It has a place and a moment in which the story unfolds. The story is told by a narrator and the author can transmit ideas, events or facts. (Características del género narrativo, s.f.)

I am also going to teach two different subgenres of the narrative genre such as tales and comics. Tales are known as stories about imaginary events or different experiences that may be true or not. Tales are very helpful for students to boost their imagination and cultural literacy. It teaches students what is right, wrong and it helps students to develop critical thinking skills. (Características del cuento, s.f.)The comics, when students are learning to read, can be very helpful to improve their reading level. Comics have many things to offer to young readers. Even though some parents disagree with comics as a way to improve reading, it can be very helpful to encourage children and students to read and there are many topics. (El cómic, s.f.)

English general curriculum

Before planning the activities and as the reading workshop is going to be carried out in England, it is very important to have a look and consider the English General Curriculum (2013), which I have taken as a source of information. I am going to focus on reading aspects that this curriculum talks about and specially in 5-6 years old students. The programmes of study for reading at key stages 1 and 2 consist of the following two dimensions:

Word reading. Involves both the speedy working out of the pronunciation of unfamiliar printed words and the speedy recognition of familiar printed words.

Comprehension. Listening and reading. Good comprehension draws from linguistic knowledge and on knowledge of the world.

I am going to focus on 5-6 years old students. According to the English General Curriculum, students should be taught in word reading to:

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing GPCs and –s, -es, -ing, -ed, -er and –est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions (For example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in word reading.

These following notes are very interesting for the guidance:

Students should revise and consolidate the GPCs and the common exception words taught in Reception. As soon as they can read words comprising the year 1 GPCs accurately and speedily, they should move on the year 2 programme of study for word reading.

The number, order and choice exception words taught will vary according to the phonics programme being used. Ensuring that pupils are aware of the GPCs they contain, however unusual these are, supports spelling later.

Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice reading such words by sounding and blending can provide opportunities not only for pupils to develop confidence in their decoding skills, but also for teacher to explain the meaning and thus develop pupils' vocabulary

On the other hand, according to the reading-comprehension in statutory requirements of the English general curriculum. Students should be taught in reading-comprehension to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
 - being encouraged to link what they read or hear to their own experiences.

-becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

-recognising and joining in with predictable phrases.

-learning to appreciate rhymes and poems, and to recite some by heart.

-discussing word meaning, linking new meaning to those already known.

-Understand both the books they can already read accurately and fluently and those they listen to by:

-drawing on what they already know or on background information and vocabulary provided by the teacher.

-checking that the text makes sense to them as they read and correcting inaccurate reading.

-discussing the significance of the title and event.

-making inferences on the basis of what is being said and done.

-predicting what might happen on the basis of what has been read so far.

-Participate in discussion about what is read to them, taking turns and listening to what others say.

-Explain clearly their understanding of what is read to them.

These are the following notes for the reading-comprehension guidance:

Pupils should have extensive experience of listening to, sharing discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.

Students' vocabulary should be developed when they listen to books read aloud and when they discuss what they have heard. Such vocabulary can also feed into their writing. Knowing the meaning of more words increases students' chances of understanding when they read by themselves. The meaning of some new words should be introduced to students before they start to read on their own, so that these unknown words do not hold up their comprehension.

However, once pupils have already decoded words successfully, the meaning of those that are new to them can be discussed with them, so contributing to developing their early skills of inference. By listening frequently to stories, poems and non-fiction that they cannot yet read for themselves, pupils begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction. Listening to and discussing information books and other non-fiction establishes the foundation for their learning in other subjects. Pupils should be shown some of the processes for finding out information.

Through listening, pupils also start to learn how language sounds and increase their vocabulary and awareness of grammatical structures.

Rules for effective discussions should be agreed with and demonstrated for pupils. They should help to develop and evaluate them, with the expectation that everyone takes part. Pupils should be helped to consider the opinions of others.

Role-play can help students to identify with and explore characters and to try out the language they have listened to.

5. MY READING WORKSHOP PROPOSAL

Through this project I want to make a reading workshop proposal with the aim of encouraging 5-6 years old English students to read more, promote English reading, show the importance that reading has, work on the different literary genres and make students enjoy reading books. This reading workshop is expected to be carried out once a week during one hour. Each term I am going to work on a different literary genre and two subgenres. In this section, I am going to talk about the context (the school, classroom and students' features), the objectives of the reading workshop, methodology, activities, materials and resources, evaluation and the reading workshop in practice.

5.1. Context

I want to give relevant information about where the reading workshop is going to be carried out and also about the student's features. It is very important to know the context in which this project is going to be carried out to plan the activities. I am going to plan the activities of the reading workshop according to the materials, the students' interests and reading level. The students' interest and reading level are the first things to take into account when planning activities.

5.1.1. The school

The school in which I have put my project in practice is a school located in a town called Letchworth, England. It has 232 students and it is for Primary and Infant Education students. Economically it is a wealthy school. I consider that this is one of the reasons why students ready very well.

In most schools, the reading skill is one of the aspects that worries parents and teachers the most, because of the difficulties that students have understanding different kind of texts. In the school, the teachers consider very important to teach reading skills, they give importance to the interests of students. It is necessary to motivate students, so they can work and learn more and better. The motivation and interests of students are necessary to teach reading skills

The relevance to motivate the students and encourage them to read more, has been the main reason why there have been many changes in this school and now they give relevance to new technologies and also the chance to bring books to their houses so they can read and be motivated to read new books.

At the school that I have been working at they do many activities to encourage students. They read every day, comprehension questions, reading dramatizations, they read their names first thing in the morning when they have to put the stick on the "I am in the classroom" box, memorization, definitions, reading calendar, visit to the public library of the town, they go to the school library to get books, read motivating texts,

reading agenda where students write down which books they have read and they rate these books.

There are also some adapted activities designed for students with special necessities such as adapting the reading level to the students' level, strategies which reinforce the students' comprehension level and using helpful and motivating material for the students.

Apart from that, in the school that I have been working at they also organise some extracurricular activities. They use the library, the reading storm reading workshop, they have visits from writers, they participate on reading encouragement sessions, they collaborate in making the school's magazine and they design activities from each department.

Moreover, they use many materials such as different textbooks, magazines, books, reading agenda, books, comics, collections, new technologies, dictionaries, reading sheets, murals, tales, reading folders.

Finally, the school organizes some events in which "reading" is the topic of the event, such as "The Reading Storm;" every Monday some students go to the reading workshop, they receive the visits from certain authors so they read and tell stories to the students to encourage them towards reading, there is also the infant theatre where students perform and go to theatre, or the books' week where students can buy, sell or exchange books.

5.1.2. The classroom

This reading workshop proposal to encourage students to read more, enjoy reading and work on the different literary genres is going to be carried out in the 5-6 years old English students' classroom.

When choosing a classroom where to carry out the reading workshop or some other type of workshop, it is very important to consider every features of the classroom. These are the features of this classroom that allow students to improve their reading and encourage them to read.

In this classroom there are many resources, materials and displays. The reading is mainly going to be carried out in the reading area. In the reading area there are many books, a calendar, some reading murals such as how many books have they read and a book recommendation mural, where students recommend to other students some interesting book that they have read.

In the classroom tables, the students are going to be sat making a semi circle figure, in groups of 4, so every student can see properly the teacher and they are in group to make some group activities.

Talking about the resources and materials, there is a whiteboard which allows the teacher to write down some notes, draw or write something and every student can see it. I am going to use the smartboard more than the whiteboard.

The smartboard is going to be used when I need to project something from internet on the board, such as the virtual library or some other text in internet and it can also be used as the whiteboard.

In the teacher's desk there is a computer that is going to be used to access the virtual library, different web pages, texts... Thanks to the computer, I can access different web pages and get different materials from the internet to use in the reading workshop.

Right in front of the smartboard there is a projector. With the projector, I can project all the activities, texts, tales... on the board, so students can see it. It is a very useful resource and every student can see very well.

Next to the computer there are two speakers that I am going to use when using some virtual library or watching some video, so students can hear the stories.

Apart from the resources that I can get thanks to the computer, English books are also very important to create a reading environment. Using books and having a wide variety of books is going to motivate students to read more.

5.1.3. Students' features

This proposal has been designed to encourage students to read more, be interested in reading, read for pleasure and learn about the different literature genres. This reading workshop is going to allow the students to improve their reading level and read for pleasure. This workshop is going to be carried out with 5-6 years old English students. These students do not have any problem to talk, understand or read short texts in English. This is a classroom of 24 students who read quite often and most of them are interested in reading, but not all them.

To know the students' interests and level, before starting to plan the reading workshop, I did some observations about how they behaved in the classroom and what kind of answers they gave to the teacher during reading time. After all the observations that I made in the classroom, I knew the students' reading level, interests, their comprehension level and reading fluency.

I have been working with these students for a long time, so thanks to every observation that I have made, I know them very well. All the observations have been very helpful to plan interesting and motivating activities.

Moreover, to know some relevant information from the students, I have done a questionnaire so every student can answer the questions easily and I can get relevant information to carry out this reading workshop. I wanted to get information about who their favourites characters are, who they read with, how they like reading, for how long they read, how often they read, whether they have got many books at home...

Considering what the students have answered, I can say that they have a good English reading level and some of them enjoy reading. Nearly every kids' parent reads with them at least 4 days per week. This is very important and it is one of the reasons why they read very well and some of them are interested in reading.

I want to highlight that before planning the activities and preparing the reading workshop it is very important to know the students' features. This way the reading workshop can be carried out in a motivating and interesting way, because otherwise students can get bored and it is crucial for the teacher to create a context in which every student is motivated and interested in reading.

5.2. The reading storm

Before carrying out this reading workshop with students, it is necessary to know the age of the students, the objectives that I want to achieve with the reading workshop, the methodology that is going to be used according to the students' features, the activities that I am going to plan and finally the evaluation that I am going to evaluate the students' process in the reading workshop.

5.2.1. Objectives

One of the most important things of this project are the objectives that I want to achieve with this reading workshop. Throughout this reading workshop proposal, I want the 5-6 years old students to achieve the following objectives:

Firstly, I want to encourage students to be motivated and interested in reading. Some students do not have much interest in reading. I give importance to the activities and the student's interests, because if they like the activities that they do in the reading workshop, they are going to love reading the reading workshop and be interested in reading. Otherwise students would be bored and the reading workshop would be a waste of time.

Another aim is to design motivating activities and materials for the workshop. To plan the activities, it is very important to know the students' interests and their level. Knowing those aspects, I can design interesting activities and materials.

One of the objectives of this reading workshop, but not the most important, is to know and learn about the different literature genres and subgenres such as the narrative genre (tales and comics), the lyric genre (ditties and poems) and the dramatic genre (comedy and tragic theatre).

Another important objective of this reading workshop is to think about what kind of books, characters and topics students like. Before planning the activities, it is necessary to get all the relevant information about the students' interests through questionnaires or observations.

Not every student has the same level, so another objective and necessity of this workshop is to adapt the workshop to the level of the students. It is very important to plan the activities, considering the students motivation and level, so they can all be interested in reading and improve their reading level.

Finally, the last aim of the reading workshop is to improve the students' reading level. One of the most important objectives and the reason why I am doing this reading workshop is not only for the students to be interested in reading, but also for them to improve their reading level.

5.2.2. Methodology

In this part of the Project I want to make reference to the methodologies that I am going to follow in the reading workshop. I think that most of the didactic methodologies have important elements that I want to put in practice with the students because of the positive results that this entails.

One of the methods that is very important for me is the Montessori Method. I am using this methodology because of the importance of childrens' independence, natural psychology, physical and social development, the teacher is there to be an aid in the students' learning process, allow exploration and decide which learning materials are available. In the reading workshop students have some free time to read and explore books that are in the classroom, they also do representations and there are activities designed to be done individually.

Following Georgy Lozanov, I am going to teach in a playful way, considering the students' interests and always giving importance to the decoration of the classroom. Sometimes, I am going to have a central role and be the first source of information and some other times I am going to act like an advisor. I want to make students feel comfortable and confident.

I want students to be active learners, this is why I have taken into account the Piagetian theory. As he says in his theory, I want students to build their learning solving problems. In the reading workshop thanks to the activities that students do, they build a knowledge, solving problems in different activities and thanks to the assimilation process.

Another author to consider when designing this reading workshop is Daniel Goleman. It is crucial to teach the emotional intelligence through different materials and it is the base of the success. I want to teach the emotional intelligence because it is very important to be developed when students are at early stages and because understanding emotions helps to understand other people. The emotional intelligence is going to be taught in the activities students are going to do and the books that they are going to read.

In this project it is also relevant to develop, through the activities that are going to be carried out in the reading workshop, the different multiple intelligences of Gardner's theory such as the visual-spacial, bodily-kinesthetic, musical, intrapersonal, interpersonal, linguistic and logical-mathematical. For example the interpersonal competence is taught when students work in groups, creating a grupal ending for the stories, the logical musical intelligence is taught whent students sing songs, the intrapersonal intelligence is taught when students work individually....

When designing materials and activities for the reading workshop I have taken into account the reading motivation factors such as considering the students' interests,

the topic, the format, the context, the text's length and level and the types of activities. Those are very important factors to consider when planning a reading workshop. Students will be very motivated if they are learning about topics that they like and they will improve their reading level.

5.2.3. Activities

As part of the project, it is very important to design different types of activities for this reading workshop. Throughout the activities that I am going to plan for the reading workshop, I want every student to be motivated and interested in reading. I am also going to teach students the different literature genres such as narrative, lyric and dramatization through interesting activities.

Each term I am going to teach students one literary genre and two different subgenres. During the whole year they are going to learn 3 literary genres and 6 subgenres. During the first term I am going to teach students the lyric genre (ditties and poems), the second term I am going to teach students the dramatic genre (tragic theater and comedy) and the third term I am going to teach students the narrative genre (tales and comics).

The scholar calendar is composed by three terms, each term is composed by 12 weeks, so every genre is going to be taught during 12 hours and each subgenre is going to be taught during 6 hours. This is the organization scheme of the reading workshop.

5.2.3.1. Lyric genre (1st term)

-Ditties

-Poems

5.2.3.2. Dramatic genre (2nd term)

-Comedy

-Tragic theatre

5.2.3.3. Narrative genre (3rd term)

-Tales

-Comics

After mentioning the different genres and subgenres that are going to be taught at the reading workshop during the school year, I want to talk about the different activities that I have designed to teach students the different literary genres, subgenres, promote reading in English, improve the students' reading level and motivate them. These are the different activity examples of each subgenre.

5.2.3.2.1. Lyric genre

Ditties. These are going to be the following activities that students are going to do to learn about the ditties.

In the “KIDiddles” activity we are going to listen different ditties at the “KIDiddles”. This is a very interesting web page about ditties. Students can enjoy reading ditties while learning many things about the ditties.

In the “Good listening” activity we are going read the lyrics of some ditties at “KIDiddles” and then we are going to sing the ditties.

In “Filling the gaps” activity students will have to fill in the gaps of a song. I am going to write down in the whiteboard the words that are missing and students will have to fill in the gaps. Then we are going to correct it, read it and sing it.

In the “We love songs” activity we are going to learn some ditties from “KIDiddles” or otherwise from youtube Jolly Phonics song. First, we are going to read them, sing them and then we are going to memorize the ditties. That is the process that we are going to follow to learn the ditties.

In the “Singing and dancing” activity students are going to memorize the lyrics of a ditty and learn a choreography to perform it. We are going to follow the same steps of the last activity to learn some ditties and then we are going to learn a choreography following the instructions of the teacher.

The following activity is an example of a reading workshop session planned about the ditties.

Activity about the ditties
The title of the activity: Sing and dance
Description of the activity: In this activity we are going to read the lyrics of a ditty outloud. I am going to play a song at a very low volume so students have to focus and remain in silence to hear the lyrics. Then, we are going to sing, sing it to the peers and meorize it. Finally we are going to learn the steps of the ditty and perform it. We are going to use a ditty from “KIDiddles”. This activity is interesting to develop the musical intelligence.
Objectives: -Encourage them to read. -learn a ditty. -Memorize the lyrics and steps. -Work on the reading.
Timing: 60 minutes
Where is the activity going to be carried on? 6 years old students’ classroom.
Materials: -Stickers. As a prize. -Proyector. This way, every student can read the lyrics. -Computer. It allows access to “KIDiddles”.

The evaluation is going to be done through observations considering the following aspects:

- Students' motivation and interest.
- Reading level and improvement.

Poems. These are the following activities that can be carried out in the classroom with poems:

In the “Kids World fun” activity we are going to read a poem among all students on the “Kids World fun” virtual library, where we can find interesting and motivating poems. Students will have the chance to choose what poem they want to read.

In the “Reading a poem” activity, students will have to read a poem individually in silence. After that, we are going to read the poem together and talk about the poem, so students can give their ideas.

In the “We are the best readers” activity I am going to make groups of 5 students in which the students of each group will have to organise themselves to know how they are going read a poem in group. Then they are going to read it in front of everyone.

In the “Have we understood the poem” activity, after the students have read a poem, we are going to talk about the poem and I am going to make some comprehension questions to the students.

In the “Draw and explain it” activity we are going to read a poem and then students are going to draw a picture about what they have understood from the poem. Then students will have to give a brief explanation of the picture that they have drawn.

In the “Express your feelings” activity we are going to read a poem and then we are going to talk about what that poem transmitted to the students. Students are going to express their feelings and we are going to talk about what different feelings the poem transmitted us.

In the “Filling the gaps” activity students will have to complete the poem. Students will have to fill the gaps taking into account the words given. After they have finished, they are going to hear the poem and they will have a chance to correct it. Finally, we are going to correct it and read it together.

In the “Memorizing a poem” activity students will have to memorize a poem and then they will recite it. This activity would be for fathers' day. I am sure that every dad would be very proud of their son or daughter.

The following activity is an example of a reading workshop session planned about the poems.

Activity about the Poems
The title of the activity: Dear parents
Description of the activity: In this activity we are going to read outloud a poem about the importance that parents have in our life, the teacher is going make some comprehension

<p>questions and students are going to talk about their experiences and say why their parents are important in their lives, highlighting the importance of them. Then, students are going to copy the poem on their notebooks and finally, they are going to memorize it and say it at home. They can also practice it if they finish earlier than expected.</p>
<p>Objectives:</p> <ul style="list-style-type: none"> -Encourage them to read. -Encourage them towards English literature. -Work on the students' memorization. -Memorize a poem. -Work on the students' writing skills
<p>Timing: 60 minutes</p>
<p>Where is the activity going to be carried out? 6 years old students' classroom.</p>
<p>Materials:</p> <ul style="list-style-type: none"> -Notebook to write the poem. -Pencils. -Diplomas. As a prize. -Projector. This way, every student can read and see the pictures of the book. -Computer. It allows us to access the "Kids world fun" virtual library.
<p>Evaluation: The evaluation is going to be done through observations considering the following aspects:</p> <ul style="list-style-type: none"> -Students' motivation and interest. -Reading level and improvement.

5.2.3.2. Dramatic genre

Tragic theater. These are the following activities that are going to be carried out in class about the tragic theatre:

In the "What do you think" activity students will give their opinion about what they understand by a tragedy. Then, I am going to explain what the tragedy genre is.

In the "Reading a tragedy" activity, we are going to read some tragedies in group. Each student is going to read part of it, so every student can have the chance to participate and improve their reading.

In the "Preparing the author's visit" activity students are going to read a tragedy of a certain author, talk about the tragedy and prepare some questions to make to the author on the next day that she/he comes to class. The teacher is going to write down the questions that students have.

In the "Author's visit" activity we are going to bring an author to talk about his/her book. Students are going to ask him/her the questions prepared the week before and if they have some other questions, they will have the chance to ask him/her.

In the "Reading a tragedy" activity students are going to read individually, then we are going to read a tragedy in group and finally we are going to talk about this tragedy.

In the “Representing a tragedy” activity students are going to represent a tragedy. The teacher is going to give them the instructions about what to do.

In the “creating our tragedy” activity, students will have to write a tragedy. Then they are going to share the tragedy that they have written with the rest of the class.

In the “What did you understand” activity I am going to make some comprehension questions to students about the tragedy that we have read in group or individually.

In the “the tragedy” activity we are going to talk about what happened in the tragedy. Each student will have the chance to give their opinion and contrast it with the rest of the class.

The following activity is an example of a reading workshop session planned about the tragedy theatre.

Activity about the tragic theatre
The title of the activity: Represent a tragedy
Description of the activity: In this activity we are going to read a tragedy with low music, so students have to concentrate to hear the tragedy. Then, we are going to talk about the tragedy. Students are going to talk from their own experiences and the teacher is going to make questions to engage them. After that, we are going to suggest different ways to represent the tragedy in the classroom. Finally, students are going to represent it. This activity is very interesting to teach the emotional intelligence because of the different topics than can be used.
Objectives: -Encourage students to read. -Read a tragedy. -Represent the tragedy.
Timing: 60 minutes
Where is the activity going to be carried out? 6 years old students’ classroom.
Materials: -Sheets to make the end of the story. -Stickers. As a prize.
Evaluation: The evaluation is going to be done through observations considering the following aspects: -Students’ motivation and interest. -Reading level and improvement.

Comedy. These are some activities to teach the comedy subgenre.

In the “Reading a comedy” activity we are going to read a comedy outloud. Each student is going to read a little bit, so everyone improves their reading level. After that we are going to talk about the comedy.

In the “The silent comedy” activity students are going to read a comedy individually, so they can read on their own and in silence. Then, we are going to read the comedy outloud and talk about it.

In the “Preparing the questions” activity we are going to read a comedy by an author that will be coming the following week. Then we are going to prepare some questions to ask the author. The students and the teacher will suggest possible questions. The teacher will write down every question on the whiteboard and students will have to copy a question on paper, so they can remember the question. The teacher will save every paper in case students lose them.

In the “Author’s visit” activity we are going to bring an author to class so he/she can read to the students a comedy and talk to us about the comedy that he/she wrote, his/her live, and answer the students questions.

In the “Making the dialogue” activity students will have to prepare a dialogue of a comedy and then read it for the rest of the classroom.

In the “representing a comedy” activity we are going to read a comedy and then students will have to represent it. Every student is going to participate and they are going to follow the teacher’s instructions.

In the “Talking about the comedy” activity, after reading a comedy, students will have to make a summary outloud. One student is going to start with the summary and when the teacher says, another student will have to keep with the summary.

In the “Draw and explain” activity we are going to watch a comedy movie and then students will have to make a drawing about what has been the most important thing of the comedy for them. Finally, students will explain why they have drawn that and not some other thing.

The following activity is an example of a reading workshop session planned about the comedy.

Activity about the comedy
The title of the activity: Our story
Description of the activity: In this activity we are going to create our comedy. I am going to give students a comic sheet, but without the dialogues. Students are going to make the dialogues individually, they are going to share it with the rest of the classroom so everyone can ask or give their opinion, and finally we are going to choose one to represent it. Every student is going to take part and the teacher is going to be giving ideas. Each student will have a dialogue. This activity is very interesting to develop the students imagination, creativity and capability to work together.
Objectives: -Encourage them to read. -Work on the reading.
Timing: 60 minutes
Where is the activity going to be carried out? 6 years old students’ classroom.
Materials:

-Stickers.

-Blackboard

Evaluation: The evaluation is going to be done through observations considering the following aspects.

-Students' motivation and interest.

-Reading level and improvement.

5.2.3.3. Narrative genre

Tales. These are the following activities that can be carried out at the reading workshop teaching the tales.

In the "Oxford Owl" activity we are going to read a tale in the virtual library. The virtual library is called "Oxford owl." I am signed up in this virtual library, so we are going to use it to read motivating tales. In the classroom there are also many tales, so we are going to read interesting tales from the virtual library and from the classroom.

In the "Listening the tale activity" Students are going to listen to tales in the virtual library and they are also going to listen to the teacher reading stories. This way, students have to concentrate on what the teacher is reading.

In the "The Silent tale" activity students are going to read individually a part of a book and then we are going to talk about the book and everyone is going to give their opinion, so they can express themselves and listen to each other.

In the "What did you understand" activity students have read or listened to the tale, the teacher is going to ask comprehension questions about what they have read. It makes every student to be concentrated during the reading time and the teacher can realize the students' reading improvement and interest.

In the "Emotions" activity students are going to read "Best books for big emotions". These are very interesting books to read with students and teach different emotions.

In the "Debating" activity we are going to make a debate about a tale that students have read. I am going to make two groups in which one of them, some students are going to defend why the book that we have read is a good tale and some other students are going to say why it is not a good tale.

In the "How does it end?" activity I am going to give the students the beginning of a story and they have to make up the end. This activity is going to be done in groups, so they can talk and decide what end is the best for the story.

In the "What is the beginning" activity, I am going to give the students the end of a story and they have to make up the beginning. This activity is going to be done individually, so every student thinks about their own beginning.

In the "Representing the story" activity we are going to represent a tale. We are going to make different groups according to the story that we are representing and students will have to represent it. They will follow my instructions.

In the “Describing” activity, students are going to describe everything from the book that I ask them to. For example, students are going describe the characters and the place in which the book is taking place.

In the “Suggesting” activity, students will tell the rest of the class about an interesting book that they have read and they liked. They are going to suggest tales to other students and they are also going to listen to what tales can be interesting for them.

In the “Draw and explain” activity, students have to imagine that they are alone on an island and they will have to draw 3 different things they consider most important and they will explain why they consider those things important.

In the “Creating our own story” activity students, in groups, are going to make up a story using pictograms. The students are going to make up their own story. Students are going to tell their story to their peers.

The following activity is an example of a reading workshop session planned about the tales.

Activity about the tale
The title of the activity: What happened then?
Description of the activity: In this activity we are going to read first and then we are going to listen to the beginning of a story in the virtual library “Oxford Owl”, then we are going to make groups of 4 students, we are going to move from the carpet to the tables where they are going to have some minutes to discuss about the different ideas and, with the help of the teacher, they are going to make an ending for that story represented by pictures. This activity is very interesting to work in group, express their own ideas and develop the communication competence.
Objectives: -Encourage them to read. -Improve their reading. -Work on the students’ imagination and creativity. -Work together.
Timing: 25 minutes
Where is the activity going to be carried out? 6 years old students’ classroom.
Materials: -Sheets to make the end of the story. -Diplomas. As a prize. -Projector. This way, every student can read and see the pictures of the book. -Computer. It allows access to the Oxford Owl virtual library.
Evaluation: The evaluation is going to be done through observations considering the following aspects: -Students’ motivation and interest. -Reading level and improvement. -Students are going to evaluate other students.

Comic. Talking about the second subgenre that I am going to teach in the reading workshop these are the following activities that are going to be carried out to teach the comics in class.

In the “Reading a comic” activity we are going to read some comics from the school in group. In the classroom there are many interesting comics such as Spiderman, Toys, The Simpsons... We are going to read comics in group in this reading workshop.

In the “The silent comic” students are going to read a comic individually. After that, I am going to make some comprehension questions, we are going to talk about what happened in the comic and what they liked the most.

In the “Listening the comic” Apart from reading comics, students are also going to listen a comic read by the teacher. This way, students have to concentrate on what the teacher is reading. After that we are going to talk about the comic.

In the “talking about the comic” students are going to read individually a part of a comic and then we are going to talk about the comic and everyone is going to give their opinion, so they can express themselves and listen to each other.

In the “Representing a comic” activity we are going to represent the comic in a big group. Students are going to represent the characters by turns and they will have to read what the corresponding character says and represent it.

In the “The digital comic museum” activity we are going to read a comic using “The digital comic museum”. This is the web page that we are going to use to access a wide variety of comics. In this web page we can read many comics such as Dylan dog, batman, spiderman, Lucky Luke, Tintin...

In the “Suggesting comics” activity students are going to talk about the comics that they have already read; which is their favourite one, what their favourite characters are, they are going to suggest to other students some interesting comic, and they are also going to motivate other students to read those comics.

In the “What did we understand” activity after we have read or listened to a comic, in this activity I am going to ask comprehension questions about the comic, so we can talk about different aspects of the comic and every student can give their own opinion.

In the “Fulfilling the dialogues” activity we are going to give the students a comic with pictures and they will have to fulfil the dialogues. This is a very interesting and motivating activity to develop students’ imagination.

In the “Ordering the comic” activity I am going to give the students a messed up comic and they will have to find the correct order. After they have ordered the images of the comic, I am going to ask them why they have ordered them like that and they are going to give their reasons.

In the “My favourite character” activity we are going to read some comics about different characters such as Asterix, Tintin, Spiderman...The students will have to say what their favourite character is and why do they like it the most.

In the “Creating” activity, we are going to give to the students a comic and they will have to colour it and write the dialogues.

The following activity is an example of a reading workshop session planned about the comics.

Activity about the comic
The title of the activity: What is the right sequence?
Description of the activity: In this activity we are going to give to the students a sequence of different parts of a comic, which they will have to put in order and fill the dialogues in and colour the different sequences. This activity is going to be carried out individually and then every student is going to read their comic sequence to other students. The teacher is going to help and encourage them. This is an interesting activity to do by themselves, as they can explore and develop the intrapersonal intelligence.
Objectives: -Encourage them towards comics. -Work on the students' imagination and abstraction. -Work individually. -Work on the reading. -Encourage students to read.
Timing: 30 minutes
Where is the activity going to be carried out? 6 years old students' classroom.
Materials: -Pencils -Crayons -Diplomas. As a prize. -Comic with messed up sequences.
Evaluation: The evaluation is going to be done through observations considering the following aspects: -Students' motivation and interest. -Reading level and improvement. -Students are going to evaluate other students.

5.2.4. Materials and resources

These are the following materials and resources that are used in this reading workshop proposal to encourage students to read in English:

Recommendation mural. Students are going to use this mural to recommend to their peers interesting books that they have read. In this big mural, we are going to have the name of every student from our class. To recommend a book, each student is going to take a photo of the book that he/she has read, they are going to stick it in the mural and then they are going to write down what is interesting or why other students should read this book. This is a very interesting material to work on the students' writing and expression skills.

Read books mural. This mural is a very interesting resource to motivate every student and encourage them to read more. Every time a student reads a book, he/she has to write down which book he/she has read. Depending on the subgenre that we are working on, they are going to write it with a different colour. Depending on the number of books that they have read students are going to get a different diploma such as gold, silver and bronze diplomas.

Reader's sheet. Students will have to write down the title of a book that they have read, what part they liked the most and least and they will rate it from 1 to 10.

Digital board. We will use this resource to access the virtual library, different texts or traditional songs from different web pages. Thanks to this board we can do many interactive activities.

Virtual library. We are going to use this virtual library to work with different books, comics, texts... in English. Thanks to this library we are going to be able to read and listen to different books.

Reading books. It is important to have a wide variety of books so the kids can choose what to read. It is important to have many books to choose from.

Collections. It is important to have a wide variety of collections and also for them to be interesting for the kids.

Stage. Students can represent different representations here. It is important to have a place where to represent the stories.

Stickers. Golden, silver and bronze stickers. Depending on how many stickers they have, they can get another sticker. It is very motivating for students to receive these stickers and it encourages them to read more.

Diplomas. There are three different diplomas such as golden, silver and bronze diplomas and depending on how many books they read, they get a different diploma.

Circle stickers. We are going to use these stickers to know how many books they have read.

English corner. We are going to use this mural to highlight that in this corner we are going to work in English.

Reading area. In the classroom there are different areas to work on different subjects, so we are going to use this area when we read.

Computer. To access different web pages, texts, virtual library... It is very interesting to use this resource so students are more motivated and we have a lot of interesting materials.

Speakers. We are going to use speakers so students can listen to different stories in the virtual library.

Projector. This resource is going to be used to project the different materials from the internet (such as the library) on the wall, so the students can see it.

Pictograms. These are going to be used to work on tales with the students. We can give the pictograms to the students and they can make their own story.

Diary. This diary is going to be used to record which books the students have read at home and how they liked them.

5.2.5. Evaluation

To evaluate the students I am going use the observation method and the evaluation is going to be continuous. When observing I am going to focus on the students' interest, motivation, participation in the activities, reading progress and behaviour. Those are the main aspects in which I am going to focus when evaluating.

On the other hand, to evaluate students I am going to check the different murals such as the ones I have mentioned above, the reader's sheet and also the diplomas that they have got. This way, I will know their progress. Those are the main aspects that I am going to consider when evaluating the students.

I also want to mention that every activity planned has its own evaluation. Every day of the reading workshop I am going to be taking notes and evaluating the activities and the students. This is going to be beneficial for the improvements of the students and the workshop.

5.3. The reading workshop in practice

In this part I am going to plan a session that I am going to carry out with the students. After carrying out the reading workshop session, I am going to talk about what happened and possible improvements.

5.3.1. Planning of a session

During my working period in England, I decided to do this reading workshop because in the school that I was working at they had no reading workshop and I think that teaching students reading skills at these early ages is very important. While working at the English school, I had the chance to carry out a lesson of the reading workshop.

I am going to talk about the lesson that I planned to carry out at the school. The lesson that I planned is focused on the narrative genre and it is going to be about the tales. At the beginning of the lesson everyone is going to sit on the carpet and we are going to sing the "Hello song" to welcome everyone and introduce the reading workshop. After that, we are going to choose a book. One student is going to have the chance to choose what book to read from the "Oxford Owl" library.

I am going to mention why reading is so important, so every student can realize of the benefits that reading has. Then, we are going to read the beginning of a book titled "The big box" and we are going to listen to the beginning of the story in the virtual library "Oxford Owl."

Then, I am going to make some questions to the students, so I can know whether everyone was listening, they understood and enjoyed it. After that, we are going to move from the carpet to the tables where in groups of 4 students, they are going to have some minutes to discuss about the different ideas that they have and they will provide an ending to the story. In groups, the students will read the story that they have made up to the rest of the classroom.

Finally, each student is going to choose what story they enjoyed the most. They are also going to explain why they enjoyed that story. After every student has voted, each member from the winner team will receive a gold sticker because of their good job. We are also going to give a sticker to every student to congratulate everyone because of their enthusiasm and good job. This activity's aims, materials, evaluation have been mentioned above.

5.3.2. Exposition of what happened and possible improvements.

When the lesson started the first thing that we did was to sing "Hello song" to welcome everyone and introduce the reading workshop. The students were very happy when they heard their name. After that, we chose a book from the "Oxford Owl" library. One of them had the chance to choose it, because it was her turn. Every student respected it.

After one student chose a book from the virtual library, we read and listened to the story. Students were very motivated and concentrated while reading and listening to the story. I asked some questions to the students so I could know whether everyone was listening, understanding and enjoying it. Most of them answered correctly my questions, even though some of them did not know the correct answer, but at least they tried their best.

Then, we made groups of 4 students, we moved from the carpet to the tables where they had some minutes to discuss about the different ideas to end the tale and, with the help of the teacher, they gave an ending to the story. They were very engaged and interested while giving their ideas. Even though most students were motivated when reading the story in front of everyone, some of them were nervous.

Finally, each student had to choose what story they enjoyed the most. They also had to explain why they enjoyed that story. After every student had voted, each member from the winner team received a gold sticker because of their good job. I also congratulated every student that took part in this activity with stickers and they were very happy. Every student did their best and all of them had fun. They enjoyed the reading workshop and they were very interested.

In conclusion, I have to say that the activity mostly went as expected. However, talking about things to improve, I have to say that the tables were not grouped as they should, so it took 5 minutes approximately to organise everything and then I was rushing on time, but we had time to do everything.

6. AIMS REACHED WITH THE PROJECT

I have to say that this reading workshop is very interesting because of all the activities mentioned above and also because in the school that I have been working at they did not have any reading workshop and some students were not interested in reading. Thanks to this project, I have planned and suggested many activities that can be carried out to teach the three literary genres, students have enjoyed reading and I have created a reading environment.

Nowadays there are not many reading workshops available for 5-6 years old students. Consequently, this proposal is very interesting for students because it is beneficial to start reading at early stages and it also has many benefits as I have mentioned throughout the project. Those benefits will allow students to be active citizens in a future.

In this project, I have achieved the main aim of the reading workshop to create a context in which everyone is interested in reading and enjoys it. This aim is achieved because the students had fun while reading and they also showed interest in reading. To reach this aim, I have highlighted the importance of the teacher while planning every lesson and always considering the students' interests and materials such as diplomas, murals, murals of recommendation...to plan every activity.

In conclusion, I have to say that I have reached all the aims that I had when I started this project. I have designed a reading workshop proposal to encourage students to read more, improve their reading level and introduce reading at early stages as a continuous presence in their lives. Futhermore, I have designed motivating activities and materials to encourage students to read more. Finally, I have planned a session, I have carried out the activities planned and I have analyzed the lesson.

7. CONCLUSIONS

Thanks to this project I have learned many things such as the importance that reading at early stages has for students to be active citizens, enjoy reading, get good academic results, learn vocabulary, improve their oral skills, develop imagination and creativity, increase self-image and self-confidence and develop the students' brain. There is no doubt that reading at early stages has many benefits and they have a big impact on the students' development. Through this project I realized how important reading is.

Apart from that, I have also learned different motivation factors which can have an impact on the students' motivation and interest when reading different texts. I have learned about how important some factors are in order to motivate students, such as the topic, the format, the context, the texts' length and level and the type of activities designed. This information has been very interesting for me when planning and designing activities, because thanks to the information I have carried out a motivating session and I have designed motivating activities, from my point of view.

Learning and using the English General Curriculum has been very useful for me, because during my time in England, I have been using it. I wanted to highlight which reading aspects they give importance to in England, how they work on the students' reading skills and what is expected from them.

Furthermore, I have learned many things from different authors, theories and methods that have been relevant to design the methodology of this reading workshop proposal. For example Gardner's multiple intelligences, the Montessori method, Suggestopedia, Jean Piaget and the emotional intelligence. Thanks to these theories, methods and authors I have designed a methodology to carry out the reading workshop which would not be the same without this information.

Finally, I have learned about the three different literary genres and subgenres, such as the narrative genre (tales and comics), dramatic genre (tragic theater and comedy) and the lyric genre (ditties and poems). Learning about these literary genres and subgenres has been very useful for me when organising and deciding what topic to teach to the students. Thanks to this idea, I have been able to organise the reading workshop teaching and doing different activities.

In conclusion, I want to say that this project can be an interesting reading proposal that the school that I have been working at could carry out, to encourage students to read because of all the reasons mentioned throughout the project.

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9. ANEXES

Questionnaire

Do you like to read in English?	Nothing	A little	Enough	A lot
How much do you read at home?	Nothing	A little	Enough	A lot
Do your parents read to you?	yees	No		
Do you read with your parents?	yes	No		
How many books do you read per month?	0	1	More Than one	
What collection do you like to read?				
What is your favourite character?				