



3MR



Making the Most of the Magic of Reading



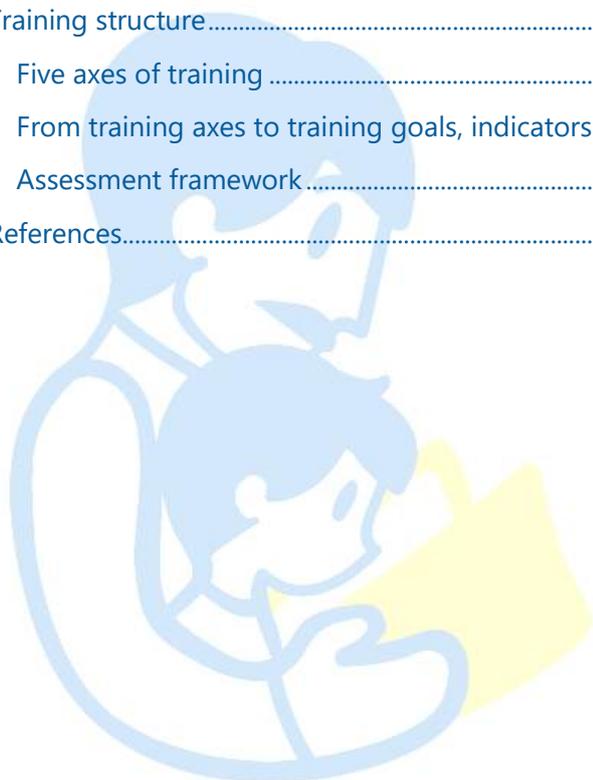
TRAINING CURRICULUM



Co-funded by the
Erasmus+ Programme
of the European Union

INDEX

Introduction.....	4
Rationale of the course.....	5
Targeted learners	7
Professional competencies to develop.....	8
Prerequisites.....	8
General professional competency	8
Specific professional competencies.....	8
Competences broken down into knowledge, skills and attitudes	9
Reading aloud in a shared reading time.....	10
Definition of reading aloud	10
1. The Importance of reading picture books at an early age.....	12
2. The practical organization of read-aloud activities.....	16
2.1. Read aloud activities with one individual child within a group (0-3 years).....	17
2.2. Reading aloud activities with a small group of children (4-7 years).....	19
3. The selection of high-quality picture books	20
4. Collaboration with parents to develop the practice of reading aloud at home	24
Conclusion	27
Training structure.....	28
Five axes of training	28
From training axes to training goals, indicators of achievement and learning activities.....	29
Assessment framework.....	34
References.....	34



Introduction

We are all born readers and we will become readers if we often meet books and book readers who take the time to read.

Dominique Rateau

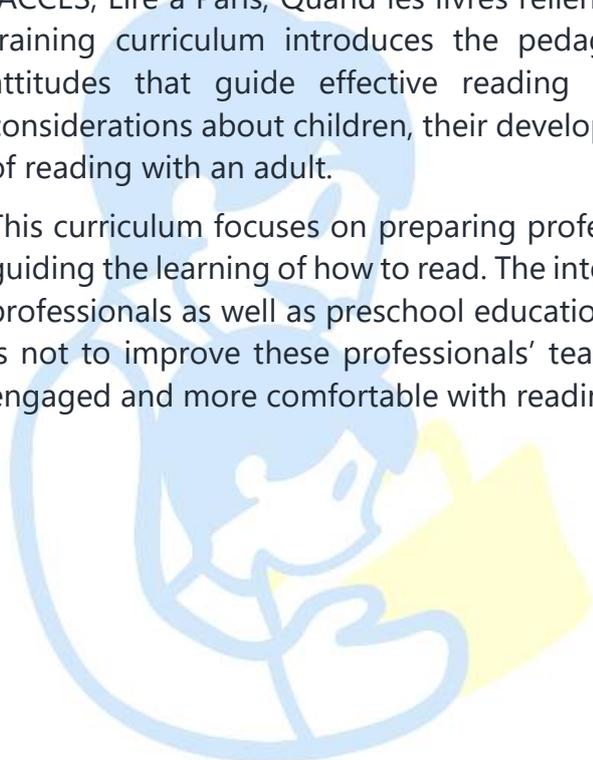
The above quote points out that reading is a characteristic of the human being from birth, and emphasises the necessity to provide frequent reading experiences to children from an early age to develop their potential. Early reading experiences are part of a specific relationship between an adult and a child.

Reading picture books to individual young children or to a group of children appears simple but this is an educational act in its own right. Reading aloud to (very) young children is a complex activity for both reader and listener. It has multiple functions, rules, requirements and rituals that have been theorised based on decades of experience by associations sensitive to the importance of developing language from an early age.

For early childhood professionals, developing this complex skill is generally done through practice. These experiences should go hand in hand with frequent reflections on one's own actions while trying to answer questions such as, "What are we doing? Why are we doing it? How can we do it better?"

Based on experiences and theorisations of several French early childhood organizations (ACCES, Lire à Paris, Quand les livres relient, etc.) and international scientific literature, this training curriculum introduces the pedagogical principles, professional behaviour and attitudes that guide effective reading aloud with young children. It also includes considerations about children, their development and important learning in these moments of reading with an adult.

This curriculum focuses on preparing professionals for reading for pleasure rather than on guiding the learning of how to read. The intended trainees are social workers, day care centre professionals as well as preschool education teachers. Therefore, the aim of this curriculum is not to improve these professionals' teaching skills, but to help them to become more engaged and more comfortable with reading aloud.



Rationale of the course

Since 2000, the very poor reading performances of less culturally advantaged families have been pointed out by a range of international studies (PIRLS 2011, 2016; PISA 2000, 2009). These studies have demonstrated that children from homes which foster literacy practices (parents frequently reading aloud to their children) become better readers. The link between reading comprehension skills and print exposure is usually described in terms of spiral of causality: “children who are more proficient in comprehension and technical reading and spelling skills read more; because of more print exposure, their comprehension and technical reading and spelling skills improve more with year of education” (Mol & Bus, 2011)¹.

In less culturally advantaged families, parents tend to read less, possess fewer books and are less likely to consider reading as a pleasurable activity. This sociocultural gap in early literacy practices impairs school achievement. Indeed, kindergartens don't manage to fill this gap between less culturally advantaged families and the more advantaged ones. On the contrary, according to some French sociologists (Joigneaux, 2009²; Bautier & Goigoux, 2004)³ kindergartens tend to produce and reinforce school failure by being insensitive to children's individual differences in the amount of print exposure and experience with written language during infancy. Given that this process of social inequalities leads to school inequalities (Bourdieu & Passeron, 1970)⁴, it is important to take action long before the child starts compulsory education.

Contrary to a preconceived idea, children enter into the world of the written language long before grade 1 when they formally start learning to read and write. However, investments in early childhood reading programmes are rather limited overall, and in some EU countries, the issue hardly makes it to the agenda of policy-makers.

“Reading problems are difficult to fix but very easy to prevent. Prevention happens long before a child starts school. Amazing though it may seem, the crucial connections that determine how clever, creative, and imaginative a child will be are already laid down by the time that child turns one. Children who have not been regularly talked to, sung to, or read aloud to from birth find life at school much more burdensome than they otherwise might. In particular, learning to read becomes a major stumbling block rather than a surprising delight. Because words are essential in building the thought connections in the brain, the more language a child experiences – through books and through conversation with others, not passively from television – the more advantaged socially, educationally, and in every way that child will be for the rest of his/her life. Conversely, the fewer words a child experiences, learns, and uses before school, the more stunted that child's brain will be. Television does

¹ Mol, S. E., & Bus, A. G. (2011). To read or not to read: a meta-analysis of print exposure from infancy to early adulthood. *Psychological bulletin*, 137(2), 267.

² Joigneaux, C. (2009). La construction de l'inégalité scolaire dès l'école maternelle. *Revue française de pédagogie. Recherches en éducation*, (169), 17-28.

³ Bautier, É., & Goigoux, R. (2004). Difficultés d'apprentissage, processus de secondarisation et pratiques enseignantes: Une hypothèse relationnelle. *Revue Française De Pédagogie*, (148), 89-100.

⁴ Bourdieu, P. (1930). et Jean-Claude Passeron. 1970. *La Reproduction: Elements pour une théorie du système d'enseignement*.

not talk to children – it talks at them and they cannot talk back, and talking back is what learning a language is all about.” (Fox, 2008)⁵

By the time children start school, the gap between those who have been read to and those who have not is large, and hard – if not impossible – to bridge even by highly dedicated educators. Therefore, early interventions to enhance the children’s literate environment are paramount to prevent children from being left behind on account of the literacy practices of their parents/carers.

Reading aloud high-quality books (books that children delight in on account of the lavish illustrations and attractive storyline combining into a wonderful experience to gain from listening to a story, even when the young listeners don’t make full sense of the story itself) produces an emotional and intellectual impact (vocabulary, children’s language skills, culture, familiarity with the structure of narrative texts, etc.). However, for such reading aloud to happen, adults need to be shown how to select high quality books and to read aloud in an attractive, captivating manner so that their children get to associate the pleasure and warmth of caring adults with the pleasure of reading. Educators, early childhood education and care (ECEC) specialists, librarians, but also volunteer adults or senior citizens, students training to become teachers, social workers, health professionals, performing arts professionals, etc., should be trained and relied on to provide pleasurable reading experiences for all children, in spaces where culturally disadvantaged children spend time (such as educational settings, paediatricians’ waiting rooms, hospitals, community centres, etc.)

Reading aloud in a manner that gives pleasure to young children is unfortunately a very limited practice in many European families, and in some countries, even in early childhood education and care (ECEC) institutions (such as creches, day care centres, etc.), although the benefits of reading to babies and young children are well-researched and documented in the specialist literature (see, for instance, ELINET reports)⁶.



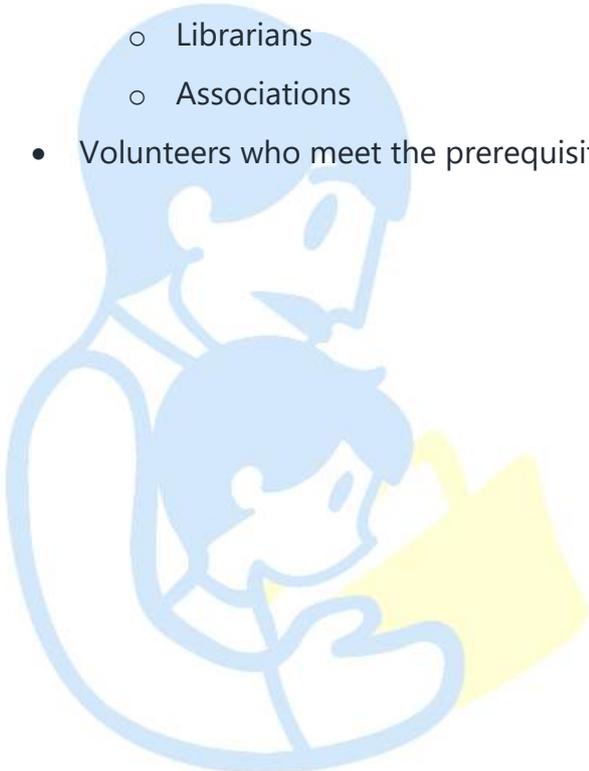
⁵ Fox, M. (2008). *Reading magic: Why reading aloud to our children will change their lives forever*. Houghton Mifflin Harcourt.

⁶ <http://www.eli-net.eu/>

Targeted learners

This curriculum aims to address several types of professionals:

- Preschool education teachers (of children aged 3 to 7 years)
 - Pre-primary teachers
 - Preparatory class teachers
- Social workers
 - Mediators, mentors who works with parents and children in disadvantaged area (compensatory program)
 - Special educators who works with special needs children
- Day care centre professionals
 - Day care teachers
 - Nurses
- Other professionals who works with young children in and out of school-time
 - Teachers' helpers
 - Child minders
 - Professionals who take care of children in extra-curricular education time
- Other professionals from the world of books
 - Librarians
 - Associations
- Volunteers who meet the prerequisites



Professional competencies to develop

Prerequisites

Two principles frame the practice of reading aloud and have to be observed in this context:

- ❖ **The principle of educability:** All human beings can learn throughout their lives by going through practical experiences. According to this principle, all children are considered readers from an early age.
- ❖ **The principle of freedom:** No-one can force anyone to learn if they do not want to learn at a given moment. In this context, the term "learn" needs some explanation. We do not mean learning to read in the sense of decoding or identifying written words and comprehending text, but rather learning, i.e. getting to know the pleasure of reading, as a favouring condition of the formal learning of reading and writing codes.

Minimum prerequisites needed to enter the training are:

- At least upper secondary school level literacy skills especially in terms of fluency (such as demonstrated by an average 15-year old reader in their first language);
- Basic planning and reflection (meta-cognitive) skills;
- Interest in and openness toward developing a positive and engaged relationship with a child and groups of children while reading high quality picture books;
- Valuing reading and human diversity.

General professional competency

Provide and effectively promote pleasurable reading aloud experiences for individual children or for a small group of children.

Specific professional competencies

C1: Plan reading aloud activities in terms of choosing quality picture books and arranging the place;

C2: Read aloud picture books

- with an individual child (within a group),
- with a group of children,

in a highly engaging manner observing them and demonstrating sensitiveness to the child's/children's behaviour in order to adapt professional conduct accordingly;

C3: Self-assess in order to continuously improve performance;

C4: Communicate with parents about the meaning and importance of family literacy, more specifically about reading aloud practices and print-rich environment in the family, and their impact on children’s literacy skills development.

Competences broken down into knowledge, skills and attitudes

In this curriculum, we consider competence to be the ability to mobilize, in an integrated manner, internal resources (knowledge, skills and attitudes) and external resources to effectively cope with a set of complex tasks (Beckers, 2002)⁷

Knowledge	Skills	Attitudes
<ul style="list-style-type: none"> * Young children’s development as readers * Quality criteria for picture books * Quality criteria for shared reading time * Children’s behaviour during reading time 	<ul style="list-style-type: none"> * Plan reading aloud activities * Apply relevant quality criteria in the selection of picture books * Read aloud picture books in an engaging manner with an individual child * Read aloud picture books in an engaging manner with a group of children * Observe child behaviour * Adjust professional action according to observed child behaviour * Coach parents to read aloud to their young children * Argue for the importance of providing pleasurable reading aloud experiences to young children * Reflect on the impact of reading aloud on children and parents * Monitor one’s thinking and performance and adjust one’s behaviour accordingly * Practice reflexive analysis of one’s own actions 	<ul style="list-style-type: none"> * Demonstrate a positive attitude towards reading * Demonstrate sensitiveness to child behaviour during read-aloud activities * Demonstrate eagerness to support parents to read aloud to their young children * Demonstrate willingness to continuous professional growth as a promoter and performer of reading aloud * Pleasure of the encounter * Commitment * Attentiveness * Empathy

⁷ Beckers, J. (2002). *Développer et évaluer des compétences à l’école: vers plus d’efficacité et d’équité*. Bruxelles, Belgique: Labor.

Reading aloud in a shared reading time

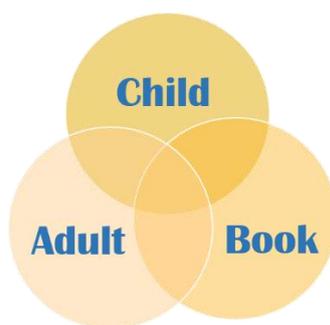
Presentation of the concept – Content of the course

To define the concept of reading aloud, we have consulted several sources whose common goal is to promote and reflect on the issue of reading to (very) young children in order to take action against illiteracy and inequality.

The focus of this activity is not learning to read in the sense of identifying written words and accurate text comprehension but rather reading for pleasure as a prerequisite for the formal learning of reading and development of emergent literacy skills.

Definition of reading aloud

Reading aloud picture books is a mediation without learning goals and exclusively focused on sharing the pleasure of the encounter and experience of a picture book and a story within it between a child or a group of children and an adult. Each reading experience shared with a young child is unique and is guided by the child and his/her project of becoming a reader.



According to this definition, the adult acts as a mediator to establish and facilitate the connection between a child and a book (including its story). The adult acts as a partner in the discovery of reading and not as a teacher aiming to develop reading skills. He should follow and respect the child's current needs without imposing the reading on her.

Therefore, the uniqueness of each meeting with a book invites the adult reader to adapt to what it is observed in the child's activity. At the same time, the adult reader should refrain from impulsive reactions (such as, for instance, making sure that the child understands a specific word).

Sharing the pleasure of reading rests on two pillars (Rateau, 2001)⁸:

- ❖ **Pleasure of the encounter.** Reading aloud brings together an adult and a child around an object: the book with its story. First of all, the encounter of a child starts with the adult observing and listening. This calls for the capacity to be surprised and

⁸ Rateau, D. (2001). Les tout-petits peuvent-ils lire avant d'avoir appris à lire? *Spirale*, 4, 15-20. Doi 10.3917/spi.020.0015

to resist the temptation to transfer the representations they might have about children in general on the specific child encountered. The objective of this meeting is to provide a memorable and pleasurable experience to the young child. It is a meeting of the senses, emotions, personalities gathered in a specific place at a specific time.

- ❖ **Commitment to the goal of a pleasurable reading experience** means taking responsibility and making professional choices in this exchange. Professionals should be able to define the reasons and the goals that guide their action.

From birth, it is important to read **with** babies and not **to** babies because they are actors in the meeting as well as in reading.

According to Cunningham & Ziblusky (2011)⁹, **reading aloud with a child** is a reading strategy that includes a skilled reader and a child or group of children reading together. In this strategy, the adult encourages the child to play an active role and read **with** the adult as a guide of the reading experience by focusing on specific features of the text or by asking questions. At the other end, **reading aloud to a child** is a reading strategy in which the adult directs the reading experience. This second way of reading is the more common strategy pictured by adults. A moment in which a child sits quietly and listens while the adult reads the text word-by-word without stopping.

In a shared reading moment between an adult and a child, it is not the adult who reads to a toddler, but it is two people at different levels of development who read together and find interest in sharing this reading. The child is not passive; on the contrary, she is the main actor since the organization of the activity will depend primarily on her. To continue in this idea, it is fundamental not to consider the infant as a human being `in construction`, but rather as an actor of this construction. In this approach to child development, the two notions of respect and consideration are at the centre of the encounter.

These two notions imply to respect the choice of the child to read or not to read, to respect her diversion of the reading or even to accept her withdrawal from the reading activity. In addition, during reading, babies may also react to listening to the reading by moving, walking or playing. For instance, an adult might think that a toddler playing with a toy is not paying attention to the reading but in fact the child is still listening carefully. In this case, it is even possible that the young one notices when the reader changes a word of a story that she has heard several times before. Consequently, it will be up to the adult to learn how to articulate these two notions of respect and consideration by realizing that he should not take it personally if there is a sudden change in the child's behaviour.

This adult-mediated encounter between a child and a picture book by means of the adult reading aloud must take into account the following:

1. The importance of reading picture books at an early age

⁹ Cunningham, A. & Ziblusky, J. (2011). Tell me a story: Examining the benefits of shared reading. In S. B. Neuman, & D. K. Dickinson (Eds.), Handbook of Early Literacy Research (Vol. 3, pp. 396-411). New York: The Guilford Press.

2. The practical organization of read-aloud activities
 - 2.1. with one individual child within a group
 - 2.2. with a small group of children
3. The selection of high-quality picture books for read-aloud activities
4. The importance of the collaboration with parents.

1. The Importance of reading picture books at an early age

Early exposure to printed books and narratives plays an important role in children's development as readers. In their own way, babies read. Indeed, children's visual and verbal interactions with prints stimulate and shape their emergent knowledge about written language.

A read-aloud activity is linked to children's emergent literacy skills, which are defined as the skills or knowledge that children develop before learning the more conventional skills of reading and writing (Duursma, et al. 2008)¹⁰. Being provided with contexts in which print and literacy conventions figure prominently, children acquire some literacy prerequisites (Duursma, et al. 2008; Justice & Kadervarek, 2002)¹¹, that is they:

- understand the link between print and spoken words (phonological awareness);
- understand the role of print as communication (print awareness);
- recognize letters and print symbol (alphabet knowledge);
- increase personal vocabulary.

All these skills are important for later success in reading and influence children's engagement in literacy activities.

Reading books with children provides an experience of narrative language. This narrative language is very different from functional or injunctive language (e.g. "Don't do this! Come here!", etc.).

Reading is an essential support for the cognitive, psychological, social and cultural development of young children. From an early age, it supports the development of the imagination, the thought, the construction of being, the concept of time and chronology and the enrichment of the language. It also promotes the enrichment of representations of the world, since picture books are made by artists who offer their interpretation of the world.

Reading picture books with young children is one of the language development support activities. This support can be provided in everyday situations where the child is in contact with an adult who provides time and space for communication. In addition, books and stories help to develop other dimensions of the language and especially the narrative language.

¹⁰ Duursma, E., Augustyn, M., & Zuckerman, B. (2008). Reading aloud to children: the evidence. *Archives of disease in childhood*, 93(7), 554-557.

¹¹ Justice, L. M. & Kadervarek, J. (2002). Using shared reading storybook reading to promote emergent literacy. *Teaching exceptional children*, 34, 8-13.

Reading aloud with children also produces an emotional and intellectual impact (not only in terms of vocabulary, but in children's language capability, culture, familiarity with the structure of narrative texts, etc.). The EU High level group of experts on literacy (2012)¹² underlined the importance of playful and enjoyable activities in which children interact with print, building awareness of its functions and conventions. One-on-one attention during reading aloud encourages children to form a positive association with books and reading later in life.

Here below, the stages of language development are summarized in order to underline the importance of the processes which characterise each stage of language acquisition; However, the age limits should be considered cautiously: those markers should not hide the existence of individual differences in the path of learning acquisitions. Regarding the child's relationship with books, some elements should be tempered. Indeed, many child under 3 years are able to listen to short stories, if they have been used it; They are able to benefits from reading aloud activities without necessarily understanding it thoroughly.



¹² EUROPEAN COMMISSION. (2012). EU High level group of experts on literacy.

Stage of language development: Speak well to read well

The conquest of the oral language is essential to the mastery of writing. It begins at a very young age and is maintained throughout life.

At 3 months	At 6 months	At 12 months	At 16-19 months	At 24 months
<p>Baby is interested in the book and feels it</p> <ul style="list-style-type: none"> ▶ Loves the voice of his/her close relation and their speech sound ▶ Understands routines. 	<p>Recognizes books and looks at them with adult</p> <ul style="list-style-type: none"> ▶ Produces and takes turns in producing sounds, points out objects, makes gestures 	<p>Recognizes objects in a book</p> <ul style="list-style-type: none"> ▶ understands words, phrases and simple expressions ▶ Understands routines 	<p>Turns pages one by one and searches for images that appeal to him/her</p> <ul style="list-style-type: none"> ▶ Makes sentence-words ▶ Says 7 to 20 words 	<p>Asks questions Makes requests Is very curious - access to mental representation</p> <ul style="list-style-type: none"> ▶ Says about 50 words / knows about 300 words ▶ Phrases of 2 to 3 words
At 30 months	At 3 years	At 4 years	At 5 years	At 6 years
<p>Speaks alone while reading and playing</p> <ul style="list-style-type: none"> ▶ Phrases of 3 or 4 words ▶ Becomes a full communication partner ▶ Understands sentences 	<p>Listens to and understands short stories</p> <ul style="list-style-type: none"> ▶ Phrases with expansions ▶ Has 400 to 900 words ▶ Tells what he/she's doing, invents small scripts ▶ Participates in conversations, sings songs 	<p>Listens to longer stories and can tell them</p> <ul style="list-style-type: none"> ▶ Invents fantastic stories ▶ Invents words ▶ Extends sentences ▶ Loves the conversation ▶ Asks questions 	<p>Loves tales, stories about her/his worries</p> <ul style="list-style-type: none"> ▶ Clearly talks about lived events ▶ Understands game rules, complex instructions ▶ Can give word definition, is interested in meaning 	<p>Loves fantastic stories, documentaries, tales</p> <ul style="list-style-type: none"> ▶ Has 2,500 to 3,000 words + 1,300 words / year ▶ Constructs long and complex sentences ▶ Organizes his/her speech and argues ▶ Uses procedures to understand ▶ Makes a representation of a whole story

https://www.fno.fr/wp-content/uploads/2018/11/FormatA3_BasseDef.pdf



This curriculum aims to prepare adults to place children in pleasurable contacts with written text through the reading of picture books. Bonnafé (2001)¹³ talks about allowing children to be in touch with the "narrative" form of language, which is the only aspect of oral language that can be written. This playful contact with texts has no aim of immediate acquisitions but to arouse and keep the interest for written text. It precedes - and supports - the systematic learning of the written language. Studies have shown that children who learn to read very early and spontaneously had been exposed to books and stories for a long time. Therefore, adults have to avoid the temptation of a diversion to an early learning of writing. Indeed, this learning motivates a large number of professionals and parents because it impacts school success. However, reducing reading to learning phonics obscures the importance of story interpretation and illustrations.

Nevertheless, these two types of reading support each other, they complement each other. Indeed, the reading for learning the phonics needs the reading for pleasure and it contributes to the development of the general reading skills. Pleasurable reading activities should never stop along young ages even when reading for learning the code begins in the educational journey of the child.

In this course, we target reading for pleasure which leaves the choice to the child, the listener to think, to imagine for himself what he wants, as he wants it and at his own pace. Therefore, it is about respecting the choice of the child engaged in his project. Unlike reading for learning purposes, there is no obligation of results, but a construction of the creative thinking of everyone around the work of an artist.

Moreover, some authors (Duursma & al., 2008)¹⁴ insist on exposing children to print language register which is different from spoken language as well as story structures and literacy conventions. Reading aloud familiarizes children with the language found in books: especially the more sophisticated words that children are unlikely to encounter frequently in spoken language.

Concerning spoken language, Giasson (2012)¹⁵ made another distinction between the social language and the school language that needs to be considered. Social language is the language of actions, more immediate, using familiar words concerning daily life, close events, emotions and relationships with others. The school language refers to past, future or imaginary events, more abstract, out of the close context. Language helps us to learn and to think. These two types of language are both important to develop in nursery school because they will participate in the construction of thinking processes and will influence the learning of reading.

¹³ Bonnafé, M. (2001). *Les livres, c'est bon pour les bébés*. Calmann-Lévy.

¹⁴ Duursma, E., Augustyn, M., & Zuckerman, B. (2008). Reading aloud to children: the evidence. *Archives of disease in childhood*, 93(7), 554-557.

¹⁵ Giasson, J. (2012). *La lecture: Apprentissage et difficultés*. Louvain-la-Neuve, Belgique: De Boeck.

2. The practical organization of read-aloud activities

A read-aloud activity is done by an adult who lets go of formal educational responsibilities and becomes a reader who expresses their imagination, dreams, thoughts, reflections on life and the world, and engages in reading with her entire personality.

Indeed, as is the case with art work in general, a book read by different people will arise different emotions. Adults share their own reading in these moments of encounter around a picture book. Reading is related to their own meeting with the book, but also to their reading ability. In each case, it is the reader who elaborates the meaning, who grants importance to an object, a place or an event.

Use intonation and expressiveness appropriately

In reading aloud, the reader will adjust his/her voice to the text and use particular intonations and mimicry. However, depending on what the adult perceives and feels from the encounter with the child, he may not apply these principles.

This way of reading is an important support for children. Expressive reading by pausing and using different intonations allows children to understand some specificities and difficulties of a text. Pausing ensures thematization through the interpretative division of the sound chain, highlighting some elements of the story. Intonation variations give information about implicit elements like characters' thoughts and emotions through interpretation of lexical elements (Boiron, 2010).¹⁶

Moreover, read-aloud activities may emphasise rhyming words and patterns; reading to a child thus promotes awareness of sound patterns (Duursma, Augustyn, Zuckerman, 2008)¹⁷.

Collaborate with the child

Interactions around reading (discussions related to print, conversations during story sharing, emotional interactions) are as important as reading itself.

The table below presents suitable techniques for increasing interactions between the adult and the child or children.

Table 1. Techniques for Increasing the Collaborative Potential of Shared Storybook Reading (adapted from Justice & Kadervarek, 2002)¹⁸

Activity	Description
-----------------	--------------------

¹⁶ Boiron, V. (2010). Lire des albums de littérature de jeunesse à l'école maternelle : quelques caractéristiques d'une expertise en actes, *Repères [En ligne]*, 42, mis en Retrieved from: <http://journals.openedition.org/reperes/254>. doi:10.4000/reperes.254

¹⁷ Duursma, E., Augustyn, M., & Zuckerman, B. (2008). Reading aloud to children: the evidence. *Archives of disease in childhood*, 93(7), 554-557.

¹⁸ Justice, L. M. & Kadervarek, J. (2002). Using shared reading storybook reading to promote emergent literacy. *Teaching exceptional children*, 34, 8-13.

Pausing	Pause occasionally during reading and wait for the child's comments. Pause after turning to a new page so the child can look at the picture and spontaneously comment or question. Pause after reading each page so the child can comment on story or pictures.
Let child pick the reading location	Children enjoy reading in different places: on the floor, in a favourite chair, on the back steps. Allow the child to pick the reading location.
Increase child's opportunities to physically manipulate the book	Allow the child to hold the book. Encourage the child to freely turn the pages. Use books featuring manipulable elements (e.g., slot books, flap books).
Ask child to "read" the book to you	Children enjoy "reading" a familiar book. It is fine to say "Wow, I like the way you read that book" even if they are not really reading.

To create a suitable atmosphere for reading, the adult will take time to settle the room but also not to leave it too abruptly directly after the reading time is over.

Create a print rich environment

In order to create a reading environment, the place should be comfortable for both adults and children. The space chosen will be delimited, quiet and arranged to promote the autonomy of children and where all partners could be seated and move easily. You can also use cushions, ottomans, etc.

Consideration needs to be given to placing books in this space. They can be stored on a small bookshelf, but it is also important not to have them all upright like in a library bookshelf. They can be placed in a variety of ways so that children can choose one easily. Moreover, the interest of a book is that it is mobile, it circulates from one room to another for the child to appropriate it for himself. The books can also be placed in thematic spaces if available. Books can also be placed everywhere.

2.1. Read aloud activities with one individual child within a group (0-3 years)

When a professional is facing a group of children, the reflex is to propose a group reading. However, the practice of individualized reading is possible and a source of extraordinary richness. Even within a community, it is important for every child to experience this experience of reading for him and only for him. Indeed, it promotes better connection between the toddler and the adult, which can be lived in the same way at home.

For children under 3 years, it is not recommended to provide a reading time where everyone sits and listens to the same story. Even in groups, the professional will have to address each

child in turn. Indeed, in this stage of development, in order to compensate a reading deficit in the family environment children need to be addressed individually. At this age, the encounter between the adult, the book and the child should remain singular. In this individual approach, the encounter becomes a unique experience for the child despite the presence of other children.

To start a reading session with young children, it is often advisable for early childhood professionals to place the books on the floor in the middle of the children and to read individually each book that the child has chosen while others are waiting, listening, moving, playing or manipulating, "reading" other books. Moreover, children waiting for their individualized reading time keep close or place the book of their choice close to the adult. It is very important that the adult will try to catch the attention of the shiest children by also identifying their favourite stories.

Giving children the opportunity to choose their book can raise their engagement in the read-aloud activity. It is important to cultivate this in toddlers because their book choice is always significant even if we still do not know exactly why they choose a book over another one. It often happens that a single page or a single element of the page becomes the main interest to very young children. During read-aloud, they listen and look at the other pages and then return to the page that interests them. They also want the same story to be read several times. Respecting the child's need of repetition should be recognized by professionals to ensure a positive experience for the children.

Moreover, during reading, the adult should pay attention to read the text and only the text without changing any words because in high quality picture books each word has its importance. Thus, even if the readers change, the text heard by the child will always remain the same. Consequently, the child will be able to fully appropriate the book and its story, find the words and the expressions he likes. It is a true cultural transmission and a first entry into the world of literature.

However, the adult will keep in mind that it is the child who is the reader and the pilot of the shared moment. In fact, the toddler has her own way of appropriating the book, she can manipulate it, smell it and nibble it. The adult will also pay attention to not correct the child when she tells a story that is not the one written in the book. Instead, the adult will let the young one develop her own version. Indeed, every child takes what she needs from the stories. The child develops her own understanding of the story and her own thoughts. Then she should not be interrupted by adult questions. As stated above, this posture shows the difference between reading *with* and reading *to*.

During reading, the adult will respect the child's rhythm in entering the book. This would eventually allow her to settle in more frequent reading activities. Therefore, observing the child and adapting one's pace to the child's project are essential skills to develop during the training.

In a nutshell, when an adult reads aloud with one individual child within a group, he should accomplish an individualized reading session starting from the child's choice: the adult will prioritise this individual reading while addressing anyone who would listen. He can allow others to listen to and enjoy the reading. The other children often understand very quickly

that their turn will come up and are able to wait and respect the time of others. This is an important learning time of socialization.

2.2. Reading aloud activities with a small group of children (4-7 years)

Read-aloud activities with a small group of children aims to develop strategies for understanding texts in younger learners and especially strategies for anticipating meaning and verifying these expectations. The adults' questions will encourage children to move from specific points to the overall description and then to narrative interpretations (Terwagne & Vanesse, 2008, p.27)¹⁹.

During a shared reading time some practices can help to introduce children to the language by putting words on pictures according to their age.

Between 1 and 2 years, reading activities could focus on developing the child's capacity to label elements. These naming activities will gradually turn into descriptions which will be the essential point of readings between 2 and 3 years old.

When the child is around 3 years old, the cause-effect relation will appear during reading activities. This is an introduction to interpretation and to what is happening and what could happen further in the story.

Sipe (2002, p.478)²⁰ identifies five types of expressive engagement that children have during storybook read-alouds:

- **Dramatizing the story spontaneously in nonverbal and verbal ways.** When teachers read stories to children, they act out the visual illustrations and the written language to expressive spoken language. By acting out the story, children extend this performance to include themselves. For example, teachers may read a dialogue by changing the tone and volume of their voices to interpret those of the characters in the story and the children could imitate that.
- **Talking back to the story or characters.** This begins to blur the distinction between the story and the children's world: these two worlds may be briefly superimposed. For example, some children may say to Little Red Riding Hood when she meets the wolf, "You better watch out, Red Riding Hood! Don't be fooled!"
- **Critiquing/controlling** refers to children's suggestion of alternatives in plots, characters, or settings. Children respond as if there is room in the story for them, their personalities, their choices and their capabilities. For example, they may suggest what they would say to the wolf when he asks what Little Red Riding Hood has in her basket.

¹⁹ Terwagne, S., & Vanesse, M. (2008). *Le récit à l'école maternelle: lire, jouer, raconter des histoires*. De Boeck Université.

²⁰ Sipe, L.R. (2002). Talking back and taking over: Young children's expressive engagement during storybook read-alouds. *The Reading Teacher*, 55, 476-483.

- **Inserting oneself or a friend in the story and assume the role of a character.** This response represents also a blurring of the distinction between the world of reality and the world of the story. For example, children may introduce the name of a friend that appears to be hungry as the wolf, because that child has eaten a lot during lunchtime.
- **Taking over the text and manipulating it for one's own purposes.** Children may abandon any attempt at interpretation or understanding and treat the story as a launching pad for the expression of their creativity. For example, a teacher could ask what the story of Little Red Riding Hood is about and a child could cleverly answer: "Probably she reads (red past tense of read) and writes (writing for riding) a lot and she lives in the wood."

These five types of responses reflect children's consideration of books as invitations to participate and play. They demonstrate the children's engagement and appropriation of stories. They represent a continuum where active participation increases from the first to the last.

3. The selection of high-quality picture books

Book selection for young children partly depends on adults and their representation of what a good children's book is. This will be strongly dependent on the links that adults have established themselves with books during their reader journey and also during their own childhood. Therefore, to avoid giving a ready-made list of books in training, it seems important to devote time for adults to discover or rediscover picture books, appreciate them or not and communicate their opinions.

Moreover, different characteristics or uses of books are important to take into account in order to offer children a variety of experiences with books. Here are some of these characteristics, along with the respective added value²¹:

- Books that can be touched, seen, felt (books made of fabric, plastic). The book supports the parents' emotions shared with the child.
- Books are to be manipulated, observed, recognized. Babies learn to turn pages by listening to the voice of adults, who say repeatedly what the children will end up recognizing.
- Books that have large images of objects or simple scenes. Books of different materials, with different features: soft, rigid cardboard, books zippers, etc. The child's finger imitates the adult's and begins to point to the images. It brings regularity and permanence. It is an object of shared pleasure that allows a moment of interaction. The child experiences stretching or stopping time. She can come back to the image in the book (unlike with television or reality).

²¹ https://www.fno.fr/wp-content/uploads/2018/11/FormatA3_BasseDef.pdf

- Books to listen to and learn new words from. The child asks for vocabulary, points and asks repeatedly: "And what is that?" the picture books bring and lead to a more precise lexicon compared to what the child already has experiences. She asks for vocabulary; this "active" vocabulary is linked to reality.
- Books to remember stories and learn expressions from (action books and simple stories). Interactions around the book affect language development. The adult brings models of questions and answers. Themes may reflect the child's interest so she can project herself in the story.
- Books to accompany learning to read and also continuing to learn to speak well. Knowing how to name things more and more precisely, to establish links between them, to express more and more feelings, ideas and knowledge.

When it comes to selecting books for reading aloud, an essential but not sufficient condition is to share books that early childhood professionals have already read, books in which they have found interest and pleasure, which they wish to impart by reading aloud.

In addition, among the books selected driven by the desire to share them, it will be necessary to keep in mind that all books are not equal and to make sure to place the children in contact with the best of the literary production. Adults will be keen to introduce each child to diverse, unexpected and surprising books.

Children' literature is a genre on its own, quite unique, because there is a story in the words and a story in the pictures. There is an interplay between these two types of stories, which can be combined to complete each other or not. The spaces between narrative images and narrative words can be generators of humour, discrepancy, and surprise.

Therefore, to select quality picture books, the three principal components to analyse the are the text, the illustrations and the medium; the combined effect generates the production of meaning and grants the aesthetic quality of the books.

According to Van Der Linden (2013)²², there are three main types of picture books. Some picture books could also mix two of these three types.

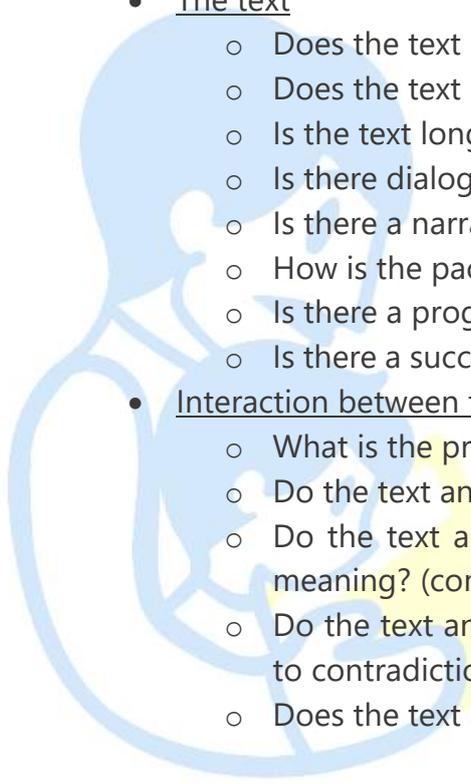
- **Illustrated picture books:** in this type of book, the text is first and central. The illustration is subordinate to the text. The text is often pre-existing compared to the illustration. In the layout of pages, texts and images are often separated.
- **Narrative picture books:** this type of book offers narration driven by text and illustration in collaboration. At least a textual part and a visual part are present on the layout of the page. Reading passes successively through the text and the image and the production of meaning often depends on their interaction.

²² Van der Linden, S., & Douzou, O. (2013). *Album [s]*. Éditions De Facto/Actes Sud Junior.

- **Graphic picture books:** In this case, the priority is given to the visual perception. The meaning of the story is essentially constructed by the illustrations. The text is secondary and it could contribute to the production of meaning. Text and images are layered, designed, created at the same time.

Here are some questions you may use to ensure diversity when you choose picture books for read-aloud activities.

- Layout of the double-page
 - Are the text and illustrations on pages separated by the fold of the book?
 - Are the text and illustrations intertwined in an organized way or not?
 - What place does the illustration occupy on the page?
 - Do the text and illustrations appear to be organized like a comic strip?
- Succession of pages
 - Is each double-page a continuation of the previous one? (linear progression)
 - Does each illustration present a transformation in comparison with the previous illustration?
- Illustrations
 - What are the illustration techniques used: printing, drawing, painting, collage, etc.?
 - What style are the illustrations: realistic or abstract?
- The text
 - Does the text contain rhymes, repetitions?
 - Does the text contain idioms?
 - Is the text long or short? How many words are there?
 - Is there dialogue in the text?
 - Is there a narrator?
 - How is the pace of the story? Fast, slow, varying?
 - Is there a progressive reveal?
 - Is there a succession between the sentences or is it a list of statements?
- Interaction between the text and the illustrations
 - What is the proportion of illustrations compared to the text?
 - Do the text and the illustrations express the same thing? (redundancy)
 - Do the text and the illustrations complement each other to produce meaning? (complementarity)
 - Do the text and illustrations present different "speeches" that give rise to contradiction? Or is there a parallel narration? (disjunction)
 - Does the text and illustrations bring implicit, unforeseen references?

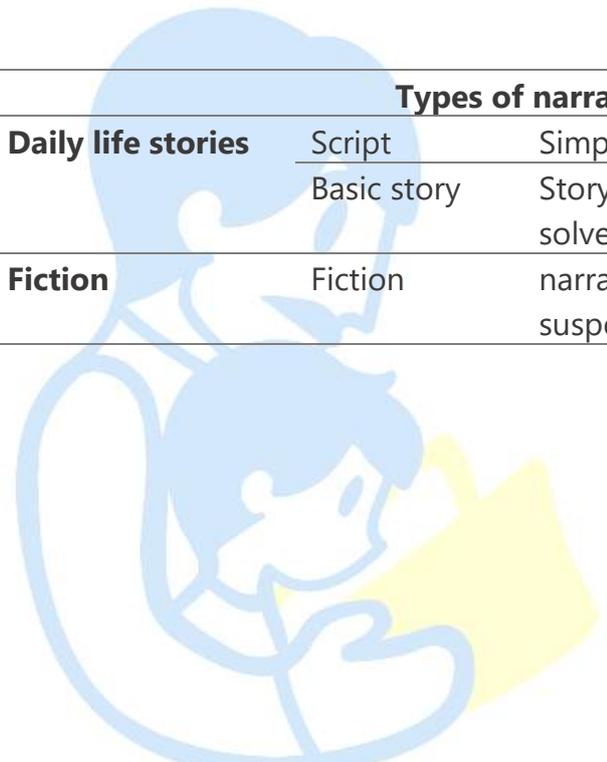


Types of narratives: stories of daily life and fiction

Concerning the books about children's daily lives (learning to go on the potty, eating vegetables), Rateau (2001)²³ claims that they do not really help very young children have better experiences. Moreover, these indirectly injunctive books which could be considered as documentary would hinder the idea of reading to favour the imagination. It looks like through these works a child's ideal is aimed at. This type of books might reassure adults but distort the goals of reading aloud picture books. It is important to make sure to offer children literature and art in general that help us cultivate our opportunities to stay open to culture, to cultivate the imagination without seeking systematically answers to daily life issues. The work of professionals is to open the palette of genres by looking for inventive, creative works that promote discovery, wonder, imagination and dreams.

For Vanesse & Terwagne (2008)²⁴, these daily life stories help children to structure time and space in order to integrate daily script. This is not a story in the sense that it includes a starting situation where events could be routinely enchainned: there is no complication that breaks the routine.

Nevertheless, these script stories (a routine sequence of events in a situation of daily life, such as going to bed, getting up, going to the restaurant, going shopping, etc.) are important for toddlers. Stored in our memory, these scripts help us anticipate events, and understand the intentions of people around us. They also constitute the basis of real stories. "Without routine, no complication comes to break the routine!" (Terwagne & Vanesse, 2008, p.9).



Types of narratives /stories		
Daily life stories	Script	Simple routine, practical script
	Basic story	Story including complication(s) immediately solved
Fiction	Fiction	narrative with true complication and suspension of resolution

(Terwagne & Vanesse, 2008)

²³ Rateau, D. (2001). Les tout-petits peuvent-ils lire avant d'avoir appris à lire ? *Spirale*, 4, 15-20. Doi: 10.3917/spi.020.0015

²⁴ Terwagne, S., & Vanesse, M. (2008). *Le récit à l'école maternelle: lire, jouer, raconter des histoires*. De Boeck Université.

4. Collaboration with parents to develop the practice of reading aloud at home

Parents are at the forefront of developing children’s literacy skills. The major challenge in the construction of literacy skills is the encounter, within the family, of the child with the written language. It is the parent who will allow this contact by acting as a mediator between the world of writing and the child, through a process of acculturation that will enable the child to understand codes (André, 2007)²⁵.

One of the main questions of early childhood professionals concerning the practice of reading aloud at home is how this book-related activity will fit into the daily lives of children and their parents. To help parents implement this practice, there are several opportunities for professionals.

When professionals feel comfortable enough to practice reading aloud in front of a parent audience, they can organize open reading sessions for parents so that the parents can observe what happens during these moments. This is done with the intention of modelling to promote transfer into the home. At the end of each open reading session, it is important to set aside time to discuss the practice of reading with parents, to provide guidance, lend books and offer resources so that parents can feel comfortable adopting this practice.

Table 3. Suggested topics for parent meetings (Lane & Wright, 2007)²⁶

Read-aloud for parent-teacher meetings	
Physical engagement with books	Encourage parents to make read-aloud sessions a positive experience where children are allowed to reference pictures and to point to words as they read.
Elaborating	Parents should help children to make connections between the story and their own life. Parents should also encourage the child to expand on ideas as they read.
Questioning	In addition to asking children open-ended questions about the story, parents should encourage children to ask questions during storybook reading.
Wait time	Waiting after a question or comment invites the child to respond, using and expanding oral language skills and increasing engagement with text.
Child-friendly explanation of new words	Encourage parents to explain the meaning of new words in ways that are child friendly, by using words that the children already know to help them understand new words. Discussion of how to select words to teach would also be useful for most parents.

²⁵ André, C. (2007). Un lieu d'apprentissage de la lecture sous-estimé: la famille. *Lire--écrire: de l'enfance à l'âge adulte: genèse des compétences, pratiques éducatives, impacts sur l'insertion professionnelle*, 123-136.

²⁶ Lane, H.B. & Wright, T.L. (2007). Maximizing the effectiveness of reading aloud. *The Reading Teacher*, 60, 668-675

Print referencing	Explain to parents how to call children's attention to important features of the text in ways that keep the child engaged and promote print awareness.
--------------------------	--

To develop the practice at home, professionals need to consider in their discussions with parents two factors that can improve family literacy:

- Enhance the family culture
- Change parent perceptions of reading.

Enhance family culture

If the home language is different from the language used in childcare centres or in the nursery schools, professionals could encourage parents to speak and read in their native language stories from their own culture. In fact, some families do not practice shared reading time either because it is not part of their culture (Anderson et al., 2010)²⁷, or because it is difficult to find books in their mother tongue (Mui and Anderson, 2008)²⁸.

When parents read a book in a language that they do not master, they are in a situation of failure, because they have difficulty expressing themselves. Parents could see this as a punishment (Janes and Kermani, 2001)²⁹. Carrington and Luke (2003)³⁰ consider that parent-child shared reading time is in fact a social and cultural practice associated with the Caucasian middle class. Therefore, this practice could have cultural limits and does not necessarily reach immigrant families.

To learn a language, the child has to hear correct language models and be exposed to them over and over again. Parents will be able to provide these different models in the language they know best. The skills learned in the first language can be transferred to the second language (ideas, meanings, concepts). In addition, the mother tongue is a gateway to the culture of the family, which the child will need to develop his identity (ONE, 2017).³¹

Change parent perceptions of reading

Studies show that some parents do not always realize that they have family literacy practices (Fagan 2001³², Karther 2002³³). Sometimes, parents realize that it is never too early to engage in literacy activities with their children. They understand that play activities encourage

²⁷ Anderson, J., Anderson, A., Friedrich, N., & Kim, J. E. (2010). Taking stock of family literacy: Some contemporary perspectives. *Journal of Early Childhood Literacy*, 10(1), 33-53.

²⁸ Mui, S., & Anderson, J. (2008). At home with the Johars: Another look at family literacy. *The Reading Teacher*, 62(3), 234-243.

²⁹ Janes, H., & Kermani, H. (2001). Caregivers' story reading to young children in family literacy programs: Pleasure or punishment?. *Journal of Adolescent & Adult Literacy*, 44(5), 458.

³⁰ Carrington, V., & Luke, A. (2003). Reading, homes, and families: From postmodern to modern. *On reading books to children: Parents and teachers*, 231-252.

³¹ OFFICE NATIONALE DE L'ENFANCE (ONE). (2017) *Accompagner le développement du langage : du jeune enfant en milieu d'accueil*. Bruxelles, Belgique : ONE.

³² Fagan, W. T. (2001). Family Literacy Programs: The Whole Is More Than the Sum of Its Parts. Retrieved from <https://files.eric.ed.gov/fulltext/ED458584.pdf>

³³ Karther, D. (2002). Fathers with low literacy and their young children. *The Reading Teacher*, 56(2), 184-193.

learning and that it is important to actively engage in this type of activity with their children. Parents who have poor reading skills have often received rather weak stimulation to develop their literacy. In addition, they may have had negative school experiences. Their beliefs are traditional about the acquisition of reading and their vision of literacy development is oriented toward mastery of isolated skills. Therefore, professionals can help parents to become aware of their practices and beliefs related to reading and also suggests some activities to develop family literacy, such as:

1. Establish a daily routine
2. Re-read favourite books often
3. Make connections between the language of the book and the language of the child
4. Pay attention to the signals given by the child
5. Talk about the written code
6. Read various texts

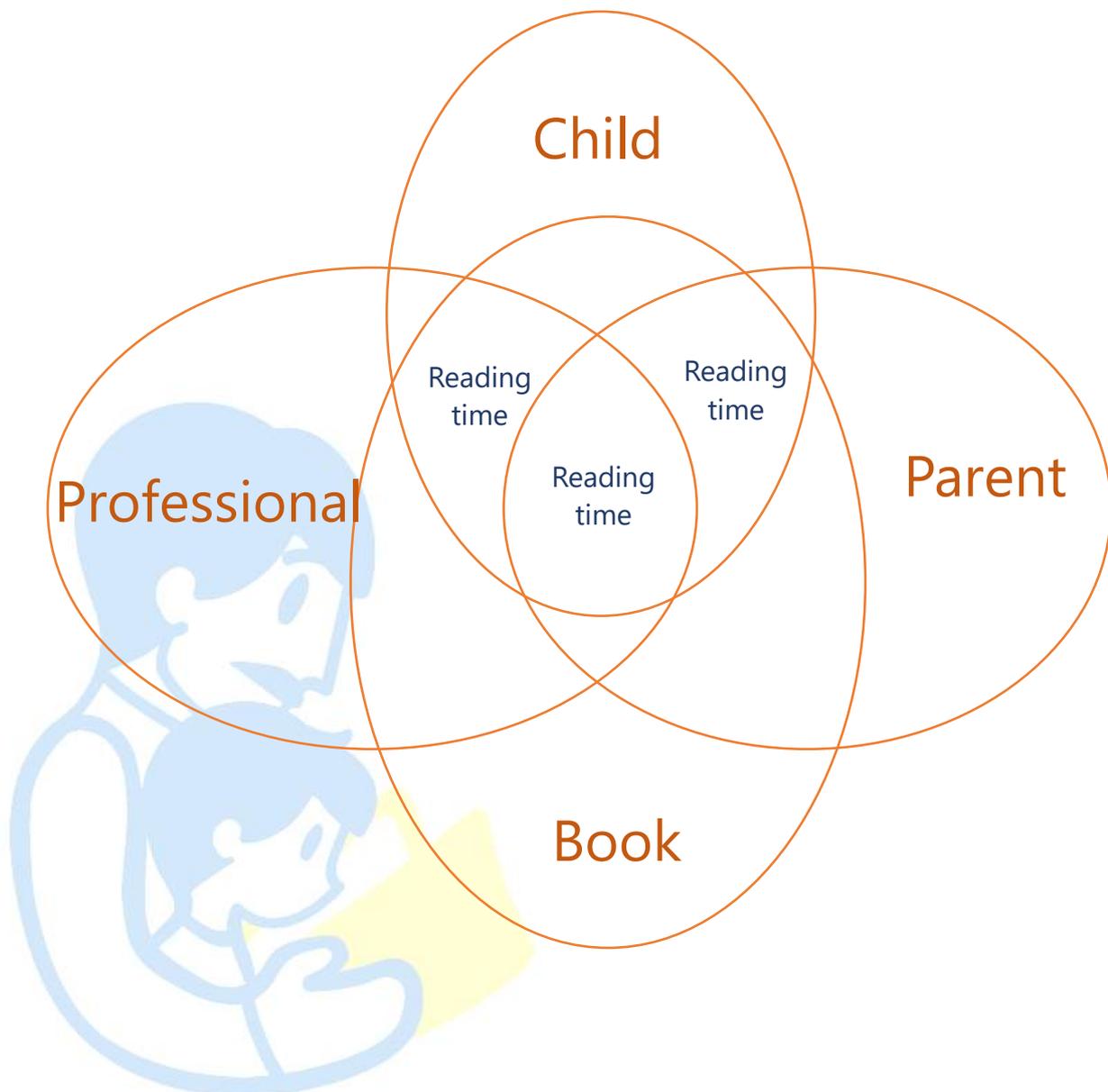


Conclusion

Reading aloud is a complex activity with a lot of considerations to take into account to practice it efficiently.

This activity – defined as a meeting planned and mediated by an adult (professional or parent) between a child and a book – requires some knowledge, skills, attitudes and professional actions. We used the following diagram to develop a training curriculum that meets all the aspects to consider for the different types of reading activity that could be planned.

The unmarked intersections on this diagram show all the relations that could influence the quality of the shared reading, i.e. the relation of the professional with the book. All these aspects need consideration in developing the curriculum. This diagram also helped to develop the five axes of the training programme.



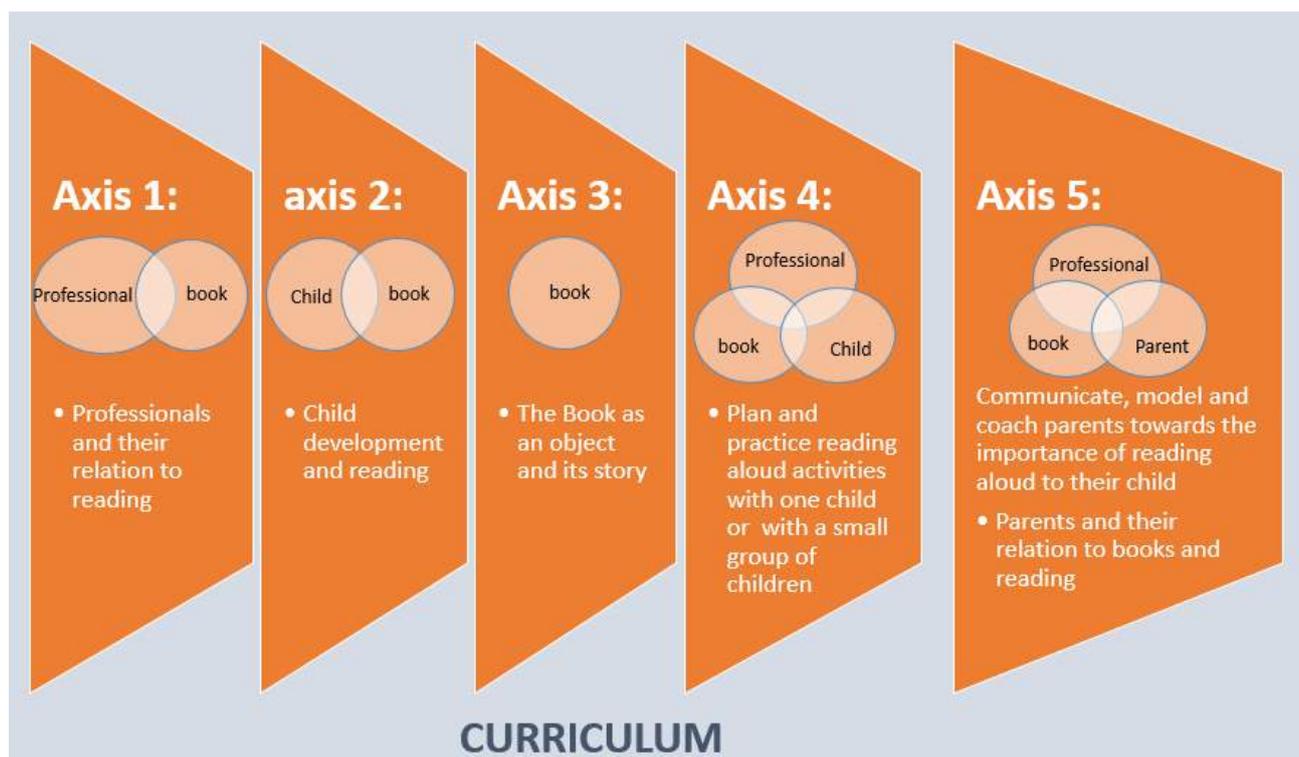
Training structure

Five axes of training

To develop the training curriculum, five specific axes – or dimensions – were defined, which reflect the interactions illustrated above. The axes are the backbone of the training programme which should be developed, planned in detail and managed according to the context in which the training is delivered.

The sequence of these dimensions (from left to right) indicates a linear training progression. However, to allow a "spiral" development of the targeted professional competencies, it would be important to build in recurrent intervals of practice accompanied by feedback.

The practice of documentation which emerges during professional reflection should support the spiral development of professional competences. Documentation can be done by collecting observations, making regular notes, and recording reflections on competence development during the training sessions and beyond.

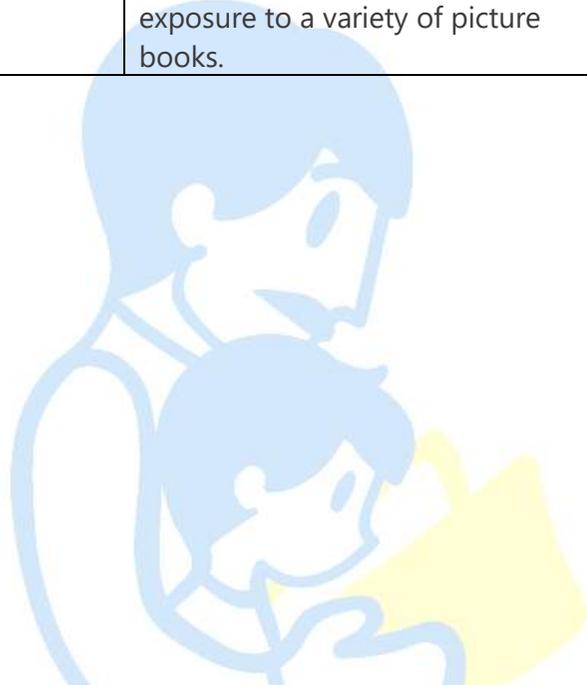


From training axes to training goals, indicators of achievement and learning activities

The five axes of training are developed hereafter into general training goals and those ones break down into specific training goals that can be assessed using indicators of achievement. Nevertheless, specific goals and indicators of achievement of this training programme should be adapted to suit the context of training delivery.

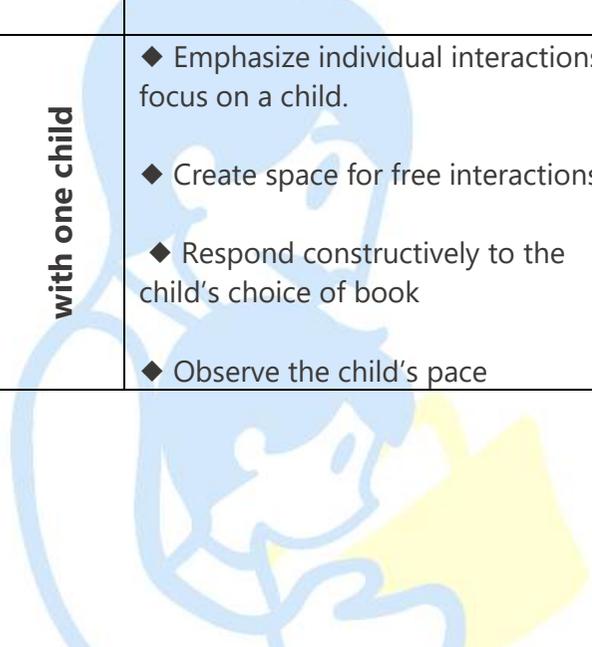
Training programme duration: 30 hours

Training axes	General training goals	Specific training goals	Indicators of achievement	Ideas of learning activities to achieve training goals
1. Professionals and their relation to reading	Develop good understanding of self as a reader	<ul style="list-style-type: none"> ◆ Develop awareness of and analyse personal relation to reading and own reader identity in order to construct a positive and professional relation to pleasurable read-aloud activities with a young child. ◆ Develop own literacy skills by exposure to a variety of picture books. 	<p>The trainee</p> <ul style="list-style-type: none"> •describes, reflects on and assesses own relation to reading throughout the training programme •reads at least 20 quality children’s books from a recommended selection 	<ul style="list-style-type: none"> • Share and self-assess personal reader experiences • Discuss reading aloud picture books • Identify picture books independently and share the reasons why the book was chosen



<p>2. Child development and reading</p>	<p>Connect children's language development with behaviour during read-aloud activities</p>	<ul style="list-style-type: none"> ◆ Describe the stages of early childhood language development (0-7 years) ◆ Explain the role of encounters with children's books and reading aloud experiences in children's early language development ◆ Observe specific child behaviour during read-aloud activities. 	<p>The trainee</p> <ul style="list-style-type: none"> •orders correctly the stages of children's language development •produces an observation report on children's behaviour during read-aloud activities based on observations carried out using a familiar observation sheet 	<ul style="list-style-type: none"> • Practice identifying the stage of language development in young children • Prepare a list of criteria for establishing the baby's behaviour during shared reading • Design a list of observation criteria for children's behaviour during reading • Observe children and report on findings
<p>3. The book as an object and its story</p>	<p>Select quality picture books</p>	<ul style="list-style-type: none"> ◆ Analyse a picture book with reference to a set of indicators ◆ Identify different types of picture books ◆ Apply a set of criteria for selecting appropriate picture books. ◆ Compile a list of books for the purpose of organizing different read-aloud activities 	<p>The trainee</p> <ul style="list-style-type: none"> •expresses an opinion about the quality of specific picture books •completes an assessment grid to assess the quality of picture books. •identifies types of stories in picture book •groups books by the type of stories 	<ul style="list-style-type: none"> • Brainstorm criteria to observe in picture books, then listen to testimonials from authors and illustrators how to make picture books and complete a list of quality criteria
<p>4. The professional and children in read-aloud activities</p>	<p>Plan read-aloud activities</p>	<ul style="list-style-type: none"> ◆ Plan read-aloud activity considering the given environment (space, time, type of public, books, communication) 	<p>The trainee</p> <ul style="list-style-type: none"> • completes a read-aloud activity sheet 	<ul style="list-style-type: none"> • Establish a list of characteristics of the professional environment to take into account when planning effective shared reading. • Plan a read-aloud activity with one individual child paying attention to the given environment

				<ul style="list-style-type: none"> • Plan a shared reading aloud moment with a small group of children paying attention to the given environment
Perform read-aloud activities		<ul style="list-style-type: none"> ◆ Make professionally informed choices about the frequency, the duration, the space related to read-aloud activities. ◆ Practice reading aloud (intonation, face expressions, rhythm, etc. according to the story) ◆ Observe children’s reactions and adjust action ◆ Use a variety of picture books available for children. 	<p>The trainee</p> <ul style="list-style-type: none"> •performs self-assessment of reading aloud •reports on at least two adjustments made during shared reading in response to a child’s behaviour 	<ul style="list-style-type: none"> • Practice reading aloud picture books in front of training peers
	with one child	<ul style="list-style-type: none"> ◆ Emphasize individual interactions: focus on a child. ◆ Create space for free interactions ◆ Respond constructively to the child’s choice of book ◆ Observe the child’s pace 	<p>The trainee</p> <ul style="list-style-type: none"> •performs self-assessment of reading aloud with one child 	<ul style="list-style-type: none"> • Practice and reflect on a reading aloud with a child



		with a small group of children	<ul style="list-style-type: none"> ◆ Focus on all children ◆ Respond to all children ◆ Choose the book to be read ◆ Adjust rhythm of reading ◆ Create space for varied interactions 	<p>The trainee</p> <ul style="list-style-type: none"> • performs self-assessment of reading aloud with a group of children 	<ul style="list-style-type: none"> • Practice and reflect on reading aloud with a small group of children
	Develop a self-reflective attitude		<ul style="list-style-type: none"> ◆ Practice self-assessment after reading aloud ◆ In reflective group sessions, establish ways to improve reading aloud and attitudes towards children ◆ Document own practice and evolution in planning and practicing reading aloud 	<p>The trainee</p> <ul style="list-style-type: none"> • performs self-assessment of own practice using an assessment grid • sets a goal for the improvement in the planning and practice of reading aloud based on group reflection / self-assessment 	<ul style="list-style-type: none"> • Practice and reflect on a shared reading aloud moment with one child individually • Participate in group reflective session on practices and set new goal of practice improvement
5. Professional and parents: communicate with, model for and coach parents to perform read-alouds	Coach/Guide parents to read aloud		<ul style="list-style-type: none"> ◆ Respond to parents' needs related to reading aloud ◆ Share with parents the importance of reading aloud at home and introduce them to relevant resources ◆ Model reading aloud for parents 	<p>The trainee</p> <ul style="list-style-type: none"> • describes a model reading aloud session and a subsequent discussion with parents • prepares flyer/poster to advertise reading aloud to parents 	<ul style="list-style-type: none"> • According to the description of each participant's professional context, list the favouring conditions and obstacles to communicate, share information with parents on reading aloud with their child. • Identify videos on the practice of reading aloud with young children
	Promote family literacy			<p>The trainee</p>	<ul style="list-style-type: none"> • Identify interviews (articles or videos) about professionals fostering family

		<ul style="list-style-type: none"> ◆ Support parents to act as mediators between the world of writing and the child ◆ Enhance the family culture if home language is different from the language used in childcare centres ◆ Change parents' perceptions of reading by suggesting some activities to develop family literacy 	<ul style="list-style-type: none"> •reports on a discussion with parents on the issue of family literacy (home practices, family culture, perceptions and beliefs) 	<p>literacy and set a list of professional actions, good practices to reproduce</p>
--	--	---	---	---



Assessment framework

Assessment grid(s) / self-assessment based on visible and non-visible indicators describing the knowledge, skills and attitudes.

References

- Actions culturelles contre les exclusions et les ségrégations (A.C.C.E.S). (2015). *Lire ensemble avec des bébés : guide pratique à l'attention des professionnels*. Paris, France : A.C.C.E.S.
- Anderson, J., Anderson, A., Friedrich, N., & Kim, J. E. (2010). Taking stock of family literacy: Some contemporary perspectives. *Journal of Early Childhood Literacy*, 10(1), 33-53.
- André, C. (2007). Un lieu d'apprentissage de la lecture sous-estimé: la famille. *Lire--écrire: de l'enfance à l'âge adulte: genèse des compétences, pratiques éducatives, impacts sur l'insertion professionnelle*, 123-136.
- Bautier, É, & Goigoux, R. (2004). Difficultés d'apprentissage, processus de secondarisation et pratiques enseignantes : Une hypothèse relationnelle. *Revue Française De Pédagogie*, (148), 89-100.
- Beckers, J. (2002). *Développer et évaluer des compétences à l'école: vers plus d'efficacité et d'équité*. Bruxelles, Belgique: Labor.
- Boiron, V. (2010). Lire des albums de littérature de jeunesse à l'école maternelle : quelques caractéristiques d'une expertise en actes, *Repères [En ligne]*, 42, mis en Retrieved from: <http://journals.openedition.org/reperes/254>. doi:10.4000/reperes.254
- Bonnafé, M. (2001). *Les livres, c'est bon pour les bébés*. Calmann-Lévy.
- Bourdieu, P. (1930). et Jean-Claude Passeron. 1970. *La Reproduction: Eléments pour une théorie du système d'enseignement*.
- Carrington, V., & Luke, A. (2003). Reading, homes, and families: From postmodern to modern. *On reading books to children: Parents and teachers*, 231-252.
- Cunningham, A. & Zibulsky, J. (2011). Tell me a story: Examining the benefits of shared reading. In S. B. Neuman, & D. K. Dickinson (Eds.), *Handbook of Early Literacy Research* (Vol. 3, pp. 396-411). New York: The Guilford Press.
- Duursma, E., Augustyn, M., & Zuckerman, B. (2008). Reading aloud to children: the evidence. *Archives of disease in childhood*, 93(7), 554-557.
- EUROPEAN COMMISSION. (2012). EU High level group of experts on literacy. Doi: 10.2766/34382

- Fagan, W. T. (2001). Family Literacy Programs: The Whole Is More Than the Sum of Its Parts. Retrieved from <https://files.eric.ed.gov/fulltext/ED458584.pdf>
- Fox, M. (2008). *Reading magic: Why reading aloud to our children will change their lives forever*. Houghton Mifflin Harcourt.
- Giasson, J., & Vandecasteele, G. (2011). *La lecture: apprentissage et difficultés*. De Boeck.
- Janes, H., & Kermani, H. (2001). Caregivers' story reading to young children in family literacy programs: Pleasure or punishment?. *Journal of Adolescent & Adult Literacy*, 44(5), 458.
- Joigneaux, C. (2009). La construction de l'inégalité scolaire dès l'école maternelle. *Revue française de pédagogie. Recherches en éducation*, (169), 17-28.
- Justice, L. M. & Kadervarek, J. (2002). Using shared reading storybook reading to promote emergent literacy. *Teaching exceptional children*, 34, 8-13.
- Karther, D. (2002). Fathers with low literacy and their young children. *The Reading Teacher*, 56(2), 184-193.
- Kolb, D. A. (1984). *Experiential Learning - Experience as the source of learning and development*. Englewoods Cliffs (NJ): Prentice-Hall
- Lane, H.B. & Wright, T.L. (2007). Maximizing the effectiveness of reading aloud. *The Reading Teacher*, 60, 668-675.
- Meyer, L.A., Wardrop, J.L., Stahl, S.A. & Linn, R. (1994). Effects of reading storybooks aloud to children. *Journal of Educational Research*, 88, 69-85.
- Mol, S. E., & Bus, A. G. (2011). To read or not to read: a meta-analysis of print exposure from infancy to early adulthood. *Psychological bulletin*, 137(2), 267.
- Mui, S., & Anderson, J. (2008). At home with the Johars: Another look at family literacy. *The Reading Teacher*, 62(3), 234-243.
- OFFICE NATIONALE DE L'ENFANCE (ONE). (2017) *Accompagner le développement du langage : du jeune enfant en milieu d'accueil*. Bruxelles, Belgique : ONE.
- Piasta, S.B., Justice, L.M., Mc Ginty, A.S. & Kaderavek, J.N. (2012). Increasing young children's contact with print during shared reading: Longitudinal effects on literacy achievement. *Child Development*, 83, 810-820
- Rateau, D. (2001). Les tout-petits peuvent-ils lire avant d'avoir appris à lire ? *Spirale*, 4, 15-20. doi 10.3917/spi.020.0015
- Rateau, D. (2001). Les tout-petits peuvent-ils lire avant d'avoir appris à lire ? *Spirale*, n° 20(4), 15-20. doi:10.3917/spi.020.0015.
- Rateau, D. (2016) Ne cherchez plus des livres pour les petits : ça n'existe pas ! *Spirale*, 77, 146-148. doi :10.3917/spi.077.0146
- Sipe, L.R. (2002). Talking back and taking over: Young children's expressive engagement during storybook read-alouds. *The Reading Teacher*, 55, 476-483.

- Terwagne, S., & Vanesse, M. (2008). *Le récit à l'école maternelle: lire, jouer, raconter des histoires*. De Boeck Université.
- Van der Linden, S., & Douzou, O. (2013). *Album [s]*. Éditions De Facto/Actes Sud Junior.



PARTNERS



ULiege
www.equale.uliege.be - Belgium



Asociația LSDGC
www.alsdgc.ro - Romania



Estonian Reading Association (EstRA)
www.lugemisyhing.ee - Estonia



Centro per lo Sviluppo Creativo Danilo Dolci
danilodolci.org - Italy

WWW.READINGMAGIC.EU



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.