



FACULTAD DE EDUCACIÓN DE PALENCIA  
UNIVERSIDAD DE VALLADOLID

# TÍTULO

## READING PLAN PROPOSAL

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

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## ABSTRACT

This degree final work deals with the main line of a Reading Plan proposal for a bilingual school. Promoting reading from early years to the last ones results essential in every stage, regardless the language used. It is meant to clarify what is the importance of reading and how it could be implemented in a certain context, according to group features. As reading is actually a language skill, it can be linked to my training period, focusing on pupils of year six at a school in Palencia. Regarding law, this proposal is supported by several laws that control and contain the information to be followed, as well as official curriculums, organic law (this year this law is still in use) and the method implemented. The proposal contains activities that motivate pupils to acquire a habit reading and also reading for pleasure.

## RESUMEN

Este Trabajo Final de Grado trata sobre la línea principal de “propuesta de un plan de lectura para un colegio bilingüe”. Fomentar la lectura desde edades tempranas a los últimos años resulta esencial en cada etapa, sin tener tanto en cuenta el lenguaje. Este trabajo supone clarificar cual es la importancia de la lectura y como podría realizarse en un contexto concreto, según las características de un grupo. Ya que la lectura es una habilidad del lenguaje, puede enlazarse a mi periodo de prácticas focalizando en sexto de primaria en un colegio de Palencia. En cuanto a la legislación, esta propuesta se apoya por distintas leyes que contienen información a seguir como son el currículo oficial o Ley Orgánica. La propuesta concluye con actividades a realizarse que motiven al alumnado a leer buscando adquirir un hábito lector y leer por placer.

Key words: reading plan proposal, bilingual school, reading habit, reading for pleasure, library school.

*“The best reading teachers are those who help children to become independent readers quickly” (Meek, 1982)*

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## **1. INTRODUCTION**

Reading is a human skill that requires a whole process in order to understand it. It is actually present from the infant education until we die, which means it is a process that lasts during all of our lives and it has a real influence not only in educative stuff, but also in social and commutative aspects. Pupils start to add more vocabulary and acquire cultural knowledge from this first stage thanks to reading but also listening to stories or short tales, which means they are continuously working with the basic abilities to learn a new language. Once they are able to understand more complex sentences, they are ready to take advantage of their skills.

Reading is actually a powerful tool to acquire knowledge and understand the world we are living as well as the culture. Regarding school, this thought is not as simple as decoding an information because pupils should be good readers with the capability of using several kinds of text to understand and situation without forgetting about pleasure in enjoyable parts.

The school atmosphere is the key place in order to know the pupils reading skills and check if there is any kind of lack so as to see how it may influence their academic level and the own basic training and development. Thus, a Reading Plan promotion results a clear need in every school level and even more in the last year to join another period based on harder reading skills. The promotion of reading can be achieved from different aspects but the school is meant to be the best support because it is the place where pupils spend most of their time not only physically and surrounded by books but also mentally. School does result a perfect place to develop the interest at reading.

The teacher role is to provide them with appropriate books that are motivating to read and enjoy. If pupils are able to read and enjoy, they will be likely to be good at reading. In addition, this proposal is meant to be for a bilingual school so material implemented has to be well selected to promote language learning. As during my training period I was with year 4, 5 and six but also infant education, I could see how reading is worked from different ages and materials and carry out different kinds of reading activities. Another important point to be considered is the importance of the school community

and its interaction with families and the environment because all of them do contribute to the language acquisition and the development of reading habits and skills. The mentioned parts need to collaborate together for the sake of the children.

## **2. OBJECTIVES**

This proposal has as its most important objective to adapt and create a reading proposal to the needs and features of an specific centre in the city which is bilingual and also to promote English skills while they read for pleasure and to acquire new knowledge.

- Design a Reading Plan programming in a year 6 class.
- Improve their reading skills using different kinds of texts.
- Promote activities so as to create a correct work environment, also counting with the family role for all the process.
- Encourage pupils to read freely in order to deepen their knowledge and be good readers.

### **2.1. Relation with the competences**

- Oral and written communication skills, according to B1 level, in one or more foreign languages, according to the Common European Framework of Reference.
- Know the psychological, social and linguistic foundations of the Pupils variety.
- Know the pupils features so as the characteristics of their motivational and social contexts.
- Know the normative and legislative elements applicable to primary education centers.

Especially in English part, several key aspects can be observed that will help my proposal:

- Develop progressively the communicative competence, by means of the integrated practice of the four English skills.
- Know the cognitive, linguistic and communicative basis of the language acquisition.

-Be able to stimulate the metalinguistic and cognitive aptitude development to the acquisition of a new language by means of relevant tasks with sense and closeness to the pupils.

The mentioned competences, which were worked and develop during this degree, are absolutely necessary and useful to promote a Reading Plan proposal in a school. These competences let us, as teachers, have all the basic perspectives in design, foundations, contents, planning and assessment, as well as being right at the English level required. These aspects are basic to plan and implement units and lessons because all of them can be treated with the Reading Plan proposal as communicating (and reading skill) so this can be integrated in the class

As reading importance in not invented and has its thought on official documents, we need to analyse them so as to understand of its relevance:

Our educative system is also aware of the importance of reading, specifying several key points to support this idea:

## **2.2. Ley Orgánica 2/2006, 3rd of March, of Education mentions:**

-Article 16 (general principles):

2. *“Acquire the basic cultural skills related to expression and oral comprehension to reading, writing and calculation...”*

-Article 19 (pedagogic principles)

2. *“...oral compression, oral and written expression, audiovisual communication, tics and communication and value education will be worked in all the areas”*

3. *“With the propose of promoting reading habits, a daily time will be dedicated to read”*

This let us know that reading is worked in each area and also requires more skills to complete the whole learning process.<sup>1</sup>

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<sup>1</sup> LOE Translation from <http://www.boe.es/boe/dias/2006/05/04/pdfs/A17158-17207.pdf>

-Article 3 (primary education aims)

e) *“Know and use in an appropriate way the language and, if there was, the coofficial language of the autonomous region and develop reading habits”*

-Article 19 (Pedagogical Principles)

3. *“There will be a specific daily reading time to promote reading habit.”*

-Article 113 (Scholar Libraries)

1. *“All educative centres will have a scholar library.”*

2. *“The educative Offices will provide with books the public school libraries in a progressive way. “*

3. *“The scholar libraries will contribute to promote Reading and pupils could access to information and learning resources for the rest of areas and subjects. Other important aim of the libraries is develop the critical thinking through readings.”*

4. *“The libraries and their organization could become in an open space for the educative community.”*

5. *“It will be suitable that the educative centres could practice a common work, with the municipal libraries through agreements with the cities councils.”*

-Article 26

2. *“In this stage, the attention will be implemented to acquire and develop basic competences and it will be promoted a correct oral and written expression. In order to promote the reading habit, a tome will be assigned to the practice of all the areas.”*

### **2.3. Decree 40/2007, 3rd May**

According to the Decree 40/2007, 3rd May, is established the curriculum of Primary education in Castilla y León and in Spanish language and literature area and foreign

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Decreto 40/2007 translation from  
<http://www.educa.jcyl.es/es/resumenbocyl/decreto-40-2007-3-mayo-establece-curriculo-educacion-primar>

language area have introductions, objectives and assessment criteria linked with reading.

An introduction can be found in the Spanish language and literature area, saying “so, teaching and learning in this area has as an objective the development of linguistic skills: speaking, listening, talking, reading, writing and think about the own language, It also wants to approach reading and literary texts comprehension in an specific way”

In this area, more important details appear, as it happens in the block of contents three named “Literary education”:

*“Literary education is conceived as closeness to literature from its most simple expressions. Reading, writing exploration, recitation, rhetoric games practice or listening of oral literature texts must contribute to the development of literary competence, as part of the communicative competence and as closeness to the artistic expression and the inherited value of literary works. In addition we can not forget that though reading we have to offer to pupils a real literary education that facilitates the contact with all those texts in which cultural and linguistic identity of our nation and humanity were obvious”*

This block does focus on the importance of the area we are actually living so that pupils must have a literary education about thing they are daily working with. As reading is used for the entire live and it is a continuous way of learning, it is developed from the infant education. During the primary stage these skills will be drastically improved and also complemented in order to understand the world.

Reading is not only present in the contents, it also appear explicitly in the objectives of this area:

9. *“Read with the proper fluency and intonation, understanding different types of texts adapted to the age and using reading as a way of widening the vocabulary and having a correct orthography”.*

10. *“Use reading as a resource of pleasure and information, considering as a way of learning and personal enrichment, and approaching to relevant works of the literary tradition to develop reading habits.”*



11. *“Understand literary texts of several types suitable in topic and discursive complexity and introducing in knowledge of specific conventions of the literary language. “*

Once these objectives are taken into account, it is clear that reading is a tool of pleasure and a way of getting information using several language skills in order to improve what they understand and also as a way of promoting reading in their lives. In conclusion, thanks to reading promotion we are able to create reading habits, developing a pleasure feeling inside. We have to bear in mind that this proposal is meant for year 6 so it is also important to know what this law underpins about this last year:

*-Use different types of libraries (class, school, neighbourhood or city and virtual ones) to obtain information to written production, with knowledge and respect to the rules, making a more autonomous use of themselves.*

*-Interest for written text as resource of information and learning and as a way of experiences communication and living together regulation.*

Regarding assessment criteria, the law has key aspects about reading: (B2)

*-Read loud different texts, with a correct fluency and intonation.*

*-Read in silence different text, appreciating the speed and comprehension progress.*

*-Focus on understanding and interpreting the meaning of the texts read.*

*-Appreciate the value of literary texts and use reading as resource of pleasure and information, considering it as a way of learning. (B4)*

Once the law has been seen, it is obvious the importance of reading and how this law also highlights the need of working the skills, suggesting a clear daily time to work with reading and how this language should be implemented (appropriately and in all the areas). This let us know that reading should deal with all the areas so as to motivate the

pupils. One the law provides us with some information, taking a look at another legislative document helps to clarify concepts as well as making conclusions:

#### 2.4. ORDEN EDU/747/2014

The Reading Plan is implicit in **ORDEN EDU/747/2014** of the 22th of August in which school reading programs are regulated and implemented. Several information results a staple to understand the importance of reading and how it is done. In its article 2 describes it as *“the set of objectives, methodologies and strategies to promote both reading and reading comprehension, which implies a explicit support for the skills acquisition of competences”* and (...) *“will be reviewed and updated annually and attached to the annual general planning of the centre”*<sup>2</sup>. Therefore, the importance of reading relies on several aspects of planning and must be taken into account to get a good acquisition of skills and competences as well as its presence in the official documents.

Once the meaning of the Reading Plan is set, it is also important to know what it wants to achieve. These objectives are taken into account because they give clues about what it is really essential and how it can be got:

It has clear objectives which are mentioned in article 3:

*-“Awake, increase and consolidate the pupil’s interests in reading as a mean of personal enjoyment.”*

*-“Provide and reinforce strategies from all the areas of the curriculum, so as to develop reading, writing and oral communication skills and form pupils as capable people of handling successfully in and out the school.”*

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<sup>2</sup>Orden EDU translation from [https://www.tramitacastillayleon.jcyl.es/web/jcyl/binarios/110/502/Orden%20EDU\\_747\\_2014%20y%20Correcci%C3%B3n%20de%20errores.pdf?blobheader=application%2Fpdf%3Bcharset%3DUTF-8&blobheadername1=Cache-Control&blobheadername2=Expires&blobheadername3=Site&blobheadervalue1=no-store%2Cno-cache%2Cmust-revalidate&blobheadervalue2=0&blobheadervalue3=Portal\\_Informador&blobnocache=true](https://www.tramitacastillayleon.jcyl.es/web/jcyl/binarios/110/502/Orden%20EDU_747_2014%20y%20Correcci%C3%B3n%20de%20errores.pdf?blobheader=application%2Fpdf%3Bcharset%3DUTF-8&blobheadername1=Cache-Control&blobheadername2=Expires&blobheadername3=Site&blobheadervalue1=no-store%2Cno-cache%2Cmust-revalidate&blobheadervalue2=0&blobheadervalue3=Portal_Informador&blobnocache=true)

*-“Facilitate the students learning strategies that let them distinguish relevant information and interpret several types of texts in different reading supports and writing.”*

*-“Transform the school library into a resource centre in different support for teaching, learning and writing pleasure.”*

*-“Get the implication of the entire school community in the interest for reading.”*

These objectives let us plan how it is possible to work with the available resources in order to promote reading skills. Therefore, it is a mean of getting new learning, make pupils motivated and also develop their skills not only in a specific place as the school but also in their entire life, that is why reading is a valuable tool that can open doors to new contents and also to deepen in their own tastes. The mentioned objectives also provide some key ideas about how the method could be implemented. As it is something attractive for them, their tastes should be taken into account in order to let them do their best, using several curricular areas so that they have a global knowledge and also setting the techniques and strategies to develop the skills. Several type texts should be implemented too, that means the resources used must be varied and interesting. All these ideas help to clarify what resources can be used and even how. The need of motivating pupils to read is absolutely necessary according to what the legislative documents say and that is why schools must pay more attention to read.

As we see the basic ideas of both documents remain the same, offering some key point to take into account when making a reading proposal. Other authors as D.Bloome & J.Green (1984: 395-396) also highlight the importance of reading to establish and keep social relations *“as a social process, reading is used to establish, structure and maintain social relationships between and among people...a sociolinguistic perspective on reading requires exploring how reading is used to establish a social context while simultaneously exploring how the social context influences reading praxis and the communication of meaning”*. This also features the idea of socialising pupils and how reading could also improve their social relationships which is actually a way of living together with their pairs.

### 3. THEORETICAL FOUNDATIONS

#### 3.1. Meaning of reading

Reading is a common word that is actually used in several contexts and not only the scholar one, that is why we need to have a clear idea about what is. As we are part of a Spanish culture, knowing how our society reflects this concept is also a must:

-According to the Royal Academy of Spanish language, read is *“to go through something written or printed, understanding the meaning of the characters used”*<sup>1</sup> whereas reading is *“to perform the sense of a text”*<sup>2</sup>

-Thus, other authors as Kleiman (2002) as Goodman (1995) understand reading as an interactive process among people. This people interaction contains two types knowledge: one is formed by the nature, linguistic, textual and world knowledge and the second one which refers to the partial knowledge, including three elements about topics, situations and culture events.

-Stanovich (1980) also understand reading as the mentioned author, talking about the process because *“it is an interactive process in which information is used from several knowledge sources simultaneously (letter recognition, letter-sound relationships, vocabulary, knowledge of syntax and meaning)”*

-According to Mendoza (1998), reading is an experience in which all the reader personality is in interaction with the text because only the reader develops and takes the whole significant power. Meaning that *“reading act is conceived not only as a perceptive process but also as an interactive and creative process between the reader and the text in order to understand and interpret it”* (Clomer and Camps, 1996)

- Solé also treats reading as an interactive process: *“reading is an interactive process between a reader and a text where the reader tries to satisfy the objectives that lead their reading”*

-On the other hand, Bernabeu highlights the complexity of it *“it is a cognitive process that includes minor skills. It is a complex activity of knowledge in which several skills and diverse activities participate and merge”*. Mendoza also mentions the difficulty of the process *“it is a complex activity of knowledge, in which controlling, abilities and linguistic skills, of know ledges, of the linguistic experiences itself that the reader has, referring to them in the text implicitly.”*

### **3.2. Reading aims**

Once we have quoted this definition, it is clear how reading is described as an interactive process and involves the reader and a kind of text, using both, knowledge and contents although it could be complex because of skills requirement. On the other hand, reading has different purposes as Cantón (1997) mentions because there are kinds of intentions, these are reading to learn, reading to enjoy, reading to read, reading to create and reading to search or exploratory reading.

**-Read to learn:** *“It is reading to increase the knowledge. It is used to be slow, repeated and with continuous regressions, putting in practice relation strategies with previous knowledge, clarifying of contents and synthesis to help to the transformation of knowledge”*.

However, reading to learn is not the same as learn to read. Both of them are forms of reading but they are not the same because their objectives are different. When referring to “read to learn”, pupils are reading a text in order to learn something about the language as vocabulary or expression (this is what they do when studying or reading their text books). This passages tent to be short and use a lot of words that pupils do not understand or even know, these are the pre and post activities and comprehension questions. This type of reading wants to teach the language based on reading skills.

On the other hand, in “learn to read” pupils practise reading to find information as reading a book to enjoy without knowing what they are actually learning. The objective

is to read fluently (learning new things is not a must but they could learn as well) and to focus on their knowledge of things they know to improve the language faster and fit better while communicating. Also *“This allows them to process language faster and improves comprehension and enjoyment”* so this kind of reading could fit perfectly in my proposal because, as we have previously said, enjoyment is also an aim of the Reading Plan and it forms part of the pupil personal enrichment.

In conclusion, “read to learn” helps to get new vocabulary while “learn to read” (extensive reading) helps to practice and get a better knowledge, deepening on it.

- Read to enjoy: *“they are readings which content produce pleasure for the reader. It is a slower reading, which invite to the reflection and allows to carry out regressions, pauses or fast advances, depending on the moment”*

-Read to search or exploratory reading: *“It is a reading carried out in a faster way when you are searching in selective way for specific information. It is required from the reader visual agility, attention and dexterity to discard non significant information. It is a tiring reading.*

-Reading just for reading: *“It consists on sliding the sight along the text without no particular purpose. The reader has a passive attitude and there is not interaction or assimilation between the reader and the read content”.*

*“Read to create”: The read text is converted in a creative resource to produce ideas for the creation of other texts”.*<sup>3</sup>

On the other hand, Foucambert (1989) has his own perspective about purposes, classifying them depending on the reader’s attitude and what his objectives are: silent comprehensive reading, slow reading, selective reading, informative reading and exploratory reading. Foucambert (1989) classifies the reading depending on the reader’s attitude and the objectives that he/she pursues: silent comprehensive reading, slow reading, selective reading, informative reading and exploratory reading. Once these two

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<sup>3</sup> Extensive Reading [http://erfoundation.org/ERF\\_Guide.pdf](http://erfoundation.org/ERF_Guide.pdf)

perspectives are mentioned, it is even clear that the reading aim is to understand a text. As it may be not clear enough, Mendoza also says “*reading is more than knowing how to recognise each word that forms the text: reading is, basically, knowing to understand, and especially, know to interpret, that is, know how to establish our own opinions*”. In fact, he proposes a simple organization of the aims: reading to obtain information, reading to interact and reading to entertain.

If a text is clear and we part from its comprehension, they are likely to establish relations among their experiences within the group and also realise about the text. This means they treat the text as something alive and meaningful and they will be able to read pleurably because they also understand what they are reading. If they want to understand a text they should be good reader and also competent at it.

### **3.3. Competent reader**

Mendoza (1998) says that a competent reader is someone who is able to establish the meaning and the interpretation of the text. In addition, he points out that the competent reader also interacts and cooperates with the text, follows the patterns that regulate the reading process (anticipations, expectations and inferences) and applies strategies depending on the particularities of the text or the different stages of the reading process.

The features of a competent reader are also dealt with by Cassany, Luna and Sanz (1994, p.201). The competent reader is who:

- Usually reads in silence although making oral production if necessary.
- Reads quickly and efficiently with general, quick and selective visual glances.
- Focuses on superior units of the text and so not review it letter by letter.

Margaret Meek points out that “*the confident reader looks again at the text to find the reason for any difference between what he reads and what he knows*”. That confirms what a competent reader is because they can identify specific pieces of information to solve a problem, looking for the key words and not reading the whole text. The

importance of reading is definitely essential, as we previously saw. Reading is a generic word that needs to be clear and meaningful, according to Ríos and Varcárcel “*reading is a receptive language process in which the reader recognises and decodes any kinds of symbols*” they also emphasise that this process is finished if the reader gives sense and understand the text and put that information in his thoughts and even in his own experience. They also agree about the most essential part in a written text, which is reading comprehension. As this process is not short, it actually requires time and it is gradual, it also depends on the pupil, because they do not part from the same previous knowledge. Finally they also suggest that the social environment does affect the development of reading skills (we should not forget that pupils can not be separated from a social context), which was previously mentioned with the authors as Bloome and Green.

She also gives some reasons to use reading and literature in the primary stage:

-Literature provides a meaningful context in order to learn a language.

Bruno Bettelheim does value the importance of reading material for the children development and also the way they learn to understand. If this material is not meaningful, reading “*becomes devalued when what one has learned to read adds nothing of importance to one’s life*”

-Literature help to language learning, showing a natural language that can improve vocabulary development.

Margaret Meek points out that “*stories teach children the verb tenses of the past and the future when they are intensely preoccupied with the present*. This is also an excellent point to bear in mind because readers from year 6 are able to use that tenses, as they are part of the contents. As this language should be natural, literature has plenty of examples of real life language in several contexts (Hill, 1986).

Literature is also useful so as to learn, as Bassnett and Grundy point out “*Literature is a high point of language usage; arguably it marks the greatest skills a language user can demonstrate. Anyone who wants to acquire a profound knowledge of language that goes beyond the utilitarian will read literary texts in that language*”.



-Literature can foster thinking skills so that pupils are prepared for the English instruction. According to Krashen *“to become good readers in the second language children need to read in the primary language”*. Ghosn also points out that a good literature helps the teacher to increase the topics, using the language in several situations and taking into account the pupils needs and interests.

-In addition, Literature acts as a change agent because it also deals with human aspects and can help the emotional development, interpersonal and intercultural aspects.

### **3.4. Learn to read**

According to Margaret Meek, the most appealing reason for teaching pupils to read is the practical ones because they are actually surrounded by print (posters and notices, letter boxes and forms). Our names are written even in so many documents so they should be able to read them. They will also be good readers, *“they are more than successful print-scanners and retrievers of factual information*. In fact, they find in books all the experience they could and this is due to have learned to read. Beyond this, they can also *“understand a wider range of feelings, events and facts”* and their imagination does improve because *“they can travel over the universe without moving from a chair*. Readers do it for a purpose which the feeling of pleasure, in fact reading is really linked to their growth that *“they often can not distinguish in memory what actually happened to them from what they have read about”*.

Once the reasons are clear, we need to limit the range of age of our pupils. As my practice is meant for an age, bearing in mind their importance is necessary. This age is extremely important because they are closer to secondary education and they are not new at reading. They have specific characteristics:

-Pupils are not likely to read out loud now, but if they do, they understand the meaning even when they go over unexpected words.

-Their atmosphere does change, giving them a high organisation, bigger community where lesson and timetables tend to be more complex and where school library.

The teacher role has a key importance at the time because these children will become secondary ones soon. They are actually skilled readers and their tastes are quite varied.. In addition, Margaret Meek discovered that pupils use the time among lessons to read and understand word they don't even know, they do not stop for them. 152 Reader and teacher are necessary at reading but also the bond creating among them which is why creating good reader also depends on the teacher role.

#### 4. METHODOLOGY IMPLEMENTED

Remembering that reading is not only obtaining information from a written format as texts or books, it supposes to achieve and improve several skills as well as the reading habit and pleasure. That is why the method that should be followed deals with this mentioned aspects in order to get their best, offering them possibilities to be success.

The child is the learning protagonist and teacher is in charge of helping him so that pupils can learn by doing things on their own, which is the proper form of acquiring knowledge and it is called constructivism. This means they are on the spotlight and are the ones who do work to achieve an aim. I also rely on Task-based implementation so that pupils work with enabling subtasks unit getting to the final one, which is a show and tell. I think this is something new for them talking about literacy because my mentor did not implement this method so I tried something slightly different to join all the contents and let them work in groups.

Several Vygotsky speeches can also be worked:

-Public speech is used by me to build pupils thoughts and making them to think. The learning is built up when they join all the kinds of speeches.

-Inner speech: it is referred to the sounds in the mind; the last level unit a child expresses his thought with the words. Thus it is obvious the importance of oral communication because it is the base of a language and a learning as well. In the activities I propose dialogues, expositions, songs or poems so that they can communicate each other and practice the second language as well.

The presence of Gardner intelligences is also notable as the ones who imply movement. A process is fulfilled when all of them are taken into account because they complement each other. Learning in a bilingual class atmosphere does allow pupils to develop several ways of thinking and give them the required cognitive tools in order to solve problems, be creative or autonomous. This thought is kept in my methodology because I can never forget about socialization and community to develop emotional aspects so working in pairs or small groups is a completely base. Meaningful learning is also

included, according to Ausubel (2000), this method refers to a learning process in which the new knowledge acquisition is related with the previous one. In this new knowledge, language is used as a tool of communication and of social mediation to achieve the objectives.

As this upcoming practice is based on reading, the method must deal with what type of reading I should implement. I previously mention extensive reading or learn to read as a pleasure way, instead of a continuous study.

#### **4.1. Extensive reading and its implementation**

According to Julian Bamford “*extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language.*” Two main principles define what this kind of reading is:

-*The reading material is easy*: it should be easy because they will be likely to succeed if the material is appropriate for them, containing only few or unknown words of vocabulary and grammar. Which means the material chosen should then link their previous knowledge to this new one, this also implies reading certain books according to the units they are dealing with in class.

-*A variety of reading material on a wide range of topics is available*: if variety exists, they can choose a book that fits their interests better. They can read for different reasons and in different ways.

The rest of principles part from these two main points:

-*Learners choose what they want to read*: as they choose what they want, it is a self-selection that gives pupils a different role than in class (where some books could be compulsory, the teacher offers a specific material or not attending to their interests.

-*Learners read as much as possible*: learning is benefited when reading so a book per week could be appropriated.

*-Reading speed is usually faster rather than slower:* as they read things they can understand, fluency is rocketed. Dictionary tends to interrupt the reading and in this case they could even omit those words by guessing their meaning though the context.

*-The purpose of reading is usually related to pleasure, information and general understanding.* Extensive reading promotes reading for pleasure and information. They read to achieve the reading purpose and not for understanding at 100 per cent.

*-Reading is individual and silent.* They read in silence and at their own pace. In class is likely to select books but this kind in planned to read out of school, at their own time. This is also positive because they can use time in small periods in class as well and continue at home.

*-Reading is its own reward.* The aim is the pupils own experience so comprehension questions are not usually made. Teacher can ask them to complete a follow-up activity after reading in order to discover what they understood.

Regarding the teacher, his role in this kind of reading is absolutely important but also giving the spotlight to pupils:

*-The teacher orients and guides the pupils:* this kind of reading is not the traditional one, that means teacher gives the steps to be followed by the pupils while they are ready to read, know what to do or how to continue. The teacher also controls how they do thing and their achievements or reactions in order to help them to do their best.

*-The teacher is a role model of a reader:* The teacher also reads the books, offering them questions and answers so that pupils know he is a role model and also a correct reader. It also helps to recommend reading material to some pupils. In addition, both pupils and teacher can be part of a reading community, practising together and appreciating the pleasure of reading.

Regarding this kind of reading, the importance of pleasure does matter as well as the teacher role so that pupils can “learn to read” and not “read to learn”, which is actually a different perspective from the tradition.

## **5. SCHOOL CONTEXT**

### **5.1. Introducing the proposal**

This proposal has been made to improve and implement the current Reading Plan which is a school that became a bilingual one recently.

This proposal is based on this particular school and in its reality which means during my training I was aware of this school atmosphere. This project is meant to be put into practice for the last year of primary education, which is absolutely important because it links primary education with the secondary one. Being a bilingual school implies knowing the law and also what actions are required in order to achieve the aims.

In the following pages the Reading Plan is going to be analysed so that confirm what they do need and how to achieve it. It also highlights the importance of reading for pleasure, using several material resources and activities such as computers, workshops, school reading activities and library books. As my proposal is related to books and not so much for the use of tics, I will concrete my proposal about the physic format, the books. Before deepening in this proposal, knowing the schools context is totally essential as well as the pupils.

The school is situated in Palencia's neighbourhood near some new constructions and just opposite of a public park. As this area has been in an expansion process, it has been modified since 2006 to get a better ending. This centre has passed through all its history by two buildings located in the same neighbourhood. It was located next to Carmelitas church until 1995 and, since then, in its current location. The first building was built in 1955 as a dining room for females and turned into a unit of Dan Ignacio de Loyola school. The current building was built at the end of San José street when pupils from Santa Bárbara where joined to San Ignacio de Loyola.

The subjects that deals with English are literacy, science and also arts and crafts because it is a bilingual school

## 5.2. Analysing the group

The school has 208 pupils distributed among their three infant units and seven in primary education (two groups of the fifth year). It is an integration centre where 30 per cent of pupils are within diversity program and with acnees, ances and nel. Attendance to class in a normal ratio but in cases of absenteeism, it's for an ethnic minority. Knowing groups are really a few and even some classes have less than 20 pupils is interesting because putting in practice a proposal is meant to be easier if small groups are present. The school also have a good relationship with families as we see later so that means cooperation is a point we also have to bear in mind

In the case of year 6, generally speaking pupils seem satisfied at school because they want to learn more things for their life experience. They are between 11-13 years old because there are some cases of children who have repeated (8 pupils, the third part of the class). This influences the class because they know that regardless they do, they will pass. In fact, four pupils cannot follow the rest of the rhythm class because they have their own work so we have to bear in mind these pupils as well in order to reinforce their reading skills. There are also some pupils diagnosed with TDAH, they were under treatment but in spite if that they did not have any curricular adaptations. They needed more time to do things but could work properly as the rest of the class so I have to bear in mind to provide them with more time in activities to facilitate them to finish. In this classroom there are also foreign pupils but they have not understanding problems. Anyway I also deal with multiculturalism. These features are extremely important to implement the proposal in order to know what their interests and tastes are and especially at selecting the proper books in the second language.

Another point to work with is how the relationships are within the group in order to make work teams and also understand their behaviour. It is mostly good but there are some disrupting pupils who are difficult to deal with. In addition they work sometimes on their own with alternative sheets. On the other hand girls are mixed with boys not only in class desks, but also at playing or sharing things. As promoting relationships among each other is also important, books should be chosen so that both can use them, without making stereotypes, which is an important topic to promote.



### 5.3. English skills

Regarding their English class level, they are quite good at listening but they find difficult to write a complete text or making complex sentences. Their oral productions rely on basic questions and routines and also the ones given by the book. The difficulties increased when they had to express themselves orally or written because although they did know the grammar, they could not express correctly. Thanks to reading they will be able to increase their vocabulary, see it in a proper context and improve their grammar structures. On the other hand, they had enough vocabulary about the topics and they could understand correctly the texts. This was seen when answering questions about a certain text.

As they have some problems at English, my proposal will not only deal with these aspects but also understanding the contents and work well. Thanks to these adapted books to their ages, they will be able to deepen in the contents and reinforce them. Reading will also make things more motivating and they will learn by themselves, developing autonomy and the importance of a group.

Related to reading there are several material resources in class:

-Classroom Library. As each class it has its own library using books adapted to the pupils taste and ages (11 to 13 years). This class space helps them to motivate and attract pupil's attention as well as exploring books. Pupils can move to this area and take the books. These books are both English and Spanish ones. However there are not displays and a clear distribution, which will also be taken into account for my proposal.

-Laptops in class: each pupil has his own laptop in class to look for information, update their homework's and also use it to read audio books. The implementation of Net XXI Plan development is notable.

-Computer room: there is a class with more than 25 computers with internet than can be used to read books, listen stories or making projects. The school is also working with the buying and trials of new audiobooks.

-School library: it is situated ground floor and it is also used for art project meetings. Books are divided according to their age, having a coloured sticker.

#### **5.4. School Reading Plan**

The school has several compulsory programs; one of them is actually the Reading Plan that contains the basic information to sum up which activities are carried out in the school and also the ages. As the age factor is vital to select and analyse the activities implemented, I will focus on the year 6 and only mentioning the others. It belongs to the school linguistic project, trying to connect all the subjects of the curriculum. Its objective is the gratifying reading learning in children in order to promote the reading habit from the beginning of infant education to the entire primary one. It is about the idea of that the pupils establish and affective relation with books, tales and stories that let them introduce in a fantasy world but also about adventures, art and expression. All that will make them to read with pleasure.

As the Reading Plan is also connected with the school motto, it is actually used as a motivating element and also as the main topic for all the school year. If the proposed objectives want to be achieved, it is a must the realization of some shared readings, the choices of appropriate books and readings and the daily time which is destined.

The **objectives** of this school Reading Plan are the following ones:

1. Awake and increase the interest for reading, strengthening the reading comprehension from all the curricular areas.
2. Promote reading as a way of getting knowledge, way of creative enrichment and also a gratifying element.
3. Use the library frequently as a reading place and as a meeting point to find new characters and readings.

4. Distribute correctly the timetables so that classes are provided with a reading time.
5. Awake the interest for everything related to reading and the books acquisition in the families.
6. Improve the virtual book option in the school website to show the creations that are made.
7. Offer and use available digital resources to facilitate reading in pupils.

Thanks to these aims, several conclusions can be made:

The school understands reading as a pleasure but also as a way to get knowledge from every single area, using the library when needed and also destining a time for doing it in class. This means that reading takes place in different places and, as it counts on the family, home should be also a place to take into account. Thus, families must be in contact with the school so as to increase their interest in books and also motivate their children. The last two aims are related to the use of TICs and results less important for this reading approach.

#### **5.4.1. How family is involved**

Another important point is the family's roles and what their presence is.

The school has activities that require the participation of all the members. Families are a clear connector among pupils and teachers so they are invited to attend to the classes so as to tell the pupils how the way from going to school was and also how they remembered it. As the participation of families is absolutely important when possible, making activities where families can cooperate can be really positive. On the other hand if families are taken into account, we can not forget as teachers that the language used is English and they could speak it fluently or even not having any idea, that mean the activities must not be a big trouble. In fact, these activities should encourage them to read and help. The school also designs activities in order to improve the family collaboration because they help to elaborate "el libro viajero", the school also invites families to read tales which are referred to the school slogan of this year. Finally there is also a monographic about a certain poet in which several activities are also made. As

families are involved in the proposal, I also deal with a survey so as to know how the reading habits at home are and how parents contribute. ([see appendix 2](#))

As parents may not be experts in specific topics *“they are no longer the source of all wisdom. But they can offer humour and tolerance and, above all, book tokens and talk”*. It is also easy to understand that these activities need parents and *“time and the patience of adults who are sometimes worried if their children constantly have their heads in a book”* (Meek, 1982)

#### **5.4.2. Assessment**

In this process several points are taken into account as objectives, activities proposed and the contents worked in the project. People in charge of this project will promote its implementation thanks to the activities proposed, dossiers for the classes and planification/ organisation of group activities. In addition, they will keep contact with cycles to control and assess the process in which these activities are taken. Teachers (through assessment surveys) and families (through school board report assessment) are in charge of assessing the project and any change of its aspects if it is needed according to the assessment of both parts. The importance of family is again present as well as its connection with the school so that pupils can take advantage of this kind of activities.

#### **5.4.3. Activities for year 6**

As plenty of activities are made in the school, I am going to limit which ones are destined to the last year of primary education. These activities are:

- Reading comprehension activities.
- Implementation of reading sheets.
- Stories
- Writings
- Text analysis of other areas to its better comprehension: maths, science...
- Search of information about a topic using dictionaries, libraries, encyclopaedias or internet
- Training in specific programs to improve their reading comprehension.

- Personal reading registers.
- Participation in different reading projects.
- Public expositions about a topic given.
- Favourite books presentation.
- Recommended readings.
- Stories and tales readings for schoolmates of several ages.
- Acting outs and dramatized readings in groups.

### **5.5. Choosing books for the proposal**

Making a books list is totally essential as Margaret Meek says in “learning to read” and also highlight the importance if it even in newspapers such as the time or the guardian because they are aware of reviewing books for the young. But how could we choose the books?

Selecting book is a matter of knowing the children, their interests, their staying power, enthusiasm or the lack of the mentioned things. According to Margaret Meek, many things determine if a book is good for pupils or not:

- The standard of its production.
- Books are unique according to their high quality of particularity, letting the reader feel and know what the author wants to say in a situation.
- We should read the collected works of one author in order to identify what books could fit the pupils (In fact, new authors “are challenging the unquestioned acceptance of earlier standards while exploring new problems that were not part of the world of the children)
- Readers with less level of experience need first to learn how stories work, especially the fantasy ones.
- “They should be invited and encouraged to take on possibilities of human experience in the story world”*

Regarding choosing books, it could be interesting to offer them new books or a good range of authors so that they can feel the pleasure and enjoyment at choosing freely according to their tastes and interests. First, knowing how the pupils understand reading and what importance they give to it is essential. On the appendix is attached a survey to know more about pupils tastes as well as their tastes in order to select what books could fit better and what they do need. Once the survey is carried out, the conclusions do help to select which books are the most appropriate ones about its content and the books quest can eventually start. ([see appendix 1](#))

Thus, the selection contains these important points:

-Age: books are recommended for a certain age. In this case the selected books are meant to be for year 6 but with some exceptions because some of them has less level than the rest. This is absolutely important because a child that reads under its level is likely to failure and not enjoy.

-The author: as every single one has a way of writing and expressing, we should take into account what author fits the most to pupils' interests.

-Cover: it is actually the first thing saw by children. If it is attractive, it will motivate pupils to open it and start reading. The title must be funny and the picture should offer what it is going to be about.

-Contents: The books selected can deal with the units they are working with in order to support their learning and also motivate them to read.

-Type of books: the texts can be different in order to satisfy their texts but also to try and experiment with other ones.

### 5.5.1. Where these books are available

Apart from the school library, the main resources in the city belong to the public library so knowing what books are available for this age is a real need:

The **public library** has an English section but also bilingual one for children of primary education. These English sections are actually divided in different topics and resources, for instance language, science, tales for children, first words and history ones. The contents are wide because they fit children interests because there are books meant to read carefully, learn while playing and experimenting or deepening their learning.

The other space, the bilingual corner is a set of big shelves with English and bilingual books of different levels and topics that join both languages. The distribution is from left to right:

-Science: It contains many encyclopedia books and dictionaries about space, science, chemistry, animals.

-Technology: most of books are based on bakery or making recipes. It also features dictionaries

-Children tales: this section is quite varied are the topics, with plenty of books for different ages with fiction and nonfiction books.

-My first words: this section contains the basic for learning English and is meant for the youngest children.

-Bilingual section: it contains books in both languages, even mixing them in the same text.

This resource is also useful to know how to organise the class library using labels and also how to support a certain area of knowledge thanks to encyclopedias and dictionaries. On the other hand, the resources for year 6 were not as wide as expected

because there was not enough so I also dealt with books from university to fill the books required and also with the proper topic. Apart from the space, the library also offers a young reading club from 10 to 12 years. This club promotes reading as a pleasure activity that should not be imposed because it could mean a reading rejection. However, it promotes that, as parents, they want the book to be a friend from childhood and adolescence in order to create readers. A reading club does help to achieve that aim thanks to motivating activities around books.

Once the books available are reviewed, some of them can be selected to join contents of literacy and science in order to deepen the contents and strengthen the basic ones. This mean to offer a certain book according to units of the different subject that could perfect or mostly fit because of having similar contents to work in both subjects at the time.



## 6. MY READING PLAN PROPOSAL

Firstly we need to assume how much time is available for reading and, according to ORDEN EDU/87/2013, *“a daily reading time will be dedicated at least if thirty minutes in every year. This daily reading time will be implemented, preferably, in the areas given by the class teacher.* This means that the importance of reading is day after day and in this proposal we work in order to increase the reading habits as well.

### 6.1. Creating a space to read

The first place where reading should be implemented is the own class, that means we need to prepare our pupils to see the class also as library. We need to bear in mind that the books will be selected according to pupil’s tastes and the space where the reading is developed must be clearly defined:

A part of the class is used to create a library corner where they can read several times a day, while having free time, to find out information or just having fun. Before using this little space in order to read, reading rules must be known by the pupils to use appropriately the resources provided. These rules are placed on the wall in a big card so that all of them can see it and are aware of the rules. As this area will be used by the pupils, rules are selected not only by the teacher but also by the children. Both parts get an agreement to select and specify what the rules are ([see appendix 4](#)).

- Read in silence if possible not to disturb.
- Look after the books, they are for everybody.
- Do not take books unless you return the borrowed ones.
- Respect your partners’ opinion.

Apart from these rules, this space must be a proper one in order to control what books area taken and how many are actually read. That is why a register grid is placed to point out when the books is lend and when it is back, this also implies to create and put a display to form a big tree where the leaves are the books written. Once this register is

finished, we also have to select some displays. In addition, pupils have their own register in order to say the title, what the book is about and why they like it or not.

Consequently, **the reading spaces** will be the mentioned class of year 6, the own school library and also other spaces as home.

-The school library let them to read calmly apart from the class time and also contrast what books they can find.

-On the other hand, families will help them at home with reading as well as participating actively in their learning acquisition and having fun.

## **6.2. Material developed in the school library**

**-Work list:** as they are aware of taking responsibilities in the class, they are old enough to be in charge of the library and take care of the books. Consequently, a child will be in charge of ordering the books in the correct spaces ([see appendix 4](#)):

-Check if the books are in good conditions.

-Help if anyone needs it.

-Verify that the registers are filled.

-Take care of the material.

The list of the pupil in charge of the library will be attached as well so that they can see who is next.

**-Register grid** contains the names of the pupils and what is the book taken as well as the date in which it is actually taken or given back.

**-Register card** is a little card in which pupils write the name of the book read, they will also give their opinion about it and rate it. Every week the teacher collects all the register cards to value if they read and what they do think about. ([See appendix 6](#))

**-Big tree display:** this is another way of register, as a tree has branches, it can be used as a way of differencing types of books, where the main branch is a certain type and the several leaves are the books given. The pupils fill this display during the week ([see appendix 5](#)).

**-Books:** a wide range of topics is contained. Children can read them and also choose from the list ([see appendix 8](#)).

### 6.3. Activities in class

**-Creating the school story:** as the school has its own proposal about writing poems and tell them to the rest of the school, this idea can be taken into account to create materials. First a specific book or story is selected for the entire school (from infant education to year 6 and the community members participate to decorate not only the class, but also corridors, walls and the hall. As the book is meant to be for the whole school year, class can be decorated to tell us the story as it actually proceeds (containing scenes from the story). In addition, it also implies the presence of teachers in order to tell the story and adapt the decoration to each level as well as modifying the own text. Once the year is ending, a video version can be showed to discuss about the differences and what they think about it.

**-Storytelling:** After a time, the leaves will be taken away and put into a bag, teacher will select one at random and the pupil who read that book will comment what it is about. This can also be shared with lower level in order to tell the story. Questions can be made as well.

**-Exchanging books:** as the reading time is meant to be pleasant, if the book is not interesting or some troubles occur, the books will be exchange or shared in order to read better or even narrate it. The reason, in which this book changed, will be also add to the register, saying why it was not fun or if it was at the end.

**-Imagine and innovate:** as some books could not end as expected or wanted, pupils can create their own final in a small paper and attach it at the very last page to offer the rest of the class a funny ending. This will also work the writing skill as well as the imagination. Once the text is written, it will be revised by the teacher and comment later on when that leave is picked up. In this final they can include a new character, introducing it from other stories. Choosing this character and retelling the final will be implemented in small groups.

**-Reading workshop:** apart from individual reading, this time they form groups of 3 in which they will create their own story. That means they need to get an agreement in order to create the cover and the final title. As the story has to be original an easy to read and understand, the protagonists will be selected at random in a wide range of characters. This will be worked during three months, twice a week. When the characters are selected, the story will start using DINA-3 to write it once the teacher has corrected the mistakes. This implies a lot of revisions and really using the imagination to create a fun story. Finally, the big pages will be attached to form a book and will be read for lower levels, using the characters to support it as well as any space they would need in the story.

### **-Working with special events**

We also have to bear in mind the importance of celebrations in bilingual schools so it is a need to prepare material for each one beforehand. The school tends to offer a special quiz or presentation for this events but do not focus so much in reading. That is why helping with some books and proposals could really support that celebration if the time is available. As we previously mentioned, books are selected basing in several points that teacher should take into account, that implies making a proper selection. I select several books in order to support the cultural events, letting me introduce and deepen the culture they already have ([see appendix 7](#)).

### **-Working with books in the units**

Some units of science and literacy do join according to their contents so we can take advantage of it to propose books that could deepen in their contents, awakening their reading habit. Therefore, offering books that deal with that content do help. In the appendix we find the units of both science and literacy and a book that could fit on it. ([See appendix 3](#))

### **6.4. Families role and participation**

As I previously mentioned, families are an important part in this school because they work together in some activities so promoting their participation is absolutely essential. Reading activities also include them. Getting their participation in class is more difficult so first it is important to help and support from home. Parents **meet** with the teacher to be provided with the upcoming activities of the year so that they can actually be ready and also understand the methodologies or ways as reading with them at home or awaking their reading habit.

Parent's roles model is a key because children learn and copy what they see in their daily environment. They can motivate to read at home by doing it together, ask introductory questions about what is it about once they look the cover or any picture and also offer new books according to their tastes. If those books were not enough, they can also receive the class list in order to search more books according to their age. We have to bear in mind that this is the last year of primary education which means that the English level is the higher one. As some parents might not be able to understand it properly, they can rely on the class book contents because these reading books are meant to deal with the contents.

-Retelling families' stories: parents also can give pupils several photos about their lives in order to create a sequence and build the story with special pictures.

-Role play retellings: in the lost of books there are also some traditional books. As depending on the character the story could change, pupils will be provide with character cards to give their point of view or express their own opinion. The books to work with it are

Parents can also contribute in father, mother or worker's day, sharing their presents for the children so that they can make a card to thank them and also collecting the resources to describe their job. Thanks to it children can work in small groups about the same job to create a little story and parents tell about their job. The school also organises reading activities in which families are involved. Workshops deal with connections among families and pupils thanks to "el libro viajero" in which they tell stories.

## 7. CONCLUSIONS

The school has plenty of functions and aims as the knowledge acquisition but it is also a way of communicating with the families, making them to participate and be part of their learning process. As reading is an aspect that can be rocketed by the families, it is absolutely fun if planned properly. In addition, as teachers we deal with reading habit acquisition which is an essential role as a guide person because the real main characters of the process are the pupil while using the needed resources, in this case books. They will be able to be good at reading and having fun provided we awake their interest at it because reading is eventually an interpersonal tool.

This work also let me deepen in the school basics because I could take advantage of my training period and analyse the important aspects about reading so as to know perfectly what this plan wanted to achieve and how it was put into practice. Thanks to observe and match it against my own thoughts, let me to think about what thing could be improved and how. As I wanted to deepen in the importance of reading, I had to search for specific pieces of information in the laws and I found that the importance is more focused on Spanish language rather than the English one. On the other hand, it does treat reading as an important skill. Furthermore my proposal was supported by the official laws and the own school Reading Plan in order to establish the objectives and the contents.

While planning the proposal I based my method and key aspects one I observed the class and how they did work:

-Reading should not be an imposed activity because it does not motivate pupils to carry on. That means pleasure and having fun should always be an important cause. This also supposes to know about pupils and what their interest and routines are in order to provide them with the resources needed.

-Reading is not only part of pupils: The teacher role is not being on the spotlight because he monitors their learning but also offering them the freedom to solve their problems and be aware of their possibilities. Families are important too because is the

joining between pupils and teachers. Therefore, they participate actively at home and even at school. Being supported by the parents motivates pupils in search of pleasure and fun.

-Spaces: they should be clearly established in order to let pupils know how it works and how it should be taken care. Ordering the materials is also vital to do things easier and also as a way of responsibility.

-Methodology implemented: apart from the teacher role, it is different to plan activities about reading than focuses on pleasure rather than learning clear information. This makes the difference between books and textbooks, awakening their reading habit. If wanting to make an entire school year programming, I consider task based learning could fit perfectly because they can compare information and learn from each other while reading for pleasure, deciding what books are the most suitable ones. Another important point is having enough resources to look for the proper books because they really vary from the age to the contents thus it does require a lot of time to plan it beforehand.

The teacher preparation is steadily improving and also needs to think about possible new proposals. In this case there are some activities that could perfectly fit on the school proposal:

-**Old books exhibition:** it could be implemented during the reading week and also families can take part in order to select old books about their childhood, magazines or news to create a space (in this case the hall or even a small space in the classrooms) to compare them with the current ones. This would let them to see the differences even about the same books and also decorate the class.

-**Watch tales on the internet:** as the school library is not provided with an interactive board, pupils can watch in their own laptops or even in class (taking advantage of the interactive board so that all the pupils can watch it better) so as to see the differences between a written story and a visual one. Once these differences are taken into account a **reading discussion** can be implemented to explain why there are differences and try to find them. This also introduces them to offer alternative endings.



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## **ATTACHMENTS**

### **APPENDIX 1**

#### **SURVEY: READING HABITS OF YEAR 6 OF PRIMARY EDUCATION**

1. Do you like Reading?

- A) Nothing at all                      b) A Little                      c) A lot                      d) Absolutely

2. How often do you read?

- a) Hardly ever                      b) Sometimes                      c) Usually

3. Is there a library at your home?

- a) Yes, there is                      b) No, there isn't

4. Does your mum/dad or tutor read?

- a) Nothing at all                      b) A little                      c) A lot                      d) Absolutely

5. Is there any near library?

- a) Yes, there is                      b) No, there isn't

What do you use it for?

- a) Taking books                      b) Study                      c) Work in groups or individually

6. How often does your family or any friend give you books as a present?

- a) Hardly ever                      b) Sometimes                      c) Usually

7. Circle the books you like to read:

Animals                      Nonfiction                      Adventures

Fiction                      Mystery                      Sports

Music                      Comics                      Love

Fairytales  
Geography

Poetry  
Others\_\_\_\_\_

History

8. Order these things according to your tastes (from 1 if you love it the most and 10 for the least)

Read\_\_\_\_ Do sport\_\_\_\_ Play with pc games\_\_\_\_  
Play and be with friends\_\_\_\_ Watch TV\_\_\_\_ Listen to music \_\_\_\_  
Be with the parents/tutor\_\_\_\_ Others\_\_\_\_\_

9. Are you currently reading a book?

a)Yes, I am            b)No, I am not

10. Do you think you are a good reader?

a) I am bad            b) So so            c) I am good

11. What does Reading use for?

a) To learn a lot            b) To have a good time            c) To read better  
d) Nothing at all

12. What is your favorite book? \_\_\_\_\_

13. What was the last book you read? \_\_\_\_\_

14. When did you read it?

a) A year ago            b) A month ago            c) Some weeks ago

15. Was it a compulsory reading or by your own?

a)It was compulsory            b)It was by my own

## **APPENDIX 2**

### **SURVEY: FAMILIES ROLE IN LEARNING HABITS AND BOOKS**

1. How often does your son or daughter read?

- a) He/she usually reads
- b) Several times a week
- C) Once a week
- d) Hardly ever

2. How many books are there in the house?

- a) More than 25
- b) Between 10 and 25
- C) Less than 10
- d) There are no books

3.) How does your child access to these reading books?

- a) Taken from the library
- b) Lend by some friends or relatives
- c) They are bought
- c) Another way

4. Who decides to obtain that book?

- a) The own parents
- b) The child
- c) Relatives
- d) Others

5. What are the reasons to buy that book?

- a) The contents
- b) They are fun
- c) The author
- d) Others

6. Does the family help them to read?

- a) Children do it alone
- b) Sometimes
- c) Only when they do not understand
- d) Hardly ever

## APPENDIX 3

### BOOKS FOR SCIENCE AND LITERACY: READING PROPOSAL

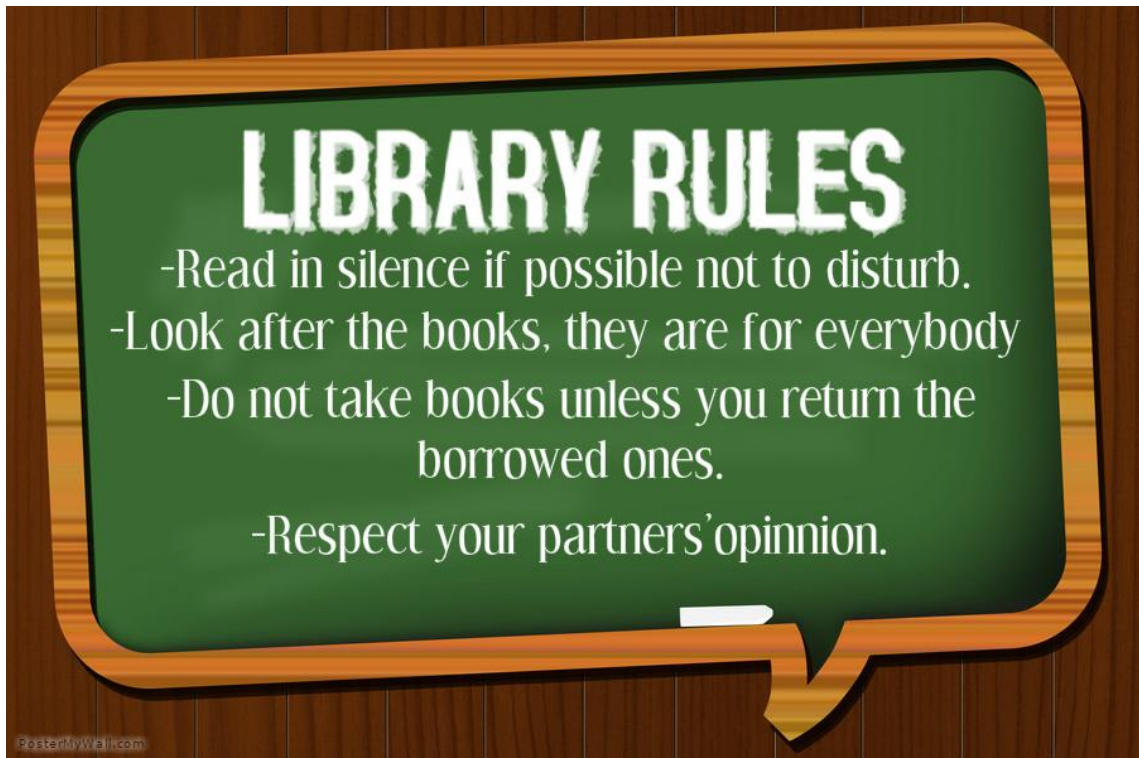
Units of literacy	Book
1.Focus on free time	Title: Tales of childhood Author: Roald Dahl
2.Fashion fix	Title: What Katy Did Next Author: Susan Coolidge
3,Marvelous myths	Title: The pony-Mad Princess Author: Diana Kimpton
4.Let's cook	Title: Jonny Jakes investigates the hamburgers of Doom Author: Malcolm Judge
5. Where were you?	Title: The Wheel of Surya Author: Jamila Gavin
6.Eureka	Title: The Weathermonger Author: Peter Dickinson
7.On safari	Title: The giraffe and the Pelly and me Author: Roald Dahl
8.Party time	Title: The chocolate box secrets. Author: Cathy Cassidy

<b>Units of science</b>	<b>Book</b>
1.Ecosystem	Title: African savanna Author: Silve
2.The body	Title: The book of ...the human body Author: Kingfisher editorial
3.Sexual characteristics	Title: It's so amazing! Author: Robie H. Harris.
4.Energy	Title: Meet the Kreeps: The Mad Scientist Author: Kiki Thorpe
5.Electricity and magnetism	Title: Light, sound and electricity Author: Alastair Smith and Corin Phillip Clarke
6.Forces	Title: George's Secret Key to the Universe Author: Lucy Hawking and Stephen Hawking
7.Solar system	Title: The Kids Book of the Night Sky Author: Ann Love
8.Lanscapes of Spain	Title: Friends Forever: The Mystery Tour  Author: Judi Curtin
9.The population of Spain	Title: Horrible Geography of the World. Author: Anita Ganeri
10. Europe	Title: Discover Countries: The EU Countries  Author: Rob Bowden
11. Prehistory and antiquity	Title: Prehistoric Britain Author: Usborne
12. The middle ages	Title: Echo Author: Pam Munoz Ryan

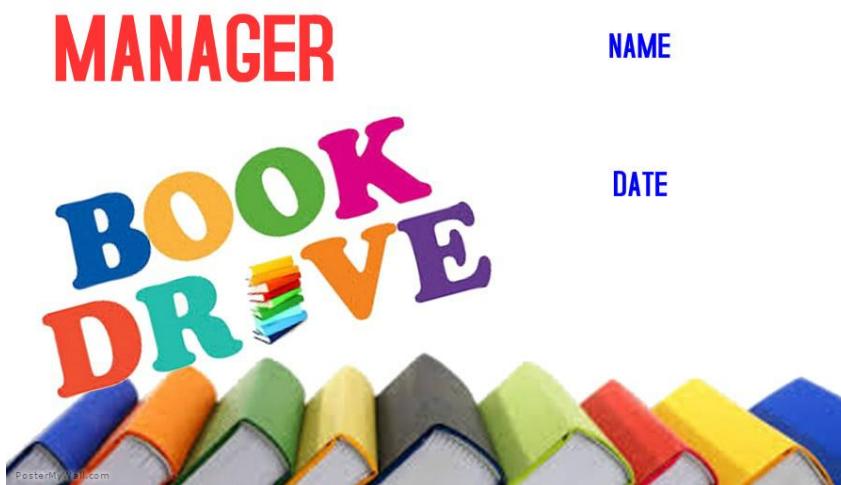
<p>13. Spain after 1492</p>	<p>Film at  <a href="https://www.youtube.com/watch?v=h6n-LJneqSU">https://www.youtube.com/watch?v=h6n-LJneqSU</a>  Text about Christopher Columbus  <a href="http://www.kidspast.com/world-history/0312-Christopher-Columbus.php">http://www.kidspast.com/world-history/0312-Christopher-Columbus.php</a></p>
<p>14. The 20 th century</p>	<p>Title: Eagle of the Ninth  Author: Rosemary Sutcliff</p>

## APPENDIX 4

### Library rules



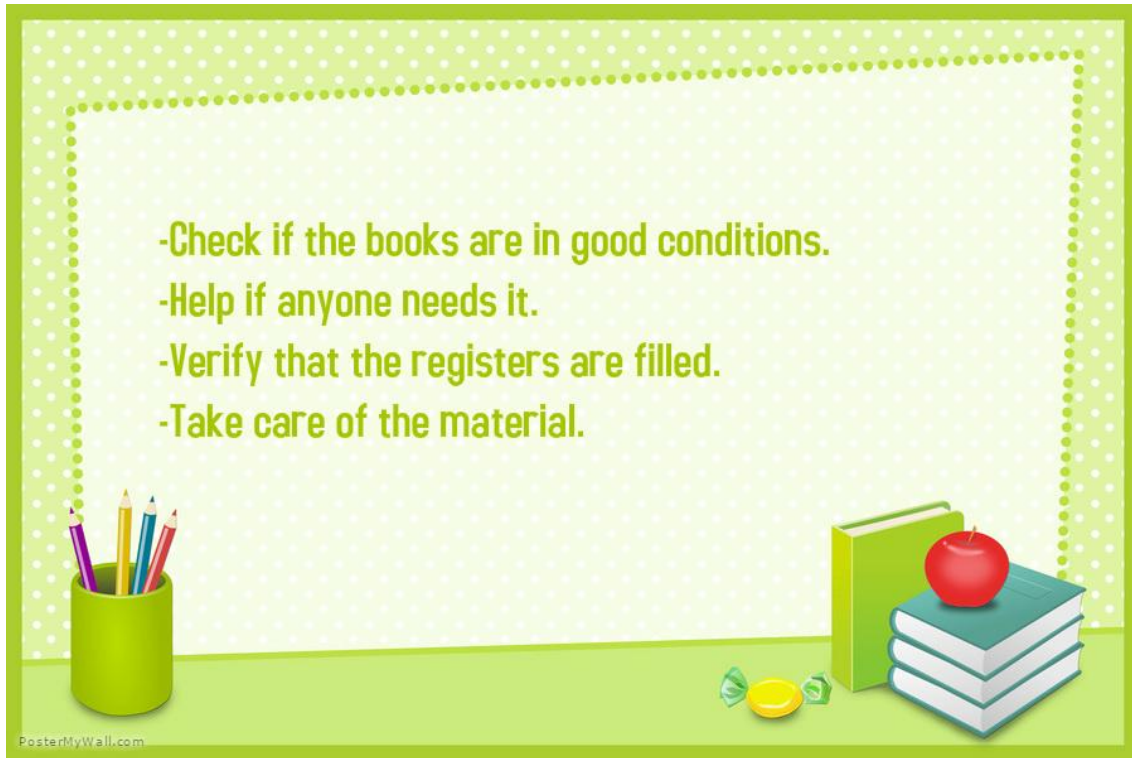
### Work list





## APPENDIX 5

### Librarian role



**Reading tree at school** (example of the proposal, the image is taken from <http://avalon-school.tumblr.com/> )



## APPENDIX 6

### Register card

<b>Book title</b>	
Author	
What are the main characters?	
Do you like it?	
Why? /Why not?	
Rate (from 1 to 5, being 5 the best)	
Do you want to say anything more?	

## APPENDIX 7

### Cultural events

<b>Date</b>	<b>Cultural event</b>	<b>Book and activity</b>
31 th October	Halloween day	Title: The witches Author: Roald Dahl
20 th November	Rights day	Title: Anny Author: Anthony Horowitz
22 nd November	Thanksgiving day	Activities from this resource to introduce and learn <a href="http://www.scholastic.com/scholastic_thanksgiving/">http://www.scholastic.com/scholastic_thanksgiving/</a>
December	Christmas	Title: The Christmas nutcracker Author: Ann Bryant
30 <sup>th</sup> January	Peace day	Title: Private Peaceful Author: Michael Morpurgo
14 th February	St. Valentine's day	Title: Summer Switch Author: Mary Rodgers
4 <sup>th</sup> March	Carnival	The performance about creating the school story takes place.
17 th March	St Patrick's day	Title: Shamrocks, Harps, and Shillelaghs: The Story of the St. Patrick's Day Symbols Author: Edna Barth
19 th March	Father's day	Title: Out of Patience Author: Brian Meehl
21 th March	Easter	Using the text from web pages at <a href="http://www.freekidstories.org/parents/easter-free-childrens-stories-videos-and-activities">http://www.freekidstories.org/parents/easter-free-childrens-stories-videos-and-activities</a>

March and April	Holy week	Working with the bible to create a little story and acting out.
23 th April	Books day	Title: Treasure Island Author: Robert Louis Stevenson
1 st May	Workers' day	Working with a show and tell about different inventors during my training <a href="http://www.webquestceys.com/majwq/wq/ver/18405">http://www.webquestceys.com/majwq/wq/ver/18405</a>
4 th May	Mother's day	Title: A Monster Calls Author: Patrick Ness

## **APPENDIX 8**

### **Books for the class library of year 6**

- The Railway Children by E Nesbit
- Abomination by Robert Swindells
- Carrie's War by Nina Bawden
- Awful End by Philip Ardagh
- The Silver Sword by Ian Serraillier
- Tiny, the Invisible World of Microbes by Nicole Davies.
- Skellig by David Almond
- Siverfin by Charlie Higson
- The Borrowers by Mary Norton
- Why the Whales Came by Michael Morpurgo
- The adventures of Tintin by Hergé.
- The Little Prince by Antoine Saint Éxupery
- The Lion, the Witch and the Wardrobe by C.S. Lewis.
- Tell Me No Lies by Malorie Blackman
- Superfudge by Judy Bloom
- Skellig by David Almond
- Holes, by Louis Sachar
- The Story of Tracy Becker by Jacqueline Wilson.
- The Other Side of the Truth by Beverley Naidoo

-My Swordhand is Singing by Marcus Sedgewick

-The Wolves of Willough by Chase by Joan Aiken

-Artemis Fowl by Eoin Colfer

-Matilda by Roald Dahl and Quentin Blake