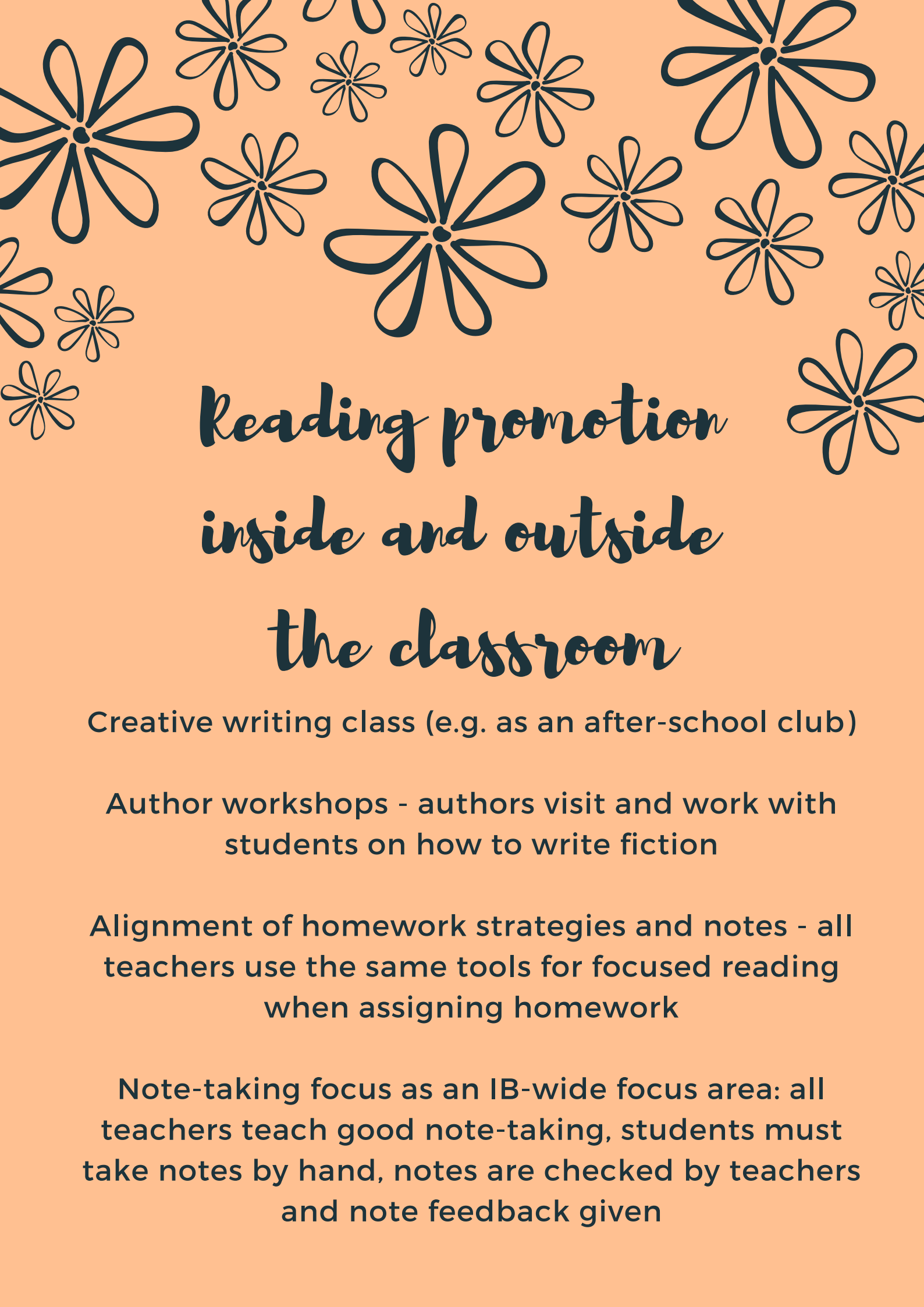


HOW TO PROMOTE DEEP  
READING  
& AUTONOMOUS LEARNING  
IN AND OUTSIDE THE  
CLASSROOM?

*Deep reading  
& autonomous  
learning*

*by language & literature teachers participating  
in staff training in Barcelona*





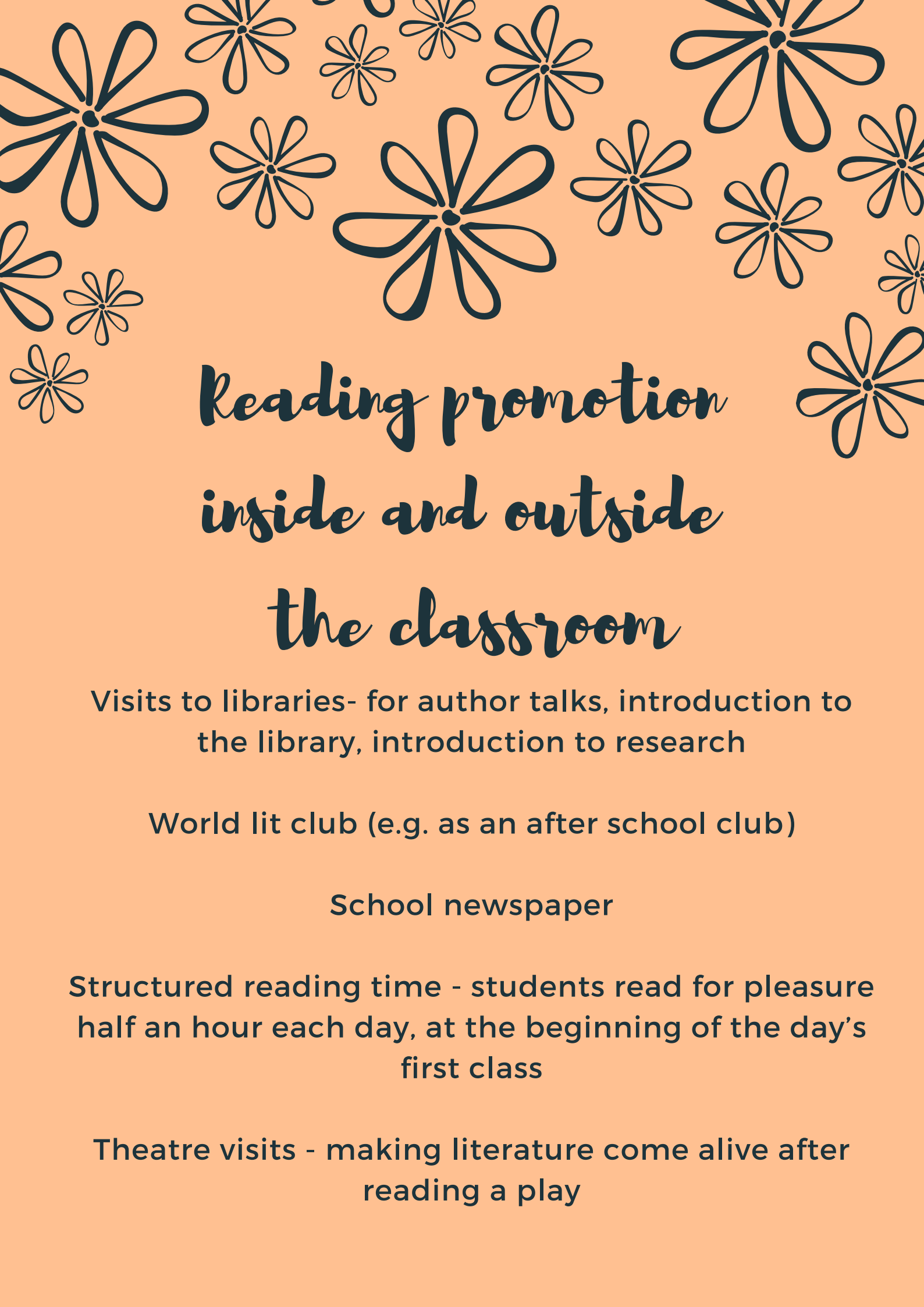
# Reading promotion inside and outside the classroom

Creative writing class (e.g. as an after-school club)

Author workshops - authors visit and work with students on how to write fiction

Alignment of homework strategies and notes - all teachers use the same tools for focused reading when assigning homework

Note-taking focus as an IB-wide focus area: all teachers teach good note-taking, students must take notes by hand, notes are checked by teachers and note feedback given



# Reading promotion inside and outside the classroom

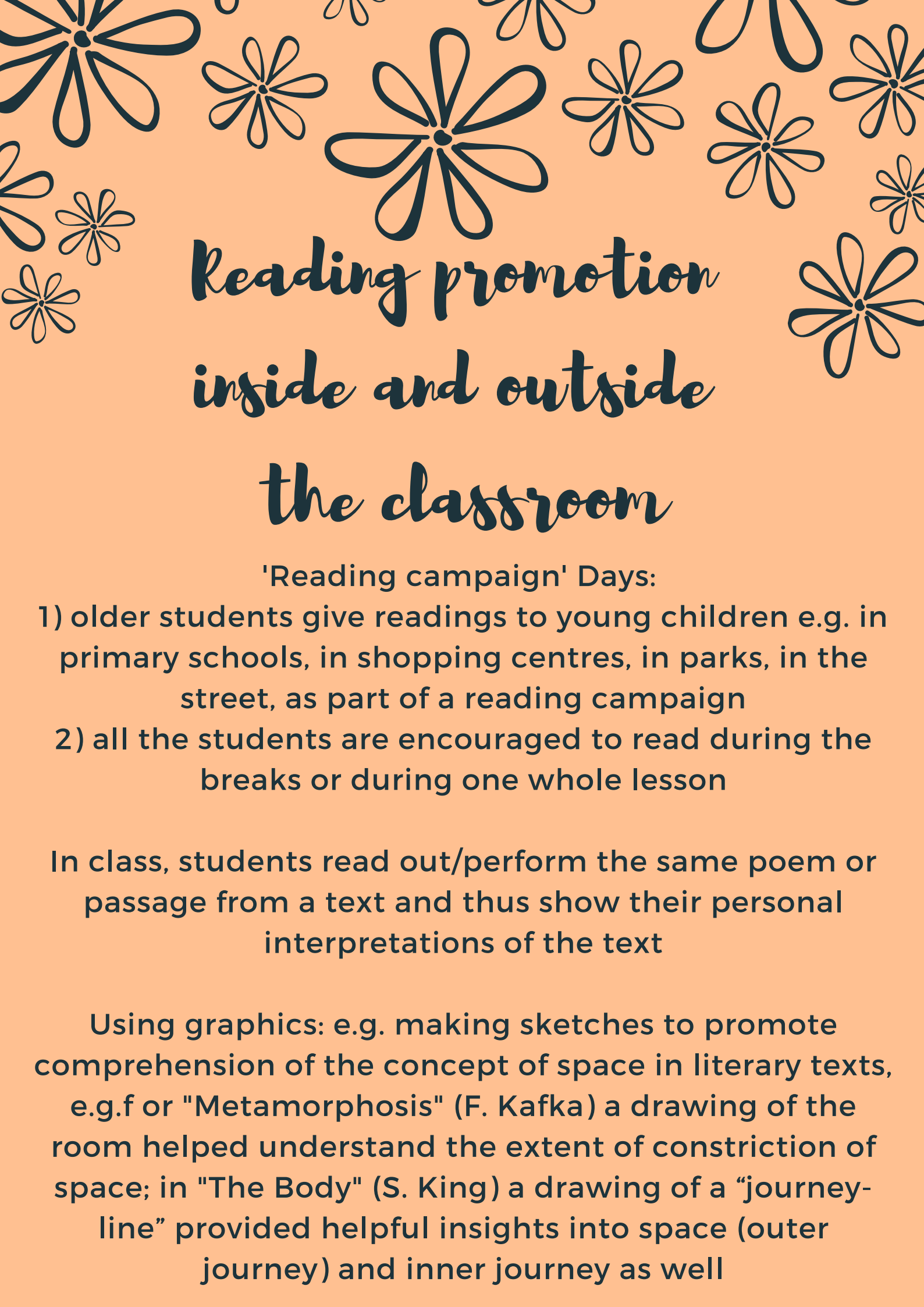
Visits to libraries- for author talks, introduction to the library, introduction to research

World lit club (e.g. as an after school club)

School newspaper

Structured reading time - students read for pleasure half an hour each day, at the beginning of the day's first class

Theatre visits - making literature come alive after reading a play



# Reading promotion inside and outside the classroom

'Reading campaign' Days:

- 1) older students give readings to young children e.g. in primary schools, in shopping centres, in parks, in the street, as part of a reading campaign
- 2) all the students are encouraged to read during the breaks or during one whole lesson

In class, students read out/perform the same poem or passage from a text and thus show their personal interpretations of the text

Using graphics: e.g. making sketches to promote comprehension of the concept of space in literary texts, e.g. f or "Metamorphosis" (F. Kafka) a drawing of the room helped understand the extent of constriction of space; in "The Body" (S. King) a drawing of a "journey-line" provided helpful insights into space (outer journey) and inner journey as well

# **PARTICULAR ACTIVITIES & ACTIONS AIMED AT PROMOTING AUTONOMOUS READING**

## **organizing International Writers' Day:**

- students presents their favourite authors and extracts from their works meetings with writers
- actions promoting reading, e.g. all students and teachers bring their own books/novels to the school and they all read them at the same time for e.g. 1 hour/ 1 lesson- whenever possible, they go outdoors, sit on the grass, enjoy the weather :) - they read, they discuss, they share their impressions, they make recommendations

## **organizing International Poetry Day:**

- students write their own poems
- students illustrate their favourite poems (photo, drawing, painting)
  - students pick their beloved poem and justify their choice
  - students create a poem based on 3 poems of the very same poet presenting the same theme (they make use of the lines/ verses / stanzas from these 3 poems and they create their own)
- students come up with their own poem using the titles of the books/novels they have in their own library

## **activities promoting creative writing:**

- writing your own myth (e.g. the origins of the cry/ laughter 'how was the cry/laughter created?'; the origins of school 'where does the idea of the school come from?')
- writing a prequel, a sequel, create a dialogue, write a missing chapter/ description of the landscape)
- writing a text type based on the plot & knowledge of the characters/ protagonists (e.g. imagine you are the character/protagonist from the novel ... and write a diary entry, a letter, an email)
- imagining the conversation/ dialogue/ monologue of the person/ people from the picture/ painting
- making reference to the film adaptations, encouraging students to compare the literary work with their film one



# Ideas for promoting autonomous reading & autonomous learning

- Allow subjective approaches to text
- Careful selection of texts need to take age and interest into account
- Designing a Reading Folder, a reading log, where students marks personal reactions, questions and associations, creative ideas, notes are used for writing essays
- Exemplary treatment of an author's work to spark interest in his/her other work autonomously
- Creative but insightful assignments such as: develop secondary characters
- Personal reading blogs, discuss own responses and ideas, write reviews and recommendations, express points of personal interests
- Shared blog with recommendations of books read privately and in school

## **Pre-Reading**

Comprehension: glossary provided by the teacher, setting an estimated reading time for students to be able to see how much time they should spend on the tasks.

Introducing the text and the context

## **While reading:**

Reading aloud

Graphic organizers

## **Concentration and time management:**

“Hoodie reading” - bringing a hoodie to class and reading “within your own hoodie”.

Aquarium talks: focused discussions in the centre of class in small groups while the rest of the students are the audience.

## **Enhancing understanding of literature, despite limited life experience:**

**Pre-reading:** Exploring paratext, e.g. study the book’s cover: what does it tell us about the book?

**While reading:** “Mind travel”, e.g. teacher helps create images to aid students in imagining the setting and images of the novel.

**Predictions:** Making predictions about what is to come, when reading a piece of lit.

## **Making sense of reading/ appreciation for literature - why do we read?**

“Happy ambassadors”: older students visit class and talk about their reading experiences

Visit by authors

Creative writing

Reading and discussion book reviews

**While reading:** Phrasing “I wonder”-questions and working through structured work sheets.

**Feedback:** Love of lit is more important than grades! Use praise when students make good points: praise helps students appreciate literature and their love for literature.

**Debate** about a character’s ambivalent nature (protagonist in *The Stranger/ L’Étranger* by Albert Camus)

**Role play:** psychological case study (discussing behaviours and character traits, especially ambivalent ones, using clues from the text)(this works as post-reading too)

**Flash literature card game**



### **Before reading:**

To show a picture or an art piece that can connect students emotionally (be it a visual art piece, music, etc.) and motivates discussion before reading.

It also allows students to make hypotheses, to start a discussion and it engages the students.

It helps the students open their mind before reading.

Glossary provided by the teacher or made by the students.

Estimated reading time helps students organize their time. Work on the historical context, know the author, the scenario...

### **While-reading:**

Fakebook of a fictional character (classtools.net)

Teachers read out loud to the students so that they can understand the tone, the nuances of the text.

Create an element of concentration (hoodie, noise cancelling headphones...)

Mind travelling; imagining worlds and persons, creating visual scenarios.

Games (the hot chair)

Use literature games (flash literature prompts, etc.)

### **After reading:**

Re-reading fragments, chapters or quotes

Actions and events to promote reading

Create a poem using the titles of novels


Nationwide actions, e.g. a Polish one: "Don't you dare saying I don't read, I read"  
(reading books outdoors)

Share different interpretations of the characters/plot based on the background of the reader.

Creative writing: inventing different ends, added characters, prequel, sequel, etc.

Going back to pre-read and pre-analysed parts of texts to understand how a piece of literature reveals meaning after each new reading and discussing results.

Allowing personal reactions such as "what have you understood/learnt for yourself?  
about the human soul?"







## **ACTIVITIES/ ACTIONS AIMED AT PROMOTING AUTONOMOUS LEARNING & DEEP READING**

providing students with some people-friendly, cozy, comfortable place in the school where they can indulge in reading

‘counselling’ programmes where you can talk through your educational pathways/ careers

promotion of time-management, task-management / self-management

### **projects:**

project based learning (distribution of roles, time-oriented tasks, strengthening autonomy & agency)


projects/ finding solutions based on design thinking

promotion of reading in general- emphasizing the importance and influence of reading on general/ global self-development (not only in the field of literature but holistically)

students read novels/ poems to the kids in hospitals as volunteers (e.g. within CAS/ SA)

use of games, e.g. DIXIT

promotion of collaboration/ cooperation between students:  
project, group work, team work, team building workshops (future competences)



The background of the entire page is a light orange color, decorated with a pattern of dark blue, stylized flowers. The flowers vary in size and are scattered across the page, with some larger flowers in the center and smaller ones towards the corners. The flowers have multiple petals, some with pointed tips and others with rounded tips.

# Erasmus+ KA229

*Transdigital Education -  
Developing Key Competences  
through Holistic Learning  
& Teaching in the Digital Age*

**Partner visit to Barcelona  
25th-29th October 2021**