

Description of Reading Promotion Activity/ Action	
<u>A READING CAFÉ</u>	
Reaches disadvantaged pupils / families	<input type="checkbox"/> yes <input type="checkbox"/> no <input checked="" type="checkbox"/> yes but not only
Multilingual activity	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Action especially for	<input type="checkbox"/> girls <input type="checkbox"/> boys <input checked="" type="checkbox"/> both
Involves parents	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Utilizes ICT	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no
Objective (s)	<ul style="list-style-type: none"> • Children 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 engage children in reading through open and authentic activities.
Age level (s)	10 - 14 years
Preferable number of participants	No more than 12
Duration	Weekly 40' meetings
Setting, materials, and preparation	Materials: Tables with tablecloths and flowers, drinks, cakes, books, laptops Setting: library or other room
Step -by-step description	<ol style="list-style-type: none"> 1. Librarians/teachers set up a room as a café, with tablecloths and flowers on the tables, cakes and drinks available. They set out multiple copies of books from the library on the tables. 2. They invite a group of children to visit the reading café. 3. Children are asked to read the first chapter whilst eating their cakes and drinking their beverages. Ideally, this should take about 20 minutes. 4. Children initiate a discussion about what they have read and predict what might happen next in the story.



	<ol style="list-style-type: none">5. Children use the laptops to record their thoughts, either as a wiki page or as an individual blog.6. Children are encouraged to read the next few chapters before the next café session.7. At the next meeting, they discuss what actually happened in the book and compare with their initial thoughts on the book.8. The meetings continue until the group have finished the book.9. At the final meeting, the children use the computer to write a short recommendation to publish on a class website.
Notes to reading promotion facilitator	<ul style="list-style-type: none">• The number of weeks will depend upon the length and complexity of the novel chosen. Initially, the book is chosen for the group by the teacher but it is then the responsibility of members of the group to suggest further books to read.• Individuals can be targeted through the choice of book. In order to engage boys, the use of graphic novels/comic story books may be appropriate. We have found that it is the initial enticement that is so important – if their first experience of the reading café is relevant the children are more likely to attend.
Suggested follow-up actions/ activities	<ul style="list-style-type: none">• If more children are interested, cafes could be set up in other classrooms or outside.
Acknowledgements	Adapted from an activity developed by Colley Lane Primary School (found in Reading Connects).
Sources	Reading Connects www.readingconnects.org.uk