



READING PLAN

2020

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1. CURRENT SITUATION

1.1. AMBITION

This Reading Plan has been designed to respond to all the needs that our educational community may present, in order to contribute to enhancing reading skills and attitudes towards reading. Therefore, our main goal is for the whole community to achieve a positive attitude towards reading, managing information, contributing to discovering and developing curiosity and a critical approach towards all the written information.

1.2. CONTEXT

The regional Decree 130/2007, of 28th June (DOG of 9th July), which establishes the curriculum for Primary Education in the Autonomous Region of Galicia, specifies that, in order to promote the habit of reading, the educational centers will develop and apply a reading project, which will ensure at least half an hour of daily reading.

Gándara International School is located in the southwestern corner of Galicia, just 25 km away from Vigo, the second most populated city in the Galician Region. In addition, Gándara enjoys its special location as it is very close to both sea and mountains. Therefore, its rural, geographical situation makes that traditions play a key role in the school life on a daily basis.

Gándara International School is formed by Kindergarten and Elementary groups. Both clusters have different spaces and share the playground area during some parts of the school day. The number of children that are currently in Gándara is gradually increasing year after year. At the beginning of the 2019/2020 academic year, there were 41 children registered in total, 12 in Kindergarten, and 29 in Elementary School.

1.3. CHILDREN

Children in Gándara are the most important resource of all. They live, experience and discover their nature and social life. Currently, our children come from different backgrounds and use different languages, such as Spanish, Galician and English. This makes Gándara be a multilingual community where the three languages live together. Consequently, our library must give response to all the needs, reading levels, motivations, and skills our children may present or develop.

1.4. ADULTS

Responding to our children's interests, adults in Gándara come from different academic backgrounds and experiences, thus using a multidisciplinary approach and adding their perspectives together. This facilitates that children are presented with a variety of contents, books and information in order to pursue their interests and motivations and challenge themselves.

Adults in Gándara also contribute to the library and positive reading attitudes by bringing ideas for Continuing Professional Development (CPD), sharing training opportunities, resources, as well as books they may have found interesting.

Furthermore, adults in Gándara may also contribute to enhancing our reading skills by organizing and promoting events, special days, challenges, school trips, or projects.

Similarly, families also are important for developing our reading attitudes. They can bring books they find interesting, share their experiences, contribute to special projects or days by coming in and talking about their jobs, etc.

1.5. CURRENT ATTITUDES TOWARDS READING

This Reading Plan aims at knowing to what extent our children read and manage information using all kinds of sources from our libraries and resources.

In order to pinpoint our children's attitudes towards reading as well as the best way of presenting the information, we will carry out a double-end assessment, with the completion of a first survey done at the beginning of the academic year, and a second survey completed at the end. These questionnaires will yield evidence regarding current children's reading attitudes, interests, motivations, as well as inform future action plans.

Considering the different educational, evolutive moments in which each child might be, reading attitudes surveys adjusted to different levels and ages are provided in future sections.

1.6. SPACES

1.6.1. Main Libraries

Aiming for an easy access to written and visual information, both Kindergarten and Elementary have their own library spaces. These spaces provide reading and discovering opportunities to develop children's interests and curiosity. These libraries have books for different age ranges and about several topics which may be of interest for children. Adults should be ready to add or remove books according to children's interests. Similarly, children should feel free to suggest or bring books of their own to enhance the library experience. There will be sheets provided to children aimed at promoting reviews, analyses and reading recommendations for the whole educational community.

1.6.2. Languages

Using the spaces provided for languages, these shelves have also books with further information about topics and tasks that are being learned within each workshop. These books offer wider opportunities to research and practice different literacy skills.

1.6.3. Cosmic

The Cosmic space has its own library so that children can look for information according to the activities and projects they are going through during their sessions.

1.6.4. Staff room

This space can be found in the Staff room, where information from different interests can be found, such as school policies, teaching resources, training opportunities, as well as books and further information about Gándara's pedagogical principles and motivations. This space is also used to share good practices and educational experiences among adults.

1.6.5. Community libraries

In order to offer continuity, visits to community libraries should also be promoted, such as those from our neighboring locations, Gondomar, Baiona, or Nigrán.

2. OBJECTIVES

As the main objective is to enhance our children's attitudes towards reading, a list of objectives addressing several areas should be highlighted. Therefore, this Reading Plan aims at:

- Organizing the information in order to be adapted to all levels and ages.
- Promoting the creation of a reading habit from all areas and levels, contributing to developing a reading comprehension based on children's own interests, curiosity and challenges.
- Increasing the participation and collaboration of all educational agents in the library.
- Encouraging the development of a critical, objective and independent personality.
- Challenging our children's skills and curiosity through offering books with further information on topics they are working on.
- Giving response to motivations and specific topics by adapting the books in the library to motivations that may come up.
- Stimulating reading attitudes through new additions to our libraries.
- Making all the community available for the discovery and management of information, thus advocating for visits to other libraries in the community.

- Promoting the use of book suggestions, recommendations and information sharing.
- Contributing to creating and encouraging CPD opportunities for adults.
- Carrying out an ongoing assessment so that children and adults make the best use of all libraries as well as contribute to their improvement.
- Promoting the inclusion of all pupils regardless of evolutive and physical development.
- Providing resources adapted to those with learning difficulties.

2.1. KEY COMPETENCES

This Reading Plan must contribute to developing the Key Competences regulated by the current Primary curriculum in Galicia. The key competences are listed below:

- Linguistic communication
- Mathematical, science and technology proficiency
- Digital competence
- Learn to learn
- Social and civic competence
- Sense of initiative and entrepreneurial spirit
- Cultural awareness and expression

Contributions to the each one of the key competences:

1. Linguistic communication: The Reading Plan will promote the development of comprehension, expression as well as the extension of students' vocabulary.
2. Mathematical, science and technology proficiency: This Plan will develop an abstract thinking and the comprehension of concepts.

3. Digital: Material that pupils read through different means and languages will be transformed into knowledge.
4. Learn to learn: Students will be conscious of their own reading abilities, concerns, and preferences.
5. Social and civic competence: Students will discover values through facts and characters in books, as well as other places and realities (e.g., near/far, real/fictional through different points of view (e.g., author, characters...)).
6. Sense of initiative and entrepreneurial spirit: Students will select readings independently, being responsible *for the use of the Library and its documents, learning to be critical with their readings*.
7. Cultural awareness and expression: The current Reading Plan aims at stimulating the imagination, enjoyment and knowledge of a cultural heritage through reading.

2.2. LEARNING DIFFICULTIES

Attention to Diversity in students is referred to as those particularities and individual learning profiles present in each child that might yield a learning difficulty at any time during development throughout their school age. These learning difficulties could be salient in terms of communication, cognition, socialization, emotions or physical difficulties that might highlight the need for making adjustments to any resource and approach that may be available for children.

Therefore, from the Reading Plan we have to think of a variety of strategies designed to address all learning profiles. Those neurodiverse individualities might be related to dyslexia, autism, ADHD, physical difficulties, visual impairments, or any kind of difficulty that might produce an individualized learning profile.

In this line, libraries and spaces in Gándara should have books and resources to promote their use by pupils that present any form of learning difficulties.

Similarly, reading moments and a designed quiet space to read must be planned and ensured. These could be designed in liaison with students according their preferences.

Additionally, previously designed and adapted worksheets to complete about comprehension and reading analysis should be provided for those who might need them.

3. ACTION PLAN

In line with the previous objectives and the educational context in Gándara, this plan suggests the development of the following strategies, which may be extended to adapt to the school life.

-Offering time for reading opportunities, such as when children arrive to Gándara early in the morning and until 9.15 am, time of independent work, time that children have after doing a workshop, or before having free time.

-Presentation of books and magazines through different information and formats, such as writing, visual, comics, adapted, etc.

-Provision of resources to contribute to the developing of both reading and writing skills.

-Promoting a regular celebration of Show and Share so that children search and manage information from our libraries.

-Creation of the figure of the Weekly library monitors, who will make sure the libraries are tidied up and books are in their place, suggestions are visible, new additions are exhibited, etc.

-Use of events and special days to extend our libraries by bringing new additions related to those topics.

-Promotion of the Book Club where children can join and share their weekly or monthly readings.

- Use of our daily workshops to encourage the focused, independent research.
- Provision of sheets to share recommended books.
- Encouragement of children to bring their favorite book and tell us about it.
- Facilitation of families' contributions through special days, visits, etc.
- Promotion of new additions by making them visible and exhibited in the shelves.
- Use of our library books to develop drama, listening and speaking opportunities through weekly out loud readings.
- Encouragement and suggestion of challenges so that children boost their knowledge and curiosity using the library.
- Promotion of literary reviews, recommendations and information sharing among children.
- Offering free access to our libraries as long as this is respectful to any activity there may be going on in the space.
- Provision of a general reading tracking sheet to keep track of the books that are read, taken or returned.
- Creation of a digital list of all the books available in each library.
- Plan for the selection of places to read for those students who might need a quieter space and more time to complete their reading.
- Provision of resources adapted to those pupils that present learning difficulties, with, for example, larger pictures, less vocabulary, or using image-text books with text and pictures together (Picture Exchange Communication System).
- Placement of visual signs and reminders with instructions for the use of the Library and the books for those children that may benefit from having fixed, clear instructions visible.

3.1. ACTIVITIES

In line with the previous strategies, we suggest the implementation of the following activities for Elementary and Kindergarten:

3.1.1. ACTIVITIES SUGGESTED FOR ELEMENTARY:

OBSERVATION

- Identify the type of text and its parts.
- Identify the same type of character in different stories: the main character, the bad guy, the good guy, secondary characters, etc.
- Identify different formats (big/small, hard/soft covers, letters, illustrations, number of pages, editorials, album books...).
- Difference between texts (recipes, news, poetry, comics, advertisements, stories, audiovisuals, graphics...).
- Observation and interpretation in different means (paper, digital...).
- Association of titles, characters and drawings.

COMPREHENSION

- Listening to stories, poems...
- Interpreting graphs, tables, maps, advertisements...
- Viewing of stories and tales (different means).
- Capturing the global sense of written texts.
- Reading summaries.
- Different versions for the same story in different media and interpretations.
- Systematic and regular exercises of comprehension (Library comprehension cards).

EXPRESSION AND CREATION

- Reading aloud (diction, intonation, rhythm...).
- Collective realization of a magazine with their names, descriptions, stories...
- Dramatizations (scenes, stories, historical events, theatres...).
- Creation of a story (individual/collective).
- Inventing endings for stories and comparing them.
- Inventing a title (story, news, recipe, announcement...)

- Expressing hypotheses about the content.
- Descriptions (using children's encyclopedias).

LIBRARY

- Rules: care, order, use... User training.
- Organizational tasks: arranging shelves, signs, decoration, repair, renovation...
- Coordination of the main library with that of the surrounding area.
- Creation of a special corner in the space related to the library.
- Implementation of a lending system. Registration of readings by students.
- Location and presentation of new and suggested books.
- Celebration of the International Day of the Libraries, Cultural Days, such as the Day of Galician Letters.

WORKSHOPS

- Newspaper and Magazine
- Gastronomic: interpretation of recipes, traditions, etc.
- Artistic: bookmarks, musicals...
- Carrying out research activities based on reading.

GAMES

- Following clues.
- Map interpretation: treasure hunt.
- Creation of advertisements, triptychs, flyers, etc.
- Creation of stories from objects.
- Enigma resolution.
- Design of secret codes.
- Letter puzzles, phrases, words...

3.1.2. ACTIVITIES SUGGESTED FOR KINDERGARTEN:

OBSERVATION

- Identify the same type of character in different stories.
- Identify the type of text and the parts.
- Formats (big/small, hard/soft covers, letters, illustrations, number of pages, editorials, album books...)
- Observation and interpretation in different media (paper, digital...).
- Attention to vocabulary.

COMPREHENSION

- Listening to stories, poems, stories...
- Interpreting tables, announcements...
- Viewing of stories, tales, tales (different media).
- Capturing the global sense of written texts
- Different versions for the same story in different media and interpretations.
- Systematic and regular exercises of understanding (assemblies)

EXPRESSION AND CREATION

- Weekly practice of sound production.
- Introduction to reading and writing:
 - sound recognition and identification of vowels,
 - global and syllabic identification
 - production in capital letters,
 - practice of the reading mechanism and initiation in lower case letters.
- Collective production of an Alphabet.
- Elaboration of “*The Kindergarten Book*” with names, descriptions, stories...
- Dramatizations.
- Representation with puppets or any other means.
- Creation of a story (individual/collective).
- Suggesting alternative titles and endings to stories.

- Oral descriptions of objects and persons.

LIBRARY

- Rules: care, order, use.
- Organizational tasks: arranging shelves, signs, decoration.
- Coordination with the main library in the area.
- Creation of a special corner in the classroom related to the library.
- Lending system with registration of readings.
- Design of a mascot.
- Celebration of the International Day of the Libraries, Cultural Days, such as the Day of Galician Letters.

WORKSHOPS

- Traditions and gastronomy.
- Fine and gross motor coordination.
- Artistic (bookmarks, drama, musicals...).
- Family storytelling.

GAMES

- Map interpretation: treasure hunt.
- Creation of stories from objects.
- Resolution of enigmas.
- Letter puzzles, phrases, words.

4. RESOURCES

Consequently, in order for the specified activities and actions to be successful, Gándara counts with a provision of resources that come from different areas.

Gándara:

Libraries in Gándara should have labelled books organized by topics and levels so that they are accessible to all children.

There are libraries in Kindergarten, as well as in the space for Math and Languages, the space for Cosmic, and staff room in Elementary. The library located in the space for Math and Languages is considered as the main library in Elementary School. This library is formed by books for all the age-ranges in Elementary, topics, fiction, non-fiction, children's books, visual books, comics, storytelling, etc. Additionally, there are three shelves located for sharing book recommendations, new additions and reading tracking. Furthermore, there is also a shelf to show new topics and challenges. In the space for Math and Languages there are shelves dedicated to further information about languages, for example those about English, Galician and Spanish languages with dictionaries and materials aimed at developing writing and reading skills.

The library in the space for Cosmic is dedicated to specific and related topics, such as Arts, Biology, Geography, Science, encyclopedias, etc.

The library in the staff room is dedicated to sharing workshop and project resources, as well as to showing new CPD opportunities, pedagogic philosophy, educational perspective and other experiences any adult may find interesting.

Staff:

Members of staff are encouraged to suggest and promote the use of our libraries, as well as contribute with books or any other resource they may find interesting. In this line, CPD opportunities and information should be available.

Children:

Children will be able to take part in the development of our libraries by using any book available and also by bringing their books from home if they wish to continue their own reading.

Families:

Families may wish to contribute to our library by bringing magazines or books they think can add to the projects that are being developed. Furthermore, families can contribute by visiting

Gándara during the educational visits through which they can share their jobs or skills.

Community:

Community libraries may serve as an enhancing factor so that children can visit them after school to extend their reading attitudes. Families are encouraged to take their children to these spaces to support their reading motivations.

New technologies:

There are two laptops, a PC, and a Tablet available for children to find and manage information, which are of free use as long as is related to a topic they are researching on, to be used during Show and Share sessions, to support a workshop, etc.

5. ASSESSMENT AND FOLLOW-UP

As it has been stated in previous sections, there are two moments when our children's reading attitudes will be assessed:

- a) Initially, over the first weeks in September, children will complete a survey adjusted to their comprehension level, so that they will be able to express their motivations and attitudes towards reading. This evidence will inform further actions to be considered across the academic year which will help to promote our library.
- b) The last assessment will be carried out at the end of the academic year through the completion of the same surveys. Consequently, we will be able to compare information from both moments and establish a clear picture of our children's attitudes progress. These two surveys will also help planning the literature and information based on children's own interests so that Gándara adapts to them as they develop.
- c) In order to do this in a realistic, contextualized way, reading recommendation sheets will be provided for children so that they will be able to share their motivations and ideas for the future.

In addition, children will be able to self-assess their reading by using the reading tracking sheet and their agendas.

Therefore, surveys can be found and chosen in attachments:

1. The Writing Attitudes Scale (Kear, D., Coffman, G., McKenna, M., & Ambrosio, A., 2000).
2. Storia: Reading Attitude Survey (Scholastic website).
3. Sponge Bob Reading Inventory (Jen's Literacy Resources, 2012).
4. Reading Interests questionnaire (Hutchinson, E., 2014).
5. Denver Reading Attitude Survey (Davis, A. & Rhodes, L. K., 1991).
6. Reading Attitudes Survey.

















ATTACHMENTS:

1. The Writing Attitudes Scale (Kear, D., Coffman, G., McKenna, M., & Ambrosio, A., 2000).

Elementary Writing Attitude Survey

Name _____ Grade _____ School _____

Please circle the picture that describes how you feel when you read a book.

1.	How would you feel writing a letter to the author of a book you read?				
2.	How would you feel if you wrote about something you have heard or seen?				
3.	How do you feel writing a letter to a store asking about something you might buy there?				
4.	How would you feel telling in writing why something happened?				

Please circle the picture that describes how you feel when you read a book.

5.

How do you feel about spending free time reading?



6.

How would you feel keeping a diary?



7.

How do you feel writing poetry for fun?



8.

How would you feel writing a letter stating your opinion about a topic?



Please circle the picture that describes how you feel when you read a book.

9.

How do you feel if you were an author who writes books?



10.

How do you feel if you had a job as a writer for a newspaper?



11.

How do you feel about becoming an even better writer than you already are?



12.

How do you feel about writing a story instead of doing homework?



Please circle the picture that describes how you feel when you read a book.

13. How do you feel about writing a story instead of watching TV?



14. How would you feel writing about something you did in science?



15. How would you feel writing about something you did in social studies?



16. How do you feel if you could write more in school?



Please circle the picture that describes how you feel when you read a book.

17. How do you feel about writing down the important things your teacher says about a new topic?



18. How do you feel writing a long story or report in school?



19. How do you feel writing answers to questions in science or social studies?



20. How do you feel if your teacher asked you to go back and change some of your writing?



Please circle the picture that describes how you feel when you read a book.

21. How do you feel if your classmates talked about making your writing better?



22. How would you feel writing an advertisement for something people can buy?



23. How do you feel keeping a journal for class?



24. How do you feel writing about things that have happened in your life?



Please circle the picture that describes how you feel when you read a book.

25.

How do you feel about writing about something from another person's point of view?



26.

How do you feel about checking your writing to make sure the words you have written are spelled correctly?



27.

How do you feel if your classmates read something you wrote?



28.

How do you feel if you didn't write as much in school?



Elementary Writing Attitude Survey Scoring Sheet

Student Name _____

Teacher _____

Grade _____ Administration Date _____

<u>Scoring Guide</u>	
4 points	Happiest Garfield
3 points	Slightly smiling Garfield
2 points	Mildly upset Garfield
1 point	Very upset Garfield

Item scores:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

Item scores:

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

25. _____

26. _____

27. _____

28. _____

Full scale raw score _____

Percentile rank _____

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Survey designed by Dennis J. Kear, Wichita State University

Writing Attitude Survey Directions for use

The Writing Attitude Survey provides a quick indication of student attitudes toward writing. It consists of 28 items and can be administered to an entire classroom in about 20 minutes. Each item presents a brief, simply worded statement about writing, followed by four pictures of Garfield. Each pose is designed to depict a different emotional state, ranging from very positive to very negative.

Administration

Begin by telling students that you wish to find out how they feel about writing. Emphasize that this is not a test and that there are no right answers. Encourage sincerity.

Distribute the survey forms and, if you wish to monitor the attitudes of specific students, ask them to write their names in the space at the top. Hold up a copy of the survey so that the students can see the first page. Point to the picture of Garfield at the far left of the first item. Ask the students to look at this same picture on their own survey form. Discuss with them the mood Garfield seems to be in (very happy). Then move to the next picture and again discuss Garfield's mood (this time, somewhat happy). In the same way, move to the third and fourth pictures and talk about Garfield's moods—somewhat upset and very upset.

Explain that the survey contains some statements about writing and that the students should think about how they feel about each statement. They should then circle the picture of Garfield that is closest to their own feelings. (Emphasize that the students should respond according to their own feelings, not as Garfield might respond!) In the first and second grades read each item aloud slowly and distinctly, then read it a second time while students are thinking. Be sure to read the item number and to remind students of page numbers when new pages are reached.

In Grades 3 and above, monitor students while they are completing this survey. It is not necessary for the teacher to read the items aloud to students, unless the teacher feels it is necessary for newer or struggling readers.

Teachers should review the items prior to the administration of the survey to identify any words students may need defined to eliminate misunderstanding during completion of the instrument.

Scoring

To score the survey, count four points for each leftmost (very happy) Garfield circled, three points for the next Garfield to the right (somewhat happy), two points for the next Garfield to the right (somewhat upset), and one point for the rightmost Garfield (very upset). The individual scores for each question should be totaled to reach a raw score.

Interpretation

The scores should first be recorded on the scoring sheet. The scores can be interpreted in two ways. An informal approach would be to look at where the raw score falls related to the total possible points of 112. If the raw score is approximately 70, the score would fall midway between the somewhat happy and somewhat upset Garfields, indicating the student has an indifferent attitude toward writing. The formal approach involves converting the raw score to a percentile rank by using Table 1. The raw score should be found on the left-hand side of the table and matched to the percentile rank in the appropriate grade-level column.

2. Storia: Reading Attitude Survey (Scholastic website).



Reader: _____ Class: _____ Date: _____

Reading Attitude Survey

How do you feel about reading books in your classroom?

I don't like it!	It's OK.	I like it.	I love it!

How do you feel about reading instead of playing games?

I don't like it!	It's OK.	I like it.	I love it!

How do you feel about using a dictionary?

I don't like it!	It's OK.	I like it.	I love it!

How do you feel about reading at home?

I don't like it!	It's OK.	I like it.	I love it!



Reader: _____ Class: _____ Date: _____

What words come to mind when you think about reading a book?

How do you find books you want to read?

Who is your favorite author? _____

What is the best book you've ever read?

Circle one answer for each question.

Do you have a computer at home? Yes No I don't know

Do you have an iPad at home? Yes No I don't know

Do you have an iPad in your classroom? Yes No I don't know

Draw a picture of yourself reading in your favorite place.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture of themselves reading in their favorite place.



Reader: _____ Class: _____ Date: _____

What are you really good at as a reader?

What do you need to work on?

Who can help you with this?

Have you read any e-books on a computer or an iPad?

Yes or No _____

Would you rather read a printed book or an e-book on a computer or iPad? Why?

What is the best thing about reading?

3. Sponge Bob Reading Inventory (Jen's Literacy Resources, 2012).

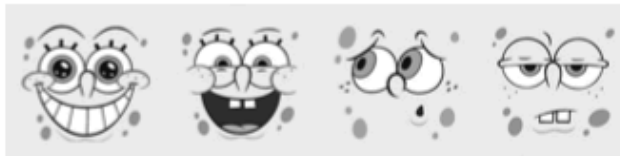
Reading Interest Inventory



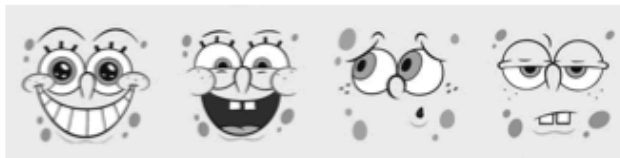
Name: _____ Grade: _____ Date: _____

Directions: Color the picture that shows how you feel about each question.

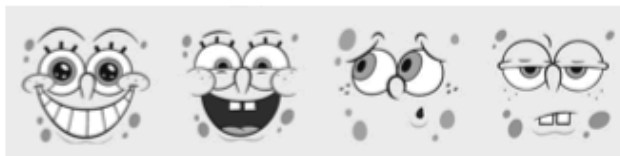
1. How do you feel about reading at home?



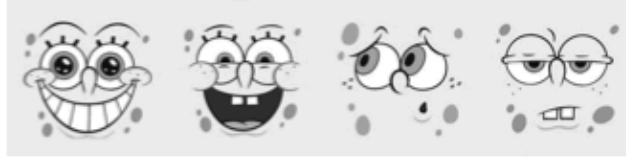
2. How do you feel about reading at school?



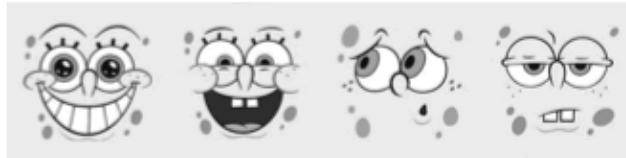
3. How do you feel about going to the library?



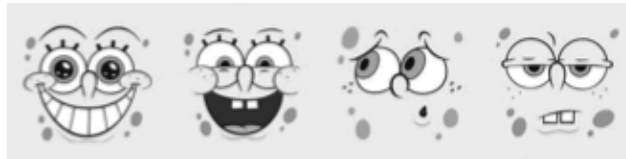
4. How do you feel about reading different kinds of books?



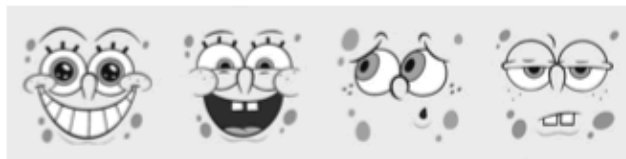
5. How do you feel when you read out loud in class?



6. How do you feel during silent reading time?



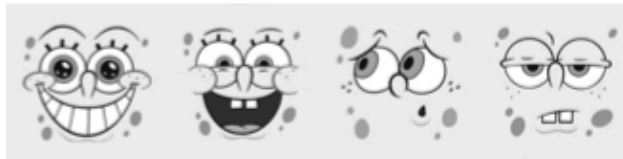
7. How do you feel when your teacher asks you questions about what you read?



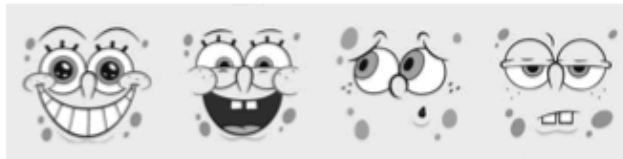
8. How do you feel when you read a book with colorful pictures?



9. How do you feel when you read a book without any pictures?




10. How do you feel when you are writing about a book you read?



Thank you for answering the questions!

4. Reading Interests questionnaire (Hutchinson, E., 2014).

Reading Interests



1. Do you read at home?
 yes no

2. Do you like to...
 read to self
 be read to

3. Do you think reading is...
 easy hard

4. Do you like books with...
 many words on a page
 few words on a page

5. Do you like to read...
 alone
 in a group

6. Do you like books with...
 lots of words
 lots of pictures

7. Do you like...
 fiction
 non-fiction

8. Do you like characters that are...
 animals
 people

9. Do you read...
 in your head
 out loud

10. Do you like books with...
 real photographs
 drawn pictures

11. Do you read things besides books?
 yes
 no

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Thank you!

5. Denver Reading Attitude Survey (Davis, A. & Rhodes, L. K., 1991).

Name _____ Grade _____
Teacher _____ Date _____

Denver Reading Attitude Survey

Make a circle around the answer that is most true for you.

How often do you do each of the following things?

	Almost every day	Once or twice a week	Once or twice a month	A few times a year	Never or hardly ever
1. Get so interested in something you're reading that you don't want to stop.	A	B	C	D	E
2. Read the newspaper.	A	B	C	D	E
3. Tell a friend about a good book.	A	B	C	D	E
4. Read on your own outside of school.	A	B	C	D	E
5. Read about something because you are curious about it.	A	B	C	D	E
6. Read more than one book by an author you like.	A	B	C	D	E
7. What kind of reader do you think you are?					
A. A very good reader.					
B. A good reader.					
C. An average reader.					
D. A poor reader.					
E. A very poor reader.					

The following statements are true for some people. They may or may not be true for you, or they may be true for you only part of the time. How often is each of the following sentences true for you?

	Almost always	More than half the time	About half the time	Less than half the time	Never or hardly ever
8. Reading helps me learn about myself.	A	B	C	D	E
9. I feel good about how fast I can read.	A	B	C	D	E
10. Reading helps me understand why people feel or act the way they do.	A	B	C	D	E
11. I believe that reading will help me get ahead when I am no longer in school.	A	B	C	D	E
12. I feel proud about what I can read.	A	B	C	D	E
13. Reading helps me see what it might be like to live in a different place or in a different way.	A	B	C	D	E
14. Being able to read well is important to me.	A	B	C	D	E
15. I can understand what I read in school.	A	B	C	D	E
16. Other people think I read well.	A	B	C	D	E
17. I learn worthwhile things from reading books.	A	B	C	D	E

6. Reading Attitudes Survey.

Reading Survey

Name:

Tutor Group:

1. If you had to guess...

How many books would you say you own?

How many books would you say are in your house?

How many books would you say you have read in the last twelve months?

2. How did you learn to read?

3. Why do people read? List as many reasons as you can think of.

4. What does someone have to do in order to be a good reader?

5. What kind of books do you like to read?

6. How do you decide which books you will read?

7. What else do you like to read? (Magazines, newspapers, websites)

8. Who are your favourite authors?

9. Have you ever reread a book? If so, can you list the titles?

10. How often do you read at home?

11. Who else reads at home?

12. Who do you speak to about reading and books?

13. Do you have younger siblings? Do you read to them?

14. In general, how do you feel about reading?

15. How do you feel about reading out loud?

16. Do you enjoy being read to?

17. What is your favourite book?