

| Description of Reading Promotion Activity/ Action <u>READING IN THE TENT</u> | |
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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 type="checkbox"/> yes <input type="checkbox"/> no <input checked="" type="checkbox"/> possibly |
| 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 type="checkbox"/> yes <input checked="" type="checkbox"/> no |
| Objective (s) | <ul style="list-style-type: none"> • To engage children in reading through open and authentic activities. • 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. • Children to develop their storytelling and book-talking skills. • To develop reading communities and enhance the school's reading culture. |
| Age level (s) | 4 - 9 years |
| Preferable number of participants | Groups of 6 - 8 |
| Duration | Everyday for a set period of time (e.g. one week). |
| Setting, materials, and preparation | Materials: Tents, flashlights, copies of books from the library, various puppets to represent characters in the books, props that may be used to act out the stories |
| Step -by-step description | <ol style="list-style-type: none"> 1. Set up 2-3 small tents on the school field or forest area. 2. Leave a selection of well known, age-appropriate books, flashlights, puppets and props in these tents. 3. Children to choose to enter a tent and explore the reading material. 4. Children can be encouraged to act out the stories |



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| | <p>using the various props or puppets.</p> <ol style="list-style-type: none">Alternatively, a teacher or adult helper could share the book with the children and then leave them to engage in role play or act out the story with the various props and puppets.Finally, discuss the stories with the children and re-tell as a whole class session. |
| Notes to reading promotion facilitator | <ul style="list-style-type: none">Stories could be dual language to reflect the culture and home languages represented in the groups. |
| Suggested follow-up actions/ activities | <ul style="list-style-type: none">Children could re-tell the stories to their friends or their parents and use illustrations to tell the story. This is particularly effective in developing the skills of oral story telling. |
| Acknowledgements | Colley Lane Primary School |
| Sources | Corbett, P. (2006). <i>The bumper book of story telling into writing at key stage 1</i> . Wiltshire: Clown Publishing. |