

Intercultural Guidelines:

Examples of Good Practice

Name of activity: Reading to Bridge the Gap:
Paired Reading

Year group
Targeting first years but embedded in practice from then on

Procedure

The school invests in reading material to support:

1. **Literacy** in students' home languages (L1)
2. **Graded** material in English (the language of schooling) for EAL students who are A1, A2 and B1 in reading

Materials available in the school library include (see attached lists of recommended material):

- Reading material in students' home languages (sourced through funding from PPLI or donations from students) and prescribed reading material for JC/LC English as per the relevant DES Circular. Other materials to make available include learner-friendly (A1, A2, B1) books, graphic novels and magazines for students to bridge the gap between their current reading skills and where they want to be.
- Graded readers in English (at A1, A2, B1 levels) for prescribed JC and LC English (see attached list)
- Novels and graded readers in English with an intercultural theme for all students
- Sora App for DEIS schools (with PPLI-funded books in home languages and selection of intercultural material)
- Digital graded readers in English for self-access online: Oxford Learners Bookshelf

The above materials can be used for Drop Everything and Read where students can chose material to read to improve their literacy in their L1 or L2.

EAL students can be paired with a peer from their class or a TY student with the same L1 to do paired reading in English or in their L1 depending on students' personal choice. Credit should be given to students for reading in any language. A record should be kept of what books have been read and in which language.

Annual initiative/embedded in classroom practice

Embedded in school practice involving subsequent cohorts of first years. There should be a long-term impact on literacy as students foster the habit of reading for pleasure with the support of a peer who has the same L1.

Key skills

Junior cycle

Being literate
Managing myself
Managing information and thinking
Working with others
Communicating

An Intercultural Look at our Schools is an adaptation of the project "A roadmap for schools to support the language(s) of schooling" (2017-2019) of the European Centre for Modern Languages (ECML). The ECML is a Council of Europe institution promoting excellence in language education in its member states. www.ecml.at/roadmapforschools

Looking at Our Schools: A Quality Framework for Post-Primary Schools

DOMAIN 1: LEARNER OUTCOMES

DOMAIN 2: LEARNER EXPERIENCES

UNESCO sustainable development goals

Goal 4: Quality education

Goal 10: Reduced inequalities

Value added (e.g., wellbeing, digital skills, presentation skills, building confidence or cross-curricular links)

Given access to the right reading material in their L1 and L2, students will be inspired to read for pleasure. This will enable them to manage their literacy (academic writing, as well as understanding and using keywords). It will also support students to sit LC curricular and non-curricular exams as well as to manage their lifelong language learning. Students will become more confident and competent language learners.

Links and resources

https://elt.oup.com/catalogue/items/global/graded_readers/9780194022583?cc=gb&sellLanguage=en

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