



Description of Reading Promotion Activity/ Action <u>MAKING READING VISIBLE</u>	
Reaches disadvantaged pupils / families	<input type="checkbox"/> yes <input type="checkbox"/> no <input checked="" type="checkbox"/> yes but not only
Multilingual activity	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
Action especially for	<input type="checkbox"/> girls <input type="checkbox"/> boys <input checked="" type="checkbox"/> both
Involves parents	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
Utilizes ICT	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
Objective (s)	<ul style="list-style-type: none"> • Children to realize that many members of their school and wider community read regularly for enjoyment. • To receive the message that reading is about enjoyment, reading is something that you can do anytime and anywhere, and that reading can be deeply personal and social at the same time. • To develop a reading culture, both on a personal and communal level.
Age level (s)	<ul style="list-style-type: none"> • 6-12
Preferable number of participants	<ul style="list-style-type: none"> • whole school population
Duration	<ul style="list-style-type: none"> • throughout the year
Setting, materials, and preparation	<ul style="list-style-type: none"> • Place: All school premises and other places in the community
Step -by-step description	<p>This is a limited list of actions that could be taken in order to make reading and reading habits “visible,” enhancing in this manner the children and school community’s reading culture. These suggestions are presented in a random order.</p> <p><u>PERSONALISED READING DISPLAYS:</u> Students, parents, and staff display their personal reading preferences and recommendations on boards or in specifically designed book displays. Some schools have a designated “Reading Wall,” where children and staff can post printed or handwritten, informal comments about books, announcements about</p>



book events, library news, book quizzes and so forth.

MULTILINGUAL DISPLAYS: The school shows that it values reading materials in other languages by displaying extracts of popular books, posters and newspapers from different languages, all over the school.

THE ILLUSTRATOR'S WALL: An illustrator visits the school on April 2nd (the International Children's Book Day) and works with a group of children to "illustrate" a wall. They can illustrate a short story or create a reading promotion visual, after being inspired by the IBBY (International Board on Books for Young People) poster and message that celebrates the day and the value of reading every year (www.ibby.org).

EXTREME READING: A photo competition is organized for children and staff to be captured reading in the most obscure and entertaining place that they can think of. The winning photographs are displayed around the school.

GET CAUGHT READING POSTERS: Children borrow digital cameras and photograph staff reading (all adults working in the school participate, including the cleaners, headmaster, school bus driver, etc.). The photos are enlarged to poster size and a caption underneath each poster explains why the person has chosen that particular read. The posters are displayed all over school.

CALENDARS: Photos of staff and students reading are transformed into reading calendars which can go up in each classroom. Schools have chosen different themes for calendars – for example, a "Real Men Read" calendar showed boys and male members of staff reading.

DISPLAYS OF "LIGHT READING": Displays of and "access points" to a breadth of light reading materials such as magazines, newspapers, comics, etc. could be dispersed all around school premises (a cosy reading corner in the school cafeteria, a "reading garden," or a reading nook in a corridor).

MULTILINGUAL TOP READING TIPS: A small group of children whose first language is not the school's official language make a top-reading-tips leaflet for families, reflecting the range of community languages within the



	school community.
Notes to reading promotion facilitator	VISIBLE AND ATTRACTIVE LIBRARY: The school library is the most visual reading display of all. It can be centrally located, painted in colours that stand out, and several visual prompts could make it more visible and encourage students and parents to visit it (e.g. signs, painted paths, direction arrows, etc.). It should be an attractive place to be in.
Suggested follow-up actions/ activities	INFORM VISITORS: It is important to demonstrate to visitors and parents the extent to which this specific school values reading. Visual displays, the school website and newsletter, are effective ways to do this. There could also be reading materials and reading recommendation displays in the reception areas. Some schools use audio books as their telephone hold music. Screensavers on all school PCs may display quotes from books or quotes about the value of reading.
Acknowledgements	Most ideas are adapted from Lockwood (2008) and Osborne (2008). The “Illustrator’s Wall” idea is an adaptation of an event organised by the Greek National Book Centre website (EKEBI: www.ekebi.gr).
Sources	Greek National Book Centre (www.ekebi.gr) International Board on Books for Young People (www.ibby.org) Lockwood, M. (2008). <i>Promoting Reading for Pleasure in the Primary School</i> . London: Sage Publications. Osborne, S. (2008). <i>Reading Connects Handbook</i> . London: National Literacy Trust.