

| Description of Reading Promotion Activity/ Action<br><b><u>MULTILINGUAL MONTH/ WEEK</u></b> |  |
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| 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 type="checkbox"/> yes <input checked="" type="checkbox"/> no  |
| Objective (s)   | <ul style="list-style-type: none"> <li>• To demonstrate the value of reading materials in other languages.</li> <li>• To motivate and engage multilingual families in reading.</li> <li>• To enhance the school's reading culture and develop reading communities.</li> </ul>  |
| Age level (s)   | 6-12   |
| Preferable number of participants   | All students and families  |
| Duration  | 1-4 weeks  |
| Setting, materials, and preparation   | <ul style="list-style-type: none"> <li>• Setting: All school premises</li> </ul>   |
| Step -by-step description   | <ol style="list-style-type: none"> <li>1. Every week/ day of the "Multilingual Month/ Week," a different language that is relevant to the school is highlighted and celebrated through reading in this language.</li> <li>2. The school encourages families to help run the events and sends a programme home to raise cultural awareness among all families.</li> <li>3. Extracts of popular books, posters, newspapers and magazines in diverse languages are displayed in the reception area, in classrooms, the school library and elsewhere in school.</li> <li>4. The school library creates special reading corners with multilingual materials and organizes relevant activities.</li> <li>5. Families help translate reading-promotion slogans</li> </ol> |



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|   | <p>into as many languages as are spoken at the school; these are displayed prominently.</p> <p>6. Bilingual speakers in school set up a reading club using books in other languages.</p> <p>7. Authors, storytellers and members of the community from ethnic minorities narrate stories and talk to families about the importance of reading in the home.</p>   |
| Notes to reading promotion facilitator  | <ul style="list-style-type: none"><li>• Many of the activities described above could take place throughout the year; not just for the purposes of the “Multilingual Week/ Month.”</li></ul>  |
| Suggested follow-up actions/ activities | <ul style="list-style-type: none"><li>• Additionally, multilingual children who enjoy reading may be encouraged to become “Reading Ambassadors,” assuming the responsibility to encourage other children who speak the same languages as them to read.</li><li>• Multilingual students and their families can also create Top Reading lists, which provide reading suggestions in their languages.</li></ul> |
| Acknowledgements                        | <ul style="list-style-type: none"><li>• Ideas adapted from Osborne et al (2008).</li></ul>   |
| Sources                                 | Osborne, S., Strong, J. & Torsi, S. (2008). <i>Reading Connects Family Involvement Toolkit</i> . London: National Literacy Trust.  |